

Department of English PhD Student Handbook

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Glossary of Terms

Advisor

While it is common to refer to one's committee chair as one's advisor, the department and our documentation do make a distinction between your *program advisor* (assigned to you in Year 1) and the person chairing your committee, or your *capstone advisor* (somebody you choose).

Applied Public Project (APP)

In particular contexts (especially enrollment), the APP may be referred to as internship units or an internship.

Committee chair/Capstone advisor/PI

This is the person who is primarily responsible for supervising your qualifying meeting and your doctoral capstone. They may be referred to as your "chair," your "advisor," or, in particular funding contexts, your "PI" (Primary/Principal Investigator), a title that reflects the hierarchies of labs. You can be on a grant with a PI who is not your chair, but when conversing with your colleagues in the sciences, their chair is very likely to also be their PI and the terms may be used interchangeably.

Doctoral Capstone Document (DCP)/dissertation

Options include a Community Impact Program (CIP), a Doctoral Portfolio, and a Doctoral Manuscript. This is the document you defend and file in order to graduate.

Qualifying meeting/preliminary examination

Your qualifying meeting/preliminary examination is the milestone that grants you candidacy. It happens after the completion of coursework and ideally before writing the doctoral capstone.

PhD Detail and Navigation

The goal of this handbook is to help you navigate your way through your graduate student journey. The best thing you can do for yourself is to stay on top of the graduate paperwork deadlines and turn things in when they are due. **Delays in submitting required paperwork have delayed graduation.**

Monitor Your Progress:

UW students are strongly encouraged to monitor their progress towards degree completion utilizing [Degree Evaluations within WyoRecords](#). For full details concerning expected graduate student progress, please refer to the [Graduate Student Degree Timeline](#) and [UW's Graduate Student Regulations and Policies](#). All Graduate Student Forms and Petitions can be found [here](#).

Advising:

All graduate students must be advised by the Director of Graduate Studies (DGS) in order to register for classes. This advising session can happen over email; simply note the courses you are taking and why, and if approved, you will be sent your PERC number so you can register. The DGS is Dr. Patton (301 Hoyt Hall) and her email is topatton@uwyo.edu. If you need to meet in person all in-person meetings are no longer than 20 minutes.

- Advising for the Spring semester is in October.
- Advising for the Fall semester is in March.
- **PT students should meet with their assigned program advisor in Year 1 to lay out a preliminary timeline for degree progress because the timeline and progress toward the PhD is unique for each of you.**

Committee Formation:

PhD Committees must consist of at least 4 required members:

- 1: [Committee Chair](#)
-Must be a faculty member from English. *Limit one per committee*
- 2: [Outside Member \(UW Faculty\)](#)
-Must be faculty from a department outside English.
- 3: [UW Faculty: \(faculty from inside or outside English – essentially a “second reader”\)](#)
- 4: [UW Faculty: \(faculty from inside or outside English – essentially a “third reader”\)](#)
Information about who is eligible to serve in these roles and what each committee member's obligations to the project are can be found here:
https://www.uwyo.edu/regs-policies/_files/docs/policies/graduate_committee_formation_sap_effective_10-29-18.pdf
5. **OPTIONAL:** External Faculty (Non-UW personnel, either a faculty member at a peer institution or an individual holding professional expertise that will allow them

to contribute in a unique way to the student's research)

You can find information on the university's Graduate Committee Formation Policy [here](#). The Graduate Committee Assignment Form can be completed online [here](#) (also accessible under "Graduate Forms and Guidelines" on the Registrar's page). Committee forms must be completed and submitted to the Graduate School by no later than the end of the fourth semester in which a student is enrolled in a degree program.

Graduate students should work with their advisor to put together their committee no later than the end of their third semester or start of their fourth semester at the latest. Other graduate forms (i.e. Program of Study, etc.) will not be accepted until the student's Committee Form is approved and on file in the Office of the Registrar.

Program of Study:

A [Program of Study](#) form detailing the coursework and credits you will apply in fulfillment of your degree program should be completed after the formation of your committee and no later than by the start of the third semester of your program. Submit your completed form to the Office of the Registrar.

Qualifying Meeting (UW Grad School calls this the "Preliminary Examination"): Please see Appendix A for details (p. 9).

A preliminary examination must be passed in order to be granted admission to candidacy in your doctoral degree program. The preliminary exam can be held after a doctoral program of study form is submitted and at least 36 hours of coursework have been completed, and must be held no later than 15 weeks prior to your final defense date. (The exam will typically be held much farther in advance of the defense date; this 15-week window is simply a UW regulation. Please see more on our department's typical timeline to degree below.) Upon completion of the preliminary exam, a [Report on Preliminary Examination](#) must be submitted regardless of outcome.

APP (Applied Public Project): Please see Appendix B for details (p. 11).

Each student is required to complete the Applied Public Project (APP), also sometimes referred to as an "internship." For the APP, students apply knowledges, methodologies, and practices from coursework to the development, implementation, and execution of an engaged public project.

In most cases, the APP involves collaboration with a partner agency. Sometimes the APP will look like a traditional internship, where the project is completed *for* the partner organization. The student completes a project assigned in advance by the partner and develops new public-engaged skills and marketable experiences along the way.

In other instances, students may choose to pursue a project that advances the student's doctoral capstone project. In this scenario, a student with a particular sort of project in mind sets up a partnership with an organization to "sponsor" the project. The work of the

APP could then in turn provide a case study for a doctoral project or used as research later incorporated into the doctoral project. (See Appendix B, p. 7, for more information regarding the APP.)

Doctoral Capstone Document:

A completed Doctoral Capstone Project (UW Grad School calls this the “Dissertation”) must be submitted to your committee **at least three weeks prior to the doctoral capstone defense (this is the defense often referred to by the university as the “final exam”)**. Following your defense and after your committee has approved the final version of your project or research product, you must submit a [Report of Final Examination](#) by no later than the last day of classes of your graduation term. Please refer to additional dates and details for the current semester [here](#).

The typical timeline for the Doctoral Capstone defense is one year after completion of the APP (for students on the standard completion timeline). Ultimately, a student’s readiness to defend is solely determined by the committee chair, and some students may need more than a year to complete their capstone and defend.

Your Doctoral Capstone Defense may not be held until after the beginning of the semester or session in which coursework is completed (however, given the typical progress to degree in our PhD program, the defense likely will not happen until approximately 1.5-2 years after the coursework is completed) and must be held at least two weeks prior to the end of the semester (the last day of finals) in which you intend to graduate.

Guidelines for Defense: Please work with your committee to schedule a defense at least two weeks before the last day of classes in the semester you wish to graduate. Doctoral defenses at UW are open to the public, so once you’ve finalized your defense date, please notify Gwynn Lemler of your defense date and capstone title, so these may be advertised to the university. **Doctoral Capstone Defenses may take as long as two hours, so please work with Gwynn to book a venue for the full two-hour timeframe.** Defenses begin with a 15–20-minute public presentation of your work, followed by questions from the public audience. Then your committee will ask the audience to leave; conversation with the committee will follow.

After a successful thesis defense, your committee will sign the Report of Final Examination form (link available above). Your committee may require revisions; please make sure these are completed by the last day of classes in the semester you plan to graduate. File your Report of Final Examination form with Gwynn and upload your dissertation to ProQuest by the last day of class. Guidelines on creating a ProQuest account are [here](#), and a ProQuest formatting guide is [here](#).

Coursework Time Allowance:

Doctoral students at UW have eight calendar years to complete their degrees from the beginning of the first course taken and listed on their program of study, including any transfer courses.

If you are applying any transfer credits (or credits taken at UW before enrolling in the PhD) to your doctoral coursework that were taken more than eight years before you plan to graduate from the PhD, you should submit an [Eight Year Rule Petition](#). Please note that petitions are only valid for one year, so you should submit them in the final year of your program.

Anticipated Graduation Date:

Graduation must be declared in WyoRecords ([Instructions](#)) no later than the semester before you plan to graduate.

Final Examination Procedure:

What your defense looks like is negotiated with your Chair. Here are some general guidelines, however.

Doctoral defenses at UW are open to the public, so once you've finalized your defense date, please notify Gwynn Lemler (Office Associate Senior) of your defense date and capstone title, so these may be advertised to the university. The date, time, and place of the examination must be announced to the public a minimum of two weeks before the final examination is held. **Defenses may take as long as two hours, so please work with Gwynn to book a venue for the full two-house timeframe.**

Defenses begin with a 15–20-minute public presentation of your work, followed by questions from the public audience. Then your committee will ask the audience to leave; conversation with the committee will follow. After a successful thesis defense, your committee will sign the Report of Final Examination form. A link to that form is available above.

Your Doctoral Capstone Defense may not be held until after the beginning of the semester or session in which coursework is completed (NOTE: our typical progress to degree, the defense won't happen until two years after the coursework is completed) and must be held at least 10 calendar days prior to the end of the semester (the last day of finals) in which you intend to graduate.

Research Document to Upload to ProQuest:

A Doctoral Capstone Project document (also referred to by the university as a dissertation) and all appendices must be uploaded to ProQuest following the format of standards established by the University Libraries, ProQuest Information and Learning by the last day of classes in the semester in which you intend to graduate. (Information about this formatting is included above.)

You have some flexibility with what is uploaded to ProQuest if you are working on a public facing project. Some components—exhibits, performances, etc.—simply cannot be included in that document, and that’s OK. You and the chair of your capstone project will determine what exactly you ought to upload to ProQuest, but you can include things like questionnaires, flyers, transcripts of interviews you conducted, a handbook you may have created, etc. Whatever it is you upload, it should be text-based.

Survey of Earned Doctorates:

As a PhD student, you must submit the [Survey of Earned Doctorates](#) form on or before the last day of classes in the semester you will graduate.

Exit Interviews:

Around the time of your defense, the Director of Graduate Studies or another Department administrator will send an assessment questionnaire and reach out about an optional exit interview. Students are encouraged to provide feedback on their experience in the program via the assessment questionnaire and exit interview. Exit interviews work from a fixed list of questions for all students and may be conducted either in person or anonymously via email.

APPENDIX A: Qualifying Meeting Procedures

PhD Qualifying Meeting Procedures

The Qualifying Meeting (also referred to by the university as the Preliminary Examination) will take place **after full-time students complete 36 hours of coursework (including the core doctoral courses: ENGL 5020, 5050/5075, 5071, and 5011), and after part-time students complete the core doctoral courses (ENGL 5020, 5050/5075, 5071, and 5011).**

The meeting will usually occur just before students begin the Applied Public Project (APP) and as they look ahead to their Doctoral Capstone Project (DCP), which students will work on during and after their APP. (Potential exceptions to these timetables are available—and may even be preferable, especially for part-time students—but they must be discussed with and approved by the committee chair and the Director of Graduate Studies.)

In their final semester of coursework (as described above), students assemble their four-member-minimum capstone project committees (see [Committee Formation guidelines and additional info above](#)) and submit the [committee form with signatures](#). Signed committee forms must be filed with English and with the Registrar before Qualifying Meetings can be scheduled and the signed **Report of Preliminary Examination form** (to be completed at the Qualifying Meeting) can be submitted.

The Qualifying Meeting includes a conversation with the Capstone committee where candidates demonstrate a command of relevant concepts, texts, and methods and discuss both the proposed capstone project and the forthcoming APP (Applied Public Project). (If the student has already completed the APP because they are pursuing an alternate degree timetable, they will reflect on the APP with their committee at the meeting.)

The portfolio of materials submitted before this group conversation will vary with student goals and will guide the discussions at the meeting. Students should work with their committee chair to craft a balanced set of components for the portfolio to be submitted to the full committee at least two weeks before the Qualifying Meeting. The menu of potential components **must include a 2-page prospectus that outlines and justifies the capstone project**. It will also include one to two of the following components, and/or alternative materials devised by the student and committee chair and approved by the committee chair and graduate director:

- A reading list reviewing the relevant literature informing the project. Students must demonstrate command of the materials on this list at the meeting.
- A reading list or lists reviewing relevant literatures for future academic research/teaching competencies. Students must demonstrate command of the materials on these lists at the meeting.

- A written survey of a relevant journal or series of academic/creative artifacts that traces a trend in the scholarship and relates to the capstone project. Students will discuss this document and take questions about it at the meeting.
- A written review of academic and/or public-facing documents that are relevant to the APP placement. Students will discuss this document and take questions about it at the meeting.
- Any of the above in non-written format if some other medium is more relevant to the student's work.

Timetable for students at this stage of the program:

February 1 (for FT students, this is Feb. 1 of the final semester of their 36 hours of coursework): often the fourth semester, provided students have completed the core coursework described above; for PT students, this will occur near the beginning of the semester in which they are completing the last of their core coursework described above, often the fifth semester): Finalize capstone committee and, in consultation with committee chair, select relevant set of components (see above).

April 1: Deadline to schedule Qualifying Meeting and send description of portfolio components to Director of Graduate Studies (DGS) and committee members. If other committee members wish to suggest texts or other artifacts for reading lists, these suggestions should be shared with students by April 15.

September 1 (at the latest, or two weeks before the Qualifying Meeting): Deadline to share completed documents with full capstone committee.

September 15 (at the latest; please aim for the first week of the semester if you are able): Complete Qualifying Meeting and send signed [Report of Preliminary Examination form](#) (which must be filled out at the meeting) to DGS and Registrar. If students' APP placements are outside Laramie, the Qualifying Meeting can be conducted via Zoom.

Note for part-time PhD students: This timeline will vary depending on individual factors. Please work with your chair to determine the timetable that is best for you.

APPENDIX B: APPLIED PUBLIC PROJECT EXPECTATIONS & GUIDELINES

Each student is required to complete the Applied Public Project (APP), also sometimes referred to as an “internship.” For the APP, students apply knowledges, methodologies, and practices from coursework to the development, implementation, and execution of an engaged public project.

In most cases, the APP involves collaboration with a partner agency. Students looking to burnish their professional prospects or gain new knowledges or skills may undertake an APP that looks more like a traditional internship, where the project is completed *for* the partner organization. Executing and marketing the annual fundraiser for, or curating an exhibit for, a small museum would be an example of a partner-focused APP: the student is completing a project assigned in advance by the partner and is developing new public-engaged skills and marketable experiences along the way.

Other students may choose to pursue a project that advances both the student’s and the partner’s aims. This kind of work will likely bear a relationship to the student’s doctoral capstone project. In this scenario, a student with a particular sort of project in mind sets up a partnership with an organization to “sponsor” the project.

For example, a student interested in rhetorical mapping techniques might develop a city art project that maps graffiti, street art, murals, and public art installations for a public art coalition. The intention of the map could be to create conversation about art, culture, and who can lay claim to contested places/spaces—which could in turn provide a case study for a doctoral project that studies on both theoretical and practical levels the power dynamics implicit in various forms of public art. This flexible APP pathway is student-driven and allows doctoral candidates to meet their academic and professional goals.

Some APPs may not necessitate partnerships or may only require informal partnerships. These may include instances when student relationships to potential partnering organizations are already established. For example, if the student already works for a non-profit or other organization doing public-facing work, the APP may be incorporated into their existing work-related duties. Or, if a student’s project takes an activist bent, it may not be appropriate to lean on the legitimacy an institution or agency provides, in which case the shape and outcomes of the project and the supervision of that project would be determined primarily by the student, their capstone advisor, and the Public Humanities Coordinator.

All projects will be decided upon in consultation with the student’s capstone advisor and the Public Humanities Coordinator. For full-time students on a normative path to degree, this will happen during the fourth-semester English 5900 professionalization course (see more on this below).

Procedure

Full-Time Students

Full-time PhD students will generally undertake the APP in the Fall of their third year (fifth semester), after completing 36 hours of coursework including the core doctoral courses (ENGL 5020, 5050/5075, 5071, and 5011).

In preparation for the APP, students will enroll in a one-credit professionalization seminar in their fourth semester (ENGL 5900: APP Support). During this semester students will consult with their capstone advisor and the Public Humanities Coordinator to determine an appropriate project. The student will work with the PH Coordinator to find an appropriate partnering agency (if applicable) and will then work with the PH Coordinator and the partner to establish expectations for the partnership.

Expectations will include guidelines for the student's work/project, goals, and timelines. (Establishing expectations may already be part of the partnership process. For example, if the student is pursuing a research grant or a fellowship, the granting authority generally has guidelines and criteria in place that the grantee must meet.)

Part-Time Students

Since most part-time students are already working in public-facing humanities fields, they may undertake the APP earlier in their coursework, if already engaged in a professional project that aligns with the APP criteria. For example, the student might develop a program at their place of employment using public humanities knowledges and methods from their coursework. Examples might include outreach, advocacy, recruitment, digital design, fundraising, programming, and community organizing.

If the part-time student wishes to undertake the APP prior to the completion of core coursework (ENGL 5020, 5050/5075, 5071, and 5011), they must first consult with the DGS and PH Coordinator regarding the project and any departmental expectations, outcomes, and artifacts that the student will produce to satisfy the APP requirement (these would be equivalent to the APP Prospectus and Report that other students must complete). Students pursuing this pathway must submit the APP completion form (see below) to the PH coordinator after bringing their project to fruition. The form must be on record for the Qualifying Meeting to go forward.

Part-time students are encouraged but not required to take the ENGL 5900: APP Support course before beginning their APP (the additional credit hour may not be financially feasible for PT students). If they do not take the course and do not have a clear project to undertake at their place of employment, the partnership and terms of the APP will be negotiated independently with the DGS and the PH Coordinator in advance of the placement.

A part-time student may undertake the APP early only with permission of the DGS and PH Coordinator and only *after* successful completion of ENGL 5020: Introduction to Public Humanities.

Notes for both FT and PT Students:

Note 1: After the expectations are set and all parties agree on those expectations, students may begin working on the APP.

Note 2: During the APP the student will be required to meet with the Public Humanities Coordinator for “check-ins” to discuss and document progress. If necessary, students can discuss any modifications to the work that appear to be required along the way, in which case the PH Coordinator will work with the student, capstone advisor, and partner to revise project expectations, goals, and timelines.

Note 3: The APP is different from the qualifying meeting. However, there may be significant overlap between the APP and the student’s doctoral capstone project—there may also be overlap between the preparation/materials for the qualifying meeting and the materials prepared for the APP. (See the handbook section on the Qualifying Meeting for details.)

Scope

During their fifth semester and while conducting the APP, full-time students will typically register for 9 credits of ENGL 5990: Internship to maintain full-time, funded status as UW students. **This means that the APP can be completed in one semester.**

The scope and time commitment of the APP should therefore be the equivalent of 9 credit hours of graduate work (roughly 320 labor hours in total). Students should also be budgeting time to begin work on their doctoral capstone projects and to fulfill their teaching obligations throughout this period (this is akin to the balance-of-labor model for second-year students in our on-campus MA program).

If desired, a student may take an extra class during their APP semester, in which case, the student would register for 6 internship credits and 3 credits for the class for a total of 9 credits.

NOTE: There may be times when your APP is a one-year undertaking if it is funded by another entity beyond an English GA stipend (e.g. if you are a Fulbright recipient or have received another grant outside of the University of Wyoming in order to complete your APP). If this occurs, there is flexibility in terms of degree timing, and you may be able to pause your PhD “clock” for that year. Please speak to the Director of Graduate Studies and to your committee chair about planning and procedures. Your GA stipend will be waiting for you once your one-year APP is completed in such cases (i.e. you will not lose your GA stipend).

Documentation

APP Prospectus

The student will write a project prospectus as the basis for the APP agreement described above. The prospectus will be assigned in the 1-credit professionalization course. (If students are pursuing exemptions to the APP, they will complete an alternate but equivalent assignment in that course to be determined by the PH Coordinator and the student.) The exact requirements of the prospectus will vary from project to project; however, **it will be a minimum of 5 double-spaced pages**. In it, the student will

- Describe the proposed project
- Ground the project in public humanities and disciplinary scholarship (including citations)
- Include a detailed projected timeline with benchmarks
- Describe the APP's deliverables. Deliverable(s) will generally be public facing. However, deliverable(s) may be internal to an organization doing public facing work or indirectly public facing, as with the production of archival materials.
- A discussion of the expected results of the project's public intervention or internal use if deliverable(s) are not public facing.

APP Agreement/Form

Prior to starting the APP, students will submit the APP Agreement. The APP Agreement is a formal document that functions not unlike a contract between the student and the partner organization. The agreement briefly describes the project and its goals, the deliverable(s) the student will produce, and timelines for completion including benchmarks along the way. It will be signed by the student, the capstone advisor, the PH Coordinator, and the representative from the partner organization.

The APP agreement must be on file with Gwynn Lemler by the end of the semester in which students take the APP 5900 course (or for any PT students not taking the 5900 course, the end of the semester prior to the beginning of the APP placement). Signed copies of the agreement should also be distributed to the student's capstone advisor, PH Coordinator, and partner representative in hard copy or via email.

The agreement serves multiple purposes. It will ensure that the student, the partner organization, the PH Coordinator, and the capstone advisor all agree on the student's project and its outcomes. It protects the student from doing work for a partner organization

outside the scope of the APP. It also helps to safeguard the student's project in case of staff turnover at the partner organization.

APP Report

After completing the APP, students will produce a **5-page narrative/public-facing report**. The report should reflect on the outcomes of the project in relation to the initial goals as well as lessons learned and the community/public impact of the work. The report should be submitted no later than 1 month after the completion of the APP project.

For FT students on a traditional timeline to degree, this will occur at the beginning of the sixth semester. The project narrative/report will be published on the UW English website (unless privacy reasons preclude our doing so), so it should be a public-facing piece. Students might also consider publishing some or all of the report in another regional or community forum, or in a public-facing venue associated with their partner agency. The format of the narrative/report is flexible and will be decided upon in discussion with the Public Humanities Coordinator. The final report will be submitted to the PH Coordinator, the capstone advisor, and the DGS.

APP Completion Form

At the completion of the APP and after submission of the APP Report, the PH Coordinator will confer with the partner and the capstone advisor to acknowledge that the student has fulfilled the expectations of the APP agreement. After receiving the APP report the PH Coordinator will sign off, indicating that the student has successfully completed the requirements of the APP. The signed form will be submitted to Gwynn Lemler no later than two weeks after the completion of the APP Report (so, no later than six weeks after the completion of the APP project).

APP Waivers & Exceptions

Students with extensive public-engaged work experience or recent leadership or organizational involvement in planning and executing a substantive public-facing or community-based project within the last five years may petition for the APP requirement to be waived.

Time involved in the past activity must be equivalent to at least 9 credit hours/one semester of graduate work (the roughly 320 labor hours cited above). Students seeking a waiver based on past activity must submit a narrative packet of the past project/outcomes to the capstone advisor, DGS, and PH Coordinator. The narrative packet of the past activity must show investment in the public humanities. The packet will include:

- a brief cover letter orienting the reader to what's inside,
- a narrative describing the project that includes analysis which applies public humanities knowledges to the project,
- documentation for the project,
- contact info for the organizations involved.

Waivers will be granted by the capstone advisor in consultation with the Director of Graduate Studies and the PH Coordinator. The capstone advisor is the person who ultimately makes the decision as to whether or not a past activity qualifies for an exemption.

Students seeking a waiver should consult with their capstone advisor at the start of the fourth semester when they take ENGL 5900: APP Support. If approved, students will produce the narrative packet while taking ENGL 5900: APP Support.

Part-Time Students

As noted above, part-time students currently working in the public humanities or other public-facing fields may fulfill the requirements of the APP through a workplace project. The project must intersect with practices in the public humanities, and the development and implementation of the project should be informed by public humanities scholarship.

Part-time students following this option may undertake the APP at any point in their time as a student *after* successful completion of ENGL 5020: Introduction to Public Humanities. The capstone advisor will determine if the proposed project fulfills the requirements of the APP and will send an email to the DGS, the student and the PH Coordinator to have on file when they make this determination.

If the workplace APP project is approved, students will

- Submit a detailed, minimum 5-page prospectus for the project that describes the work they will do and situates it in the public humanities, connecting it to knowledges and methods of the public humanities.
- As an addendum to the prospectus, students will create a timeline for completing the project that includes benchmarks and goals. The student will provide semi-regular updates to their doctoral capstone advisor while completing the project. The frequency and mode of updates will be decided between the student and the doctoral advisor.
- After completing the project, the student will submit a narrative packet to the capstone advisor, DGS, and PH Coordinator no later than one month following completion. The narrative packet will include a brief cover letter orienting the reader to what's inside, a narrative describing the project that includes analysis and application of public humanities knowledges to the project, and documentation for the project including copies of artifacts produced for the project.
- After the capstone advisor approves the narrative packet and determines that the APP requirements have been met, the student will fill out the APP completion form

(as described above), gather appropriate signatures, and file the signed form with Gwynn Lemler.

Doctoral Capstone Options:

When selecting the preferred [doctoral capstone format](#), candidates will work with their committee to customize the project to their needs. There are three capstone options, all offering maximum flexibility, as the included example projects indicate:

Doctoral Portfolio

The Doctoral portfolio includes an introduction followed by **three written, digital, and/or multimedia artifacts that can be delivered in multiple genres and formats**. The individual works comprising the portfolio can function as stand-alone projects, but the introduction should indicate how those works also relate to and speak to each other. The portfolio should include public-facing texts and/or exhibitions, materials, or performances that have circulated or will circulate among communities and engaging publics.

The introduction describes the themes that unite these works, examines their grounding in the public humanities and relevant academic scholarship, and charts the candidate's goals and next steps for their work in the public humanities.

As described above, the subsequent public-facing components may include a range of written, digital, and multi-media artifacts and may cross genres. Some of the components may derive from materials from coursework taken during the program of study, so long as those projects are substantially revised for the doctoral project.

The research and labor put into the portfolio must be demonstrably equivalent to that required for a traditional 150-200-page doctoral dissertation.

Sample Public-Facing Components

For a doctoral portfolio capstone project, the student could, for instance, write articles for publication in scholarly journals and/or reputable public magazines or other public forums. They might produce a creative public-facing performance of their capstone research, or research conducted during their APP project. Students can also consider formats like a multi-part podcast, an exhibition, a creative or creative/critical work intended for a particular kind of public audience, or other options approved in advance by their committee.

Community Impact Program (CIP)

The Community Impact Program is a single and substantial contribution to the public humanities. It can be made up of multiple components, but together they must comprise a unified program. Like the portfolio, the CIP may be realized in a variety of genres and presented in written, digital, or multimedia formats. The project must be public-facing and useful outside of academic institutions. Some of the components may derive from

materials from coursework taken during the program of study, so long as those projects are substantially revised for the doctoral project.

This option is best suited for students pursuing careers beyond academia. It would be well suited to students who wish, for example, to start and/or serve as the Executive Director of a humanities-based 501(c)(3) non-profit organization or to run or work at a research center or think tank.

[*Sample Community Impact Projects*](#)

Example Project #1: A student looking to head a non-profit may want to devise a project that would position them well for that role. Components could include, but are not limited to, artifacts and reflections that demonstrate their artistic/humanities-based productions, public-facing educational programming or curriculum, publishable public-facing article(s), organizational planning/facilitation documents.

Example Project #2: A student looking to work for and/or run an advocacy-based think tank or research firm could produce a capstone project that includes a scholarly introduction discussing the theoretical and methodological grounding for the other components of the project. The other components may include a media toolkit and/or training materials for producing and engaging with activist/alternative media, and/or the students' own public-facing media intervention(s) in the form of YouTube videos, a podcast series, and/or a series of public-facing essays.

Example Project #3: A student might produce an extensive handbook for community-engaged public humanities work. The focus of the handbook would depend on the student's own goals and interests. The audience of the handbook would be community-engaged practitioners at public-facing organizations, activist groups, or volunteer organizations. The handbook, for example, might recommend better practices for organizational design, better practice for community-building and partnerships, and cultural awareness that are based on advanced sustainability models and communication practices. Alternatively, the handbook could be a guide for building a community organization from the ground up and include chapters on methods and ethics for community programming.

Doctoral Manuscript

The Doctoral Manuscript is advised for students who wish to remain in academia as teaching faculty or in tenure-track positions at a regional university. Their manuscript will read like a traditional dissertation and must be a scholarly effort that heavily cites and engages with relevant scholarship in the field.

[*Example Doctoral Manuscripts*](#)

Example Manuscript #1: A manuscript could be pedagogically focused. It might engage with community-engagement pedagogy and service-learning curriculum. In

line with our program, it would likely place public humanities methods and theories in conversation with these long-established areas of teaching. Case studies would likely result from the student's own teaching and implementation of their curricular program in the courses they teach. IRB approval may be required based on what the student wishes to use from their sites of research (their classes and students). A conversation regarding IRB will be necessary early in the project planning.

Example Manuscript #2: A manuscript could also be fully invested in the public humanities. It would primarily engage with public humanities research and scholarship and provide an intervention into academic discussions about the public humanities and its theories and practices. Cases could originate in the student's own public humanities work (during the APP, for instance) and/or from surveying public humanities projects. The project could also be informed by mixed-methods research practices such as ethnography and textual analysis.

Example Manuscript #3: A manuscript could be a more traditional work of literary or rhetorical analysis, or some combination of those forms of analysis and creative work. It should be written in a way that prizes accessibility and envisions specific audience(s), whether academic, public, or both. At least some component of it should be written with the goal of bringing rigorous scholarship or creative work to a wider public in mind.