University of Victoria
Department of English

Graduate Handbook
2022-23 (last updated September 2022)

The University of Victoria is committed to equity, diversity, social justice, and fostering a welcoming and diverse learning, teaching, and working environment. We strive to enhance access by creating spaces and conditions for dialogue and the expression of all voices. These are essential elements in achieving excellence in research and education. The Department of English is committed to offering a safe, respectful, friendly, and collegial environment for the benefit of students, faculty, staff, and participating members of the public who together comprise the members of our community.

We acknowledge and respect the Songhees, Esquimalt, and WSANEC peoples on whose traditional territory the university stands and whose historical relationships with the land continue to this day. We are grateful to be working for an institution that is committed to the ongoing work of decolonizing and Indigenizing the campus community both inside and outside the classroom.

The recent TRC Calls to Action have highlighted the importance of ongoing work and have acted as a catalyst for bringing a broader community together to reflect on our collective responsibility in the ongoing process of reconciliation. In this spirit, we reflect on the teachings of Songhees Elder, Skip Dick, and we are reminded that by honouring the stories and histories of our ancestors, we honour the paths of those yet to come.

> *Robina Thomas, Director*
> *Indigenous Academic and Community Engagement*

My time as a graduate student in UVic's Department of English was one of immense personal and professional growth. I found myself welcomed by world-class faculty, challenged by opportunities to build community both within and beyond my cohort, and enriched by intellectual crosswalks between the department and other segments of campus. In particular, the deeply collegial environment of my peer group inspired me to seek out global communities through scholarship: at conferences, through grant opportunities, and with single- and multi-authored publications. To the extent that UVic's island setting offers students opportunities to relax, exercise, and connect with the natural world, it equally invites students to think and work beyond its visible borders.

> *Dr. Alex Christie (UVic doctoral student 2012-16)*
> *Assistant Professor, Centre for Digital Humanities, Brock University*

I truly appreciate the two years I spent as an MA student at UVic. The English Graduate Program provides a great learning experience, the variety of courses offered are inspiring and challenging (in the best way), the faculty genuinely invests in providing a supportive environment for students, and there is a wonderful sense of community amongst the graduate students ... [T]he English Graduate Program provided me with multiple opportunities for gaining work experience—in addition to working as a teaching assistant, I spent a semester working as an archival assistant through the Co-op Program. I learned so much during my time at UVic and am sincerely grateful for the experience.

> *Elizabeth Bassett (MA student in the Co-Op Program 2014-16; UBC iSchool 2017-current)*
> *Author of* Dancing on the Island: Six Women Who Shaped Dance on South Vancouver Island, Victoria

KEY CONTACTS & RESOURCES

English Mailing Address: Graduate Program
Department of English University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2 CANADA

English Graduate Advisor: Dr. Stephen Ross
(250) 721-7237
englgradad@uvic.ca

English Graduate Secretary: Deborah Ogilvie
(250) 721-6331
englgradsec@uvic.ca

English Graduate Program
http://www.uvic.ca/humanities/english/graduate/

Faculty of Graduate Studies (FGS)
http://www.uvic.ca/graduatestudies/

Graduate Admissions and Records Office (GARO)
http://www.uvic.ca/graduatestudies/admissions

Academic Calendar
https://www.uvic.ca/calendar/future/grad/index.php#/home

Campus Map
http://www.uvic.ca/future-students/undergraduate/campus-info/index.php

UVic Libraries
http://www.uvic.ca/library

Centre for Accessible Learning (CAL)
http://www.uvic.ca/services/cal/

International Student Services (ISS)
http://www.uvic.ca/international

Office of Indigenous Affairs (INAF)
https://www.uvic.ca/studentaffairs/departments/indigenous/index.php

Co-operative Education Program and Career Services (Co-op)
http://www.uvic.ca/coopandcareer

Learning and Teaching Support and Innovation (LTSI)
https://www.uvic.ca/learningandteaching/

Technology Integrated Learning (TIL)
http://www.uvic.ca/til/

Counselling Services
http://www.uvic.ca/services/counselling/

Equity and Human Rights (EQHR)
https://www.uvic.ca/equity/

Indigenous Plan
https://www.uvic.ca/vpacademic/assets/docs/indigenousacademicplan/IndigenousPlan_Final.pdf

English Graduate Student Society (EGSS)
https://uvicegss.wordpress.com/

UVic Graduate Students' Society (GSS)
http://gss.uvic.ca

UVic Students Society (UVSS) Advocacy Groups
https://uvss.ca/student-groups/advocacy-groups/

Housing
http://housing.uvic.ca

Bookstore
http://www.uvicbookstore.ca

Office of the Registrar
http://www.uvic.ca/registrar

Student Awards and Financial Aid
http://www.uvic.ca/registrar/safa

CONTENTS

1   INTRODUCTION

1.1 THE ENGLISH GRADUATE HANDBOOK

The Handbook you are reading, which is revised annually, is intended to help faculty and graduate students in the administration of Department of English graduate programs. The guidelines provided here describe normal practice; they may be changed or amended year to year or in exceptional circumstances. The Handbook is specific to the Department of English and supplements the policies and regulations outlined in the University of Victoria Faculty of Graduate Studies (FGS) Calendar and the FGS Supervisory Policy. If information in this Handbook differs from the FGS Calendar or Supervisory Policy, the Calendar and Supervisory Policy supersede this Handbook.

The Department of English offers degree programs leading to an MA and a PhD, with opportunities for study in a variety of literatures in English and critical approaches. At both the MA and PhD level, Co-operative Education Program opportunities and a concentration in Cultural, Social, and Political Thought (CSPT) are available. More information can be found below in sections 4, 5, and 6.

Exceptions to procedures outlined in this Handbook are sometimes possible but may require the advanced approval of the Graduate Advisor, the Graduate Committee, and often the Dean of Graduate Studies.

1.2 GENERAL INFORMATION

The University of Victoria (UVic) is a mid-sized comprehensive university offering undergraduate, graduate, and professional degrees in a variety of disciplines. An autonomous degree-granting institution since 1963, UVic began its history in 1903 as Victoria College in affiliation with Montreal's McGill University. UVic has a teaching staff of over 2,300 (900 of whom are members of the Faculty of Graduate Studies) and approximately 21,800 students, 3,300 of whom are graduate students. There were 48 MA and 26 PhD registered students in the Department of English graduate program in 2018/19.

1.3 THE FACULTY OF GRADUATE STUDIES CALENDAR

The FGS Calendar is available online and should be checked regularly for matters of University policy. The "Degrees and Programs Offered" section includes information on the Department of English.

1.4 STUDY PERMITS

Graduate students from outside Canada need a study permit to attend UVic. For detailed information on obtaining a study permit, contact the Canadian Embassy or Consulate in your region or go to Service Canada. International students should not make provision to travel to Canada unless they have been admitted to the program and have evidence of financial resources to allow them to study here. International students may not be employed outside the University without a valid work permit.

1.5 FINANCIAL SUPPORT

Students may be supported through Faculty of Graduate Studies Fellowships and Awards, Teaching Assistantships, Sessional Lecturer positions (for advanced PhD students), and Research Assistantships (usually coordinated with individual faculty members). The Graduate Advisor and the Graduate Committee consider all admitted full-time students for funding. For further information, see section 9.

1.6 HOUSING

A limited amount of accommodation is available in University residences for full-time graduate students. Options include residence housing (single and double rooms, bachelor or one-bedroom apartments), cluster housing (self-contained units with four private bedrooms), and family housing (self-contained units for families). Information about on-campus accommodation and application procedures, and resources for off-campus housing, can be found through UVic Residence Services.

1.7 CAMPUS RESOURCES AND FACILITIES

Graduate students may benefit from a number of resources and facilities available on campus. International Student Services (ISS) (+1-250-721-6361) provides assistance and support for international students admitted to UVic. The Centre for Accessible Learning (250-472-4947) provides assistance to those with disabilities that may affect their studies or campus access. Child Care Services (250-721-8500) are available for students with children. Multifaith Services (250-721-8338) coordinate a range of spiritual and religious events and chapel services. University Health Services (250-721-8492) provide a full-service primary health care clinic for students, and Counselling Services (250-721-8341), in addition to offering personal counselling, provide a number of group and workshop opportunities.

1.8 LIBRARY RESOURCES

The main research library for the Humanities is the Mearns Centre for Learning - McPherson Library, which boasts major databases in literary studies as well as rich holdings in Special Collections and University Archives. This library also houses the Digital Scholarship Commons and extensive digital collections. Graduate students may apply for a study carrel and use interlibrary loan services for items not held at UVic. The current subject librarian for English is Justin Harrison, who may be contacted for help with accessing and navigating the library's holdings. The library organizes many events, workshops, and lectures of interest to graduate students, especially through Special Collections, and offers student awards. For more information, visit the library's "Graduate Students" website.

1.9 ORIENTATION EVENTS AND NEW STUDENT MENTORSHIP

Every September the Department organizes activities to familiarize new students with our programs, welcome returning students, and inform returning students of changes in established policies. Orientation events are organized by the Graduate Advisor, Graduate Secretary, and Graduate Student Representatives.

In the summer before they begin their program, each new MA and PhD student is assigned a Faculty and a Student Mentor. Incoming students will hear directly from their mentors and can communicate with them by email. New students are encouraged to consult their mentors about any aspect of UVic life.

1.10 GRADUATE STUDENT OFFICE AND LOUNGE SPACE

The English Graduate Lounge is located in Clearihue C350. This space may be used for studying and socializing. Keys are available from the Graduate Secretary. A deposit of $10 is required and may be combined with your mailbox deposit (see section 1.11). Deposits are refunded when keys are returned.

The Faculty of Humanities Graduate Student Lounge is in Clearihue D262/263. This space is available to all graduate students in the Faculty and may be used for studying and socializing. No personal items, food, or drinks may be left in the Humanities lounge. To access the Humanities lounge, enter the code 7738 on the key-punch door lock.

For PhD students, shared office space is available in Clearihue D226 and D215 (three desks). Study space in these offices is assigned on a sessional basis (September-April and May-August). In August and April, the Graduate Secretary will solicit requests from interested students. When there are more requests than available desks, the Graduate Advisor will make assignments based on seniority. A $10 key deposit is required and will be refunded when the key is returned.

For Teaching Assistants (TAs), shared office space is available September-April in Clearihue D221 and D228. TA offices may be used for teaching preparation and TA-student office hours. Office assignments are made by the Teaching Assistant Peer Mentor (TAPM). A $10 key deposit is required and will be refunded when the key is returned. *During the summer (May-August), these offices are available for MA and PhD student study space.*

1.11 GRADUATE STUDENT MAILBOXES

English graduate students have individual mailboxes. These are located in the hallway beside the Department of English General Office and require a key. Keys are available from the Graduate Secretary. A key deposit of $10 is required but may be combined with the English Graduate Student Lounge key deposit (i.e., so that there is a total deposit of $10 for both keys). Deposits are refunded when keys are returned.

All students are expected to check their mailboxes on a regular basis so as not to miss important announcements and information that may be distributed by the Graduate Secretary. Students who have a Teaching Assistantship have additional responsibility to check their mailboxes consistently since their students may leave papers or information there for them.

1.12 GRADUATE STUDENT NETWORKING

Several networking options are available for English graduate students:

Listserv: A list for graduate student announcements and discussion. All students as well as members of the English Graduate Committee, relevant staff, and the Graduate Advisor are members of this list. Students can post a message to all list members by sending an email. Only materials or information directly relevant to graduate studies in the Department of English should be posted.

Facebook: English graduate students maintain a closed Facebook group. This group provides a convenient way to communicate with other English graduate students and with some graduate faculty, to post events, hold discussions, and plan group sessions: UVic Graduate English Facebook group.

Twitter: The Graduate Advisor and/or Graduate Secretary tweets at @UVicEnglGrad.

LinkedIn: https://www.linkedin.com/in/uvicenglishgraduate-program/ (requires a LinkedIn account)

2   ADMINISTRATION

2.1 THE ENGLISH GRADUATE ADVISOR
All aspects of the Department of English MA and PhD programs are administered by the English Graduate Advisor. The Graduate Advisor's responsibilities include coordinating graduate courses; managing and overseeing the graduate program budget; selecting applicants for admission and awards; assessing and approving MA essay, MA thesis, and PhD dissertation materials; reviewing annual student progress reports; reviewing student grades each term; consulting with students; assisting with the vetting of SSHRC and other grant, funding, or award proposals; nominating students for awards; mediating between faculty members and students; coordinating professional development training; providing career and job placement assistance; and liaising with the Office of the Dean of Graduate Studies. Much of the Graduate Advisor's work is carried out in consultation with the Graduate Committee, which the Graduate Advisor chairs. The Graduate Advisor holds regular office hours for graduate students during the fall and spring terms (September-April), and students may approach the Graduate Advisor with any concerns about their program. New students are encouraged to contact the Graduate Advisor for an appointment.

2.2 THE GRADUATE COMMITTEE
The Graduate Committee consists of the Graduate Advisor, four faculty members, the Department Chair (ex officio), and two student representatives (one PhD and one MA). The Graduate Committee's tasks include assessing admission applications and making admission decisions, recommending graduate course offerings, assessing award proposals and nominations, advising the Graduate Advisor on issues pertaining to curriculum and budget, reviewing and approving candidacy reading lists, and assessing and approving thesis and dissertation materials.

2.3 THE GRADUATE SECRETARY
The Graduate Secretary assists the Graduate Advisor with management of the graduate program. All forms requiring the Graduate Advisor's signature go directly to the Graduate Secretary, who processes them accordingly. The Graduate Secretary answers policy questions and guides students and faculty on procedural matters. All program advising and program-related decisions defer to the Graduate Advisor.

2.4 MEMBERS OF THE FACULTY OF GRADUATE STUDIES
All members of the Graduate Committee, Supervisory Committees, and Examining Committees, as well as instructors of graduate courses, must be members of the Faculty of Graduate Studies (FGS). The Graduate Advisor, in consultation with the Graduate Committee, recommends all new tenure-track (research) faculty who hold a PhD for FGS membership. The conditions for FGS membership are

- an academic appointment at the University of Victoria;
- a demonstrated commitment to scholarship, professional achievement, or (where appropriate) artistic achievement; and
- an expressed interest in, commitment to, and capability for the teaching and supervision of graduate students and graduate research.

2.5 SUPERVISORY DUTIES AND RESPONSIBILITIES
Graduate students rely on faculty advisors, supervisors, and Supervisory Committees to assist them with degree progress, degree completion, and a range of academic and career advice. UVic's Faculty of Graduate Studies has policies and guidelines that govern the relationship between supervisors and students. The FGS Graduate Supervision Policy—which governs all UVic Graduate Advisors,

supervisors, Supervisory Committee members, and the Dean and Associate Deans of FGS—was last revised in 2017. Students are responsible for ensuring their own familiarity with this document.

UVic also has a range of policies that govern the conduct of students and faculty as well as guidelines for reporting misconduct. Policies related to sexualized violence, discrimination, harassment, human rights, and equity are available online:

[Sexualized Violence Prevention and Response Policy](#)

[Discrimination and Harassment Policy](#)

[Policy on Human Rights, Equity and Fairness](#)

2.6 ENGLISH GRADUATE STUDENT REPRESENTATIVES

Graduate Student Representatives—one MA student and one PhD student—are elected annually by the English Graduate Student Society (EGSS, see section 2.7). Elected Representatives are voting members of the Graduate Committee, though they do not attend Graduate Committee deliberations on admissions, awards, or program issues pertaining to any individual student. They may also participate and vote in Department of English meetings and meetings of the UVic Graduate Students' Society (GSS, see section 2.8). The role of the Representatives is to foster and support the objectives of the English Graduate Students' Society; encourage and facilitate communication between graduate students, the Department of English, and the Graduate Advisor; and promote the interests of English graduate students. The PhD Representative serves as EGSS President, and the MA Representative serves as EGSS Vice-President.

A separate Graduate Representative Council (GRC) member may be nominated by the EGSS. The GRC member attends and votes in meetings of the GSS and confers with the PhD and MA Representatives about the interests of English graduate students. The GSS holds semi-annual meetings where all graduate students are allowed to vote, while the GRC meets monthly and allows one voting member per unit.

2.7 THE ENGLISH GRADUATE STUDENTS' SOCIETY (EGSS)

The English Graduate Students' Society (EGSS) is an association dedicated to promoting the academic and professional interests of English graduate students at UVic. In addition to helping fellow students negotiate academic concerns, the EGSS provides opportunities for students to connect on an informal and social basis, allowing the English graduate community to share information and exchange ideas freely. To create a sense of community among English graduate students, the EGSS hosts a number of events each year that allow students to get to know one another outside of the classroom. Participation of both returning and new graduate students is essential to the success of the EGSS.

2.8 THE GRADUATE STUDENTS' SOCIETY (GSS)

The Graduate Students' Society (GSS) is the elected body of Graduate Student Representatives and concerns itself with all matters pertaining to the welfare of its members across campus. In addition to its primary mandate to lobby the University on issues of concern to graduate students, the GSS provides grants for travel to academic conferences as well as financial assistance for graduate students' departmental activities. At the start of each academic year, the GSS holds an orientation session to welcome new graduate students and introduce them to UVic facilities. The English Graduate Student Representatives attend GSS and Graduate Representative Council (GRC) meetings, unless the EGSS has elected a separate GRC representative to attend GRC meetings.

The Halpern Graduate Student Centre (GSC) is the home of the GSS. The building houses numerous multi-purpose meeting and study rooms and is home to the Grad House Restaurant, a fully-licensed casual café and restaurant. The GSC hosts social events throughout the year. Students can find out about the GSS academic, political, and social activities by attending the GSS General Meetings, contacting the English Department Graduate Representatives, or visiting the GSS website.

3	ADMISSION TO GRADUATE STUDIES IN ENGLISH

3.1 ADMISSION REQUIREMENTS

All applicants must comply with the admission regulations specified in the Faculty of Graduate Studies (FGS) Calendar and by the Graduate Admissions and Records Office (GARO).

Applicants for the MA program normally hold a bachelor's degree in English or a related discipline. Preference is given to those with an Honours BA in English or a major that included a range of courses in English literature and literary theory. An A- average or higher in the last two years of study and at least a B average overall is standard, i.e., a grade point average of 7.0 on a nine-point scale, 3.7 on a four-point scale, or a first-class standing.

Applicants to the PhD program normally hold an MA (or equivalent) in English or a related discipline with a minimum average of A- in previous graduate courses. Preference is given to those who demonstrate strong preparation across a range of English literature, literary theory, and/or research methods. Previous academic experience with a language other than English is desirable.

Applications to the Department of English graduate program must be complete by 15 January. All applications to the Department of English are managed through the GARO website, where you will find further information and links to assist you with the application process.

3.2 HOW TO APPLY

By 15 January, you must complete an online application through Graduate Admissions and Records (GARO), upload all required supporting documents, and pay the application fee by credit card. All graduate-program applications are managed through GARO, and applicants are expected to check with GARO to ensure that they have up-to-date information. Incomplete applications cannot be evaluated by the Department of English. *There is no requirement to secure a supervisor before application.*

Applicants to the CSPT Concentration submit only one application (to the Department of English) but must note the concentration on their application. Applicants must be admitted to English before CSPT will consider their application to the concentration. Admission to the CSPT concentration is subject to the approval of the CSPT Director, who acts on advice of an interdisciplinary CSPT Admissions Committee. Acceptance to the English MA or PhD program does not guarantee admission to the CSPT concentration.

The following constitutes a complete application:

1. Online application form, specifying the program (MA or PhD) and, if applicable, the CSPT concentration.
2. Non-refundable application fee: the 2019/2020 application fee was of $126.50 (or $162.25 if any post-secondary transcripts come from institutions outside of Canada).
3. Unofficial transcripts from every post-secondary institution attended (if you are offered admission, you will be required to submit official transcripts).

4. Two letters of academic reference (when GARO receives your completed application, they will send assessment forms directly to your referees for electronic submission).
5. A statement of intent: one single-spaced typed page for MA applicants, two single-spaced typed pages for PhD applicants. MA applicants should indicate their area(s) of academic interest, describe their preparation for the program and what research or path they plan to undertake, and explain why UVic is suited to these plans. PhD applicants should indicate their field of study and specific area(s) of research interest, note the most important aspects of their preparation/training, describe a current research plan that will lead to and include a doctoral dissertation, and explain why UVic is suited to the plan. (CSPT applicants should take care to highlight preparation and research suitable to the CSPT Program.)
6. A 10–15-page double-spaced typed essay demonstrating strong academic writing and advanced literary and/or critical abilities. MA applicants who do not hold an Honours degree may submit two shorter essays if necessary.
7. A *Curriculum vitae:* this should include details of your educational background, any relevant training, employment experience (academic or otherwise), awards and honours (academic or otherwise), publications (academic or otherwise), and any experience with leadership, teaching, and/or conference presentation.
8. Proof of appropriate English language proficiency, if applicable: applicants whose first language is not English and who have not resided in Canada or any exempted country for three consecutive years prior to starting the program must demonstrate competency in English. For full information and a list of exempted countries, go to GARO's "Language proficiency" page.

GRE scores are not required.

3.3 MATURE STUDENT ADMISSION (MA ONLY)
Four years after completion of a BA degree, applicants whose grade point average is below 5.0 (B) but have four years relevant professional experience since completion of their degree may be admitted to the MA program as mature students. Such recommendations must be approved by the Dean of Graduate Studies. A regular application and submission of a complete résumé is required to determine eligibility. FGS has no mature student category for PhD applicants.

3.4 FUNDING OFFERS AT ADMISSION
Admitted students are automatically considered for a range of FGS and departmental funding, including fellowships, awards, teaching assistantships, and research assistantships. For the 2019/20 and 2020/21 academic years, we funded 100% of our incoming MA and PhD students. Students are also encouraged to apply for a range of additional internal and external funding opportunities. Students admitted to the CSPT Concentration may be eligible for extra funding through the CSPT Program.

- Funded PhD students can expect to receive at least $125,000 over five years (an average of $25,000 per year, including a mix of fellowships, awards, TAships, RAships, and teaching).
- Funded MA students can expect to receive a one-year funding package of $15,000-$17,500 (which may include a mix of fellowships, awards, TAships, and RAships).
- International students will receive a top-up to account for the difference between domestic and international tuition fees.
- Research Assistantships, which allow students to assist professors with major research projects, may be offered as part of an admission package or become available later, depending on individual professors' needs. The amount RA funds available varies from year to year.

Note that, contingent on budget availability, exact dollar amounts and funding sources will fluctuate from year to year; the amounts listed here are based on the most recent years. Further information on available scholarships, awards, bursaries, and teaching opportunities can be found in section 9.

3.5 PROGRAM ENTRY TIMES

September is the entry point for both the MA and PhD programs. MA applications received later than 15 January may be considered, depending on available funds and other resources. PhD applications received after 15 January will not normally be considered.

In extraordinary circumstances, students admitted to the MA program may be allowed to postpone the start of their studies until January or May. Students who wish to defer the beginning of their program until the following year must usually re-apply to the program.

3.6 TRANSFER FROM THE MA TO THE PHD PROGRAM

In exceptional cases, it may be possible for students in the MA program to enter the PhD program before completing their MA degree. Transfer from the MA to the PhD program is possible only after a student

- has completed at least one Winter Session (i.e., one academic year);
- has demonstrated superior (A+) performance in five graduate courses;
- submits two letters of support providing evidence of research abilities; and
- submits an updated *Curriculum vitae*.

If the above conditions are met, the Graduate Advisor will determine the additional number of credits to be completed before allowing the transfer. Since transfer from the MA to the PhD program may have implications for a student's funding, students are advised to consult with FGS and GARO prior to their application for transfer.

3.7 ADMISSION TO NON-DEGREE COURSE WORK

Applicants wanting to take graduate courses that are not for credit toward a UVic degree may be admitted as non-degree students under the following categories.

3.7.1 Visiting Students

Visiting students are admitted on the basis of a Letter of Permission that specifies courses allowed for credit toward a graduate degree at another recognized institution. Applicants must complete an application for admission and provide a Letter of Permission or equivalent from their home institution. Visiting international students are required to provide transcripts and evidence of English language proficiency. All visiting students must seek prior approval from the Graduate Advisor before registering in departmental graduate courses.

3.7.2 Exchange Students

Exchange students may be admitted under the provisions of the Western Deans' Agreement or other formal exchange agreements with UVic. If a student is admitted as an exchange student, all UVic tuition fees will be waived. Applicants must submit documentation from their home institution certifying their status as an exchange student under the provisions of an approved exchange agreement, and courses to be taken toward their degree must be specified in the documentation. International exchange students are required to provide transcripts and evidence of English language proficiency. Exchange students must seek prior approval from the Graduate Advisor before registering in departmental graduate courses.

3.7.3 Non-Degree Students

Students who wish to improve their academic background before seeking a degree may be admitted as non-degree students. Applicants must meet the same entrance requirements and follow the same application procedures as degree-seeking applicants (see sections 3.1 and 3.2)

and specify the course(s) they wish to take on the application form. Non-degree students must seek prior approval from the Graduate Advisor before registering in graduate courses.

<table>
<tr><td>4</td><td>THE ENGLISH MA PROGRAM</td></tr>
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Students in the MA program take advanced courses in a range of literary periods and critical approaches, and their degree normally culminates in a research-based Master's Essay or Project (10,000 words or equivalent). The MA prepares students for PhD programs, for secondary advanced credentials (e.g., Education, Library and Information Sciences, or Archival Studies), and for a variety of humanities careers. The degree may be completed in 12 months, though students pursuing the Cultural, Social, and Political Thought (CSPT) Concentration normally require 18-24 months.

The Department offers an Essay- or Project-based MA in English, as well as a Thesis-based MA with a Concentration is CSPT (see sections 4.1.2 and 6.1).

The sections of ENGL 598 offered in the summer term are taught courses students must attend. Students who are not on campus during the summer term may make arrangements with the instructor to follow the course remotely. Sections offered in other terms are to be undertaken one-on-one with the student's supervisor.

For every term (including Summer), MA students must register in full-time course units; register for a personal leave; formally request a parental, compassionate, or medical leave of absence; or officially withdraw. Students who fail to do so may be "Withdrawn Without Permission." For more information on leaves of absence and withdrawals, see Appendix 2.

Learning Outcomes:
- evaluate and employ theoretical, methodological, material, generic, historical, and thematic approaches to literature, culture, and media in English
- conduct sophisticated critical analyses that demonstrate advanced research skills
- construct complex arguments and express them persuasively
- employ practical experience from the classroom and/or co-op learning
- evaluate colonial and post-colonial dimensions of English as a discipline
- demonstrate practical and analytical skills needed for higher levels of employment and doctoral programs

4.1 PROGRAM REQUIREMENTS

4.1.1 The Essay- or Project-based MA
ENGL 500 (Research Methods and Professional Development)…1.5 units
Other English graduate courses...7.5 units
ENGL 598 (MA Essay or Project)..6.0 units
                                                                15.0 units

The sections of ENGL 598 offered in the summer term are taught courses students must attend, while sections offered in other terms are to be undertaken one-on-one with the student's supervisor.

To earn the degree, students must pass all courses and the MA Essay or Project (10,000 words maximum or equivalent, plus notes and bibliography).

4.1.2 Thesis-based MA with CSPT Concentration
CSPT is an interdisciplinary concentration program for students in English, History, Environmental Studies, Political Science, and Sociology. An MA in English with a CSPT Concentration normally takes 16–24 months to complete and offers a challenging curriculum in literary, social, and political theory. This concentration requires admission by the CSPT Program, CSPT coursework, and an MA Thesis on a topic within the fields of both English and CSPT. The Supervisory Committee must have two members who participate in CSPT (see section 6.1).

ENGL 500 (Research Methods and Professional Development)… 1.5 units
CSPT 501 (Contemporary CSPT I) .... 1.5 units
CSPT course at the 500+ level .... 1.5 units
Other English graduate courses.. .... 3.0 units
ENGL 599 (Thesis)... 7.5 units
15.0 units

To earn the degree, students must pass all courses, complete a traditional or alternative MA thesis (18,000-27,000 words, plus notes and bibliography), and pass an oral examination.

4.2 SCHEDULING OF COURSES
To maintain full-time status, the Faculty of Graduate Studies (FGS) requires all students to be enrolled in a minimum of 3.0 graduate-level units (i.e., at least two courses) in each of the academic year's three terms (i.e., Fall, Spring, Summer). English graduate students are normally enrolled in 3.0–5.25 graduate-level units per term, dependant on course offerings and schedules, and they are encouraged to select a balanced range and breadth of courses insofar as the resources of the Department permit.

4.3 THE MA ESSAY OR PROJECT

4.3.1 The MA Essay or Project
Most MA students will complete an MA Essay or Project. The MA Essay or Project will not exceed 10,000 words (or the equivalent in digital, editorial, or bibliographical components), plus notes and bibliography. It should normally be a revised and extended version of a paper or project prepared for one of the student's graduate courses. Design, research, writing, and revisions should take place in consultation with a supervisor. MA Essays or Projects must comprise an original and cogent argument and demonstrate the student's research and writing abilities.

The MA Essay or Project typically follows one of these models:
- a scholarly essay that offers critical arguments, emulating an article published in a refereed journal;
- a scholarly edition (print or digital) of a significant text or texts, especially those not otherwise available or accessible;
- a digital humanities project (e.g., tools, models, prototypes, or databases), accompanied by appropriate technical documentation and theoretical discussion;
- a finding aid and/or extensive annotated bibliography of archival materials; or
- a scholarly paper that offers arguments about the teaching and learning of literature and/or writing.

By the end of their second term in the program (30 April), students must confirm a supervisor and propose a topic for their MA Essay or Project by completing an [MA Essay/Project Proposal](#). Students who wish to pursue an alternative project (i.e., one different from the options listed above) must also include a clear rationale for their alternative approach. With a supervisor's support, alternative projects may be approved by the Graduate Committee.

4.3.2 The Supervisory Committee
The Supervisory Committee for an MA Essay or Project consists of a supervisor and a second reader from the Department of English. If the supervisor and student agree that the MA Essay or Project cannot be assessed without expertise from outside of the Department, a third member from outside English may be arranged. All committee members must be members of the Faculty of Graduate Studies (see section 2.4).

Students are encouraged to consult with both members of their Supervisory Committee during drafting and revision stages. The supervisor will assist the student in planning the work, provide comments on the essay/project in draft form, and advise the student on matters related to research and completion expectations. The second reader must be given at least one opportunity to read and comment on the full essay/project in draft form before the student submits the final version.

Students are expected to benefit from their supervisor's expertise, but they are responsible for conducting their own research and producing their own work within a timeline that they discuss with their supervisor. In turn, supervisors are responsible for ensuring the successful and timely completion of their students' degree program. This includes reading drafted work and returning feedback in a timely manner. If a supervisor plans to be absent from the University for an extended period of time, they must give advance notice and make arrangements for continued supervision.

4.3.3 Assessment
The MA Essay or Project is considered complete when the student receives a COM mark for ENGL 598. Supervisory Committees must normally have *at least 15 working days* to read and provide a mark and written feedback on the final version of a student's essay/project.

ENGL 598 (Master's Essay or Project) may be marked as follows: COM (Complete), INP (In Progress), F (Failed), or N (requirements not completed/submitted). A COM means that a student has successfully completed (i.e., passed) the MA Essay or Project.

Since students may register for ENGL 598 for multiple terms and receive an INP mark, the expectation is that students who submit the final version of their MA Essay or Project for assessment are submitting work sufficient to a COM. Supervisors should not allow MA Essays or Projects to be submitted for final assessment unless they are completed to their satisfaction and in accordance with scholarly standards. *All other requirements for the degree should be satisfied before, or in the same term as, submission of the final version of the essay/project.*

Final assessments of MA Essays or Projects will proceed in the following manner:
- once the Supervisory Committee has given approval, the student submits a digital copy (normally a PDF) of the finished essay/project, with a title page, to the Graduate Secretary, *at least 15 working days in advance of the end of the term*;
- the Graduate Secretary distributes the final MA Essay or Project to the Supervisory Committee members and the Graduate Advisor;
- the Supervisory Committee reads the submitted essay/project and returns their mark, along with their final written feedback, to the Graduate Advisor and Graduate Secretary

within *10 working days of submission*;

- the Graduate Advisor compiles the written feedback and delivers the results and feedback to the student, Graduate Secretary, and Supervisory Committee *within 15 working days of submission.* (If there is no consensus on the mark, the Graduate Advisor will first consult with the Supervisory Committee members to reach consensus; if no consensus can be reached, the Graduate Advisor has the deciding vote.)

A failing mark (F or N) results when two members of the Supervisory Committee (or, in cases where no consensus is reached, one member plus the Graduate Advisor) are opposed to giving the student a COM. If the the submitted MA Essay or Project returns a failing mark for any reason, the Graduate Advisor will give the student the option to take an INP mark and continue in the program for an additional term, to revise the essay/project for resubmission. If a student receives a failing mark twice, they will be withdrawn. Students may appeal a fail grade (see Appendix 3).

4.4 THE MA THESIS AND ORAL EXAMINATION (CSPT ONLY)

MA students in the CSPT concentration must complete an MA Thesis. The MA Thesis is an extended written document that is carefully structured, researched, and documented accurately according to scholarly standards. It is longer than an MA Essay or Project—with stricter assessment procedures too— and it is usually revised over a longer period of time and in light of ongoing feedback from the supervisor and Supervisory Committee.

4.4.1 Finding a Supervisor and Choosing a Topic

CSPT students should consider possible thesis topics as soon as, or shortly after, they enter the program. They should feel free to discuss their topic ideas with the Graduate Advisor, the CSPT Director, or any CSPT-participating faculty member who might be interested in supervising their research—and they should feel free to meet with more than one faculty member before choosing a supervisor. To prepare for meetings with potential supervisors, students may wish to read scholarly publications by the potential supervisor or seek advice from other students in the CSPT program. Students are advised to discuss their tentative work and completion schedules with potential supervisors up front, since some may not be available because of prior commitments.

4.4.2 The Thesis Proposal

CSPT students must submit a thesis proposal to the Graduate Secretary by the end of their second term in the program (30 April). A thesis proposal consists of:
- a CSPT Thesis Proposal form;
- a 2–5-page double-spaced description of the argument and form of the proposed thesis, plus a brief bibliography;
- approval of the student's supervisor, who must participate in the CSPT Program;

The thesis description should present the central argument of the thesis and describe how the student proposes to develop it: explain what the central argument entails, how it relates to current scholarship, and why particular authors and texts have been selected for study. Students should offer a clear sense of their critical methodology and outline the expected structure of the thesis. Students are expected to benefit from their supervisor's expertise and guidance while developing their proposal, but they are responsible for conducting their own research, building their own working bibliography, and developing their own coherent and original topic.

4.4.3 The Supervisory Committee

Once the thesis proposal is approved, CSPT students should establish their Supervisory Committee and confirm the names of committee members with the Graduate Secretary (normally

no later than the beginning of the second year in the program). In addition to the supervisor, the committee must include one additional Department member and one outside member (i.e, from outside of English). Students are expected to maintain regular contact with their supervisor and to keep committee members up to date on the progress of the thesis. *At least two members of the Supervisory Committee, including the outside member, must participate in the CSPT Program.*

4.4.4 The Thesis
Supervisors and students should communicate early and often about the development of the thesis and establish timetables for the submission of draft chapters or sections. Feedback on draft work should be returned by agreed upon dates. Once the supervisor determines that a chapter or section is substantially complete, the student will normally submit the draft work to the other Supervisory Committee members for further feedback. An External Examiner is necessary for the Oral Examination of the thesis, but the External Examiner does not see the thesis until after it is complete and a Request for Oral Examination form has been submitted.

The length of a thesis is 18,000–27,000 words, plus notes and bibliography. Students may not exceed the upper limit and are responsible for ensuring that their thesis conforms to Faculty of Graduate Studies formatting standards for MA theses.

4.4.5 The Oral Examination
In order to meet convocation deadlines and account for possible revision time, the Faculty of Graduate Studies recommends that MA orals be held no later than 22 July (for Fall convocation) or 15 March (for Spring convocation). Oral Examinations for English students, however, are commonly held in April or August, and students should consult with the Graduate Secretary to discuss all completion deadlines. To ensure that their thesis meets FGS requirements, students should also familiarize themselves with information available on the FGS "Support for Students Preparing to Graduate" site well in advance of preparing the final thesis for submission and requesting an Oral Examination.

The following conditions must be met in order for the final Oral Examination to take place:
- the final version of the thesis is approved by the Supervisory Committee;
- all other requirements for the degree are satisfied;
- the supervisor has confirmed an External Examiner (i.e., an examiner from outside of English *in addition to the Supervisory Committee member from outside English*, is required for the Oral Examination);
- a Request for Oral Examination signed by the Supervisory Committee is submitted to the Graduate Secretary *at least 25 working days before the anticipated Oral Examination*;
- a Withholding Form Thesis/Dissertation (if applicable), signed by the supervisor and Department of English Chair, is submitted along with the Request for Oral Examination;
- a digital copy (normally a PDF) of the finished thesis, with a title page, is submitted to the Graduate Secretary *at least 25 working days before the anticipated Oral Examination*.

When these conditions are met, the Graduate Secretary will set the oral date and time, submit the Request for Oral Examination and (if applicable) Withholding Form to FGS, and distribute the thesis to the Supervisory Committee at least *20 working days before the anticipated Oral Examination.* Students should ensure that their Supervisory Committee members are available for the anticipated date of the Oral Examination well in advance of thesis submission.

The Oral Examination will be chaired by an FGS member from another department (as chosen by FGS) and is conducted by the Supervisory Committee and External Examiner as follows:

- the student will first give a 20-minute presentation on the thesis;
- the student will then be asked questions, first by the External Examiner, then by the outside member, then by the department member and supervisor; and
- after two rounds of questions, the chair may invite FGS members in attendance, then other members of the audience, to ask questions.

Oral Examinations are open to the University community, and a notice announcing the event is circulated in the department and on the FGS website. Students may invite whomever they wish to attend the exam. Normally, the Oral Examination takes no longer than two hours.

The Supervisory Committee and External Examiner may recommend one of the following results, taking into account the quality of both the MA Thesis and the Oral Examination:

- the MA Thesis and Oral Examination are acceptable;
- the MA Thesis is acceptable subject to minor revision, and the Oral Examination is acceptable;
- the MA Thesis is acceptable subject to major revision, and the Oral Examination is acceptable;
- the Oral Examination is adjourned; or
- the MA Thesis and the Oral Examination fail.

Minor revisions usually refer to typographical errors in combination with short passages to be added, reorganized, corrected, or rewritten (with revision overseen and approved by the supervisor); major revisions usually include the recasting of entire sections of the thesis (with revision overseen by the supervisor but requiring the approval of all examiners). Adjournment may require the student to do new work and requires a new Oral Examination no later than six months from the date of the first Examination. A fail results when two or more examiners are opposed to passing the student. Students may appeal a fail grade (see Appendix 3).

Upon conclusion of the Oral Examination, the student returns the signed Thesis/Dissertation Approval Form to the Graduate Secretary, makes revisions (if required), and uploads a PDF of the final thesis to UVicSpace. Once Graduate Records has approved the uploaded thesis, the student also submits a PDF of the final thesis to the Graduate Secretary for the Department.

4.5 ANNUAL PROGRESS REVIEW FOR THESIS-BASED MA STUDENTS (CSPT ONLY)

CSPT students must meet with their Supervisory Committee and complete an Annual Progress Review form *by 1 June of each year* (see FGS "Graduate Supervision Policy" 5.11). The information required in the departmental progress review is in addition to, but designed to correspond with, other annual reviews students may be required to submit (e.g., to SSHRC or FGS). Signed and completed Annual Progress Review forms should be submitted to the Graduate Secretary.

The Annual Progress Review includes information on:
- the extent of coursework, research, and written work already accomplished;
- the student's objectives for academic progress in the next year;
- if applicable, note of any factors that have hindered (or are likely to hinder) timely progress toward degree completion and steps taken (or being taken) to address these factors; and
- supervisory assessment of the student's progress.

Students should complete their sections of the form and meet with their Supervisory Committee (whether

virtually or in person) in advance of the form's submission. Any concerns that the supervisor and/or Supervisory Committee have about the student's progress should be addressed directly with the student, and the student must be given a chance to respond, though the Supervisory Committee may also discuss the student's progress without the student present. The student and supervisor must sign the form before submitting to the Graduate Secretary. The student may include a response to the supervisory assessment.

All Annual Progress Review forms are reviewed and signed by the Graduate Advisor. In the case of unsatisfactory progress, the Graduate Advisor will request a meeting to discuss the student's continuing in the program. Following that meeting, the Graduate Advisor and the student's supervisor will provide the student with written goals and requirements to remedy unsatisfactory performance. Students who receive two consecutive unsatisfactory reports will be withdrawn from the program.

4.6 PROGRAM FEES
As of May 2019, tuition fees are $2264 CAD per term for domestic students and $2790 per term for international students. Current detailed tuition information can be on the Faculty of Graduate Studies website. A tuition fee estimator is available from UVic Accounting Services.

For MA programs that can be completed in 12 months—like the English Essay/Project-based MA—the minimum number of fee installments is 3 (i.e., students must pay for three terms, or one full calendar year, of tuition fees). Up to 3 additional fee installments will be assessed if a student remains registered after their three required fee installments. With approval of the Graduate Advisor and Dean of Graduate Studies, leaves of absence that stop fees are possible. For more information on leaves, see Appendix 2.

4.7 TIME TO DEGREE, TIME LIMITS, AND ACADEMIC STANDING
A full-time student in the Essay- or Project-based MA can complete the program in 12 months, though students doing Co-op work terms (section 6.3) or teaching may take longer. CSPT students on the Thesis-based MA path may need up to 24 months to complete their program.

The University requires all MA students to complete the requirements for their degree within five years (60 months) from the date of their first registration in the Faculty of Graduate Studies. In extraordinary circumstances, when this is not possible and when there is a clear indication that a student is very close to completion, an extension may be granted. To request an extension, students must submit a Request for Program Extension form to the Graduate Secretary. *Students must obtain approval for a program extension prior to their time limit expiry. If a program extension is not approved prior to the program expiry date, the student will normally not be permitted to continue in or return to their program.* Students are charged a larger registration fee for each term beyond five years.

MA students must maintain a minimum B+ average (6.0 GPA) for each term in all graded graduate courses. Students who fail to maintain this average may continue their MA program only with the permission of the Graduate Advisor and Graduate Committee.

5   THE ENGLISH PH.D. PROGRAM

PhD students undertake the most advanced, research-intensive degree offered by the Department of English, and they work closely with faculty supervisors and mentors during their years in the Department. The PhD program consists of courses, a candidacy portfolio, and a doctoral dissertation, and prepares students for a variety of humanities careers. Students may pursue a PhD in English, specializing in any of the literary and theoretical fields of our faculty members. In conjunction with the CSPT Program, students

may also pursue a PhD in English with a Concentration in Cultural, Social, and Political Thought (CSPT). In planning their program, students will benefit from consulting the Graduate Advisor as well as faculty members who share their research interests. All eligible PhD students must submit [SSHRC doctoral scholarship and fellowship](#) applications (usually due in early October) and are thus strongly advised to seek a supervisor and develop a prospective dissertation project early in their first term. *Students are expected to familiarize themselves with the [Faculty of Graduate Studies Graduate Supervision Policy](#).*

For every term (including the Summer Session), PhD students must register for full-time units; register for a personal leave; formally request a parental, compassionate, or medical leave of absence; or officially withdraw. Students who fail to do so may be "Withdrawn Without Permission." For more information on leaves and withdrawals, see Appendix 2.

Learning Outcomes:
- evaluate and employ theoretical, methodological, material, generic, historical, and thematic approaches to literature, culture, and media in English
- conduct independent, original, and publishable research
- demonstrate advanced research skills, theoretical acumen, and rhetorical ability
- deploy practical, professional experience in teaching and course design
- apply knowledge of the discipline of English in a variety of academic and professional contexts
- evaluate the challenges of decolonization in academic and professional contexts
- demonstrate practical and analytical skills needed for higher levels of employment in a variety of professions and institutions

5.1 PROGRAM REQUIREMENTS

PhD
English graduate courses (including ENGL 500)... 6.0 units
ENGL 693 (Candidacy Portfolio) ....3.0 units
ENGL 699 (Dissertation) .... <u>21.0 units</u>
                                                        30.0 units minimum

Students must fulfill their language requirement, pass their candidacy portfolio, complete their dissertation (60,000-120,000 words, plus notes and bibliography), and pass an oral examination.

PhD with CSPT Concentration
CSPT is an interdisciplinary concentration program for students in Anthropology, English, History, Environmental Studies, Political Science, and Sociology. This concentration requires admission by the CSPT Program, CSPT coursework, a CSPT candidacy exam, and a dissertation on a topic within the fields of both English and CSPT. The Supervisory Committee must have at least two members who participate in the CSPT Program (see section 6.1).

English graduate courses (including ENGL 500)…. 3.0 units
CSPT courses (including CSPT 601)....................... 3.0 units
ENGL 693 (Candidacy Portfolio)*............................. 3.0 units
ENGL 699 (Dissertation) .... <u>21.0 units</u>
                                                        30.0 units minimum
    * One part of the candidacy portfolio must be the CSPT candidacy exam, based on reading lists set by the CSPT Concentration. area, based on [reading lists set by CSPT Program](#).

Students must fulfill their language requirement, pass their candidacy portfolio, complete their dissertation on a CSPT topic (60,000-120,000 words, plus notes and bibliography), and pass an oral examination.

None of the 30.0 units required for the PhD program can include units taken as part of an MA program, and all students must complete ENGL 500 (Research Methods and Professional Development) unless they can show an equivalent course previously completed. Students may register in ENGL 693 and 699 as many times as necessary (within FGS time limits), but they must complete ENGL 693 (Candidacy Portfolio) before registering in ENGL 699 (Dissertation).

5.2 FULL-TIME STATUS REQUIREMENT

PhD students must be registered as full-time students. To maintain full-time status, the Faculty of Graduate Studies requires students to be enrolled in a minimum of 3.0 graduate-level units in each of the academic year's three terms (i.e., Fall, Spring, Summer).

PhD students should take no more than 4.5 graduate-level units in any term, though they may enroll in additional undergraduate units to fulfill the language requirement.

5.3 LANGUAGE REQUIREMENT

PhD students must demonstrate reading knowledge of two languages other than English that are appropriate to their research program and dissertation topic (a student's mother tongue may be used for this purpose). These may be languages for which credit has previously been granted as part of an MA degree or through completion of third-year undergraduate level (or equivalent) courses with a minimum grade of "B" (or a "Pass," if the course was evaluated on a "Pass" or "Fail" basis). Students may also fulfill this requirement by examination. Requests for language credit or examinations should be made in writing to the Graduate Advisor.

Students who seek to satisfy the requirement through undergraduate coursework at UVic typically do so with courses in French, German, Spanish, Italian, or Latin. Students can automatically satisfy the language requirement with the following courses (if they are offered): FRAN 180 (French), GMST 405 (German), ITAL 149 or ITAL 300 (Italian), SPAN 250A (Spanish), or LATI 201 (Latin). Students who wish to satisfy the language requirement by taking online courses or summer courses offered at other institutions, or with another language relevant to their research, must receive approval of the Graduate Advisor. All coursework that fulfills the language requirement must be completed with a grade of B or above (or a "Pass," if the course is evaluated on a "Pass" or "Fail" basis). Before enrolling in undergraduate language courses at UVic, students should check the Undergraduate Calendar to ensure they have the necessary prerequisites. Graduate students registering for undergraduate courses to fulfill a degree requirement must use a Graduate Registration Form.

Language examinations for the purpose of fulfilling the language requirement are held each year in December, March, and July. Sample copies of past tests are available from the Graduate Secretary. Students who have completed two second-year courses (or equivalent) in a given language are usually able to pass: to pass, students must demonstrate a reading knowledge of the language, with a focus on comprehension, and demonstrate enough knowledge of the grammar of the source language to translate a selected text at a satisfactory level of accuracy in grammatical English. Students who choose to write an exam instead of satisfying the language requirement through coursework will have two chances to pass. Students who fail a written language examination twice must satisfy the requirement through courses.

Doctoral students may also fulfill the language requirement by passing an *advanced competence examination* in one language relevant to their research. Students who are able to show advanced competency may waive the requirement of a second language. Students who wish to take an advanced

competence examination must notify the Graduate Advisor in writing. An advanced competence examination will consist of oral discussion with the examiner (in the examination language) and sight translation of either:

- 1,000 words of standard, scholarly critical prose in the source language, and 1,000 words of a canonical novel in the source language; or
- two passages of 1,000 words each from two different works of standard, scholarly critical prose in the source language.

The novel (if selected) should be chosen in consultation with the examiner. Though passages of critical prose will be selected by the examiner, students are welcome to recommend articles and books in their field for the purpose. To pass, the student must demonstrate a highly reliable knowledge of the language. The sight translation, however, will not be evaluated in terms of its stylistic or literary qualities.

5.4 CANDIDACY EXAMINATION

PhD students register for candidacy examinations (ENGL 693) after completing their coursework, and they must complete their exams within 24 months (6 terms) of registration in the doctoral program and within 12 months (3 terms) of completing their coursework. Students must pass their Candidacy Examinations before advancing to the Dissertation Prospectus and Dissertation (ENGL 699). Examining Committees comprised of faculty members with knowledge of the relevant area(s) administer the exams. The Department of English Candidacy Examination process includes two exams, both of which have written and oral components:

• a Major Field, typically a comprehensive historical field; and
• a Focused Field, a secondary field related to the intended dissertation topic.

Candidacy exams are the culmination of the student's coursework and test of readiness to write the Dissertation, and students must pass both the written and oral components of each exam. Studying for and completing the exams should allow students to develop expertise in their chosen areas of study and acquire essential background knowledge for dissertation writing and university-level teaching.
Once a year (usually late in the Spring term), the Graduate Advisor offers an informal seminar, in collaboration with at least one other faculty member and at least one PhD Candidate, to instruct students on how to prepare for exams. During the preparation stages, students are expected to be in regular contact with members of their Examining Committee(s). While individual students and faculty members may approach exam preparation differently, faculty members are expected to make reasonable efforts to facilitate regular contact and aid student preparation at all stages of the process.
Students must declare their Candidacy Examination fields and constitute their Examining Committee(s) by 15 May of their first year in the program. They must submit reading lists for their exam fields to the Graduate Secretary at least 40 working days in advance of projected exam date(s).

5.4.1 Constitution of Candidacy Examining Committees
Examining Committees consult with students about their Candidacy Examination reading lists, administer exams, and assess exams. An Examining Committee is different from the Supervisory Committee (which does not need to be formally constituted until after the Candidacy Examination process is complete), though some or all of a student's Examining Committee members are usually the same as the Supervisory Committee (see section 5.5). Normally, the Examining Committee Chair for both exams will be the student's supervisor.
The Examining Committee for the Major Field Examination must consist of
• A Chair, and
• Two members of the Department of English.
The Examining Committee for the Focused Field Examination must consist of
• A Chair, and

• Two members of the Department of English.

CSPT students must write one of their exams (either the Major or Focused Field) as a CSPT exam, and at least two of the Examining Committee members for the CSPT exam must participate in the CSPT Program. The CSPT Program website maintains a list of participating faculty and information about the CSPT exam format and reading lists.

Both Examining Committees may be the same and/or have overlapping members. In cases where it is deemed by the Examining Committee Chair or the Graduate Advisor that a Focused Field cannot be adequately assessed without a member from outside English, a student may add an outside member to the Examining Committee. Students are encouraged to consult with the Graduate Advisor to discuss possibilities and options before constituting Examining Committees.

5.4.2 The Major Field Exam

The Major Field is intended to provide students with the broad knowledge and background necessary to become specialists in a given field. The chosen field should provide the foundation for the dissertation's expected historical period and/or methodological concerns. In preparation for this exam, students should familiarize themselves with the literary, critical, and historical contexts of their primary field; provide themselves with the background necessary to write a dissertation that will make a contribution to the field; acquire the knowledge necessary to prepare to teach courses in the field; and set the foundation of canonical knowledge necessary for future research. Sample exam papers are available from the Graduate Secretary.

To pass the exam, students must demonstrate familiarity and facility with the field's literary history, a range of primary texts and basic critical paradigms, and literary-critical problems identified by recent criticism. Ability to articulate a position beyond received critical paradigms and to demonstrate originality of ideas or critical approach may earn a "Pass with Distinction." All written exams are assessed for logic, presentation of argument, quality of analysis, and writing proficiency. Exams that do not meet minimal standards in these areas will not pass.

5.4.2.i Major Field Reading Lists

The Department of English maintains reading lists for Major Fields represented by our faculty expertise. These lists are available from the Graduate Secretary. As soon as they begin to consider their exam fields, students should obtain copies of these lists and review them carefully. Established reading lists are available in twelve areas:

• Medieval
• Renaissance
• Restoration and 18th Century
• Romantic
• Victorian British
• 19th- and 20th-Century Canadian
• 20th- and 21st-Century British and Irish
• American (pre-1914)
• American (post-1914)
• Postcolonial Literature and Theory
• Modern Critical Theory
• Media Studies and Digital Humanities

Each Major Field reading list includes major works of canonical authors, select traditionally-marginalized texts, major critical works, works reflecting the period's intellectual milieu, and select secondary literature.

In consultation with the Chair of their Examining Committee, students must create a personalized exam reading list of 35 book-length works (or equivalent) chosen from the relevant established list. These works should be a mix of primary and secondary sources, though the exact breakdown of primary and secondary texts will vary by field. All Examining Committee members should be consulted in this process. For the purpose of candidacy reading lists, 3-4 chapters or articles may be understood as "equivalent" to a book. Book equivalence for primary sources such as poems or short stories is left to the discretion of the Examining Committee. The final personalized list should be submitted to Graduate Secretary with the Chair of the Examining Committee's approval of the list (via email) at least 40 working days in advance of the projected exam date.

The Graduate Advisor will review and provide feedback on (and/or approval of) all lists within 7 working days of submission. The Graduate Advisor ensures that all approved lists are equitable with regard both to length and complexity, as well as manageable for examination purposes. Students may be asked to add, drop, or adjust some selections. If major changes are deemed necessary, a student will be asked to resubmit the list. In these cases, changes should be made in consultation with the Examining Committee Chair.

5.4.3 The Focused Field Exam
The Focused Field exam is intended to prepare the student to develop a successful and focused dissertation project through reading in an area of specialization related to the Major Field and to the expected dissertation topic. Its goal is to allow the development of knowledge in an area directly relevant to the student's upcoming research and focused advancement of critical views on the chosen area. The Focused Field may be a standard field (i.e., a student may designate a secondary field for which an established Major Field list exists), or a student may design their own Focused Field.

To pass the Focused Field exam, students must demonstrate familiarity and facility with a range of their topic's primary and secondary texts and show knowledge of the topic's critical paradigms and relevance to adjacent or canonical fields. Because reading on the topic is expected to be more focused and more directly related to the upcoming dissertation, students are also expected to communicate a sophisticated perspective. Ability to articulate a position that demonstrates originality of ideas and critical approach may earn a "Pass with Distinction." All written exams will be assessed for logic, presentation of argument, quality of analysis, and writing proficiency. Exams that do not meet minimal standards in these areas will not pass.

5.4.3.i The Focused Field Reading List
No Focused Field reading list may contain more than 15% of titles that appear on the student's Major Field reading list.
Students who choose a standard field (as represented by the established Major Field lists) must, in consultation with the Chair of their Examining Committee, create a personalized Focused Field list of 25 book-length works (or equivalent), chosen from the relevant established Major Field list. These works should be a mix of primary and secondary sources, though the exact breakdown of primary and secondary texts will vary by field. The other Examining Committee members should be consulted in this process. For the purpose of candidacy reading lists, 3-4 chapters or articles may be understood as "equivalent" to a book. Book equivalence for primary sources such as poems or short stories is left to the discretion of the Examining Committee.
Students who choose to design their own Focused Field reading list must also limit their reading list to 25 book-length works (or equivalent), with a mix of primary and secondary sources as appropriate to the designed field. Self-designed reading lists are normally focused on a theoretical or methodological paradigm not represented by the department's established Major Fields. Students who design their own Focused Field must also provide a 300- to 500-word statement that briefly

describes the field, its relationship to their Major Field, and its expected relationship to their dissertation. The reading list should be compiled according to standard bibliographical practices; students should take care to specify the particular edition of a text they will use and, where appropriate, to specify selections taken from collections (e.g., of poetry or articles). The self-designed list should be created in close consultation with the Chair of the Examining Committee, and must also be approved by the Graduate Committee.

The Focused Field list (and statement, if necessary) should be submitted to the Graduate Secretary, with the Chair of the Examining Committee's approval (via email), at least 40 working days in advance of the projected exam date. The Graduate Advisor (and Graduate Committee, if necessary) will review and provide feedback (or approval) of all lists within 7 working days of submission. The Graduate Advisor ensures that all approved reading lists are equitable with regard both to length and complexity, as well as manageable for examination purposes. Students may be asked to add, drop, or adjust some selections. If major changes are deemed necessary, a student will be asked to resubmit the list (and, where appropriate, field statement). In these cases, changes should be made in consultation with the Chair of the Examining Committee.

5.4.4 Scheduling Candidacy Examinations
Students are eligible for Candidacy Examination only after the successful completion of their coursework. They are expected to begin creating their reading lists and studying for exams during their first summer term (May–August) and to complete their exams during their second year in the program. Normally, students complete their Major Field exam (written and oral) first and their Focused Field exam (written and oral) second, though some students with sufficient advance preparation may wish to write both exams in the same term. Students who write both exams in one term may arrange a single oral. All Candidacy Examinations must be completed by the end of the second year of doctoral studies.

By 15 May of their first year in the program, PhD students must notify the Graduate Secretary in writing of
• their Major Field exam area;
• their Focused Field exam area (whether a standard or self-designed);
• the faculty members who have agreed to be on their Examining Committee(s); and
• whether they intend to complete exams over one (Fall) or two (Fall and Spring) terms.
At least 40 working days prior to any written exam—though ideally well even earlier—students must provide the Graduate Secretary with the following:
• the date on which they wish to write the exam;
• the planned format for the written exam (take-home or on-campus);
• the finished reading list for the exam.
The Graduate Secretary will forward reading lists for approvals, schedule written exams, and schedule the oral exam within 10 working days after the sitting of written exam(s).
Students who write their Major and Focused Field exams over two terms (one in Fall and one in Spring), are advised to schedule their exams as follows:
• Major Field Exam (written and oral) completed by 15 December;
• Focused Field Exam (written and oral) completed by 30 April.
Students who wish to write their Major and Focused Field exams in one term (Fall), with a single oral following, are advised to schedule their exams as follows:
• The Major Field (written) completed by 1 November; • The Focused Field (written) completed by 1 December; and
• The oral completed by 15 December.

5.4.5 Format of Candidacy Examination Papers
Examination papers for written exams typically consist of 9 to 15 questions, organized into

sections. The sections are usually arranged by genre, methodology, or critical focus, as predetermined by the Examining Committee in consultation with the student. Students are required to answer 3 questions, each from a different section, and must demonstrate both breadth and depth across the three answers, avoiding undue repetition across answers.

For each written exam, students may choose either a 5-hour on-campus exam (written on the candidate's own or a Department laptop) or a 3-day take-home exam. While students writing the 5-hour and 3-day formats face different constraints, and a cleaner and more stylistically polished exam is expected from a take-home exam, Examining Committees will look for the same levels of competence and knowledge in their assessment of answers. Take-home exams have a word limit of 1,500-2,000 per answer; on-campus exams have a limit of 1,500 words per answer.

Students with disabilities who require different exam formats or timeframes should notify the Graduate Advisor well in advance and register with the Centre for Accessible Learning (CAL). Based on the student's reading lists, the Examining Committee prepares examination papers and marks exam answers. Each member will submit three to five questions to the Chair of the Examining Committee. The Chair then uses these questions to design and draft a complete examination paper, and the Examining Committee as a whole communicates to finalize the examination paper. In this process, members of the Committee normally meet with one another and with the student to discuss question categories, review the exam format, and communicate with the student their shared expectations. The Chair of the Examining Committee will discuss with the student the structure of the examination paper and the instructions that will accompany it, at least 15 working days prior to the sitting of an exam.

5.4.6 Vetting of Candidacy Examination Papers
The Graduate Advisor and two other members of the Graduate Committee will review all Major Field and Focused Field examination papers to ensure that they are equitable and reasonable for examination purposes.

5.4.7 Marking of Candidacy Examination Papers and Oral Examinations
Each written exam will be assessed on a Pass/Fail basis, though in exceptional cases students may earn a "Pass with Distinction." Students who receive a "Pass with Distinction" will be notified, and a copy of the distinction letter will be entered in their academic file.

Within 3 working days after the sitting of the exam, all Examining Committee members will assess the exam independently and email preliminary comments to the Chair of the Examining Committee. The Chair will compile and distribute the preliminary comments by email to the other Examining Committee members and to the Graduate Advisor no later than 7 working days after the sitting of the exam. The candidate will not see the comments at this time. In the event that a written exam is a clear fail, the related oral examination will be cancelled, unless the Examining Committee (in consultation with the student) wishes to proceed for pedagogical rather than evaluative reasons. Normally the oral will be cancelled in this case, and the student will instead be debriefed by the Examining Committee.

If performance on the written exam(s) is sufficient to move to an oral, the oral will happen within 10 working days after the sitting of the exam. Oral examinations are chaired by the Graduate Advisor unless the Graduate Advisor is unavailable or is a member of the Examining Committee. When the Graduate Advisor cannot chair the oral, the Department Chair will appoint a member of the Graduate Committee. (The Department Chair and the Graduate Advisor should not be members of the same Examining Committee.) The oral is usually about 90 minutes in length, and, at the Examining Committee and student's discretion, a short break may be permitted in addition to this time. The Examining Committee will meet with the chair of the oral (usually the Graduate Advisor)

for 15-20 minutes before the start time to discuss the written examination paper(s) and outline planned areas for questioning. The oral should especially allow for clarification and augmentation of written answers, but may also allow for further examination of texts included on the student's reading list(s).

Normally the oral proceeds in two rounds of questions, beginning with one of the Examining Committee members and ending with the Chair of the Examining Committee. If a student has written both candidacy exams in one term and thus been permitted a single oral, the gathered Examining Committee(s) should decide which written exam to discuss first and then proceed with one 45-minute round of questions for each exam. In this case, if the two exams have distinct Examining Committees, no Examining Committee member should ask questions about, or assess answers to questions about, the exam for which they were not a member.

After the conclusion of the oral, the candidate will be asked to leave the room and the Examining Committee(s) must come to a unanimous decision on the result(s) of the Candidacy Examination(s). After these deliberations, the result(s) will be shared with the student and communicated to the Graduate Secretary in writing by the chair of the Oral Examination (usually the Graduate Advisor). The chair of the oral does not vote on results. However, if the Examining Committee cannot reach a unanimous decision, the matter is referred to the Graduate Advisor.

Within 3 working days of the Oral Examination, the Examining Committee Chair will anonymize and collate the Examining Committee members' comments on the written exam(s), adding any additional feedback that may be approriate after the oral (in consultation with the whole Examining Committee), and forward them to the candidate and the Graduate Secretary.

Students who fail either of their written exams, or whose oral results in the cumulative failure of either exam, must rewrite the exam (with a new examination paper) within 3 calendar months of the first attempt. Students must notify the Graduate Secretary of the date on which they wish to rewrite an exam at least 25 working days before the expected date. Students who fail either of their exams after a second sitting will be withdrawn from the program. In such cases, students may appeal the decision (see Appendix 3).

Requests to postpone any component of Candidacy Examinations must be submitted in writing to the Graduate Advisor and be accompanied by a supporting memorandum from the Chair of the Examining Committee.

5.5 THE SUPERVISORY COMMITTEE

After PhD students have passed their Candidacy Portfolio, they must formally constitute their Supervisory Committee. The Supervisory Committee will guide the student through completion of the degree. While the Chair of the Candidacy Examining Committee(s) will usually now become the supervisor and the Supervisory Committee normally include members of the Candidacy Examining Committees, this is not required. Students should consider their Supervisory Committee (including their supervisor) very carefully: this group will assess the Dissertation Prospectus, conduct the Prospectus Conference, direct the writing of the Dissertation, and conduct the final Oral Examination of the Dissertation. At this point, students may choose to work with different faculty members without difficulty. Once the Supervisory Committee has been formally constituted, however, student-initiated reconstitution of the Committee requires open consultation with Supervisory Committee members and the Graduate Advisor. *In cases of reconstitution after the Dissertation Prospectus, any new Supervisory Committee member should review the Prospectus and may outline new concerns to be addressed in the Dissertation, but a new Prospectus or Prospectus Conference will not be required.*

Because every student's project and progress are different, the Supervisory Committee procedures outlined here may require adjustments for individual students. So long as they are not contravening FGS policy, supervisors may use their discretion to make adjustments and, when necessary, consult the Graduate Advisor. All Supervisory Committee members and students should read and consult the FGS Graduate Supervision Policy, which supersedes departmental guidelines. On the role of Supervisory Committees generally, see also Graduate Studies Committees, Advisers, and Supervisors.

5.5.1 Constitution and Responsibilities of the Supervisory Committee

Each PhD student's Supervisory Committee must include at least

- The Supervisor (from the Department of English);
- One member from the Department of English; and
- One member from outside the Department of English (but within the University).

For CSPT students, the Supervisory Committee must include at least two members who participate in the CSPT Program, including the supervisor (or a co-supervisor).

When a student reaches the Final Oral Examination, an External Examiner (from outside the University) will be added to create the Dissertation Examining Committee.

Students are encouraged to consult with the Graduate Advisor to discuss the constitution of their Supervisory Committee, and they are likewise encouraged to discuss their dissertation project and methodology with each potential member of their Supervisory Committee before finalizing its constitution. *If the Graduate Advisor is one of the potential members of the Supervisory Committee, the Graduate Secretary may suggest an alternate faculty advisor.*

5.5.1.i The Supervisor

The supervisor carries the chief responsibility for guiding the academic progress of the student throughout the period of dissertation planning, research, and writing. The supervisor counsels the student in academic matters and provides guidance on the nature of research and graduate study, the standards expected, the adequacy of progress towards the degree, and the quality of work drafted and completed. Supervisors will assist the student with crafting the Dissertation Prospectus, read drafts of the student's developing Dissertation, and will offer feedback on all matters pertaining to the completion of a Dissertation: content, cohesiveness and originality of argument, research standards, structure, documentation, and writing style. The Supervisor does not act as a copyeditor, but, when necessary, may also help the student overcome stylistic difficulties. The supervisor will not allow the Dissertation to be submitted for approval unless it is completed to the supervisor's satisfaction and likely to pass a Final Oral Examination. The supervisor will coach the student on how to prepare for the Final Oral Examination.

As the faculty member most familiar with the student's work, the supervisor is also responsible for providing advice on, for example, funding applications, conference papers, postdoctoral applications, or job applications. The Graduate Advisor will complement the supervisor's guidance on these matters.

To ensure successful and timely completion of the program, it is essential that supervisors

and their students maintain regular contact. Students and supervisors should establish a work schedule to ensure that deadlines and goals are met, and supervisors must give their students advance notice if they plan to be absent from the University for an extended period of time and make suitable arrangements for continued supervision in such cases. If it is not feasible for supervisor and student to maintain regular contact during a supervisor's extended absence, the Department Member(s) of the Supervisory Committee, another faculty member, or the Graduate Advisor may take on the Supervisor's responsibilities during the absence.

Students are expected to communicate with their supervisors clearly and regularly, and they are responsible for meeting deadlines, discussing any difficulties they encounter, and submitting work (including drafts) following any agreed-upon work schedule.

Students have the right to address and resolve supervisorial situations that are not working well. Students are encouraged to speak directly with the supervisor and Supervisory Committee in such cases. However, if for any reason a difficult situation cannot be resolved in this way, the student should consult with the Graduate Advisor or the Department Chair, or take counsel from FGS on how to proceed.

5.5.1.ii The Department Member and Outside Member
The Department member and outside member do not play as significant a role on the Supervisory Committee as the Supervisor, but they are nonetheless significant contributors and potential mentors.

The Department member will read drafts of the Dissertation Prospectus and drafts of all chapters or sections of the Dissertation after they have been approved by the supervisor. Students should consult the Department member as advised by the supervisor. In cases of significant difficulties with Dissertation progress, the Department member may be asked to provide specific or more frequent feedback. The Department member must read and approve what the supervisor considers to be the finished draft of the Dissertation Prospectus and the Dissertation and will be present to ask questions and assess the student's work at the Prospectus Conference and the Final Oral Examination.

The outside member should be a University faculty member with expertise related to the dissertation topic. This member should be selected in consultation with the supervisor. The outside member may be consulted at various stages during the writing of the Dissertation Prospectus and Dissertation but is generally expected to have a less active role than the Department member. Normally, the outside member will be asked to read and approve only complete drafts of the Dissertation Prospectus and the Dissertation, though some students and supervisors may seek more regular feedback from the outside member (provided the member is willing and able to participate in this way). The outside member will be present to ask questions and assess the student's work at the Prospectus Conference and the Final Oral Examination.

In consultation with their supervisors, students are expected to take into account any feedback they receive from their Supervisory Committee members. Students are responsible for keeping all members of their Supervisory Committee informed of the various stages of their Dissertation progress.

5.6 THE DISSERTATION PROSPECTUS AND CONFERENCE
The Dissertation Prospectus is the first step in writing the Dissertation (ENGL 699). It is normally

submitted within 4 months (one term) after passing Candidacy Porfolio but *no later than September 15 of the student's third year.* The Prospectus Conference, which provides an opportunity for the student and the Supervisory Committee to discuss the Prospectus and Dissertation, should be schedule *within 20 working days of submission.* The Graduate Secretary will assist in scheduling the Prospectus Conference.

The Prospectus sets forth the nature of the dissertation project, its form, its methodology, its relationship to existing scholarship and current criticism, and its anticipated arguments and value. It will normally be 4,000–5,000 words long (i.e., 12–15 double-spaced pages), with another 5 single-spaced pages of bibliography, and it often contains a chapter outline. In this way, the Prospectus is similar to the introduction of a scholarly monograph and may be used as, or provide the basis for, the introductory materials in the Dissertation. The Prospectus should be prepared in consultation with the supervisor and other members of the Supervisory Committee. Samples are available from the Graduate Secretary. *Once a year, the Graduate Advisor, with at least one other faculty member, will offer an informal seminar to discuss how to write a Dissertation Prospectus and how to prepare for the Prospectus Conference.*

During the process of writing the Dissertation Prospectus, the student is expected to meet with members of the Supervisory Committee to discuss progress and/or review drafts. The Supervisory Committee should also meet (or communicate via email) to discuss the developing project. It is expected that by the time the Prospectus is submitted, the Supervisory Committee has reviewed it, communicated about it, and is in general agreement with the overall shape and goals of the dissertation project. When the Supervisory Committed has given their approval, the Prospectus must be submitted to the Graduate Secretary, who will then proceed to schedule the Prospectus Conference.

Within 20 working days after the submission of the Prospectus, the student will have a Prospectus Conference with the Supervisory Committee to gain final approval to continue with the outlined project. The goal of the Conference is to provide a setting for the full Supervisory Committee to meet together with the student and provide consultation on the initial phases of the Dissertation. The Committee may discuss potential methodological or theoretical problems, important critical concerns, text choices, the scope of the project, and other issues likely to arise as the candidate continues to write the Dissertation. The Committee should also articulate expectations for delivery of a first chapter of the dissertation (see section 5.7.1). Normally, the Prospectus is not rejected at this stage. However, in the rare event that the Prospectus is deemed insufficient at the Conference, the candidate will rewrite the Prospectus according the Committee's feedback and resubmit it to the Graduate Secretary within 6 calendar weeks. The Supervisory Committee will then review the resubmitted Prospectus and determine whether another in-person Conference is necessary before the student proceeds to the *memorandum of feedback*.

Within 10 working days after the Prospectus Conference, the student must submit to the Graduate Secretary a memorandum outlining the feedback and concerns of the Supervisory Committee, as expressed at the Conference. The memorandum must be unanimously approved by the Supervisory Committee, who may require clarifications or corrections before submission: all Supervisory Committee members must sign the memorandum or indicate their approval through an email to the Graduate Secretary. The memorandum is understood thereafter as part of the approved Dissertation Prospectus.

In the event that a student so substantially changes the dissertation topic that the project cannot be called an evolution of the original Dissertation Prospectus and/or requires reconstitution of the Supervisory Committee, the student may be required to write a new Prospectus and sit another Prospectus Conference. In cases of a radical change of historical or disciplinary focus at this point, the student may also be required to re-work one or both Candidacy Portfolio components.

Students who for any reason cannot submit the Dissertation Prospectus by 15 September of their third year may seek the Graduate Advisor's permission for an extension of up to 6 calendar weeks.

The Graduate Advisor will review all Dissertation Prospectus and Prospectus Conference Memoranda. Faculty and students may consult the Graduate Advisor about any aspect of the Prospectus and Prospectus Conference process.

5.7 THE DISSERTATION
The dissertation is the culmination of a student's doctoral program. It is expected to be a sophisticated, research-based work of the highest caliber and potentially publishable. The length of a dissertation is between 60,000 and 120,000 words, plus notes and bibliography. Normally the Dissertation undergoes an extensive revision process, chapter by chapter and as a whole, before it is ready to be submitted for the Final Oral Examination (see section 5.8).

Students are responsible for ensuring that the Dissertation conforms to FGS formatting standards and to a citation style followed by the Department of English (normally MLA or Chicago). *To ensure that the completed Dissertation meets all necessary requirements, students should familiarize themselves with all dissertation-submission information on the Graduate Studies website well in advance of preparing the final copy of the Dissertation and submitting a Request for Oral Examination.*

5.7.1 Chapter Submission in Year 3
PhD students, to maintain satisfactory progress through the program, must complete a first chapter of the Dissertation, and have their Supervisory Committee members approve it, *on or before 15 June of their third year in the program*. Expectations about this chapter should be articulated in the Dissertation Prospectus Conference (and in the memorandum of the Dissertation Prospectus Conference). The Supervisory Committee must review the chapter, provide feedback to the student, and approve it as meeting standards appropriate to this stage of dissertation writing, *within 20 working days* of submission. Students whose chapter fails to meet the Supervisory Committee's approval may revise and resubmit the chapter, taking into account the Committee's feedback, no later than September 15 of their fourth year in the program.

5.8 THE FINAL ORAL EXAMINATION
Students proceed to the Final Oral Examination (also known as a Dissertation Defence) after satisfying all other requirements for the PhD degree. *In order to meet convocation deadlines and allow time for any revisions that may be required, the Faculty of Graduate Studies recommends that PhD orals be held no later than 8 July (for Fall convocation) or 1 March (for Spring convocation).*

A suitable External Examiner (from outside the University) must be arranged for the Final Oral Examination, normally by the supervisor. The External Examiner must have expertise in the dissertation area and only an "arms-length" relationship with the student, the student's supervisor, and the Department of English. *As soon as possible dates for the Oral Examination are being discussed, the supervisor should submit to the Graduate Secretary the name of the External Examiner.*

At least 35 working days in advance of the Oral Examination, the student must submit to the Graduate Secretary the following:

- a Request for Oral Examination form, signed by all Supervisory Committee members;
- a Withholding Form Thesis/Dissertation (if applicable), signed by the supervisor and Department Chair; and
- one digital (normally PDF) copy of the finished Dissertation.

If a suitable External Examiner has not yet been confirmed by the supervisor, additional time may be

necessary. Final Oral Examinations may be held at any time of the year. However, to facilitate scheduling, students should consult with their Supervisory Committee to decide on a date (and alternative dates) as soon as they have a clear sense of when the finished copy of the Dissertation will be submitted. No Oral Examination can be scheduled until the student has submitted a Request for Oral Examination form and one hard copy of the finished Dissertation.

5.8.1 Scheduling of the Final Oral Examination

At least 30 working days before the Oral Examination, the English Graduate Secretary will confirm the date and time of the Oral Examination and submit the Request for Oral Examination and Withholding forms to FGS. At this time, the student will also distribute the submitted Dissertation to each Supervisory Committee member. Prior to submission of forms to FGS, the student must upload a PDF copy of the Dissertation to the GS 699 course shell on CourseSpaces. Dissertations larger than the CourseSpaces site limit of 128MB, or those with substantial appendices or ancillary information, may be submitted as an appropriately formatted file on CD directly to FGS.

After the Final Oral Examination, the student must make any revisions to the Dissertation required by the examiners and upload one PDF copy of the final (revised) Dissertation to UVicSpace. Once Graduate Records and the Library approve the Dissertation upload, the student submits the Thesis/Dissertation Approval form to the Graduate Records office (preferably by email to the Graduate Records Clerk for English). The student must also provide an email copy of the final Dissertation to the Graduate Secretary for the Department.

5.8.2 Final Oral Examination Procedures

Once the External Examiner is added to the Supervisory Committee, the Supervisory Committee is known as the Dissertation Examining Committee. External Examiners do not usually attend the Oral Examination in person; they normally participate by audio or audio/video conferencing. For audio conferencing, the External Examiner needs only a regular phone; for video conferencing, the External Examiner must have access to the appropriate technology (a laptop and good internet connection is usually sufficient). The Oral Examination will take place with the full Examining Committee present (whether in person or by audio/video conferencing) and will be administered by a Chair appointed by the Faculty of Graduate Studies.

At the Oral Examination, the appointed Chair will explain and moderate the procedures. The student is required to make a 20-minute presentation about the Dissertation. Students may read a prepared statement, speak from notes, or use devices and software that enhance their presentation. In their presentation, students are expected to explain how they embarked on their project, what issues they set out to investigate, what they have achieved and through what methodology, and how they have contributed to existing scholarship in the field. Students should seek their supervisor's advice as they prepare their presentation.

After the student's presentation, the Examining Committee will ask the student questions about the Dissertation. The External Examiner begins the questioning, followed by the outside member, then the department member, and finally the supervisor. It is customary for the Examining Committee members to go through two rounds of questioning. Finally, the Chair may also question the student and invite questions from auditors (if any). On average, Final Oral Examinations last two hours.

5.8.3 Evaluation of the Final Oral Examination

Taking into account both the quality of the Dissertation and the quality of the Oral Examination, the Examining Committee can recommend one of the following results:

- the Dissertation and the Oral Examination are acceptable;
- the Dissertation is acceptable subject to minor revision, and the Oral Examination is acceptable;
- the Dissertation is acceptable subject to major revision, and the Oral Examination is acceptable;
- the Oral Examination be adjourned; or
- fail.

Minor revisions usually refer to typographical errors along with short passages to be added, reorganized, corrected, or rewritten (with revision overseen and approved by the supervisor); major revisions may include the recasting of entire sections of the Dissertation (with revision overseen by the supervisor but requiring the approval of all members of the Examining Committee). Adjournment may require the student to do substantial further work and requires a new Oral Examination no later than six months after the date of the first. A fail results when two or more members of the Examining Committee are opposed to passing the student. Students may appeal a fail (see Appendix 3).

5.9 POST-CANDIDACY TEACHING EXPERIENCE

As part of their professional training, advanced PhD students may teach their own courses in academic writing and literature, as Sessional Lecturers. Under the conditions outlined below, the department can normally provide each PhD student with the opportunity to teach three courses (at least two of which will be at the first-year level). After they have taught three courses, PhD students may apply to teach additional upper-year courses if they become available.

All teaching assignments are dependent on satisfactory progress towards the degree. Students eligible to teach may not normally defer teaching that was offered when they were admitted to the program. *Holders of SSHRC awards are expected to concentrate on their studies and research; SSHRC holders normally do not teach, or teach only a minimal amount, during the tenure of their award.*

International students should be aware that Citizenship and Immigration Canada does *not* require a work permit if 1) the student has a valid study permit, 2) the student is registered on a full-time basis, and 3) the student is working only on the campus where she or he is registered as a full-time student. International students hired as Sessional Lecturers, however, must ensure that they provide the Graduate Secretary with a copy of their study permit and must have a valid Social Insurance Number (SIN) for their appointments to be processed. To apply for a SIN, they must have a valid study permit that indicates they "may accept employment" or "may work" in Canada. Further information is available from Service Canada.

5.9.1 Sessional Teaching in First-Year Undergraduate Courses

Advanced PhD students may teach a maximum of one section per term of a first-year writing or literature course, up to a total of three courses. Course allocations (for Fall and Spring terms only) will be determined by the Department Chair in consultation with the Graduate Advisor and (if appropriate) the Director of the Academic and Technical Writing Program (ATWP). No application forms are required of those seeking PhD Sessional Lecturer appointments for up to three courses. To be eligible for this teaching, students must

- be registered full-time;
- be in their third or subsequent year in the program;
- have passed Candidacy Portfolio (by August 1 for Fall teaching, December 1 for Spring);
- have maintained a minimum 7.0 GPA;

- have completed two terms as a Teaching Assistant in the Department of English; and
- have taught fewer than three courses in English as the instructor of record.

In some exceptional circumstances, the third course may be in a second-year or upper-year undergraduate course, should such a course become available. When such a course becomes available, the student will be invited to follow the application process outlined in section 5.9.2.

5.9.2 Additional Sessional Teaching

Advanced PhD students who wish to apply for second-year or upper-year undergraduate teaching in addition to the first-year courses normally provided to post-candidacy students must submit a letter outlining their eligibility and qualifications for such courses. They must also arrange for their supervisor to send a letter of support to Graduate Advisor. When there are multiple applicants for similar courses, the Graduate Committee may be asked to assess applicants' eligibility and produce a ranked and annotated list of applicants for the Department Chair. The Department Chair will consult with the Graduate Advisor to match recommended applicants with departmental need.

Successful candidates will normally
- have the support of the supervisor, in the form of a confidential letter that provides a frank assessment of the student's closeness to completion of the degree, grounding in the area of requested courses, and ability to communicate in front of a classroom;
- be in their fourth or subsequent year in the program, with a significant portion of their dissertation completed;
- have passed Major or Focused Field examinations, and/or be undertaking current dissertation work, in the subject area of the requested courses;
- have taught at least two first-year courses at UVic, with evaluations not below the department average for the relevant course; and
- have achieved excellence in coursework at UVic.

A designated member of the Department of English (normally the student's supervisor) must be identified to act as a mentor, to assist the student with course preparation and grading practices.

5.9.3 Training and Supervision of PhD Student Sessional Lecturers

Throughout their program, PhD student instructors receive pedagogical training, counsel, and supervision in a variety of ways. The Teaching Assistantships that students normally complete before passing their Candidacy Portfolio (usually as part of funding offered at admission) include the mentorship of supervising professor(s) and an experienced graduate student TA, both of whom will provide instruction in a range of teaching practices, including lecturing, class discussion, marking and grading, teaching grammar and composition, and professional skills and expectations, as well as classroom observations and feedback. A series of workshops organized by the senior TA may also include information and training on other aspects of university teaching, such strategies for teaching EAL students, Indigenous Cultural Acumen Training (ICAT), and how to support undergraduate students who disclose difficult personal situations.

PhD TAs and instructors are also expected to familiarize themselves with the resources provided by the University's Centre for Learning and Teaching Support and Innovation (LTSI), which hosts TA Conferences at the beginning of each term and provides a variety of training workshops and opportunities throughout the academic year. Students who wish to augment their formal pedagogical training for career purposes may acquire additional credentials through the Learning and Teaching in Higher Education (LATHE) Graduate Certificate Program (see section 6.4).

After Candidacy Portfolio, when PhD students serve as Sessional Lecturers, they may be supervised by their supervisor or (when appropriate) by the Director of the Academic and Technical Writing Program (for ATWP courses), or by another faculty mentor (for second- or upper-year courses).

The following guidelines for the training and supervision of PhD student Sessional Lecturers apply:

- PhD student instructors teaching ATWP courses must attend any orientation and training sessions organized by the ATWP Director. (The Director normally schedules a meeting for PhD student instructors at least two weeks before the start of a term to address topics such as course requirements, syllabus design, marking, and expectations for good teaching, and will also lead group meetings throughout the term to offer practical help and provide a forum for an exchange of ideas about classroom experiences.)
- PhD student instructors teaching in English must have their teaching formally observed and evaluated. A faculty mentor (usually the supervisor) will write a letter of evaluation for each student at the end of, or shortly after, the teaching term.
- The ATWP Director or faculty mentor (as appropriate) should visit and observe the classroom of any PhD student instructor early in the relevant term (October or February). This visit should be preceded by a meeting or email conversation to go over the aims of the class, and it must be followed by a meeting to review the strengths, weaknesses, and development of the student's teaching skills. *Such meetings are not evaluative: the sole purpose is to give the student information, support, and suggestions for improvement.*
- The ATWP Director or faculty mentor (as appropriate) should undertake a more formal classroom observation of each PhD student instructor later in each term (November or March). This observation should again be preceded by a meeting or email conversation about the aims of the class and followed by a meeting to discuss *and assess* the PhD student's teaching. On the basis of this discussion and review of the student's teaching materials, the Director or mentor will write the student's letter of evaluation and forward a copy to the student by or shortly after the end of the term. The student or letter writer may then request a meeting to discuss the written evaluation. The student must sign the evaluation (or its revision) to acknowledge its content and may attach a written reply to the evaluation if necessary. *Evaluation letters must be sent to the Graduate Secretary no later than the first week of the next term.* The Graduate Secretary will place the letter in the PhD student's academic file.
- PhD student instructors, the ATWP Director, or the faculty mentor (as appropriate) may request individual meetings to discuss the student's teaching at any time, and PhD student instructors may request additional observation of their teaching. If a letter of evaluation indicates a serious need for improvement, the Graduate Advisor and the student may meet to discuss the evaluation, and *after meeting with the Graduate Advisor* the student may request evaluation by another faculty member, chosen by mutual agreement.

5.10 ANNUAL PROGRESS REVIEW FOR PHD STUDENTS
All PhD students must meet with their Supervisory Committee (or, if the Supervisory Committee has not yet been constituted, their acting supervisor) and complete an Annual Progress Review form *by 1 June of each year* (see FGS "Graduate Supervision Policy" 5.11). The information required in the departmental progress review is in addition to, but designed to correspond with, other annual reviews students may be required to submit (e.g., to SSHRC or FGS). Signed and completed Annual Progress forms should be

submitted to the Graduate Secretary. The Annual Progress Review includes information on:

- the extent of coursework, research, and written work already accomplished;
- the objectives for academic progress in the next year;
- if applicable, an account of any factors that have hindered (or are likely to hinder) timely progress toward completion and steps taken (or to be taken) to address these factors; and
- supervisory assessment of the student's progress.

Students should complete their sections of the form and meet (virtually or in person) with their Supervisory Committee (or, if the Supervisory Committee has not yet been constituted, their acting supervisor) in advance of the form's submission. Any concerns that the supervisor or Supervisory Committee has about the student's progress must be addressed directly with the student, and the student must be given a chance to respond, though the Supervisory Committee may also review and discuss the student's progress without the student present. The student and supervisor must sign the form before it is submitted to the Graduate Secretary, and the student may include a response to the supervisory assessment if necessary.

All Annual Progress Review forms are reviewed and signed by the Graduate Advisor. In the case of unsatisfactory progress, the Graduate Advisor will request a meeting to discuss the student's continuing in the program. Following that meeting, the Graduate Advisor and the student's supervisor will provide the student with written goals and requirements to remedy unsatisfactory performance. Students who receive two consecutive unsatisfactory reports will be withdrawn from the program.

5.11 TIME TO DEGREE, TIME LIMITS, AND ACADEMIC STANDING
PhD students in the Department of English are expected to complete their doctoral degree within five years. Most funding available for PhD students is available only within this five-year period. However, should a student require a leave of absence to stop the clock (and the associated registration fees), a variety of leaves are possible (see Appendix 2).

The University requires all PhD students to complete their degree within seven years from the date of their first registration in the Faculty of Graduate Studies. In extraordinary circumstances, when this is not possible and when there is a clear indication that a student is very close to completion, an extension may be granted. To request an extension, students must submit a Request for Program Extension form to the Graduate Secretary. *Students must obtain approval for a program extension prior to the time limit expiry. If a program extension is not approved prior to the program expiry, the student will normally not be permitted to continue in or return to their program.* Students are charged a larger registration fee for each term beyond seven years.

PhD students are expected to maintain an A- average (7.0 GPA) on all graded graduate courses taken for credit towards the PhD program. Students who fail to maintain this average may continue the program only with the permission of the Graduate Advisor and the Graduate Committee.

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6   ENGLISH GRADUATE DEGREES IN CONJUNCTION WITH OTHER PROGRAMS

6.1 CONCENTRATION IN CULTURAL, SOCIAL, AND POLITICAL THOUGHT (CSPT)

UVic's interdisciplinary CSPT Program offers a concentration in CSPT for students pursuing thesis-based MAs or PhDs in Anthropology, English, History, Environmental Studies, Political Science, and Sociology. It offers an exceptional challenge to people who wish to explore ideas at the intersection of literary theory, social theory, and political theory and hosts a small cohort of committed graduate students from across the humanities and social sciences who wish to focus on critical theory broadly. Those who wish to complete a CSPT concentration must be admitted to the CSPT Program *after they have been admitted to their home department*, complete select coursework within the CSPT Program, constitute Supervisory Committees with CSPT participating faculty members, and complete a thesis or dissertation on a topic appropriate to both English and CSPT. PhD students must complete a CSPT Candidacy Examination (see section 5.1). *Prior to entering the CSPT Program, students are expected to have competence in theory.*

Graduates with a concentration in CSPT will receive an MA or PhD in English with a Concentration in Cultural, Social, and Political Thought. Participating faculty are drawn from several departments. In rotation, they offer of CSPT courses to support CSPT students' degree progress.

Additional program funding, offered by the CSPT Program, may be available for CSPT applicants upon admission to the concentration (see section 9.2). For further information, students are advised to consult the CSPT Director or the CSPT Program Secretary.

6.2 OTHER INTERDISCIPLINARY PROGRAMS

Exceptional applicants who wish to undertake an MA or PhD degree with a research focus between or outside of existing programs and departments may propose an Interdisciplinary Program (INTD) degree by combining interests in different fields of study. Working with co-supervisors in at least two different academic units, INTD students may follow an individual program tailored to their own interests and designed in consultation with an appropriate Supervisory Committee. It is the applicant's responsibility (normally with the support of a supervisor and/or the Graduate Advisor) to pursue and arrange the details of such a program. The Department of English and the Faculty of Graduate Studies is under no obligation to approve proposed interdisciplinary programs. Applications to pursue an INTD degree must be submitted to the Graduate Admissions and Records Office (GARO) by 31 March (for May or September entry) or 30 September (for January entry). The Faculty of Graduate Studies maintains full details about the graduate interdisciplinary program and its application requirements and procedures on its website. Interested students may also contact the INTD Graduate Advisor at intdadv@uvic.ca.

6.3 CO-OPERATIVE EDUCATION PROGRAMS

6.3.1 General Information
UVic's Co-operative Education Programs (Co-op) organize work experience opportunities for students pursuing both undergraduate and graduate degrees in the Humanities and Fine Arts (HUFA). Co-operative education allows students to alternate academic study terms with paid work experience related to their field of study and enrich their academic studies by drawing on practical, real-world experience from their work terms. Co-op students develop competencies that will allow them to excel in the work place and may pursue work terms related to their graduate training, research, or academic skills. Co-op employers include federal and provincial governments, theatres, museums, galleries, archives, libraries, cultural industries, book publishers, and communications and media firms. While every effort is made to ensure that Co-op work positions are situated in or near Victoria, some employment opportunities are out of town.

It is not possible for Essay- or Project-based MA students enrolled in the Co-op Program to complete their degree in one year (12 months), though paid Co-op work terms do provide funds for an extended degree timeline. Any MA student who does not intend to pursue a PhD degree or

an academic career is encouraged to explore the workplace training that Co-op offers, though both MA and PhD students are eligible.

Three different HUFA Co-op opportunities are available to graduate students:

- *Work Experience*, to work a minimum of one term (4 months) with a Co-op employer (a Work Experience term may be pursued at any point during your degree);
- *Co-op Program*, to work 2–3 terms (8–12 months) with a Co-op employer and receive a Co-op designation on your degree parchment (PhD students must complete 3 terms);
- *Post-study Internship*, a 2–3 term (4- to 12-month) internship after your degree requirements have been met but before you graduate; students must enrol in this program during the final term of their degree requirements.

Interested students should consult the Graduate Advisor and the Humanities and Fine Arts Co-operative Education Program office (hufacoop@uvic.ca or 250-721-8841).

6.3.2 Co-op Requirements
A work term consists of four months of full-time, paid employment, during which period students pay a work-term fee. MA students must have a minimum B+ (6.0) GPA, and PhD students must have a minimum A- (7.0) GPA.

Students should complete a Co-op application and submit it in the first week of September or January, depending on when they wish to begin their work term(s). Further application and program information is available on the Humanities and Fine Arts Co-operative Education and Career Services website. All Co-op students must satisfactorily complete a short series of career-planning orientation seminars before applying. The Co-op office will assist students—including international students—in finding employment, but individuals are also encouraged to seek opportunities that align with their interests, skills, and goals. International students may need to arrange off-campus work visas to undertake a Co-op work term.

Co-op students pay tuition as usual plus an additional fee for each work term (about $800). Co-op jobs are paid positions.

6.4 THE LEARNING AND TEACHING IN HIGHER EDUCATION (LATHE) CERTIFICATE
Through the Educational Psychology and Leadership Studies Program (within the Faculty of Graduate Studies) and the Centre for Learning and Teaching Support and Innovation (LTSI), UVic offers a Learning and Teaching in Higher Education (LATHE) Graduate Certificate Program for PhD students. The LATHE program provides in-depth credentialed training in the pedagogical knowledge and practical skills to teach effectively in higher education and successfully compete on the job market.

PhD students in the LATHE Graduate Certificate Program complete three courses:
- ED-D 600: Learning and Teaching in Higher Education (1.5 units)
- ED-D 610: Contemporary Issues in Higher Education (1.5 units)
- ED-D 605: Educational Psychology: Doctoral Apprenticeship in Teaching in Higher Education (3.0 units)

Interested students must apply to the LATHE Graduate Certificate Program and pay additional fees. Admission to the LATHE program requires that you 1) are currently enrolled in a PhD program; 2) have a minimum GPA of 6.0 (B+ average); 3) are able to enter the LATHE Graduate Certificate Program in

September; and 4) meet all minimum requirements set by the Faculty of Graduate Studies, including English Language Proficiency.

The credential will appear on students' transcripts once complete, and the program will include guided construction of a professional teaching dossier. Additional information and application instructions can be found at the LTSI's LATHE web page. Interested students should consult the Graduate Advisor before applying and may also contact the LTSI Manager of Professional Programs.

6.5 INTERNATIONAL EXCHANGE OPPORTUNITIES

UVic's International Student Services (ISS) coordinates a variety of International Exchange Programs and opportunities that are open to undergraduate and graduate students. Exchange possibilities must be coordinated with the cooperation of the Graduate Advisor, the Graduate Admissions and Records Office (GARO), and ISS, which facilitates and maintains partner agreements with universities around the world. Students must normally investigate and provide information about the courses they wish to pursue at the exchange institution, secure their supervisor's and Graduate Advisor's approval, and apply in writing to GARO and UVic Exchange Programs.

The application will
- specify the host institution, and the exact course(s), and the unit value of courses;
- include a calendared description of the course(s) or course syllabus;
- explain why the exchange is necessary to the student's research; and
- include written support from the supervisor and Graduate Advisor.

Students may be eligible for exchange status under the provisions of the Western Deans' Agreement or through other formal exchange agreements maintained by the University, though they should be aware that not all institutions with which UVic maintains agreements are able to host graduate students.

Institutions that currently host graduate students as part of their exchange agreement with UVic include the Université Paul-Valery Montpellier III, the Université de la Sorbonne Nouvelle Paris 3, the University of Strathclyde, and the University of Washington through the Corbett Exchange Scholars Program. The Corbett Exchange Scholars Program requires that a student study at the University of Washington for three quarters and provides a $10,000 scholarship to support the exchange. The Corbett Program is an excellent opportunity, in particular, for PhD students pursuing research in West Coast literatures, Indigenous literatures, and any areas of specialization that may be augmented by the expertise of the of the University of Washington Department of English. Other institutions may be good options for doctoral students working to fulfill their language requirement.

If permission is granted for an international exchange, students must usually take a leave of absence or register concurrently in essay, thesis, or dissertation units. *In advance of applying for an exchange, students are strongly advised to discuss related funding implications with the Graduate Advisor and/or GARO.* After an exchange, students must make arrangements for an official transcript to be sent directly to GARO upon completion of their outside coursework.

7   GRADUATE COURSES

7.1 GRADUATE COURSES AND THEIR SELECTION

The Department of English offers a range of area courses and special topics courses throughout the

Winter Session (i.e., Fall and Spring terms). Two courses are usually offered during the Summer Session as well. All graduate courses are proposed by faculty members and vetted by the Graduate Committee. When selecting courses that will run in a given academic year, the Graduate Committee takes student feedback and rotation principles (of faculty and course topics) into account.

ENGL 500 (Research Methods and Professional Development) is a mandatory foundational course that focuses on graduate-level research skills and professional development. It may be offered in the first term (September-December), meeting once per week, or throughout the Winter Session (September-April), meeting once every two weeks.

Area courses correspond to areas in which PhD students might have Major Field exams. Areas covered may vary from year to year. Area courses not only provide doctoral students with excellent preparation in areas in which they will take Candidacy Portfolio but also serve all students in providing foundations for university, college, and high school teaching. MA students interested in pursuing doctoral studies will benefit from taking a broad range of area courses to achieve the breadth of canonical coverage that they are expected to have as PhD applicants. *With the permission of the Graduate Advisor, and provided that the instructor and texts are different, students may take an area course with the same course number more than once.*

Special topics courses are designed around the current research interests of faculty members and provide students with the opportunity to delve deeply into highly advanced and/or original research topics. *Students may take special topics courses with the same course number more than once.*

7.2 COURSE ATTENDANCE
Graduate courses normally meet once per week for three hours. Weekly attendance is expected. Students who must be absent from a course meeting should contact the instructor before the missed class and explain why they will not be in attendance. Instructors will include their attendance policy on their course syllabus and must notify the Graduate Advisor if a student has 3 absences.

7.3 COURSE ASSIGNMENTS
Graduate course assignments may differ from course to course and from instructor to instructor. Typically, they include one or more oral presentations, at least one short research assignment, some form of participation requirement, and a longer research essay or term paper that accounts the most substantial part of the course grade. Depending on the nature of the subject matter, some instructors may require an exam or other types of assignments.

7.4 GRADING PROCEDURES
Instructors are required to state in their syllabus the number, length, and relative weights of all assignments. The aims and expectations of individual assignments—such as seminar presentations, annotated bibliographies, or research essays—are also typically outlined in writing, either in the syllabus or in handouts distributed in the first weeks of the term. A statement regarding the instructor's policy on late papers and deadline extensions must also be included in each course syllabus.

7.5 MARKING OF GRADUATE PAPERS
Graduate papers are expected to be well researched (making use of sources that are additional to any research bibliography that the instructor may have provided), appropriately documented following the required style and format (usually MLA Style), carefully proofread, and professionally presented.

The following grading rubric shows the guidelines followed by graduate instructors:

A+ (90-100%): Papers in this range are especially sophisticated and perceptive pieces of work.

They are of publishable, or near publishable, quality.

A (85-89%): Papers in this range are perceptive and original but may require substantial revision for publication. They would normally be accepted as conference presentations.

A- (80-84%): Papers in this range are adequate on the graduate level both with regard to the quality of content and writing and to research and presentation.

B+ (77-79%): Papers in this range have significant weaknesses in some areas, though still meet graduate standards.

B (73-76%): Papers in this range are marginally acceptable at the graduate level.

Apart from grades, instructors typically provide detailed commentary and feedback (written and oral) on submitted assignments. Written comments should indicate areas of both strength and weakness in the submitted work and provide the student with an explanation of the grade received.

7.6 COURSE EXPERIENCE SURVEYS (CES)
Near the end of each term, students will receive an email inviting them to complete a Course Evaluation Survey (CES) for each course in which they are registered. They must click on the link within the email and log in to the CES system with their UVic Netlink ID. The CES asks students to assess the structure and effectiveness of the course, as well as the knowledge and pedagogical abilities of the instructor. CES responses are anonymous: instructors receive only summary reports of CES results that include no identifying student information, only after grades have been submitted. The Department Chair will also review CES summary reports and, when appropriate, will discuss the results with the instructor.

7.7 ENGL 590: DIRECTED READING

7.7.1 General Information
Students may request a Directed Reading (ENGL 590, 1.5 units) in an area of study not covered by offered courses. However, Directed Readings usually constitute a significant extra workload for faculty members, and they are considered the exception rather than the norm. Normally, a student may take no more than one Directed Reading.

In any case where an MA student needs an additional course to complete their degree in one calendar year and *no other eligible or appropriate course is available*, the student may have a Directed Reading application approved by the Graduate Advisor, provided that an appropriate faculty member is willing. In these cases, the student's supervisor must confirm that the student will complete all requirements of the program by the end of the first academic year (30 August).

A Directed Reading may be in the of a student's research, but in no circumstances can the material covered in a Directed Reading duplicate the writing of a thesis or dissertation. Occasionally, if schedules permit, a student may arrange to take an upper-level undergraduate course as a Directed Reading, so long as the instructor is willing to adjust the course expectations, assignments, and assessment (as appropriate to the graduate level) for the student.

7.7.2 Applications for ENGL 590
Students wishing to apply for a Directed Reading (ENGL 590) must first ensure that an instructor is available and willing to direct the ENGL 590. In consultation with the instructor, the student must then submit a Pro Forma proposal to the Graduate Secretary for approval by the Graduate Advisor and Graduate Committee. The student's supervisor must also approve the application.

An application for Directed Reading must include the following:

- a rationale (written by the student) explaining why the Directed Reading is central to their research interests, necessary to their degree program, and not otherwise available;
- a title for the proposed course;
- a succinct description of the proposed course;
- a bibliography of primary and secondary texts to be studied;
- the planned course assignments and grade values (this must include dates when assignments are due);
- a schedule of meetings between the student and the instructor (at least 1 hour per week, or 2 hours per week if a 2-month summer course is proposed); and
- the instructor's signature.

If the student and instructor are requesting a Directed Reading attached to a scheduled upper-level undergraduate course, the application may include the undergraduate course syllabus with a brief account (from the instructor) of how assignments, readings, and grading will be adjusted for the graduate student.

Applications will not be considered if submitted after the end of the first week of the term in which they are to begin, or (for the Summer Session) after the first day of classes.

7.8 REGISTRATION IN COURSES OUTSIDE THE ENGLISH GRADUATE PROGRAM

Students may register in courses that are not part of the formal requirements of their English graduate program if a) the courses will contribute to their research or provide background for their program, or b) the courses have been approved by the Graduate Advisor to count toward the degree. This provision should not be used to take courses for eventual transfer to a subsequent program or degree.

To register in undergraduate courses (i.e., not through the Directed Reading option outlined in section 7.7), students need the permission of the Dean of Graduate Studies.

7.9 AUDITING COURSES

Students may, with the permission of the course instructor, audit a course by submitting a Graduate Registration form to the Graduate Secretary. Students auditing courses must be registered concurrently in full-time, for-credit courses or units.

7.10 TRANSFER CREDIT FROM OTHER UNIVERSITIES

Applications for transfer of course credits granted by other accredited and recognized post-secondary institutions (or by another program at UVic) must be approved by the Graduate Advisor and the Faculty of Graduate Studies (FGS). FGS stipulates that at least half of students' graduate program units must be completed as part of the student's degree program at UVic.

In order to qualify for transfer, courses must
- be a graduate or senior-level undergraduate course;
- be completed with a grade of at least 5.0 (B) or equivalent (Pass/Fail courses are not acceptable);
- not be used to meet the FGS minimum admission standards;
- not have been used to obtain any other degree; and
- have been completed within the previous ten years.

For further information on transfer credits, consult the Graduate Studies Calendar.

8.1 THE CURRICULUM VITAE (CV)
All graduate students in the Department of English must create and regularly update a professional academic *Curriculum vitae* (CV). Along with the students' academic record, the CV assists the Graduate Advisor and Graduate Committee in funding and award decisions.

Students normally submit a CV with their application for admission and should email a revised, current CV to the English Graduate Secretary upon starting the program. The Graduate Secretary will put a current CV in the student's academic file. Every year following, normally no later than 30 April, students must submit an updated CV to the Graduate Secretary (via email).

All CVs should include, at least, the students' educational and professional credentials, teaching experience, completed and forthcoming conference papers or presentations, and completed and forthcoming publications. The Graduate Advisor will run a workshop on writing and updating academic CVs annually, usually shortly before updated CVs are due. Sample CVs are available from the Graduate Secretary or Graduate Advisor, and a student may submit an updated CV at any time.

8.2 THE ANNUAL PROGRESS REVIEW REQUIREMENT
In accordance with Faculty of Graduate Studies policy, all thesis-based MA students and PhD students must meet with their supervisor and/or Supervisory Committee to complete an Annual Progress Review *by 1 June of each year* (see FGS "Graduate Supervision Policy" 5.11). For details on the departmental Annual Progress Review form and process, see sections 4.6 and 5.10 of this Handbook.

8.3 SHARING STUDENT ACCOMPLISHMENTS
Graduate students are expected to update the Graduate Advisor and/or Graduate Secretary with news of their accomplishments, such as conference papers, publications, speaker invitations, completion of extra credentials or intensive programs, awards, new job experience, and prizes. The Graduate Advisor will work with the Graduate Secretary to maintain records of student accomplishments and may (with student permission) share them with other interested academic units, on professional social media venues, or on the English Graduate Program website.

8.4 RESEARCH PRESENTATION AND WRITING GROUPS
Many MA and PhD students are professionally active in a number of ways, including regularly presenting refereed papers at academic conferences in Canada, the United States, and Europe. Students who have papers accepted at conferences are encouraged to present these papers to members of the Department of English to rehearse them in a familiar, supportive environment. In this way, students can receive feedback on issues ranging from the content of the paper to its manner of delivery. The audience may consist of both faculty and students. Interested students should contact their EGSS Representative or consult with the Graduate Advisor, who can also assist in organizing a venue for the purpose.

The department also hosts informal group meetings to help students make consistent, routine progress on conference papers, term papers, or major research and writing projects such as the thesis or dissertation:

- Write Club: Organized by Dr. Stephen Ross, Write Club meets regularly during the week in the Departmental Meeting Room (CLE C344) and welcomes graduate students as well as faculty for silent, distraction-free writing time. Students may contact Dr. Ross (saross@uvic.ca) for scheduling information.

- The English Graduate Students' Society (EGSS) periodically organizes "Pomodoro" writing sessions as well as combined writing and socializing events;

- The Graduate Advisor, depending on student demand and availability, may coordinate other academic writing supports throughout the year, such as matching writing partners and/or providing dissertation-writing support events.

8.5 THE UVIC SPEAKERS BUREAU

The UVic Speakers Bureau is a well-established community program that coordinates lectures by faculty, staff, and graduate students on topics in their areas of expertise. The lectures, designed to be presented in non-technical language, are delivered free of charge to community groups such as schools, clubs, and various other organizations (upon their invitation), and they represent one way in which the University can reach out to the community to share knowledge and scholarly activities conducted on campus. The Speakers Bureau's lecture series also provides one opportunity for graduate students to develop their speaking and presentation skills, as well as build their CVs.

Every year students will receive a memo inviting them to become members of the UVic Speakers Bureau. Those interested in participating should complete the form attached to the memo and return it to the office of the Dean of Graduate Studies. UVic Communications will compile the information received on the forms for release to the community. Lectures, if invited, take place between September and April, and the Office of Graduate Studies will offer an honorarium of $50 per speaking engagement, to a maximum of $200 per student per year.

9   FUNDING, AWARDS, AND FINANCIAL ASSISTANCE

9.1 FULL-TIME REGISTRATION FOR FUNDING

As a condition of their funding, students who hold fellowships, awards, and teaching positions must be registered full-time (i.e., a minimum of 3.0 units per term) for the duration of the fellowship, award, or teaching appointment. Students who fail to maintain their full-time status or who take a leave of absence during the term of a fellowship, award, or teaching appointment will normally lose their funding.

9.2 UNIVERSITY FELLOWSHIPS AND GRADUATE AWARDS

Faculty of Graduate Studies (FGS) Fellowships and Awards are available to new MA and PhD students who have outstanding academic records. The values may vary from year to year, but currently are $10,000-$20,000 per year (PhD FGS Fellowships), $10,000-$17,500 per year (MA FGS Fellowships), $1,000-$15,000 per year (PhD FGS Graduate Awards), and $1,000-$10,000 (MA FGS Graduate Awards). For PhD students, a condition of this funding is that they must apply for all awards for which they are eligible throughout their degree, including Social Sciences and Humanities Research Council of Canada (SSHRC) fellowships and scholarships.

Graduate students are not normally allowed to hold another major award (e.g., a SSHRC fellowship or scholarship) in conjunction with a University Fellowship. Should students be offered such an award after acceptance of a University Fellowship, the Fellowship is usually forfeit. MA Fellowships are normally for one year (not renewable). PhD Fellowships may be renewed dependent on the maintenance of academic standing (see sections 4.8 and 5.11) and the recommendation of the Graduate Advisor.

Students interested in a CSPT concentration should inquire with the CSPT Director for information on

funding awarded to CSPT students.

9.3 TEACHING ASSISTANTSHIPS
Most incoming PhD students and some incoming MA students will be offered the opportunity to work as Teaching Assistants (TAs). The Department offers a two-term Teaching Assistantship and up to three terms of sessional teaching (for which a two-term Teaching Assistantship is prerequisite) to all incoming PhD students (see section 5.9). Incoming MA students are considered for Teaching Assistantships based on availability and expressed interest. The Graduate Secretary will solicit expressions of interest from MA students accepted to the program, and appointment decisions are normally made in May. A TA may be appointed for one term or two consecutive terms. In general, the availability of Teaching Assistantships depends on undergraduate enrolments and course offerings, which vary from year to year.

9.4 RESEARCH ASSISTANTSHIPS
Both MA and PhD students may work as Research Assistants (RAs). RA salaries are estimated on an hourly basis and must comply with the salary guidelines of the University. Research Assistantships, which allow students to assist faculty members with their major research projects, may be offered as part of a funding package upon admission or become available during the academic year, dependent on individual professors' needs and annual budgets. The value of Research Assistantships vary. Students interested in such positions are encouraged to inquire with the Graduate Advisor and faculty members who work in their area(s) of research interest.

9.5 SSHRC AWARDS
The Social Sciences and Humanities Research Council of Canada (SSHRC) awards funding to both MA and PhD students. SSHRC awards are highly competitive and only Canadian citizens or permanent residents are eligible. Sample successful SSHRC applications are available from the Graduate Advisor.

PhD students (and MA students planning to pursue full-time doctoral studies within the next year) may apply for SSHRC Doctoral Fellowships ($20,000/year, one to four years) and Joseph-Armand Bombardier Canada Graduate Scholarships-Doctoral (CGS-D) ($35,000/year, three years). PhD students who hold a University or Department Fellowship must normally forfeit the fellowship if they receive a SSHRC award. In addition, SSHRC award holders may have their teaching load reduced to allow them to focus on their research and make more significant degree progress during the tenure of the award.

MA students (and undergraduate students planning to pursue a full-time MA program within the next year) may apply for a one-year SSHRC Canada Graduate Scholarships-Masters (CGS-M), $17,500. MA students may not hold a SSHRC CGS-M in conjunction with a University Fellowship.

9.5.1 Applications and Scheduling
Applications and general information about SSHRC can be accessed on their website. Eligible students must complete an application and a SSHRC Common CV (CCV) electronically via the SSHRC On-line system by the relevant internal application deadline. The Graduate Advisor with distribute deadline and application information (via email) each year.

SSHRC applications require official transcripts and two referee assessments, in addition to a detailed description of the planned program of study and bibliography.

PhD applications, including all supporting documents, are due to the Graduate Secretary in early October. PhD students are encouraged to begin drafting their application well in advance of the deadline, and to solicit feedback from their supervisor, the Graduate Advisor, and/or an FGS SSHRC Coach. Results are normally sent to applicants by the end of April.

MA applications, including all supporting documents, must be uploaded and submitted online no later than 1 December. MA students are encouraged to begin drafting their application well in advance of the deadline, and to solicit feedback from their supervisor, the Graduate Advisor, and/or an FGS SSHRC Coach before submitting their application on the SSHRC website. Results will be available on SSHRC's online Research Portal, and students will be notified by 1 April. Students must accept or decline an offered award within three weeks.

9.5.2 Vetting of SSHRC Applications
Both MA and PhD SSHRC applications are vetted by the Graduate Committee, which must remove non-competitive applications and rank all competitive departmental applications before forwarding them to the Faculty of Graduate Studies for interdisciplinary and (for PhD students) federal assessment.

Graduate Committee members will
- Review each submitted application to assess whether or not an applicant is a competitive candidate and withdraw the application of any student not considered competitive;
- Notify any students whose applications they are not putting forward that they have been removed from the competition;
- Prepare a ranked list of the remaining applicants and send those rankings to FGS for interdisciplinary consideration; and
- Designate a faculty representative (normally the Graduate Advisor) who will participate in interdisciplinary SSHRC Selection Committees.

For MA applicants, the Faculty of Graduate Studies will send the decisions of the University SSHRC Selection Committee to SSHRC, who will post results by 1 April.

For PhD applicants, after the final University SSHRC Selection Committee meeting, FGS will notify students of the outcome of the University-level competition, letting them know if their application will be forwarded to SSHRC. Forwarded applications are considered at the federal level. SSHRC will notify candidates of the outcome of the federal competition sometime in April.

9.6 AWARDS AND PRIZES
Full information on other awards and prizes for which Department of English graduate students are eligible for can be found on the [department's Graduate Program website](), the [Graduate Studies website,]() and under [Awards for Graduate Study]() in the [Graduate Studies Calendar](). *New awards and donor endowments are occasionally newly introduced and may not be listed here.*

9.6.1 Awards by Department Nomination
Each year, the Graduate Advisor submits nominations to the Dean of Graduate Studies for the following awards. Only the Cassels Shaw Fellowship, the Pat Köster Scholarship, and Margot K. Louis Award require student application. The Graduate Advisor nominates students based on their records and the criteria outlined below. Award values may vary year to year.

Cassels Shaw Graduate Fellowship (requires application): One or more fellowships are awarded to outstanding entering or continuing graduate students. Interested students will be asked in August to submit an application. The recipient will be selected on the basis of high academic achievement and demonstrated financial need. Each department must nominate one applicant, and selection of the recipients will be made by the Faculty of Graduate Studies Awards Committee based on the nominations from departments. Students with GPAs below

7.0 will not be considered.

Kelly Curtis Award: An award of $650 to a graduate student Teaching Assistant who showed the most promise as a future instructor in the previous year. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the Graduate Committee and the TA's supervising instructor(s).

Murray Dawson Fellowship in Humanities: One fellowship awarded to an academically outstanding student entering or enrolled in any graduate program in the Faculty of Humanities. Approval of the recipient will be made by the Faculty of Graduate Studies on the recommendation of the Humanities Associate Dean Research.

Herbert Bertram Falkenstein Graduate Scholarship in Humanities: One or more scholarships, of at least $10,000 each, awarded to academically outstanding MA or PhD students in the Faculty of Humanities whose research focuses on history or Asian studies. The award may be renewed for up to an additional three years providing the recipient maintains a first class GPA and is, in the opinion of the academic unit, making good progress toward their degree. Approval of the recipients will be made by the Faculty of Graduate Studies upon recommendation of the Faculty of Humanities.

General Graduate Scholarships: One or more scholarships are awarded to outstanding entering or continuing graduate students each year. The number of scholarships and the value of each varies from year to year. Selection of the recipients will be made by the Faculty of Graduate Studies Awards Committee.

Charles and Ruth Hayward Memorial Scholarships: One or more scholarships are awarded to outstanding graduate students in the English Department. The number of scholarships and the value of each varies year to year. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

Albert Hung Chao Hong Scholarship: One or more scholarships based on academic excellence are awarded to undergraduate and graduate students attending the University of Victoria who are citizens of Hong Kong or Mainland China. The value and number of awards are determined by the Faculty of Graduate Studies Awards Committee.

William and Doreen Kerby Scholarship in Medieval British Literature: A scholarship of $1,000 awarded to an outstanding graduate student in the Department of English pursuing a PhD in any area of medieval British literature. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

Pat Köster Scholarship in Women's Writing (requires application): One or more scholarships are awarded to outstanding graduate students in the English Department doing research in women's writing from 1660-1914, with preference given to students researching in the area of the Restoration period and eighteenth century. Interested students will be asked in August to submit an application. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

Margot K. Louis Award (requires application): An award of $2,000-$2,500 to an outstanding graduate student doing research in the Department of English. Interested students will be

asked in August to submit an application, including a research plan showing clearly how the money will be spent. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

Sam and June Macey Graduate Scholarship in English or History: A scholarship of $1,500 awarded annually to the best entering MA student in English or History. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

Dr. Shelley Anne Martin Memorial Scholarship: One or more scholarships are awarded to outstanding full- or part-time graduate students in the Department of English. The value varies year to year. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

Martlet Chapter IODE Graduate Scholarship for Women: A scholarship awarded to an outstanding woman student entering the second year of an MA program. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

Howard E. Petch and David F. Strong Research Scholarships: Seven one-year Petch scholarships and one one-year Strong scholarship of $7,500 are available to students holding either a major Canadian national award valued between $15,000 and $25,000 (e.g., SSHRC), or University Fellowships valued between $15,000 and $20,000. Criteria for selection of these recipients include GPA, research potential/success, and publications/ presentations. Each department is limited to one nomination each year, and selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

President's Research Scholarships: Scholarships of $5,000 are available to holders of SSHRC awards. The number of available scholarships varies year to year.

Mairi Riddel Memorial Book Prize: A prize of $200 awarded to a graduate student in the Department of English for the best seminar essay written during the previous year. Faculty members are asked for nominations at the end of each term. Selection of the recipient is made by the Graduate Committee.

University of Victoria Alumni Association Graduate Award: A grant of $2,000 awarded annually to a graduate student who holds a University Fellowship, preferably in the Humanities. This award is made possible through annual fundraising by the Alumni Association. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of departments.

Ann and Peter Lowens Scholarship in Victorian Literature: A scholarship of at least $1000 awarded annually to an academically outstanding graduate student conducting research in nineteenth century studies, with preference given to students whose research focuses on the Victorian era and includes use of materials in UVic Libraries' Special Collections. Selection of the recipient will be made by the Faculty of Graduate Studies Awards Committee based on the recommendation of the department.

9.6.2 Awards by Student Application
The following awards are available to students who apply according to guidelines below:

Ian H. Stewart Graduate Fellowships (2) and *Vandekerkhove Family Trust Graduate Student Fellowships* (2): The Centre for Studies in Religion and Society (CSRS) awards four fellowships of $5,000 each to graduate students in the process of writing an MA thesis or PhD dissertation on issues that meet its mandate of promoting the interdisciplinary study of religion in relation to any and all aspects of society and culture, both contemporary and historical. Applications are due in November (via email) and must include a 500-word summary of the project written for an interdisciplinary audience, a current CV, transcripts, supporting letters from the student's supervisor and another current or former professor, and a completed application form. Further information is available on the CSRS website.

President's Fellowship in Research-Enriched Teaching provides advanced PhD students with opportunities to integrate research and teaching and aims to better prepare UVic's PhD students for teaching careers; encourage faculty mentors to embrace new opportunities in teaching and mentoring; and provide an enriched research-focused learning experience for undergraduate students. Initial applications are made to the English Graduate Committee, which chooses one departmental nominee to forward to the university-wide competition each year. Fellows will receive up to $10,000, focused pedagogical training through LTSI, and a sessional appointment to an upper-level undergraduate course. Further information is available on the FGS "Professional Development and Careers" site.

9.6.3 Teaching Assistant Award

Each year in May the Department will acknowledge the most outstanding TA in the preceding academic year (in either or both semesters) with its Teaching Assistant Award. Students are encouraged to nominate themselves, but supervising instructors should encourage their best TAs to apply.

Award Criteria:

1. Teaching effectiveness: evidence of student engagement, exceptional student work, significant impact on students' undergraduate education.
2. Reflectiveness: evidence of pedagogical development and growth.
3. Course materials: where applicable, superlative teaching materials (such as assignments, study guides, and other instructional matter).
4. Mentorship: evidence of undergraduate guidance and/or the mentoring of fellow graduate TAs.

Application packages should include:
1. A brief statement (max. 200 words) self-nomination letter.
2. A supporting email from the supervising instructor.
3. An up-to-date academic CV.
4. Where applicable, examples of tutorial materials designed by the TA.

Please note that the Graduate Adviser is available for help and advice about the application process.

Applications must be submitted to the Graduate Secretary in digital form no later than 4pm on April 30. The Graduate Committee will decide on the award recipient.

9.6.4 Graduate Sessional Instructor Teaching Award

Each year in May the department will acknowledge the most outstanding graduate sessional instructor of the academic year (in either or both semesters) with its Sessional Instructor Award. Students are invited to self-nominate for the award.

Award Criteria:

1. Teaching effectiveness: evidence of sustained and high-level student engagement, exceptional student work, significant impact on students' undergraduate education.
2. Reflectiveness: evidence of outstanding professional development activities in teaching and student learning; evidence of pedagogical development and growth; evidence of sustained reflective practice that improves their instructor skillset.
3. Course materials: superlative teaching materials (such as assignments, in-class activities, and other instructional matter).
4. Innovation: evidence of creative and impactful new teaching approaches.
5. Mentorship: evidence of undergraduate guidance and/or the mentoring of fellow graduate sessional instructors.

The application package is a teaching dossier with the following materials:
1. 500-word statement of major teaching approaches that outlines a teaching philosophy, reflective practices, efforts to improve teaching, strategies for fostering high student engagement, and ways in which teaching is adapted to student needs.
2. Up to two examples of seminar materials designed by the sessional instructor.
3. An up-to-date academic CV.
4. At least two classroom observations from the most recent academic year.
5. Supporting feedback from up to three undergraduate students.

Please note that applicants are responsible for compiling their dossier, and that the Graduate Adviser is available for help and advice about the application process.

Applications must be submitted to the Graduate Secretary in digital form no later than 4pm on April 30. The Graduate Committee will decide on the award recipient.

9.7 BURSARIES
Bursaries are non-repayable awards offered based on financial need and academic standing. They are administered by the Office of Student Awards and Financial Aid (SAFA) and are open to graduate students who (1) are Canadian citizens or permanent residents of Canada, (2) receive the maximum student loans for their period of study, and (3) are registered full-time (i.e., a minimum of 3.0 units per term). Bursaries are open to international graduate students who (1) are registered full-time and (2) submit a completed budget sheet to the SAFA office (the budget page is available in the online application). There are two application deadlines per year: October 15 for Winter Session (September to April) and 1 June for Summer Session (May to August). Only one application per session is necessary to be considered for all bursaries administered by SAFA. Full eligibility and application information is available from the Office of Student Awards and Financial Aid website.

9.8 FACULTY OF GRADUATE STUDIES TRAVEL GRANTS
Students may apply for a Conference Travel Grant from the Faculty of Graduate Studies (in collaboration with the UVic Graduate Student Society) to assist with travel costs to academic conferences, meetings,

workshops, or research activities. There is a limited amount of funding available each month, and it is distributed on a first-come, first-served basis. Applications to the Faculty of Graduate Studies should be made soon as possible—*before* travel, but no sooner than four months before the date of travel—to reserve funding for the month in which the student plans to travel.

To be eligible to receive an FGS Travel Grant, students must 1) be registered full-time in the term of travel; 2) not owe outstanding fees to the University; 3) not have received a travel grant during the same fiscal period (1 April -31 March), based on departure date; and 4) include travel confirmation with their application, e.g., a letter of acceptance or confirmed registration. There are four possible award amounts that FGS may give:

- A maximum of $600 **to present a paper/poster** at a conference outside of BC, Alberta, or Washington State.
- A maximum of $400 **to present a paper/poster** at a conference outside of Vancouver, Vancouver Island, or Seattle, but within BC, Alberta, or Washington State.
- A maximum of $300 **to attend conferences/workshops or conduct research** outside of Vancouver, Vancouver Island, or Seattle.
- A maximum of $150 **to present at or attend conferences/workshops or conduct research** in Vancouver, Seattle, or on Vancouver Island.

Students who receive an award must submit a Travel Expense Reimbursement Claim with original receipts (including boarding passes) *within 30 calendar days of the last day of travel.*

9.9 THE ENGLISH GRADUATE STUDENT TRAVEL SUPPORT FUND
Based on donations and the interest accruing from an endowment, the English Graduate Student Travel Support Fund may aid students with expenses related to their academic and professional travel. Any student who has an exceptional travel opportunity related to their program of study may apply for support from the Graduate Advisor. Awarded funds may be used (by reimbursement only) for travel expenses up to the value of $600, if travelling for the purposes of delivering a conference paper and/or conducting archival research essential to an MA thesis or PhD dissertation.

9.9.1 Eligibility
- Only one award may be given to a student within a fiscal year (1 April to 31 March).
- Students must be registered full time on the date of any travel.
- Priority will be given to PhD students, high-impact or especially prestigious conferences and/or research opportunities, and/or students who have not had other significant funding opportunities or awards.

9.9.2 Application Process
Applications are due to the Graduate Secretary on the following quarterly deadlines: 15 July, 15 October, 15 January, and 15 April. An application form is available from the Graduate Secretary or on the Graduate Program website. Students may not apply to use funds for a conference that has already taken place. Students complete an application by submitting the English Travel Grant Application, along with proof of acceptance of a conference paper or (for archival research) a rationale explaining why the research travel is essential to the student's thesis or dissertation project. Selection of recipients is made by the Graduate Advisor (in consultation with the Graduate Committee as necessary).

The Graduate Secretary will notify students of the Graduate Advisor's decision. Students who receive an award must submit a Travel Expense Reimbursement Claim with original receipts

(including boarding passes) *within 30 calendar days of the last day of travel.*

9.10 CONFERENCE AWARD FUND (CUPE 4163)
Through collective bargaining, CUPE 4163 and the University of Victoria have created a conference fund to support CUPE 4163 Component 1 members in their professional and/or academic pursuits. Graduate students who have worked in a CUPE 4163 Component 1 position within the last 12 months (e.g., as Teaching Assistants, Lab Instructors, Computer Lab Assistants, and Academic Assistants) are eligible to apply. Grants to a maximum of $250 are allotted on a first come, first served basis, to the maximum amount available in a given month. Further information is available from CUPE 4163.

10   PROFESSIONAL DEVELOPMENT AND CAREER SERVICES

Many of our graduates find excellent jobs in academia and beyond (recent placements are posted on the Department of English Graduate Program website). While some PhD students find permanent academic positions (including "tenure-track" research positions) and many MA students move on to prestigious doctoral programs, students are strongly advised to consider a range of humanities careers and educate themselves about current job market conditions. Students should consult the resources of the MLA (Modern Language Association) and ACCUTE (Association of Canadian College and University Teachers of English). Membership in both of these professional organizations (discounted for graduate students) allows access to a wide range of career services and resources. Students are also encouraged to explore and use ImaginePhD: a career planning tool for jobs in the humanities and social sciences, developed by a collaborative team of academics and career-service staff at North American universities over the last decade.

Other resources at UVic that can help graduate students build a diverse and flexible skills portfolio for future employment include

- the Co-operative Education Program in Humanities and Fine Arts (see section 6.3);
- the Career Services Office (which provides a range of career-planning and practical workshops and counsel, including one-on-one career guidance, career development workshops, on-campus networking opportunities with employers, online work search resources, job interview prep, and competency development and assessment);
- the Learning and Teaching in Higher Education (LATHE) Graduate Certificate Program (see section 6.5); and
- and the annual Digital Humanities Summer Institute (DHSI).

The Graduate Advisor holds an annual professional development seminar on academic job markets (usually in the Fall term) for students intending to pursue a PhD or an academic job after completing a PhD. Any doctoral student entering the academic job market or pursuing post-doctoral positions should consult the Graduate Advisor, in addition to their supervisor, as soon as they begin to plan their job search. While supervisors bear primary responsibility for guiding students through job-related planning and applications, the Graduate Advisor can provide professional counsel, additional informational resources, review application materials, and arrange for mock interviews and practice job talks should a student be invited to interview for any academic position.

10.1 PROFESSIONAL DEVELOPMENT SEMINARS
To support graduate student academic and post-academic needs, the Graduate Advisor organizes regular professional development (Pro-D) seminars throughout the year (September-April), often including other

faculty members, campus colleagues, and graduate student leaders. Pro-D sessions aim to provide information and support for students undertaking a range of academic work, both within and beyond their degree program (e.g., research, Candidacy Portfolio, dissertation planning, participation in academic conferences, job markets). The Graduate Secretary will circulate a Pro-D seminar schedule early in each term and post the schedule and any related resources on the graduate program website. Students are expected to attend all Pro-D seminars that pertain to their degree program and/or career goals.

Other Pro-D opportunities available on campus include
- workshops and events organized by the Faculty of Graduate Studies;
- Special Collections and University Archives workshops; and
- Digital Scholarly Commons workshops.

While the range of Pro-D seminars and opportunities offered by the Department and other campus units will vary from year to year, broad participation in available professional development opportunities is understood to be vital to degree progress and post-degree employability.

Students should feel free to suggest needed departmental professional-development seminars to the Graduate Advisor, who may organize new seminars when demand arises and/or provide students with opportunities to design and lead seminars for other students.

A1.1 Sample Timeline for Completing Essay- or Project-based MA in 12 Months

September-December (Term 1)	Register for Winter Session courses (3.75 units in Fall, 3.75–5.25 units in Spring). Complete 3.0 course units.
January-April (Term 2)	Complete 4.5–5.25 course units (incl. ENGL 500).
By 30 April	Establish Supervisory Committee and submit an MA Essay/Project Proposal to Graduate Secretary.
May	Register for 1.5 course units in the Summer Session (if needed) and ENGL 598.
May-June	Begin writing MA Essay or Project and set plan with supervisor to ensure that the essay or project will be completed within the Summer Session.
May-June or July-August	Complete 1.5 course units (if needed).
Early August	Submit final MA Essay or Project the Graduate Secretary *at least 15 working days before the end of the term* (30 August).

A1.2 Sample Timeline for Completing Thesis-based MA in 24 Months (CSPT Only)

September-December (Term 1)	Register for Winter Session courses (3.0–4.5 units in Fall, 3.0–4.5 units in Spring). Complete 1.5–3.0 course units.
January-April (Term 2)	Complete 4.5–6.0 course units (incl. CSPT 501 and ENGL 500) Confirm supervisor and draft Thesis Proposal.
By 30 April	Establish Supervisory Committee and submit Thesis Proposal.
By 1 June	Submit Annual Progress Review.
May-August (Term 3)	Register for 1.5 course units (if needed) and ENGL 599. Establish Supervisory Committee and draft plan for scheduled thesis writing and submission of drafts to supervisor. Begin writing thesis. Complete 1.5 course units (if needed).

September-April (Terms 4-5)	Register for ENGL 599. Submit draft chapters/sections of thesis for supervisor and Supervisory Committee feedback.
May-August (Term 6)	Register for ENGL 599 and complete thesis.
By 1 June	Submit Annual Progress Review.
By 1 July	Have final draft of thesis approved by Supervisory Committee; submit Request for Oral Examination, Thesis/Dissertation Withholding form (if applicable), and PDF of finished thesis to to Graduate Secretary (*25 working days before the oral date*). Upload PDF copy of the thesis to the GS 599 course shell on CourseSpaces.
Late July or early August	Final Oral Examination.

A1.3 Bare-Bones Timeline for Completing PhD in 5 Years

Year 1

September-April	Complete coursework (6.0 units including ENGL 500).
May-August	Begin preparing and studying for Candidacy Portfolio.
By 15 May	Notify Graduate Secretary of Candidacy Portfolio plans.
By 1 June	Submit Annual Progress Review.

Year 2

December	Submit one Candidacy Portfolio component. *Oral examination to be held within *10 working days* of written exam.
January-March	Study for second Candidacy Examination (Focused Field).
April	Submit second Candidacy Portfolio component.
May-August	Constitute Supervisory Committee. Work on Dissertation Prospectus, to submit *no later than 15 September*.* *Prospectus Conference occurs within *20 working days* after submitting the Prospectus; Memorandum due within *10 working days* after Conference.
By 1 June	Submit Annual Progress Review.

Year 3

Begin writing Dissertation.

Submit first completed Dissertation chapter to supervisor by April (mandatory).

| By 1 June | Submit [Annual Progress Review](#). |

Year 4

| | Continue to write Dissertation. |
| | Revise Dissertation chapters in accordance with Supervisory Committee feedback. |

| By 1 June | Submit [Annual Progress Review](#). |

Year 5

| September-December | Finish full draft of dissertation in accordance with Supervisory Committee feedback. |

January-April	Discuss External Examiner arrangements with supervisor.
	Finalize and polish Dissertation in accordance with feedback on full draft and FGS guidelines.
	Stay focused on procedures and deadlines for completion.

| By 1 June | Submit [Annual Progress Review](#). |

| May-August | Submission of Dissertation and Final Oral Examination. |

| **APPENDIX 2** | **LEAVES AND WITHDRAWALS** |

Students who require a leave of absence or who wish to withdraw from their program must do so formally. For up-to-date information on leaves and withdrawals, students should consult the [Graduate Calendar.](#) The Graduate Advisor and the Graduate Secretary are often able to assist students with leave and withdrawal processes.

A2.1 LEAVES OF ABSENCE
Tuition fees are not assessed during leaves of absence. While students are on a leave, all supervisory processes and degree progress are suspended. Students may neither do academic work nor use University facilities during the leave period. Leaves of absence are normally granted in 4-month blocks, to coincide with registration terms. *Both the Graduate Advisor and the Department Chair will be notified of all graduate students' leaves.* There are four main types of leave:

Personal Leave: PhD students may take up to 6 terms of personal leave in the 7-year period allowed by FGS for doctoral degrees. MA students who are not intending to complete a one-year program (e.g., MA students in Co-op or thesis-based programs) may take up to 3 terms of personal leave within the 5-year period allowed by FGS for MA degrees. Students completing an approved one-year MA program may take no more than one term of personal leave without permission of the Dean of Graduate Studies. Students planning to take personal leave should notify their supervisor in writing in advance of the planned absence and make appropriate arrangements for care of any ongoing research projects. *The time taken for personal leave will be counted toward the maximum time allotted for degree completion. Students who take personal*

leave during a term in which they were scheduled to receive an award or fellowship will lose that funding. All other program requirements and department expectations will remain the same.

Parental Leave: A student who is bearing a child, and/or who has primary responsibility for the care of a child immediately prior to or following birth or an adoption is entitled to request parental leave. Parental leaves may be granted for a minimum of one term (4 months) but are renewable to a maximum period of three terms (12 months). This type of leave is not included in the time period allowed for completion of the degree, and deadlines will be adjusted accordingly. All other program requirements and department expectations will remain the same.

Medical Leave: All students are entitled to request medical leave. This type of leave period is not included in the time period for completion of the degree, and deadlines will be adjusted accordingly. All other program requirements and department expectations will remain the same.

Compassionate Leave: Leaves of absence for compassionate reasons normally have a 3-term (12-month) limit. Such leaves may be consecutive or cumulative (not to exceed 3 terms in total). Students requiring additional time after 3 terms will need to officially withdraw from the Faculty of Graduate Studies. This type of leave period is not included in the time period for completion of the degree, and deadlines will be adjusted accordingly. All other program requirements and department expectations will remain the same.

Personal leaves can be processed directly by the student using the "My Page" portal. Parental, compassionate, and medical leaves are processed by submitting the following documentation to the Graduate Admissions and Records Office:

- a graduate Academic Concession form;
- a letter from the student explaining the circumstances;
- a letter from a physician or other qualified professional (if applicable);
- written acknowledgement from the student's supervisor; and
- written acknowledgement from the Graduate Advisor.

In extraordinary circumstances, when a student is required to suspend their studies but is not able to apply personally for a leave due to serious illness, affliction, or some other circumstance, a leave may be granted by permission of the Dean of Graduate Studies. In this case, the Dean of Graduate Studies must be notified of the circumstances by the student's supervisor, Graduate Advisor, Department Chair, or another appropriate authority, and leave arrangements are solely at the discretion of the Dean.

A2.2 WITHDRAWALS
A student withdraws from a graduate program in one of three ways:

Official Withdrawal: After completion of a minimum of one term, students who wish to withdraw indefinitely from their graduate program must apply in writing to the Dean of Graduate Studies. A brief supporting memo from the student's supervisor (or the Graduate Advisor if there is no supervisor) should accompany the application. The notation "Officially Withdrawn" will be placed on the permanent record. Should a student return to their program, time spent "Officially Withdrawn" is not counted as part of the normal time allowed for completion of their degree. *Students who have outstanding fees cannot be officially withdrawn.* Officially withdrawn students who wish to return to their program must submit an online application for re-registration. Readmission after official withdrawal is not guaranteed and requires the approval of both the academic unit and the Faculty of Graduate Studies, nor does readmission guarantee that any

courses or fee installments from the terminated program will be transferred to the reactivated program. Upon readmission, however, any courses from the abandoned program will be reviewed and may be transferred to the reactivated program on the recommendation of the academic unit and with approval from the Dean of Graduate Studies. Completed courses more than 10 years old will be considered out of date.

Withdrawal Without Permission: Students who withdraw without permission prior to reaching the maximum time limit for their graduate degree program are considered to have abandoned their program. Students who wish to apply for reinstatement after a withdraw without permission must submit an on-line application, upload a letter of appeal addressed to the Dean of Graduate Studies, and submit unofficial transcripts and other application documentation. Reinstatement also requires the approval of the Department of English. A non-refundable $250 reinstatement fee will be assessed as part of the application, and time spent "Withdrawn Without Permission" will be counted as part of the total allowable time to degree completion.

Withdrawal for Failing to Meet Academic Standards: A student whose dissertation, thesis, or MA essay or project is not progressing satisfactorily, or who otherwise fails to meet FGS or departmental academic standards, will be withdrawn from the Faculty of Graduate Studies. Normally, such students will not be eligible for readmission to any graduate program in the Faculty of Graduate Studies. Such withdrawals require the approval of the Dean of Graduate Studies and may not be initiated while a student is on an approved leave of absence.

APPENDIX 3   APPEAL PROCEDURES

Students who have grounds for believing themselves unjustly treated within the University are encouraged to seek all appropriate avenues of redress or appeal open to them. There are two categories of appeals—Academic and Procedural—and the process to be followed depends upon which type of appeal a student is pursuing (see A3.1 and A3.2 below). In any case of uncertainty, authority for determining whether a matter should be considered Academic or Procedural rests with the Dean of Graduate Studies.

All academic matters are the responsibility of course instructors, academic units, faculties, and the Senate. Depending on the nature of the matter of concern to the student, the order in which the student should normally seek resolution is as follows: first, the course instructor; second, the Graduate Advisor or Department Chair (if the Graduate Advisor is unavailable, has a conflict of interest, or is the subject of the appeal); third, the Dean of Graduate Studies; and finally, the Senate. In addition, the student may wish to consult the Ombudsperson. A student seeking a formal review of an assigned grade should first consult the Faculty of Graduate regulations for Review of an Assigned Grade.

If a student is dissatisfied with a course grade, the student should first discuss the matter with the instructor, who will review the work in question. This discussion must take place within *10 working days* of the posted grade and the review be completed within *21 working days* of the start of the discussion. If the instructor agrees to change a grade after the final course grades have been submitted, a change of grade request should be made through the Department Chair to the Graduate Admissions and Records Office. If the instructor confirms the original grade, then the student may appeal to the Graduate Advisor. The Graduate Advisor will initiate a review of the grade according to departmental procedure (see section A3.1). If for any reason the Graduate Advisor does not agree to review the grade, the student has the right to formally request a review of the grade through the Office of the Dean of Graduate Studies. A grade determined by means of a review shall be recorded as the final official grade, irrespective of whether it is

identical to, or higher or lower than, the original grade.

All appeals to the Graduate Advisor must be received within *45 working days* after the instructor grade review (for assignment or course grades) or after the communication of results (for language examinations, Candidacy Portfolio, or Oral Examinations). The final decision on an appeal will be announced by the Graduate Advisor within *30 working* days of the appeal being filed.

For further information on Faculty of Graduate Studies appeal procedures, see "[Appeals](#)" in the Graduate Studies Calendar.

A3.1 ACADEMIC APPEALS
Academic appeals are those that deal with the evaluation of the academic merit of a student's work. Examples include, but are not limited to,

- the grade assigned in courses graded on the University's "A+ to F" scale;
- the outcome of a doctoral Candidacy Portfolio;
- the outcome of a language examination;
- the outcome of a public Oral Examination for an MA or PhD degree; and
- the outcome of an assessment to determine if a student's academic performance warrants continued enrollment in the Faculty of Graduate Studies.

If a student wishes to make an academic appeal, the student should appeal to the Graduate Advisor in writing, stating clearly and in detail the basis on which the academic result appears unjust.

In appeals on work marked by one faculty member, the Graduate Advisor will have an unmarked and anonymized copy of the student's work reassessed by another faculty member, whose identity shall also remain confidential (i.e., a "double-blind" review). In appeals concerning work assessed by more than one faculty member (as in the case of a Candidacy Portfolio), the Graduate Advisor will have an unmarked copy of the written work reassessed by the Graduate Committee.

Qualitative decisions about students' work in the Department of English fall within the responsibilities of the Graduate Advisor and the Graduate Committee. The office of the Dean of Graduate Studies, however, ensures that proper procedures are followed, academic decisions are arrived at fairly, and the processes used are consistent and fair. At the Graduate Advisor's discretion, FGS may be invited to assist in making academic decisions. FGS does not hear Academic Appeals unless accompanied by a Procedural Appeal.

A3.2 PROCEDURAL APPEALS
Procedural Appeals are those that deal with whether the procedures of the Department of English and/or the Faculty of Graduate Studies were properly followed in the academic assessment of, or in relation to the progress of, a student.

If a student wishes to make a Procedural Appeal, the student should first appeal to the Graduate Advisor in writing, stating clearly and in detail which procedures that may have been incorrectly followed, how, and by whom. If possible, the student should provide evidence of omissions or violations. The Graduate Advisor will forward the student's rationale for appeal to the Graduate Committee, together with a response in writing by the concerned faculty members, should they choose to submit one. If the Graduate Committee decides that procedures have been violated, the Committee will seek a reasonable remedy to present to the student. Should the student remain dissatisfied with the departmental process, the student may further pursue an appeal through the Faculty of Graduate Studies.

APPENDIX 4   RESEARCH INVOLVING HUMAN SUBJECTS

In order to protect the rights and safety of research participants and researchers, the University requires that all students whose research involves human participants must receive approval from the Human Research Ethics Board (HREB) prior to conducting such research. Violations of this policy will be investigated by the Office of Research Services and may result in the cancellation of a student's registration and/or withdrawal from the University. Ethical research guidelines, and application procedures and materials are available from the Office of Research Services.