

# **LITERACY STUDIES DOCTORAL HANDBOOK**

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**Department of Teaching, Literacy and Leadership  
School of Education, Health and Human Services  
Hofstra University**

## **2012-13 edition**

Revised September 24, 2012

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## Literacy Studies Doctoral Programs

### Overview

The Department of Literacy Studies offers two doctoral programs: Doctor of Education in Literacy Studies (Formerly Doctor of Education in Reading, Language and Cognition) and Doctor of Philosophy in Literacy Studies.

These programs are designed for literacy researchers and teachers who work in universities, colleges, public schools and community settings. We are looking for applicants who have demonstrated exceptional scholarship and who have a strong commitment to literacy and issues of equity and social justice.

Each doctoral program in literacy studies has four components:

1. A successful qualifying hearing;
2. Satisfaction of course requirements;
3. A passing candidacy paper, which is the equivalent of a comprehensive examination; and
4. The successful defense of a doctoral dissertation which demonstrates the ability to contribute to the understandings of language, literacy and learning at an advanced level of conceptualization and investigation in the field of literacy studies.

When students enter the doctoral program they are immediately immersed in research projects which have direct relevance to their professional lives. Students are given every opportunity to develop their own plans of study focusing on their particular research interests.

Literacy Studies faculty work to provide courses and seminars focused on areas of literacy research and pedagogical practices that are directly relevant to the expressed interests of students. Faculty and visiting scholars from around the world introduce students to the intellectual discussions, debates and arguments — epistemological, philosophical, theoretical and pedagogical — that frame the field. In so doing, faculty encourages students to expand their understandings of literacy so students can participate in conversations about literacy in schools, families, and communities — internationally and nationally — as well as at local levels.

### Scholarships

Endowed scholarships and scholarships from Hofstra University are available to students based upon financial need and academic standing. Applications are available in the Doctoral Programs Office, Hagedorn 277. Students may also contact Hofstra's Office of Financial Aid for additional information.

## **Admissions and Advisement**

### **Admissions Requirements**

Students may apply for admission to the doctoral programs at any time throughout the academic year. In addition to University requirements the following criteria are required for admission to the Literacy Studies doctoral programs:

1. Evidence of three years of full-time teaching experience or the equivalent.
2. Master's degree in education, or a related field, with a minimum GPA of 3.2.
3. Official copies of transcripts of all post-secondary degrees.
4. A current resume or curriculum vitae.
5. Three recommendations, including at least one from a school administrator or former professor. Hofstra graduates may ask for a recommendation from no more than one member of the Hofstra faculty.
6. Scores from the Graduate Record Exam (GRE) taken within the last five years.
7. A carefully written Statement of Purpose (minimum of 500 words in length) indicating the applicant's reasons for pursuing advanced scholarship in literacy studies at Hofstra. The statement should include the applicant's academic and professional history and a statement of academic and professional goals.
8. A writing sample (e.g., a college paper, a published article, or any other example of scholarship). The paper should demonstrate how the applicant works with a body of literature and builds an argument. Typically, the sample paper is from a university course completed within the last five years.
9. An interview with two members of the literacy studies faculty to discuss the applicant's academic, professional and research experiences and interests.

Program admissions reflect the belief that no single criterion reliably predicts applicants' potential for success in the program. Prospective applicants are encouraged to apply if they do not meet one or more criteria but believe that other aspects of their experience might compensate. However, since many factors are considered in the selection process, meeting application criteria does not ensure admission to the program.

Application files are assessed on the basis of the information contained within the file. No decisions can be made until all the required information has been provided by the applicant. Consideration is given to a combination of criteria including: a) demonstration of academic standing; b) professional experience; c) potential to pursue and benefit from advanced graduate studies.

When all admissions materials have been collected, each application will be forwarded to the department for review by faculty members. At the recommendation of the faculty, an interview will be scheduled with the applicant to meet with the doctoral director and one or two faculty members. Subsequent to this interview, written notification will be provided to each applicant regarding the status of the application.

International doctoral applicants should consult with the doctoral director when applying. Prospective international students should also contact the Office of Multicultural and International Student Programs, (516) 463-6796.

## **Advisement**

Once accepted into the doctoral program, a student will be assigned an advisor who will help to develop a plan of study. It is important for a student to meet with an advisor promptly following acceptance into the program to review transcripts and discuss recommendations for courses. Students who do not have a background in literacy may be advised to take additional literacy courses that are not included in the doctoral plan of study. Decisions about transfer credit and additional courses must be made in consultation with the Doctoral Director and faculty advisor. The advisor will be available to work with the student until the successful completion of the candidacy paper, after which the student will begin working with the chair of his/her doctoral committee.

## **University Regulations**

### **Ethical Conduct**

Students are expected to behave in an ethical and professional manner according to the guidelines for student conduct and academic honesty at Hofstra University and the Statement of Ethics of the Literacy Studies Department in the doctoral handbook. Satisfactory interpersonal behavior and professional performance in classes and meetings, field placements and practica is expected. If a report is received concerning an ethics violation or an incident of inappropriate behavior as defined by the judicial code, established University procedures will be followed to investigate the issue and determine the course of action.

### **Academic Honesty**

A University is a community of faculty, administrators and students dedicated to the pursuit of learning and to the creation of new knowledge. Every individual in this community has an obligation to uphold its intellectual standards, which alone make education worthwhile. It is the responsibility of the faculty not only to share its knowledge, but also to communicate understanding of, and respect for, the process by which knowledge is produced. The goal of most graduate study is individual synthesis and analysis, and the independent evaluation by students of others' work. Thus, students play an active role in their own education, and each student bears responsibility for his or her work. Anyone who refuses this responsibility both misses the point of a graduate education and proves unworthy of it.

A student who commits any act of academic dishonesty, including knowingly helping another student to commit such an act, is rejecting the responsibility that is inherent in the pursuit of learning and may forfeit the right to remain a member of the academic community, particularly if he or she is unwilling or unable to recognize the seriousness of the offense and fails to demonstrate such recognition by abstaining from further violation of academic propriety.

One learns and contributes to the body of knowledge by reviewing work already done and by using it as the basis for generating new ideas, discovering new data, and drawing new conclusions. Though the process of learning is undeniably collaborative, one's achievement in that process is assessed on the basis of one's individual contribution. Academic honesty requires carefully distinguishing one's own work from that of others. Each individual must fully acknowledge when, where, and how his or her work refers to or depends on that of others. This means carefully tracing the boundary between others' efforts and one's own, clearly noting where others' work leaves off and one's own begins.

The academic community assumes that work of any kind-whether a research paper, a critical essay, a homework assignment, a test or quiz, a computer program, or a creative assignment in any medium-is done, entirely and without assistance, by the individual whose name it bears. (If joint projects are assigned, then the work is expected to be wholly the work of those whose names it bears.) If the work contains facts, ideas, opinions, discoveries, words, or other elements found in sources, these must be fully and appropriately acknowledged, following a prescribed format for doing so. In general terms, the conventional format consists of a bibliography (a list of sources) coupled with footnotes or parenthetical citations that serve to identify the precise derivation of each idea, fact, paraphrase, or quotation that comes from another's work.

Specifically, Hofstra defines plagiarism as "copying or substantially copying someone else's words without both citing the author of the quotation and using either quotation marks [as well as page number in APA] or an indented block quotation [also requires page number in APA]" (FPS #11g). Failure to indicate the source of a direct quotation is plagiarism.

Hofstra also defines plagiarism "as paraphrasing someone else's words or work without citing the source" (FPS #11g). An additional, related, area of concern not specifically mentioned in FPS 11g is the failure to acknowledge the use of a secondary source. Failure to acknowledge that you are referencing a secondary source gives readers the false impression that you read and either interpreted, or quoted, the primary source when, in fact, this was someone else's research, connection, or observation.

Electronic sources, including non-print media, are subject to the same intellectual property protections as are print materials and need to be as diligently attributed.

Knowing how to avoid plagiarism is the student's responsibility. Never raising the question in the minds of the faculty is also the student's responsibility. If a student has concerns about his or her knowledge of the appropriate use of documentation, or the conventions surrounding plagiarism, the student's advisor can provide him or her with helpful materials and/or recommend additional coursework.

Hofstra further identifies academic dishonesty as the practice submitting the same or a significantly similar work for credit in more than one course without the consent of both faculty members involved.

A student who is having difficulty meeting course deadlines, or difficulty completing an assignment for any reason, is urged to speak to his or her instructor. Resorting to academic dishonesty ends academic careers. For more information, see:

[http://www.hofstra.edu/Faculty/senate/senate\\_fps.html](http://www.hofstra.edu/Faculty/senate/senate_fps.html)

### **Support for Students With Disabilities**

**Services for Students With Disabilities** (SSD), located in 212 Memorial Hall, arranges academic accommodations and provides support for students with physical, learning, and/or psychological disabilities. In order to access services, students must first formally disclose their disability by registering with the office, and then must submit appropriate documentation for review. Staff members are available to help students with the registration process, and then will work with students to determine which accommodations are appropriate for their needs at the college level.

For more information, please contact:

#### **Services for Students With Disabilities**

(516) 463-7075

(516) 463-7070 (fax)

<http://www.hofstra.edu/studentaffairs/stdidis/>

**Director:** Julie A. Yindra

(516) 463-4999

[Julie.Yindra@Hofstra.edu](mailto:Julie.Yindra@Hofstra.edu)

**Accommodations and Communications Specialist:** Victoria Simon

(516) 463-7224

[Victoria.Simon@Hofstra.edu](mailto:Victoria.Simon@Hofstra.edu)

## **Graduation Requirements**

Graduation requirements are in keeping with the “Basic Regulations Governing Doctoral Programs” in Hofstra University’s Graduate Studies Bulletin. The program requirements are as follows:

1. Completion of the 60-s.h. program with a cumulative grade-point average of 3.5 or better.
2. Completion of a satisfactory qualifying portfolio after finishing no fewer than 9 semester hours and no more than 12 semester hours of *doctoral* course work (i.e., core doctoral seminars and/or research requirements).
3. Completion of a satisfactory candidacy paper prior to entering the doctoral dissertation sequence (LYST 601-605).
4. Completion of a satisfactory research dissertation.
5. Satisfactory performance in an oral examination to be given subsequent to the completion of the dissertation.
6. Students in the Ph.D. program must fulfill a second language requirement and an additional literacy research requirement.

## **Dismissal Policy**

All decisions regarding dismissal will be made by the faculty members of the Literacy Studies program. Students will be notified in writing within seven (7) days following the decision to dismiss. Students who wish to appeal their dismissal should refer to the “Policy for Dismissal and Appeal of Dismissal from a Graduate/Post-Graduate Program” as outlined in the Hofstra University Graduate Studies Bulletin. The following guidelines provide reasons for dismissal:

1. Students have two opportunities to successfully complete the candidacy paper. Failure to do so constitutes grounds for dismissal.
2. Students are expected to maintain a grade point average of 3.5 to be in good academic standing.
3. Students may receive no more than one C per semester and no more than three Cs in total toward the doctorate.
4. Doctoral students who receive a C, or have a grade point average below 3.5, will be notified that they are on academic probation and failure to bring up their grades is cause for dismissal. Students on academic probation are ineligible for program-awarded scholarships.
5. If a student earns a grade of D in a course, the student will be immediately placed on probation, and a remedial plan will be developed by the faculty. In the case of a D, course credit will not count toward the degree being sought but the grade will be included in determining the cumulative grade-point average. The course or its equivalent must be repeated.
6. A second grade of D received in any course while enrolled in the program is grounds for immediate dismissal.
7. A grade of F in any class is grounds for immediate dismissal from the program.

## Program Requirements

Both the Ed.D. and the Ph.D. programs in Literacy Studies consist of 60 semester hours of post masters graduate course work. Students entering the program without a background in literacy studies may be required to complete additional masters' level course work in literacy beyond the 60 semester hours. With advisement, and approval of the doctoral director, educationally-related, post-masters course work completed with the last ten years at an accredited institution may be applied towards the doctoral plan of study. Such coursework shall not exceed 12 s.h.

At least 48 semester hours of course work required for the doctorate must be taken at Hofstra during the ten-year period preceding the conferral of the degree. This ten-year period covers the time from admission as a matriculated doctoral student to completion of all degree requirements. Within this time period, students have five years to complete their doctoral dissertation research after the successful completion of the candidacy paper.

Students in the Ph.D. program must fulfill a second language requirement and an additional literacy research requirement.

No doctoral courses may be taken on a pass/fail basis except for courses stipulated as pass/fail and the dissertation sequence.

### Literacy Core Area Seminars

Doctoral students are required to complete at least one doctoral seminar in each of the five literacy core areas for a minimum of 15 semester hours:

- **Literacy, Literature and the Imagination (LYST 361 A-Z Series):** 3 s. h.  
Courses in this doctoral core focus on the role of language, literature and the imagination in constructing knowledge of self and of understandings of the world in which we live, teach, and learn. Through transactions with socially-situated texts and scripts and other semiotic systems such as art, music, and dance, students consider the relationships between language and thought and literacy and the imagination.
- **Sociolinguistic and Psycholinguistic Perspectives of Literacy (LYST 362 A-Z Series):** 3 s.h.  
Courses in this doctoral core draw from the disciplines of sociolinguistics, psycholinguistics, developmental psychology and reader response theory. The focus is on understanding reading and writing processes embedded in social practices and the ways in which people construct and transact with written texts. Investigations of oral language, language learning, relationships between oral and written language, and relationships between semiotic systems (literacy, art, music) are integral to understanding literacy as a language process. Historic and current theoretical frameworks and models of reading and writing and related

research practices within a variety of social contexts (classrooms, clinics, communities, families) are addressed.

- **Literacy Learning and Pedagogical Practices (LYST 363 A-Z Series):** 3 s.h.  
Courses in this doctoral core focus on current trends in literacy learning, literacy teaching, curriculum development, language policies in schools and educational institutions, classroom research, professional development and teacher education in literacy. The history of literacy teaching is highlighted as well as the influence of current and past theoretical perspectives about language, literacy and literacy learning. Also examined are the historic tensions between varied and conflicting theoretical orientations toward literacy learning and teaching. Issues of diversity and inequity in literacy teaching and schooling (particularly in terms of race, gender, ethnicity, social class, sexual orientation and exceptionality) are critical in discussions of literacy learning, teaching and schooling. Research frameworks that address literacy learning and teaching are another focus area, with particular attention to teacher research.
- **Sociopolitical Perspectives of Literacy (LYST 364 A-Z Series):** 3 s.h.  
Courses in this doctoral core provide students with the opportunity to investigate the contextualized nature of literacy practices and the ways these practices shape, and are shaped by, historical, cultural, social and political contexts in which they occur. Courses within this core will introduce students to the dialectical relationships that exist between local literacies and larger sociopolitical and ideological frameworks, and students will be invited to question and problematize taken-for-granted assumptions about the educational experiences of students from dominant and parallel cultures.
- **Cultural Historical Perspectives of Literacy (LYST 365 A-Z Series):** 3 s.h.  
Courses in this doctoral core area reflect the current trends in cultural and historical theoretical perspectives of literacy and language development and use. The examination of how literacy and literacy learning have been conceptualized historically and culturally provides a broader, more dynamic view of literacy. Focus is placed on the debates surrounding the connections between literacy and cognitive processing, the role of literacy in cultural-historical perspectives of human development, the creation of writing systems, the communicative demands of semiotic systems, and the social practices which help shape the use of language, literacy and other semiotic systems. The relevance of these theoretical perspectives to current educational practices is also addressed.

**Note:** In the event that a student is unable to take one of the required core area seminars, an additional seminar in a different core area may be substituted with the approval of the advisor. Independent studies may not be used to substitute for core area seminars.

## **Research Requirements**

Doctoral students are required to take the following research courses for a total of 18-22 semester hours:

- LYST 241 - Miscue Analysis and Retrospective Miscue Analysis: 3 semester hours
- OR
- LYST 244 - Advanced Retrospective Miscue Analysis: 3 semester hours
- LYST 360 - Apprenticeship in the Ethnography of Literacy Research: 3 semester hours
- LYST 369 - Pre-Dissertation Planning Seminar: 1 semester hour
- LYST 370 - Advanced Seminar in the Ethnography of Literacy Research: 3 semester hours
- RES 359 - Interpreting Quantitative Data in Education: 4 semester hours
- RES 360 - Interpreting Quantitative Data in Education II: 4 semester hours

### **Notes:**

- Ph.D. students are also required to take the following course: LYST 368 - Literacy Research: A Faculty and Student Collaborative: 4 semester hours
- LYST 360 is taken in the first fall semester of attendance. LYST 370 is taken during the spring semester of the second year or at the end of the residency period (30 s.h.)
- LYST 368 is offered once every two years and is generally taken between the other research courses.
- LYST 369 is taken concurrently with or following LYST 370.

In addition to the literacy core area seminars and research requirements, students are expected to take elective courses including the following areas:

### **Area of Advanced Study (9 s.h.)**

Doctoral students take additional course work extending knowledge and expertise in an area of special interest. This course work may include additional Literacy Core Area Seminars or special doctoral courses. Additional coursework and independent studies are planned with advisement.

With advisement, and approval of the doctoral director, post-masters course work from an accredited institution may be applied towards the Area of Advanced Study or Related Coursework.

## **Related Course Work/Community of Scholars (5 – 9\* s.h.)**

Doctoral students are expected to register for LYST 351: International Scholars Forum (Fall), LYST 352: Literature and the Imagination Conference (Spring), and/or LYST 353: Reading Miscue Conference (alternate Summers) a minimum of four times, total. For those students who have completed their doctoral study, these forums and conferences may be taken as not-for-credit paid workshops.

Advisers, in consultation with the doctoral director, may recommend additional course work beyond the minimal 5 to 9 semester hours for students without a background in literacy.

With advisement, and approval of the doctoral director, post-masters course work from an accredited institution may be applied towards the Area of Advanced Study or Related Coursework.

Note:

- Students completing LYST 368 take 5 s.h.

## **Maintaining Matriculation**

In order to maintain matriculation, all doctoral students are required to register for a minimum of 3 semester hours during the fall and spring semesters. After the completion of doctoral course work, or during a permitted leave from course work, doctoral students may be required to maintain matriculation during the fall and spring semesters. Doctoral students are required to complete their degree within ten years of the date of admission as a matriculated student.

## **Leave of Absence**

Hofstra University requires graduate students to submit official notification of intent to take an academic leave. An academic leave is an official notification to the University, by a student who has completed at least one semester, that the student is temporarily stopping attendance at Hofstra for a minimum of one full fall or spring semester. Before requesting an academic leave of absence, a doctoral student must first notify his or her advisor, who will then notify the doctoral program director.

A request for a leave of absence may be made in writing or by completing the online form in the Hofstra Online Information System. To access the form, log into the portal at [my.hofstra.edu](http://my.hofstra.edu), click on the Hofstra Online tab and select “Academic Leave/Withdrawal from the University” from the registration menu. If submitted in writing, the request must be signed and dated.

After submitting this request, graduate students must contact the Office of Graduate Admissions in order to process and finalize their request. **Please note that academic leave and withdrawal requests are not final until students confer with the appropriate office.** Students may be asked to maintain matriculation, depending on the nature of the leave request.

### **Reinstatement of Matriculation**

Any student who fails to maintain continuous matriculation must contact the doctoral director and request reinstatement in writing. Reinstatements are not automatic and may be denied.

### **Readmission**

Students who have no record of attendance at Hofstra for 15 months or more, after the last completed semester, including summer sessions, must reapply for admission to the degree program and are subject to University requirements provided in the graduate bulletin at the time the application is made. All requests for readmission must be approved by the Literacy Studies faculty and are contingent upon satisfactory progress toward completion of the degree.

### **Residency Requirements**

Students in the doctoral sequence in literacy studies may fulfill the residency requirements through attendance in classes, participation in scholar's forums, and attendance at special doctoral student events sponsored by the department. The Residency Period comprises the first 30 s.h. of coursework.

### **Independent Studies**

As part of their 9 semester hours of advanced study, students may do independent studies of 1- 6 semester hours exploring particular areas of investigation with faculty and visiting scholars. In planning for additional course work in their area of specialization, doctoral students may reserve at least 3 semester hours for their last semesters of study for a focused independent study experience.

Students wishing to take independent studies are advised to schedule them during their final year of coursework after completing all five core courses (LYST 361, LYST 362, LYST 363, LYST 364, LYST 365), LYST 360, RES 359, and RES 360. Opportunities to engage in an independent study at sites other than Hofstra University can be discussed and planned as part of the individual doctoral program. An independent study may not substitute for a Literacy Studies course that has been offered during the previous three semesters. It may also not substitute for one of the required core area seminars at any time in the program.

Any student interested in pursuing an independent study should first meet with his/her advisor for approval. Following this, the student should arrange a meeting with a faculty member who may serve as the independent study instructor. Together the student and faculty member will develop a brief proposal that outlines the topic of study, purpose, number of semester hours, assignments, and timeline.

University guidelines for independent studies are as follows:

- An independent study of 1 to 1.5 s.h. (IS1) requires three to five meetings per semester and an examination, paper, or series of essays.
- An independent study of 2 to 3 s.h. (IS2) requires six to twelve meetings per semester and an examination, paper, or series of essays.

### **Foreign Language/Tool Requirements for the Ph.D.**

Ph.D. candidates must satisfy two tool requirements: examinations in two foreign languages, or one in a foreign language and one in a tools subject such as statistics or computer problems, as determined by the department. A candidate may satisfy the statistics requirement either by passing a competency examination or by successfully completing course work as determined by the department recommending the degree. Courses taken to prepare for such examinations may not be part of the number of credits required for the degree as stated in the Hofstra Graduate Bulletin.

Candidates who wish to satisfy the foreign language requirement regarding competency in a language other than English may do one of the following:

- Provide evidence of having earned a college degree in a language other than English.
- Provide evidence of certification or experience teaching a language other than English.
- Pass an examination that demonstrates competency equivalent to a fifth semester college level foreign language course (including ASL).
- Successfully complete four semesters of a college foreign language course. This must be done within the five year period before admission to the program.

Doctoral students interested in taking courses or an examination should contact Mustapha Masrour, graduate program director for foreign language education, at (516) 463-5653 or [Mustapha.Masrour@hofstra.edu](mailto:Mustapha.Masrour@hofstra.edu).

## Qualifying Requirements

After a minimum of 3 semesters and completion of no fewer than 9 semester hours and no more than 12 semester hours of *doctoral* course work (i.e., doctoral core seminars and/or research requirements), and after completion of any grades of INC, students are required to demonstrate scholarship through the presentation of a portfolio to a qualifying committee of three literacy studies faculty members: the student's doctoral adviser, the Doctoral Director, and one additional faculty member. A successful qualifying hearing and presentation of the portfolio is required to continue doctoral study as stated in the Hofstra Graduate Bulletin.

Students should consult with their faculty advisors regarding the guidelines for the hearing and portfolio. However, they may not receive any editorial support with their written work.

### The Qualifying Portfolio

The Qualifying Portfolio should contain the following components:

#### Narrative Statement:

- The narrative should answer the question: What have you learned thus far in the program that informs your work as a literacy scholar?
- It should reflect the theoretical and conceptual frameworks for language, literacy and learning that have emerged from your initial course work.
- It should include references/quotes to some of the readings in your bibliography as well as references to items in the appendix.
- It should be a concise piece of scholarly writing (approximately five pages) in APA format.

#### Appendix:

- Included in your appendix should be a minimum of three artifacts taken from the first 9-15 semester hours of *doctoral* course work.
- Artifacts should include two scholarly course papers/products and one or more accounts of research projects from core courses and/or LYST 360.

#### Bibliography:

- Reference to related literature and research should focus on: a) language, literacy and learning from multiple theoretical and conceptual frameworks and b) approaches to qualitative and quantitative research.
- References may come from literacy studies courses as well as those read outside of courses.

#### Additional Documents:

- An unofficial transcript with a minimum GPA of 3.5 for courses taken in the doctoral program.
- An updated plan of study.

## **The Qualifying Hearing**

Qualifying hearings are scheduled during the Fall and Spring semesters. Students are required to schedule a meeting with their advisor to discuss the qualifying hearing process during the semester before they have completed 9–12 hours of *doctoral* course work (i.e., literacy core courses or required research courses). Students will be notified in writing as to the date of the hearing at the beginning of the next semester.

Ten days prior to the scheduled hearing, students should submit three copies of their Qualifying Portfolio to the Literacy Studies Office. The advisor, the doctoral director, and one additional faculty member will be present. The hearing is not open to guests.

Students should prepare a 15-20 minute presentation to review highlights of the portfolio (multimedia is not required). Following the presentation, there will be a conversation with the faculty members, facilitated by the doctoral director. The committee will then meet privately to deliberate on the outcome after which the student will be provided with feedback about the presentation and portfolio. In the event that the qualifying hearing is not successful, a student may be asked to revise and resubmit materials at a second hearing and/or be advised about the expectations that need to be met in order to continue. Students will be advised to exit the program after two unsuccessful hearings. A formal letter from the doctoral director will follow.

## **The Candidacy Paper**

The candidacy paper is the comprehensive examination requirement for candidacy in each of the Literacy Studies doctoral programs. It is designed to demonstrate that students have a rich background in research and theory and are able to construct a written argument focused on a research question/topic of their own choice. It is important that students immerse themselves in a wide reading of relevant research and scholarly writing. The candidacy paper should present arguments and perspectives that inform the question/topic and build upon a critical analysis of studies and theoretical frameworks in the research areas.

The faculty believes that ability to prepare this type of scholarly essay is essential for students who are moving into their own dissertation research. Writing will provide doctoral students with an opportunity to clarify their beliefs and understandings as well as gain new insights about a subject in which they have a strong interest. Although doctoral students may use the candidacy paper as preparation for their dissertation, it is not required that students select the same topic for the candidacy paper and the dissertation.

## Eligibility

To be eligible to write the candidacy paper doctoral students must fulfill the following requirements:

- All course requirements must be completed.
- A grade must be submitted for any course in which the doctoral student has an incomplete.
- Students must have maintained a 3.5 GPA.

## Candidacy Paper Guidelines

1. During the last Fall or Spring semester of course work, students should schedule a meeting with their advisors, bringing with them an updated plan of study, transcript, and tentative topic for the paper. At this meeting, the student and advisor will review the guidelines and checklist for the candidacy paper. In addition, there will be a discussion about the written examination alternative for those whose do not successfully complete their papers within the required time frame.
2. During that same semester, students must submit a 300 word proposal for the candidacy paper to the faculty. The proposal should include: 1) a question/topic that will be explored through literature and research in the field, 2) a rationale for investigating this topic, and 3) a list of references that includes key areas of research and literature to be included in the paper. The proposal should adhere to APA guidelines. *Please* title the *electronic* copy of the proposal as follows: LAST NAME.Candidacy Proposal. MMDDYY.
3. During the Fall semester, candidacy proposals are due on or before November 15. In the Spring semester, candidacy proposals are due on or before April 15. Students who miss the Fall deadline may submit no later than the following Spring. Students who miss the Spring deadline may submit no later than the following Fall. Students who do not complete their proposals according to this time line will be required to take a written examination focused on their area of interest during the first week of December or May. A grade of Fail critically affects continuation in the doctoral program.
4. After a proposal has been approved by the faculty, students have until the following semester to complete the papers. If a proposal has been approved in Spring, students will have until either August 15 (early submission with decision at the beginning of the Fall semester) or November 15 (final submission date) to complete their candidacy papers. If a proposal has been approved in Fall, students will have until either January 15 (early submission with decision at the beginning of the Spring semester) or April 15 (final submission date).
5. Papers must be developed without consultation with faculty. They should adhere to the guidelines in the Doctoral Candidacy Paper Checklist with respect to focus, organization, content knowledge, analysis, written expression, and page length. Students will be provided with samples of previous candidacy papers to use as

models. Please title the *electronic* copy of the paper as follows: LAST NAME. Candidacy Paper.MMDDYY.

6. Completed candidacy papers will be reviewed during the Fall or Spring semester in which they have been submitted. Students will be advised by letter of the status of their paper as Pass, Pass Pending, or Resubmit.
7. In the event that the paper is not accepted, a meeting will be convened with the doctoral director and one or more representatives of the faculty to discuss suggested revisions. The deadline for revised papers will be on or before November 15 for Spring papers and on or before April 15 for Fall papers. Students will be advised by letter of the status of their revised paper as Pass, Pass Pending, or Fail. A grade of Fail critically affects continuation in the doctoral program.
8. Students who do not complete their papers according to this time line will be required to take a written examination focused on their area of interest during the first week of December or May. A grade of Fail critically affects continuation in the doctoral program.
9. Following successful completion of this process, doctoral candidates must meet with the Doctoral Director to discuss their papers or examinations and plan for the dissertation sequence.

### **Candidacy Paper Checklist**

#### **CONTENT**

(2= excellent, 1= satisfactory, 0= unsatisfactory)

#### **1. RATIONALE**

- a. Provides a clear rationale for the question/topic under investigation.

#### **2. CONTENT KNOWLEDGE**

- a. Demonstrates a command of multiple perspectives on the topic from current and past research.
- b. Focuses on research and literature relevant to the topic.
- c. Includes explanations and/or definitions of terminology for an audience who may be unfamiliar with the topic.
- d. Includes the work of significant researchers in the field.
- e. Cites quotes from firsthand sources whenever possible.

#### **3. ANALYSIS**

- a. Develops a clearly articulated argument that takes a theoretically and conceptually grounded position related to the question/topic.
- b. Provides a well-developed synthesis of related research and literature that promotes new perspectives in the field.

- c. Provides a clearly articulated critique of related research and literature, addressing limitations and strengths of past research designs in the field.
- d. Identifies important areas of disagreement and consensus informed by the literature.
- e. Appropriately addresses the significance of scholarly inquiry related to the topic/question.

#### **4. ORGANIZATION**

- a. Addresses the question in a well-developed and cohesive 20-25 page essay.
- b. The writing is organized around clearly developed sections, including an introduction and a conclusion.
- c. Organizational structure of the essay presents a clear development of ideas from beginning to end.

### **WRITING CONVENTIONS**

(1= satisfactory, 0= unsatisfactory)

- a. Strictly adheres to APA guidelines with respect to format, citations, and bibliography.
- b. Contains appropriate and clearly defined sections with headings.
- c. Includes all in-text references and citations in the bibliography.
- d. Is thoroughly edited for grammar and print conventions (i.e., spelling, punctuation).

Pass = 15 pts or greater.

## **The Doctoral Dissertation**

### **Selecting a Dissertation Committee**

Once a student has successfully completed the Candidacy Paper or examination and receives written notification of acceptance as a doctoral candidate, the student should meet with the Doctoral Director to discuss possible areas of research. Throughout their doctoral courses, students are encouraged to consider topics of interest that may serve as the basis for their dissertation research.

At this time, the student should also consider selecting a Dissertation Chairperson who may share an interest and/or expertise in their potential area of research. The student should consult with one or more faculty members to determine who will serve as Dissertation Chair and instructor for the courses in the dissertation sequence. Once the chair has been decided upon, additional dissertation committee members should be selected. This is done while working on the dissertation proposal in LYST 601.

### **The Sponsoring Committee**

The sponsoring committee is comprised of three faculty members: a chairperson and one full-time faculty member from the Literacy Studies program and one full-time faculty member from outside the program. It is the chairperson's responsibility to direct the

dissertation process and serve as a continuing liaison with other committee members to ensure the necessary assistance required by the doctoral candidate.

In the event that a student requests a change of chair or dissertation committee members, a request must be made in writing to the chair of the Teaching, Literacy and Leadership Department. If the chair of the Department is also chair of the student's committee, this request must be sent to the Dean of the SOEHHS. Since such a change may potentially delay the student's work, this request may only be made once.

### **The Dissertation Defense Committee**

At an appropriate time during data collection and analysis, the student must select two additional members who, as readers, join the sponsoring committee to become the Dissertation Defense Committee. One reader should be a member of the Literacy Studies program faculty and one reader should come from another program/department at Hofstra University.

<b>Sponsoring Committee</b>	<b>Dissertation Defense Committee</b>
Chair (LYST)	Sponsoring Committee +
Member (LYST)	Reader (LYST)
Member (Not LYST)	Outside Reader (Not LYST)

### **Off-Campus Committee Member**

A qualified scholar (doctorate required) from another college, university, or institution may participate as either an off-campus member of the sponsoring committee, **or** as an off-campus reader on the defense committee, but not both, with the approval of the Teaching, Literacy and Leadership department chairperson and doctoral director.

### **The Dissertation Sequence**

The sequence of courses required to complete the doctoral dissertation is as follows:

- LYST 601 - Dissertation Proposal Planning, 3 semester hours
- LYST 602 - Dissertation Proposal Preparation, 3 semester hours
- LYST 603 - Dissertation Proposal Preparation Extension, 3 semester hours
- LYST 604 - Dissertation Advisement, 3 semester hours
- LYST 605 - Dissertation Advisement Extension, 3 semester hours

Candidates who have successfully completed their proposal enter LYST 604, which may be taken up to four times. After four semesters in LYST 604, students enter LYST 605 and must complete their dissertation within that semester.

Students who are eligible for financial support during the dissertation sequence can receive scholarships for LYST 601, one semester of LYST 602, and up to four

semesters of LYST 604 providing they are making good progress toward the degree. Financial Aid is not available for LYST 603 or LYST 605.

### **Grading**

Candidates receive a grade of PR (progress) each semester until their proposal is accepted. At this time, their PR grade for LYST 601 is changed to a grade of P (pass) and they earn 3 s.h. Upon completion of the dissertation, candidates must earn a minimum of 6 s.h. for LYST 604. LYST 602, 603, and 605 do not count toward doctoral semester hour requirements.

### **The Dissertation Proposal**

The Dissertation Proposal is an overview of the student's proposed dissertation research. Preparation of the proposal begins in LYST 601 under the guidance of the sponsoring committee. Following completion of LYST 601, students who have successfully completed their proposal may continue in LYST 604. Those who have not completed their proposal will take LYST 602 and, if needed, LYST 603. Candidates who do not produce a defensible proposal in LYST 603 must exit the program.

When all three sponsoring committee members agree that the proposal is ready, a Proposal Hearing will be scheduled at a day and time that is acceptable to all. The student must prepare four copies of the proposal: three must be distributed to committee members a minimum of two weeks (10 working days) prior to the scheduled defense, and one copy should remain in the doctoral office for review by interested parties. A Notification of Proposal Examination will be posted-prior to the scheduled date so that interested observers can attend, unless the candidate has requested, in writing, permission from the doctoral director to have a closed hearing.

### **Procedures for Scheduling Dissertation Proposals and/or Dissertations**

As soon as a time and date are set for the defense, contact Darlene Allen at 516-463-5751 or e-mail her at [Darlene.F.Allen@hofstra.edu](mailto:Darlene.F.Allen@hofstra.edu) to locate a room for the defense.

A minimum of 10 days before the date of your defense, please deliver a hard copy of your Proposal or Dissertation to the Doctoral Center (277 Hagedorn). Make sure this hard copy is printed on paper punched with holes for a three-ring binder.

Before delivering the hard copy of your proposal or dissertation, however, please send an e-mail message ([Darlene.F.Allen@hofstra.edu](mailto:Darlene.F.Allen@hofstra.edu)) or a letter to the Doctoral Center specifying: the title of your Dissertation, the names of 1) your Adviser, 2) the two additional members of the Sponsoring Committee, and 3) the two Readers (Readers

names are only included if it is a dissertation hearing). Also state the date, place, and time of the defense.

Once this information and the hard copy of the Proposal or Dissertation are received, official notice of the Defense will be disseminated by the Doctoral Center. This will include notification of all departments in the SOE and a posting on the wall in Hagedorn Hall near the Doctoral Center. Both the notification and posting will indicate that the Proposal or Dissertation is available for review in Doctoral Center, and they will specify 1) the date and time of the Defense, 2) your name and the title of your Dissertation, and 3) the names of the Adviser, members of the Sponsoring Committee, and Readers.

### **The Proposal Hearing**

Students must defend their proposal at a hearing attended by the sponsoring committee members and other interested parties. The chairperson of the committee facilitates the hearing. Following introductions, the student provides a brief review of his/her proposed research. Members of the sponsoring committee are then invited to offer questions, comments, and suggestions. During the discussion, the chair takes notes of comments and suggestions. Afterwards, the student and observers leave the room so that the committee members can deliberate on whether the proposal is acceptable. Every effort is made to reach consensus. Once a final decision is made, the committee members sign the appropriate forms indicating one of the following:

- 1) The proposal is acceptable with revisions as noted.
- 2) The proposal requires major revisions.
- 3) The proposal is unacceptable.

The student is then invited back into the room to hear the final decision. The committee may authorize the student to begin research immediately or make the necessary revisions. If the proposal is unacceptable, the student must rewrite and resubmit the proposal or begin work on another topic. The last day to hold a dissertation proposal defense is at the end of the second full week of the last month of the semester (May or December).

### **IRB Approval**

All research conducted under the aegis of Hofstra University that involves human beings as subjects (including research conducted by faculty, students and others) will be guided by the principles of the Belmont Report, designed to insure the protection of human rights. Once the dissertation proposal is accepted, all students must read this report and submit an application to be reviewed by a University committee known as the Institutional Review Board, or IRB. Copies of the Belmont Report and IRB forms are

available in the Teaching, Literacy and Leadership office. In some cases, the IRB committee may determine that the proposed research is exempt from their review.

### **Preparing the Dissertation**

The candidate prepares the dissertation under the guidance of the chair and with the support of the sponsoring committee members, as well as the two additional members (readers) of the Dissertation Defense Committee. LYST 604 may be taken up to four times. After four semesters in LYST 604, the student enters LYST 605 and must complete the dissertation within that semester. The dissertation must adhere to the 6<sup>th</sup> edition APA (American Psychological Association) style guidelines. The format for the dissertation, however, is flexible and should be decided upon with advisement. Students should consider the possibilities of publishing their dissertations in book format.

### **The Dissertation Defense**

Students must submit a final draft of their dissertation to all five members of their Dissertation Defense Committee in a timely manner. After all five members review the final dissertation draft and agree it is ready to defend, they must sign off on the approval form to confirm a date for the Dissertation Defense. The student must prepare seven copies of the dissertation draft, each in a loose leaf binder with the student's name on the spine. Five copies must be distributed to committee members a minimum of three full weeks (15 working days) prior to the scheduled defense, and two copies should remain in the doctoral office for review by interested parties. The last day to hold a dissertation defense is at the end of the second full week of the last month of the semester (May or December).

The defense must be scheduled at a time when the University is in regular session (excluding final exam periods, inter-sessions, holidays, summer semesters, etc.). A Notification of the Dissertation Defense will be posted two weeks prior to the scheduled date so that interested observers can attend, unless the candidate has requested, in writing, permission from the doctoral director to have a closed hearing.

Students must defend their dissertation at a hearing attended by Dissertation Defense Committee members and other interested parties. The Dissertation Chairperson facilitates the hearing. Following introductions, the student provides a brief review of his/her research study. Members of the committee are then invited to offer questions, comments, and suggestions. During the discussion, the chair takes notes of comments and suggestions. Afterwards, the student and observers leave the room so that the committee members can deliberate on whether the dissertation is acceptable. A Pass requires a majority of five votes. Once a final decision has been reached, the committee members sign the appropriate forms indicating one of the following:

- 1) The dissertation is acceptable with revisions as noted.
- 2) The dissertation requires major revisions.

3) The dissertation is unacceptable.

The student is then invited back into the room to hear the final decision. In the event that the dissertation requires major revisions, the committee will determine if revisions will be accepted subject to the approval of the Dissertation Chairperson or if the committee will reconvene to review the changes prior to final approval.

### **Publishing the Dissertation**

Three bound copies of the manuscript must be ordered, one copy for the department, one copy for the Dissertation Chair, and one for the Axinn Library. Additional print copies may be ordered for personal use. Students must also submit their manuscript online for digital publishing through UMI/Proquest's electronic service.

Requirements for library submission include:

- A completed **Doctoral Dissertation Drop-Off Form**
- A completed **Dissertation Publishing Agreement**
- One copy of your manuscript with *original signatures* for the Axinn Library
- One extra copy of your abstract (up to 350 words in length)
- One extra copy of the signed title page
- A shortened version of the title for the spine of bound copies (should not exceed 70 characters including author's last name, spaces, hyphens and punctuations).

It is important that students contact the librarian for the Serials Department (516-463-5959) who oversees the submission process and make an appointment to discuss the publication process and requirements.

### **Graduation**

Graduation ceremonies are held twice a year in December and May. In order to graduate, the candidate must file a diploma application and meet the following conditions:

- All program requirements have been satisfied.
- All required changes have made and approved by the Chair.
- The dissertation has been submitted to the library and accepted for publication.

A doctoral candidate who has completed all the program requirements, including successful defense of the dissertation, may participate in the commencement ceremony but the degree will not be conferred until the required revisions are completed and final approved copies are delivered to the library. Candidates must be registered for the semester in which they defend the dissertation. The candidate should register for graduation in the Office of Financial and Academic Records, Memorial Hall. The time requirements for each semester are listed below.

### May Graduation

To be eligible for graduation in May, the following deadlines must be met:

March 1	Diploma Application completed
Second week of May:	Dissertation successfully defended
May 31	Dissertation submitted to Library

### December Graduation

To be eligible for graduation in December, the following deadlines must be met:

October 1	Diploma Application completed
Second week of December:	Dissertation successfully defended
December 31	Dissertation submitted to Library

## **Plans of Study**

### Ed.D. Plan of Study

*The Ed.D. in Literacy Studies consists of 60 semester hours of post masters graduate course work. At least 48 semester hours of course work required for the doctorate must be taken at Hofstra during the ten-year period preceding the conferral of the degree. This ten-year period covers the time from admission as a matriculated doctoral student to completion of all degree requirements. After the successful completion of the candidacy paper, doctoral dissertation research must be completed within five years.*

<b>I. Literacy Core Area Seminars</b>	<b>15 s.h.</b>
LYST 361A-Z Literacy, Literature and the Imagination	3 s.h.
LYST 362A-Z Sociolinguistic and Psycholinguistic Perspectives	3 s.h.
LYST 363A-Z Literacy Learning and Pedagogical Practices	3 s.h.
LYST 364A-Z Sociopolitical Perspectives of Literacy	3 s.h.
LYST 365A-Z Cultural Historical Perspectives of Literacy	3 s.h.
<b>II. Research Requirements</b>	<b>18-22 s.h.</b>
LYST 360 Apprenticeship in the Ethnography of Literacy Research	3 s.h.
LYST 369 Pre-Dissertation Planning Seminar	1 s.h.
LYST 370 Adv. Seminar in the Ethnography of Literacy Research	3 s.h.
LYST 241 Miscue Analysis and Retrospective Miscue Analysis	3 s.h.
or	
LYST 244 Advanced Retrospective Miscue Analysis	

RES 359 Interpreting Quantitative Data in Education I 4 s.h.

RES 360 Interpreting Quantitative Data in Education II 4 s.h.

*Elective:*

LYST 368 Doc Seminar in Lang/Literacy Research 4 s.h.

*NOTES: LYST 360 is taken in the first fall semester of attendance. LYST 370 is taken during the Spring semester of the second year or at the end of the residency period. LYST 368 is offered once every two years and is generally taken between the other research courses. LYST 369 is taken concurrently with or following LYST 370.*

**III. Area of Advanced Study 9 s.h.**

Doctoral candidates take additional course work extending knowledge and expertise in an area of special interest. This course work may include additional Literacy Core Area Seminars or special doctoral courses. Additional coursework and independent studies are planned with advisement.

**IV. Related Coursework/ Community of Scholars 5-9\* s.h.**

Each student is expected to register for LYST 351: International Scholar's Forum (Fall), LYST 352: Literature and the Imagination Conference (Spring), and/or LYST 353: Reading Miscue Conference (alternate summers) a minimum of four times during the residency period (first 30 s.h.). All students are expected to participate in colloquia and other doctoral events. Additional Scholar's Forums or Conferences, or other course work, will be planned with the advisor and/ or during the qualifying hearing. For those students who have completed this requirement, these forums and conferences may be taken as not-for-credit paid workshops.

\*Students completing LYST 368 take 5 s.h. Any approved graduate transfer hours (post Masters degree) should be listed here unless applied towards other coursework.

**V. Qualifying Hearing**

**VI. Candidacy Paper**

**VII. Dissertation Sequence 9 s.h.**

LYST 601 Dissertation Proposal Planning 3 s.h.

LYST 602 Dissertation Proposal Preparation 3 s.h.\*

LYST 603 Dissertation Proposal Preparation Extension 3 s.h.\*

LYST 604 Dissertation Advisement 3 s.h.

LYST 605 Dissertation Advisement Extension 3 s.h.\*

NOTES:

1. Following completion of LYST 601, students who have successfully completed their proposal may continue in LYST 604. Those who have not completed their proposal will take LYST 602 and, if needed, LYST 603. Candidates who do not produce a defensible proposal in LYST 603 must exit the program.
2. Candidates who have successfully completed their proposal enter LYST 604, which may be taken up to four times. After four semesters in LYST 604, candidates enter LYST 605 and must complete their dissertation within that semester.
3. Students receive 3 s.h. for LYST 601 when they pass their dissertation proposal defense. Upon completion of the dissertation, candidates earn a minimum of 6 s.h. for LYST 604.  
\*LYST 602, 603, and 605 are non-credit courses for the degree.

### **Summary of Semester Hour Requirements for Ed.D.:**

- I. Literacy Core Area Seminars: 15 s.h.
  - II. Research Requirements: 18-22 s.h.
  - III. Area of Advanced Study: 9 s.h.
  - IV. Related Coursework: 5-9 s.h.
  - V. Dissertation Sequence: 9 s.h.
- Minimum Hours Required: 60 s.h.**

## Ph.D. Plan of Study

*The Ph.D. in Literacy Studies consists of 60 semester hours of post masters graduate course work. At least 48 semester hours of course work required for the doctorate must be taken at Hofstra during the ten-year period preceding the conferral of the degree. This ten-year period covers the time from admission as a matriculated doctoral student to completion of all degree requirements. After the successful completion of the candidacy paper, doctoral dissertation research must be completed within five years.*

### **I. Literacy Core Area Seminars 15 s.h.**

LYST 361A-Z Literacy, Literature and the Imagination	3 s.h.
LYST 362A-Z Sociolinguistic and Psycholinguistic Perspectives	3 s.h.
LYST 363A-Z Literacy Learning and Pedagogical Practices	3 s.h.
LYST 364A-Z Sociopolitical Perspectives of Literacy	3 s.h.
LYST 365A-Z Cultural Historical Perspectives of Literacy	3 s.h.

### **II. Research Requirements 22 s.h.**

LYST 360 Apprenticeship in the Ethnography of Literacy Research	3 s.h.
LYST 369 Pre-Dissertation Planning Seminar	1 s.h.
LYST 370 Adv Seminar in the Ethnography of Literacy Research	3 s.h.
LYST 241 Miscue Analysis and Retrospective Miscue Analysis	3 s.h.
or	
LYST 244 Advanced Retrospective Miscue Analysis	
RES 359 Interpreting Quantitative Data in Education I	4 s.h.
RES 360 Interpreting Quantitative Data in Education II	4 s.h.
LYST 368 Doc Sem in Lang/Literacy Research	4 s.h.

*NOTES: LYST 360 is taken in the first fall semester of attendance. LYST 370 is taken during the Spring semester of the second year or at the end of the residency period. LYST 368 is offered once every two years and is generally taken between the other research courses. LYST 369 is taken concurrently with or following LYST 370.*

### **III. Area of Advanced Study 9 s.h.**

Doctoral students take additional course work extending knowledge and expertise in an area of special interest. This course work may include additional Literacy Core Area Seminars or special doctoral courses. Additional coursework and independent studies are planned with advisement.

#### **IV. Related Coursework/ Community of Scholars**

**5 s.h.**

Each student is expected to register for LYST 351: International Scholar's Forum (Fall), LYST 352: Literature and the Imagination Conference (Spring), and/or LYST 353: Reading Miscue Conference (alternate summers) a minimum of four times during the residency period (first 30 s.h.). All students are expected to participate in colloquia and other doctoral events. Additional Scholar's Forums or Conferences, or other course work, will be planned with the advisor and/ or during the qualifying hearing. For those students who have completed this requirement, these forums and conferences may be taken as not-for-credit paid workshops.

#### **V. Qualifying Hearing**

#### **VI. Candidacy Paper**

#### **VII. Language Requirement**

#### **VIII. Dissertation Sequence**

**9 s.h.**

LYST 601	Dissertation Proposal Planning	3 s.h.
LYST 602	Dissertation Proposal Preparation	3 s.h.*
LYST 603	Dissertation Proposal Preparation Extension	3 s.h.*
LYST 604	Dissertation Advisement	3 s.h.
LYST 605	Dissertation Advisement Extension	3 s.h.*

#### **NOTES:**

1. Following completion of LYST 601, students who have successfully completed their proposal may continue in LYST 604. Those who have not completed their proposal will take LYST 602 and, if needed, LYST 603. Candidates who do not produce a defensible proposal in LYST 603 must exit the program.
2. Candidates who have successfully completed their proposal enter LYST 604, which may be taken up to four times. After four semesters in LYST 604, candidates enter LYST 605 and must complete their dissertation within that semester.
3. Students receive 3 s.h. for LYST 601 when they pass their dissertation proposal defense. Upon completion of the dissertation, candidates earn a minimum of 6 s.h. for LYST 604. \*LYST 602, 603, and 605 are non-credit courses for the degree.

#### **Summary of Semester Hour Requirements for Ph.D.:**

I.	Literacy Core Area Seminars:	15 s.h.
II.	Research Requirements:	22 s.h.
III.	Area of Advanced Study:	9 s.h.
IV.	Related Coursework:	5 s.h.
V.	Dissertation Sequence:	9 s.h.
	<b>Minimum Hours Required:</b>	<b>60 s.h.</b>

## NOTES