

HISTORY DEPARTMENT GRADUATE STUDENT HANDBOOK

Revised Spring 2026

INTRODUCTION

The Department of History offers a graduate program leading to the Master of Arts and the Doctor of Philosophy degrees. The program trains students in American/U.S. History, European History, and Asian History and offers a variety of chronological, geographical, and thematic areas of emphasis within these fields. The program also trains all students in global and transnational approaches to history. An entering student should have a good foundation in history and/or sufficient knowledge of the allied humanities and social sciences to provide an adequate background for graduate work. Students enrolled in the program should consult the requirements for graduate study found in the University of Colorado (Boulder) Catalog. Students are responsible for adhering to the rules stated in this publication as well as to the rules of the Department of History. Since an incoming student is subject to the degree, major, and certification requirements in effect at the time of formal admission, please keep this Handbook and your University of Colorado (Boulder) Catalog for reference.

GENERAL DEPARTMENTAL GUIDELINES

GRADUATE STUDIES COMMITTEE

The Graduate Studies Committee is appointed annually by the Department Chair and serves as the executive policy and decision-making arm of the graduate program. The Committee is comprised of Departmental faculty serving one-year terms and is chaired by the Director of Graduate Studies who serves a multi-year term. The Committee is empowered to make decisions regarding, among other things, admissions, program changes, approval of dissertation prospectuses, and graduate student funding. The Director of Graduate Studies is empowered to make decisions regarding all of the above matters and, among other things, curricular issues affecting individual graduate students. All graduate student petitions to either the Committee or the Director of Graduate Studies must be endorsed by the petitioner's faculty advisor as evidenced by an accompanying letter of support.

GRADUATE DIRECTOR

The Director of Graduate Studies serves a three-year term. The current Director of Graduate Studies is Prof. Myles Osborne (myles.osborne@colorado.edu).

ADVISING PROCEDURES

The Director of Graduate Studies will assign each new student an advisor (students may subsequently change advisors with the approval of the Director of Graduate Studies). The advisor will assist the student in planning a suitable graduate program and in selecting relevant advisory committees. (Continuation in the program depends on having an advisor.) A Portfolio Advisory Committee, chaired by the advisor, will help the student to prepare and defend his or her portfolio, which serves as the department's comprehensive examination. The Thesis or Dissertation Committee, again chaired by the advisor, will advise the student on M.A. thesis or Ph.D. dissertation research and writing. Students are expected to remain in close contact with their major advisor and their committee(s). Off campus students should communicate regularly with their advisor.

In the event that a student's major advisor leaves the University of Colorado, the student will meet with the Director of Graduate Studies to identify a new major advisor. For an advanced Ph.D. student who has his or her prospectus approved and who is at work on the dissertation, it may be appropriate to continue working with the departing faculty member so long as that faculty advisor formally agrees to advise the student to the completion of his or her degree. In the case of M.A. students and Ph.D. students who have not yet passed their comprehensive exams or had a prospectus approved, the normal procedure will be to identify a new advisor from among those individuals rostered in the University of Colorado History faculty. Similarly, departing faculty members who served on a student's M.A. or Ph.D. committee (but were not the student's advisor) will under normal circumstances be replaced by a member from the University of Colorado History faculty identified through a process of consultation between the student and the Director of Graduate Studies.

Graduate students normally remain in residence as they pursue their degree program. Students who, for some

compelling reason, must move away from the area and yet wish to remain in the program should consult with their advisor and the Director of Graduate Studies to develop a plan of action that ensures the student's timely completion of degree requirements. Should the student fail to make steady progress toward the completion of his/her degree, the Director of Graduate Studies, upon consultation with the student's advisor, reserves the right to refuse extensions beyond the fourth year of an M.A. program or sixth year of a Ph.D. program.

INDEPENDENT STUDY

Course work through Independent Study may be taken on the recommendation of the student's advisor and with the approval of the Director of the Graduate Studies. M.A. students may take up to six hours and Ph.D. students may take up to nine hours of independent study toward their degree requirements.

POLICY ON ACADEMIC HONESTY VIOLATION

All graduate students are expected to adhere to the honor code (<https://www.colorado.edu/sccr/students/honor-code-and-student-code-conduct>). When students are suspected of violating the honor code, the instructor of the course is required to file the accusation with the honor code council to be reviewed and notify the Director of the Graduate Studies.

The honor code council will determine the campus-level non-academic sanctions. At the same time, the Graduate Studies Committee will act as the adjudication committee to decide on the departmental sanctions on the student. When it is determined that a violation has been committed, depending on the nature and seriousness of the violation, departmental sanctions can range from mandatory research project on causes and consequences of academic dishonesty at the lowest to loss of funding at the highest. In all cases, all records related to the violation will be kept in the student's file until graduation. The student's advisor will not be a member of the adjudication committee but may be consulted in the process. (Note that no faculty member is obligated to mentor or advise a student who has committed academic dishonesty.)

As for academic sanctions, i.e., the grade for the assignment or the course, the instructor on record has the full right to administer them.

GRIEVANCE PROCEDURES

A student with a grievance against the graduate program, graduate policies, or particular graduate students should first bring that complaint to the Director of Graduate Studies (or to their major advisor, who can then bring it to the Director of Graduate Studies). If the DGS cannot satisfactorily resolve that complaint, the student (or his/her advisor) may ask to have the complaint brought before the entire Graduate Studies Committee for resolution. If the Graduate Studies Committee cannot resolve the complaint, the student may make a final appeal to the Department Chair.

A student with a grievance against a particular faculty member may file a complaint with the Chair of the Department (or with the Chair of the Executive Committee if the complaint is against the Chair of the Department). Grievances that are not satisfactorily resolved by the Chair of the Department (or the Chair of the Executive Committee) may be referred to the entire Executive Committee. The Executive Committee will report its findings to the department at a departmental meeting, and the department will render its judgment by majority vote. Subsequent appeals may be made to the Dean of the Graduate School.

Students must be in compliance with all university policies regarding appropriate conduct, discrimination and harassment, and academic misconduct.

CAREER OPPORTUNITIES

Various careers are open to individuals who hold graduate degrees in history. While teaching at the high school, junior college, college, or university level is the most traditional career track for our graduates, many also pursue careers in public history or other fields. Among the public history employers are state historical societies and museums, historical journals, libraries and archives, and agencies of the state and federal governments. History graduate students at any stage of their education may also apply for admission to the Museum Studies certificate

program, which through a combination of course work and internship experience will prepare them for employment in museums and historical societies. Students interested in this program should consult the Director of Graduate Studies. Career Services, on the Boulder campus, is available to assist students in finding employment.

FINANCIAL AID

Financial assistance through the department is available for a limited number of students. The Department does its best to fund all incoming Ph.D. students with five-year funding packages. These packages generally include some combination of Teaching Assistant and Graduate Part- Time Instructor positions (see below for details). We are able to offer a few fellowships (year- long funding without teaching responsibilities) to outstanding students.

Funding for M.A. students is dependent upon the availability of funds and the department's instructional needs. Generally, the department will offer 1-2 year funding packages. In all cases, funding determinations will be made/confirmed in a student's offer letter.

TEACHING ASSISTANTS assist professors in large lecture courses. A teaching assistant's duties can include the following: meeting with students weekly in small discussion sections, grading examinations and papers, meeting with students during office hours, giving an occasional lecture, and performing other relevant instructional work. The professor instructing the class will make a TA evaluation, and the report will be placed in the student's file.

GRADUATE PART-TIME INSTRUCTORS are normally advanced doctoral students who have passed their comprehensive examination. To provide teaching experience, duties involve complete responsibility for one or more sections of an undergraduate course. For most instructors, this will mean a 1000-level survey course. Experienced GPTIs may also propose a 2000-level course in the area of their research specialty. First-time GPTIs are required to present a course syllabus to their advisor for approval. The syllabus must include a basic textbook, a list of other required readings, a schedule of lectures, and a description of required examinations, written work, and other forms of student evaluation. A graduate student normally will have served for at least one semester as a Teaching Assistant previous to any GPTI appointment.

During the first year of appointment, each GPTIs class will be visited by his or her advisor. In subsequent years, the advisor will continue to monitor the GPTIs progress, and the GPTI may ask other faculty members to visit as well. Each visitor will prepare a written evaluation of the student's teaching. The evaluation will go to the Director of Graduate Studies for inclusion in the student's file, with the GPTI receiving a copy.

To be eligible for any teaching appointment, an applicant must be a full-time student in good standing and registered for at least five credit hours per semester. The department encourages TAs and GPTIs to participate in the Graduate Teacher Program. We strive to provide one year (two semesters) of GPTI experience to every funded Ph.D. student who is interested, though providing such opportunities is contingent upon instructional need and available funding.

TAKING TIME OFF FROM DEPARTMENTAL FUNDING

Ph.D. students who are offered five-year funding packages will have six years within which to use that funding. This means that if a student receives an external fellowship or another form of alternative funding, including TA or RA positions with other departments, s/he may take one year off from departmental funding without penalty. If a student takes more than one year off, s/he will forfeit the equivalent amount of departmental funding. We recognize that some students may legitimately require more than one year away from departmental funding. This may be particularly true for students in fields where language training is intensive and/or extended archival work away from the Boulder campus is required. Under such circumstances, students may petition the Graduate Studies Committee for an extension of their funding eligibility period beyond the six-year period prescribed here. This policy does not apply to students who take a formal leave from the program, or to students who have been

offered funding on a short-term basis.

MECHANISM FOR UNFUNDED STUDENTS TO REQUEST FUNDING

While it is the History Department's goal to fund all admitted Ph.D. students, occasionally we will admit a student to whom we will not be able to extend a multi-year funding offer. Such unfunded Ph.D. students will be given the opportunity to apply for funding only once during their graduate career. Such applicants should submit the following materials by the annual graduate program application deadline (usually December 1):

Statement of Purpose - This outlines where you are in the graduate program, what your area of focus is, any notable achievements as a graduate student while at CU, and, if possible, what you plan to write your dissertation on. Please also identify your major advisor and, if possible, other committee members in this statement.

Writing Sample – If possible, this will come from a research seminar that you have taken in the department.

The Graduate Studies Committee will review any such funding applications in the context of that year's admissions process, and decisions on whether to fund unfunded students will be made in competition with that year's larger applicant pool. Any student who receives funding through this application process will have their funding pro-rated (i.e., if they receive funding to begin in their second year of Ph.D. study, they will get four years of funding, to be taken over five years).

Unfunded M.A. students may feel free to express an interest in a departmental TA position to the Director of Graduate Studies. Such assignments will be dependent upon the availability of funding and instructional needs.

MECHANISM FOR UNFUNDED PH.D. STUDENTS TO REQUEST A GPTI POSITION

Enrolled Ph.D. students who entered the graduate program without funding will be given the opportunity to apply for GPTI funding so as to obtain teaching experience. For unfunded students to apply for a GPTI position, they must have advanced to candidacy (completed their comprehensive exams) or have clear plans for doing so during the semester in which they file their application. Applications should consist of a one-page statement of rationale that is prepared and signed by the Ph.D. student, a letter of support from their major advisor, and a sample syllabus for the course to be taught. The Graduate Studies Committee will vet these applications. Such students need only apply once. If the application is not successful initially, it will be considered during subsequent GPTI assignments as long as the student is in the program (unless the student advises the Graduate Studies Committee to do otherwise). As GPTI assignments are contingent upon many variables – including available funding, instructional needs, student demand, and the number of interested graduate students – we cannot guarantee that we can give unfunded Ph.D. students this opportunity. Any students that are chosen may be asked to undergo some additional teacher training, since they may not have had prior teaching experience at CU. Ph.D. students interested in applying for such a position should speak directly with the Director of Graduate Studies.

RESEARCH FUNDING RESOURCES

The Department of History has a limited amount of fellowship money available to support graduate student research.

Year-long fellowships are usually included in initial offers of funding to Ph.D. students, but the department does have some fellowships, including the Roaring Fork Dissertation Completion Fellowship, for which students compete on an annual basis.

The Department also has funding to support research travel for M.A. and Ph.D. students. The Director of Graduate Studies will issue an annual call for research funding requests during the Spring semester. While such research funding is limited; we are generally able to fund at least one legitimate research trip for each of our graduate students during their graduate careers.

The Department also routinely awards funding for conference travel for those students who will be presenting their research at academic conferences. Students may apply for such funding on a rolling basis.

There are also quite a few opportunities to apply for research, conference, and fellowship funding from within the University of Colorado and its other administrative units, including the Graduate School and the Center for Humanities and Arts.

History Department graduate students also are STRONGLY encouraged to seek external sources of research funding, particularly when it comes to dissertation research and write-up.

Human Research & the Institutional Review Board

The primary goal of the IRB is to facilitate ethically responsible human subjects research. All research involving human or animal subjects that is conducted by faculty, staff, or students at CU-Boulder must be reviewed by the IRB prior to conducting the research. For History graduate students, this generally applies to any research that involves interviewing living subjects. If you think that research that you are doing might be subject to IRB review, please contact them at the following address:

PHYSICAL ADDRESS

ARC Room A15
3100 Marine Street
Boulder, Colorado 80309
(303) 735-3702
irbadmin@colorado.edu

MAILING ADDRESS

563 UCB
Boulder, Colorado 80309-0563

Website Address: <http://www.colorado.edu/vcr/irb>

M.A. PROGRAM

At the University of Colorado at Boulder, history graduate students are trained in the central principles and research methods that characterize the discipline of History through class instruction and professional development seminars. They also gain a thorough grounding in their particular geographical area of study as well as an ability to situate that area of study in a larger global context.

All M.A. students will focus their studies in two equally weighted fields:

- a regional/national field: American/U.S. History, European History, or Asian History.
- a global/thematic field: Students will be required to take a variety of courses that examine global and transnational history through specific thematic lenses. Recent global/thematic courses include: Modern Empires, Global Environmental History, History and Memory in Transnational Perspective, The Family in the Early Modern and Modern World, and Microhistory.

For the purposes of the comprehensive examination (portfolio), students are expected to work with their faculty advisors to craft sub-fields of emphasis within both the regional/national and global/thematic fields.

Master of Arts candidates can choose from two course-of-study options, thesis or non-thesis. See “Course Requirements” for details. There are also opportunities for students to participate in Dual MA Program with Religious Studies and Asian Languages & Civilizations. The Director of Graduate Studies can provide details on this option.

TRANSFER OF CREDIT

The Department shall provide students with a determination regarding any application for transfer credit within 30 days of a student providing all required documentation to the DGS. A student can request up to nine hours of graduate credit to be transferred in from previous graduate level work. Graduate School rules for transfer credit apply.

ADVISORY COMMITTEE OR THESIS COMMITTEE

M.A. students will have a primary advisor and two secondary committee members.

For Non-Thesis Track students, the two secondary committee members will represent each of their two fields (regional/national and global/thematic). These three faculty members will serve on the comprehensive exam (portfolio) committee. Because the committee plays a decisive role in shaping the student's M.A. program, it should be established as soon as possible.

M.A. students who decide to write a thesis will not have an advisory committee, but rather a thesis committee whose expertise best suits a student's thesis topic. (Note: this will mean that Thesis-track students will sometimes not have a global/thematic representative *per se* on the committee, but rather three faculty members whose expertise best suits the thesis project topically or methodologically, and who may or may not represent the global/thematic field.)

COURSE REQUIREMENTS

All courses completed at the University of Colorado must be taken in the Department of History, except for courses recommended by the advisor and approved by the Director of Graduate Studies. Most M.A. coursework will be at the 5000, 6000, and 7000 levels, although Graduate School rules allow M.A. students to count six hours of 4000 level coursework towards the M.A. degree. The History Department requires that any M.A. students interested in taking 4000-level courses for degree credit receive approval from their advisor and the Director of Graduate Studies.

M.A. students must complete a total of 30 hours of coursework. Of those, a minimum of 12 credit hours must come in *each* of a student's two fields – regional/national and global/thematic (for a total of 24 hours).

Required for all MA students:

- HIST 5000 (Historical Methods) – this course will ordinarily count towards the “global/thematic” field requirement.
- A two-semester regional/national field colloquium sequence:
 - in American/US history, HIST 5106: Colloquium in US History (“To 1865” and “Since 1865”)
 - in European History, HIST 5012: Colloquium in European History (“To 1789” and “Since 1789”)
 - in Asian History, HIST 5129: Colloquium in Asian History (Any two different courses offered under this number, such as “South Asia,” “China,” or “Northeast Asia”).
- For Thesis track M.A. students, six hours of thesis credit (HIST 6950) (and with a three-hour 7000-level research seminar recommended but not required)
- For Non-Thesis track M.A. students, a three hour 7000-level research seminar is required (with a second three-hour seminar recommended, but not required)

Foreign Language Requirement (M.A.)

For students working in fields of history that require the use of foreign languages, their advisory committees may require a demonstration of language proficiency.

Satisfactory Progress Toward Degree

All students are expected to make satisfactory progress toward the completion of the degree to remain in good standing. Satisfactory progress is defined by a student's meeting of the following conditions:

- An overall 3.3 grade point average to obtain the M.A. degree. No grade below a B- will count toward fulfilling the minimum degree requirements. If a student's grade point average should fall below 3.0, the student will be placed on probation with one semester to raise the grade point average to at least 3.0. Failure to accomplish this will terminate the student's participation in the program.
- Completion of a minimum of six hours of course work per semester.
- Completion of coursework in a timely manner. Students who take Incompletes in courses are expected to complete the required work quickly, usually within one semester of taking the Incomplete. The Department reserves the right to withdraw funding to any students who carry more than one Incomplete or who do not complete any Incompletes within one semester. Please note that any Incompletes that are not resolved within one year will, by Graduate School rules, convert to an F.
- Each semester, graduate students must meet with their major advisor to choose classes for the following semester. During that meeting, they should discuss progress made toward the degree and any problems that may be slowing progress. If the advisor believes that the student is *not* making adequate progress, s/he should prepare a written report and submit it to the Director of

Graduate Studies and for inclusion in the student's file. If the advisor and/or the Director of Graduate Studies have serious concerns about a student's progress, they should call a meeting with the student to discuss the problem and strategize about solutions.

- A leave from the program may be approved through the Graduate School.

DEGREE CANDIDACY

To be granted a master's degree, a student must become a candidate for that degree by filing an Application for Admission to Candidacy with the Graduate School no later than the posted graduation deadlines during the semester in which he or she plans to have the degree conferred. Students must meet all posted graduation deadlines in order to receive a degree in any given semester. Please consult the Graduate Program Coordinator with any questions you may have regarding admission to candidacy.

M.A. PORTFOLIO FOR NON-THESIS TRACK STUDENTS

For Non-Thesis Track students, the Department of History uses a portfolio system of comprehensive examination. A portfolio is a collected sampling of a graduate student's best work from the moment s/he enters the program until s/he is ready to move to candidacy. Rather than separating courses from comprehensive exams, the portfolio system is built upon the idea that students are mastering material and skills throughout the period of their coursework. The portfolio thus pulls together the work that the student has completed during coursework, although a student's Advisory Committee may ask students to revise and polish existing work.

While in the final semester of completing the course work requirements, each candidate for the M.A. degree must assemble and defend an M.A. portfolio. Students must have a 3.3 cumulative grade point average to proceed to the portfolio stage. Students must file an "Application to Candidacy" using the appropriate Graduate School form no later than the posted deadline for the semester in which their degree will be conferred.

At the end of their coursework, M.A. students will assemble a preliminary list of work produced thus far. Then, in consultation with their Advisory Committee, they will work out Portfolio Field Agreements with each committee member, which will stipulate what existing material needs to be included in the portfolio, what needs revising, and whether anything new needs to be included. (Forms for the Portfolio Field Agreement can be obtained from the Graduate Program Coordinator.) Ideally all committee members should be on campus and available to work with the student during their portfolio semester. If a committee member is not on campus during that semester and unable to work with the student remotely, the student should replace that committee member with another suitable faculty member. If the Major Advisor is not on campus and is unable to work with the student remotely, the student and the advisor should work together to identify a replacement advisor for the purposes of managing the portfolio process. This is not ideal and should only be resorted to when an advisor is not in a position to regularly communicate with a student.

The major advisor will assemble all of the Field Agreements and provide copies to the Director of Graduate Studies (who will review them to make sure they are reasonable and meet the requirements of the policy) and to the Graduate Program Coordinator (who will place them in the student's file). Field Agreements may not be amended once they are signed and submitted. Students will then prepare their portfolios to meet these contractual obligations, in frequent consultation with their committee members. Unlike Ph.D. students, M.A. students will not take portfolio credit hours and be expected to devote an entire semester to portfolio production, so Advisory Committee expectations should be adjusted accordingly.

MA portfolios will include the following:

- An intellectual agenda (of no more than 1500 words) that describes the student's major areas of interest, intellectual influences, and accomplishments during M.A. coursework;
- Two reading lists, one for the regional/national field and one for the global/thematic field. These lists will be compiled entirely from the coursework that the student has completed. (The final reading lists will

- normally encompass 50-60 books for each field; under no circumstances can the total exceed 150 books.);
- Three historiographical essays (at least one in the student's major field and one in the global/thematic field; one of these essays should be substantially revised under the guidance of a portfolio committee member, while the other two should consist of essays submitted in graduate courses, in their original, unrevised form);
- One seminar paper, revised under the guidance of a portfolio committee member;
- Any other items that the student has produced during coursework that may be appropriate to the portfolio.

As the Portfolio will be assembled during the student's final semester (and likely while taking courses), the Advisory Committee will avoid asking the student to add new items that were not produced (or currently being produced) during coursework. Once each section of the portfolio is complete and committee members are satisfied with the results, individual committee members will write up Portfolio Field Assessments of the material relevant to them and submit those assessments to both the student and the major advisor. Once all of the Field Assessments are completed and the major advisor has reviewed and approved them, the Field Assessments are then sent to both the Director of Graduate Studies and the Graduate Program Coordinator, and the student may then assemble a final portfolio and schedule an oral defense. At this point the student should send the final portfolio to all committee members in either paper or electronic form. The final portfolio must include signed copies of both the original Field Agreements and the final Field Assessments. Ordinarily there will be **two weeks** between the completion/dissemination of the final portfolio and the oral defense.

If a committee member, after working closely with a student, refuses to approve the section of the portfolio over which that committee member has supervisory control (and thus refuses to complete a Field Assessment), the student should first speak with his/her major advisor for initial mediation of the problem. If the major advisor and the committee member cannot provide the student with clear and expeditious advice about how to achieve approval, the student and/or major advisor may then appeal to the DGS to mediate the dispute. As a last resort, the DGS may bring the dispute to the Graduate Studies Committee, which will assess the portfolio section in dispute and make a final decision about whether it merits approval.

The oral defense of the portfolio will be approximately 90 minutes in length, and anything contained in the portfolio will be fair game in terms of committee questioning. The major advisor, in consultation with the committee members, is responsible for organizing and leading the defense in a way that guarantees each committee member equal time for asking questions. The oral exam is a stand-alone part of the process, and students who have had their portfolios approved can still fail the oral exam.

The student will leave the room at the end of the oral examination, and the committee will decide the results and convey them to the student immediately after the decision is made. If a student does fail the oral exam, s/he has one opportunity to retake it, and the committee members should work closely with the student to improve the student's performance. If a student fails a second oral exam, they may not proceed in the program.

For Non-Thesis track students, the portfolio defense will be the final defense for the degree.

M.A. THESIS FOR THESIS TRACK STUDENTS

For Thesis track students, the thesis writing and thesis defense will replace the Portfolio process and portfolio defense. The thesis will be supervised by the student's advisor, with participation and input by second and third readers from similar or related fields of scholarship or in an area of relevant methodological expertise. (Note: this will mean that Thesis-track students will sometimes not have a global/thematic representative *per se* on the committee, but rather three faculty members whose expertise best reflects the thesis project. However, this third reader could well be a global/thematic field representative if the scope of the thesis is broad, or if the global/thematic reader has relevant thematic or methodological expertise.) All three members of the student's advisory committee shall have at least two weeks prior to the oral defense to read the final version of the thesis. The student will defend the completed thesis before his or her advisory committee.

For thesis track students, the thesis defense will be the final defense for the degree.

TIME LIMIT

Students have four years to complete all degree requirements, including the filing of the thesis with the Graduate School if Plan I is followed. If a student has failed to complete his or her MA degree during this period, the student may appeal to the Graduate School for a time extension, but any course work taken more than five years before the master's comprehensive examination (portfolio defense) or the filing of the thesis with the graduate school must be validated by special examination(s).

The above departmental rules with respect to the Master of Arts degree, supplement, but in no way supersede, the requirements of the Graduate School of the University of Colorado as set forth in the latest University Catalog.

TRANSFERING INTO THE Ph.D. PROGRAM

Students who are in the M.A. program and wish to apply to transfer into the Ph.D. program may do so as part of the annual admissions process. M.A.-to-Ph.D. transfer students do not need to submit a formal application to the Graduate School. Rather, they need to supply the following materials for the Graduate Studies Committee to consider:

- A Statement of Purpose – This outlines where a student is in the graduate program, what one's area of focus is, any notable achievements as an M.A. student here, and, if possible, a preliminary dissertation topic. Please also identify a proposed major advisor and other potential Ph.D. committee members in this statement.
- A Writing Sample – This should come from coursework completed at CU and should ideally be a research paper.
- Three Letters of Recommendation from departmental faculty – One of these letters must be from the person you have identified as your major advisor.

The GSC will consider these program transfer applications in the process of admitting the following year's Ph.D. class, and program transfer applicants will be competing with other Ph.D. applications. Students who apply for such a transfer, and are then accepted, will move their credit hours into the Ph.D. program (except for 4000-level courses, which cannot be counted towards the Ph.D.) and will not complete the M.A. degree. If a student is admitted into the Ph.D. program, any funding offer they may receive will be pro-rated based upon how far into the program and its credit hour requirements they are. The deadline for applying for transfer into the Ph.D. program and submitting all required materials will ordinarily be **the first day of classes during the Spring semester.**

Ph.D. PROGRAM

At the University of Colorado at Boulder History graduate students are trained in the central principles and research methods that characterize the discipline of History through class instruction and professional development seminars. They also gain a thorough grounding in their particular area of study as well as an ability to situate that area of study in a larger global context. The Ph.D. program does not require the completion of a Master of Arts degree. Qualified applicants who hold an undergraduate history degree or who have completed appropriate undergraduate history preparation may be admitted directly into the Ph.D. program.

All Ph.D. students will focus their studies in two equally weighted fields:

- a regional/national field: American/U.S. History, European History, or Asian History.
- a global/thematic field: Students will be required to take a variety of courses that examine global and transnational history through specific thematic lenses. Recent global/thematic courses include: Modern Empires, Global Environmental History, History and Memory in Transnational Perspective, The Family in the Early Modern and Modern World, and Microhistory.

For the purposes of the comprehensive examination (portfolio), students are expected to work with their faculty advisory committee to craft sub-fields of emphasis within both the regional/national and global/thematic fields.

TRANSFER OF CREDIT

The Department shall provide students with a determination regarding any application for transfer credit within 30 days of a student providing all required documentation to the DGS. A student can request up to nine hours of graduate credit to be transferred in from previous graduate level work. Graduate School rules for transfer credit apply. If graduate work was completed here at the University of Colorado (while in the MA program, for instance) the Department will accept up to the maximum allowed by the Graduate School, which is 21 credit hours.

TIME LIMIT

Doctoral students normally are expected to complete all degree requirements within six years from the date of the start of course work in the doctoral program. Students who fail to complete the degree in this six-year period may submit a petition, endorsed by the advisor and the Director of Graduate Studies, requesting a maximum of a one-year extension to complete all degree requirements. If the Graduate School does not approve the petition, it may drop the student from the program. This six-year rule is applicable regardless of when the student passes the comprehensive examination.

COURSE REQUIREMENTS

A minimum of 45 semester hours of post-baccalaureate course work is required for the degree. All courses completed at the University of Colorado must be taken in the Department of History, except for courses recommended by the advisor and approved by the Director of Graduate Studies. Only those courses designated 5000 or above will fulfill the requirements for the degree.

A minimum of 18 credit hours must come in *each* of a student's two fields, regional/national and global/thematic (for a total of 36 hours).

Required for all Ph.D. students:

- HIST 5000 (Historical Methods) – this course will ordinarily count towards the “global/thematic” field requirement.
- A two-semester regional/national field colloquium sequence:
 - in American/US history, HIST 5106: Colloquium in US History (“To 1865” and “Since 1865”)
 - in European History, HIST 5012: Colloquium in European History (“To 1789” and “Since 1789”)
 - in Asian History, HIST 5129: Colloquium in Asian History (Any two different courses)

offered under this number, such as “South Asia,” “China,” or “Northeast Asia”).

- One additional colloquium course in a field outside of one’s own national/regional field. The additional colloquium course will ordinarily count toward the student’s required global/thematic course hours.
- At least 6 hours of coursework at the 7000 level. 7000-level research seminars may fill required hours for either the “regional/national” or the “global/thematic” field, depending on the subject area(s) of the course(s).
- Students who have fulfilled their field credit hour requirements may take up to six dissertation hours as portfolio hours to enable them to assemble their portfolios (see below for portfolio details). These six portfolio hours will count towards the 45-hour coursework requirement but are not applied to specific field requirements.

N.B.: 6000-level reading courses taken in a field outside a student’s own national/regional field, but which are not listed as transnational/global courses (e.g., a Europeanist taking a 6000-level readings course in U.S. History) may count toward the student’s transnational/global field unit requirement with the permission of their advisor and the Director of Graduate Studies.

SATISFACTORY PROGRESS TOWARD DEGREE

All students are expected to make satisfactory progress toward the completion of the degree. Satisfactory progress is defined by a student’s meeting **all** of the following conditions:

- The Department of History requires an overall 3.3 grade point average to obtain the Ph.D. degree. No grade below a B- will count toward fulfilling the minimum degree requirements. If a student's grade point average should fall below 3.0, the student will be placed on probation with one semester to raise the grade point average to at least 3.0; failure to accomplish this will terminate the student's participation in the program.
- Completion of a minimum of six hours of course work per semester.
- Completion of coursework in a timely manner. Students who take Incompletes in courses are expected to complete the required work quickly, usually within one semester of taking the Incomplete. The Department reserves the right to withdraw funding to any students who carry more than one Incomplete or who do not complete Incompletes within one semester. Please note that an Incomplete that is not resolved within one year will, by Graduate School rule, convert to an F.

Each semester, Ph.D. students must meet with their major advisor to choose classes for the following semester. During that meeting, they should discuss progress made toward the degree and any problems that may be slowing progress. If the advisor believes that the student is *not* making adequate progress, s/he should prepare a written report and submit it to the Director of Graduate Studies and for inclusion in the student’s file. If the advisor and/or the Director of Graduate Studies have serious concerns about a student’s progress, they should call a meeting with the student to discuss the problem and strategize about solutions.

LANGUAGE REQUIREMENT

Ph.D. students may require proficiency in non-English language(s) in order to conduct their dissertation research. The number of languages and the level of adequate proficiency will be determined by advisor and student.

ADVISORY COMMITTEE

Each Ph.D. student will have an Advisory Committee consisting of five members: their major advisor, two faculty members representing the regional/national field, and two faculty members representing the global/thematic field. This Advisory Committee will be responsible for administering the comprehensive exam (portfolio). The student, in consultation with his or her major advisor, should settle on the composition of this committee as soon as possible. Students preparing for comprehensive examinations (portfolio) will meet with their Advisory Committee at the end of the semester before the portfolio semester to discuss the portfolio process.

Ph.D. PORTFOLIO

The Department of History uses a portfolio system of comprehensive examination. A portfolio is a collected sampling of a graduate student's best work from the moment s/he enters the program until s/he is ready to move to candidacy. Rather than separating courses from comprehensive exams, the portfolio system is built upon the idea that students are mastering material and skills throughout the period of their coursework. The portfolio thus pulls together the work that the student has completed during coursework, although a student's Ph.D. student's Advisory Committee will ask students to revise and polish existing work and add several new items to the portfolio.

After completion of the course work requirements, each candidate for the Ph.D. degree must assemble and defend a Ph.D. portfolio. Students must have a 3.3 cumulative grade point average to proceed to the portfolio stage. In the first week of the semester in which their portfolio is to be assembled, students should notify the Graduate Program Coordinator of their intention to defend their portfolio. At this point, the student's records will be checked to ensure that the student has completed all course, field, and language requirements.

At the end of coursework, Ph.D. students will assemble a preliminary list of work produced in their courses. Then, in consultation with their Advisory Committee, they will work out **Portfolio Field Agreements** with each committee member, which will stipulate what existing material needs to be included in the portfolio, what needs revising, and whether anything new needs to be included. (Forms for the Portfolio Field Agreement can be obtained from the Graduate Program Coordinator.) Ideally all committee members should be on campus and available to work with the student during their portfolio semester. If a committee member is not on campus during that semester and unable to work with the student remotely, the student should seek to replace that committee member with another suitable faculty member. If the Major Advisor is not on campus and is unable to work with the student remotely, the student and the advisor should work together to identify a replacement advisor for the purposes of managing the portfolio process. This is not ideal and should only be resorted to when an advisor is not in a position to regularly communicate with a student. Note: it is advisable to identify a tentative date for the portfolio oral defense early in the process, usually no later than the beginning of the portfolio semester. However, this will remain a *tentative* date: the portfolio oral defense date will not become official until every faculty member has fully signed off on their relevant sections of the written portfolio. Students will continue to work with professors until they have signed off on the sections (see below), so tentative dates may well be moved into the future.

The major advisor will assemble the Field Agreements and provide copies to the Director of Graduate Studies (who will review them to make sure they are reasonable and meet the requirements of the policy) and to the Graduate Program Coordinator (who will place them in the student's file). Field Agreements may not be amended once they are signed and submitted. Students will then take a semester to prepare their portfolios to meet these contractual obligations, in frequent consultation with their committee members. While students may work on their portfolios during the summer, they must defend their portfolios during a regular semester (Fall or Spring).

A Ph.D. student's portfolio should show evidence of the following learning objectives:

- Objective 1: To demonstrate mastery of subject matter sufficient to develop responsible and innovative courses at the university level.
- Objective 2: To demonstrate mastery of subject matter and historiography sufficient to engage other historians in a professional, high-level, and up-to-date manner.
- Objective 3: To demonstrate skills in posing historical questions, finding and working with evidence, applying relevant methodologies to develop a clear and persuasive argument, and writing for a range of professional audiences.
- Objective 4: To demonstrate competence in other respects deemed relevant or necessary by the student in consultation with her or his exam committee (e.g., relevant language skills, digital methods, etc.)

The Ph.D. portfolio must include the following *required* items:

1. **Agenda/Overview** – This is a statement of approximately ten pages (3000 words) that summarizes the portfolio contents and describes how the student’s training in various fields coheres. The statement will function as an introduction to the portfolio, and it will give the student a chance to describe his or her intellectual achievements and agenda moving forward. The Major Advisor will take primary responsibility for helping the student prepare and revise this statement.
2. **Reading Lists in student’s major fields (can be annotated)** – These lists will be partly generated from the reading students have done during their coursework and will then be augmented when the student gets to the portfolio preparation stage to fill specific holes in their training relative to their research and teaching goals. Students will generate two lists, one for their major geographic field and one for the global thematic field. The student, in consultation with his or her committee members, can then break down those lists into subgroups. Each reading list will normally consist of 75-100 books, and under no circumstances may a Ph.D. student be required to include more than 250 books on the two lists combined. Articles may also be included on these lists, with five articles counting as the equivalent of one book. Given the scope of the global/thematic field, it will be expected that that list will be more focused on specific thematic areas. The list for the major geographic field will combine broad historiographical and topical coverage with some focus in the areas of the student’s specific interests. Faculty may ask students to provide brief annotations. Students will be expected to read and master the books (and articles) on their lists and will be responsible for having done so during the oral portfolio defense (Objectives 1 and 2).
3. **Historiographical Essays** – Students will include **at least six and no more than ten** historiographical essays. Some of these will be essays that students will have written in the various readings courses (5000 and 6000 level) that they have taken, though there may be the need/opportunity/desire for students to revise these essays for the portfolio. Students may also be asked by their field advisors to write additional essays (5000 words maximum) on major historiographical themes or substantive topics addressed by their reading lists. These additional essays may address areas not well covered in their course work. Each committee member may ask the student to write one additional essay, and no student will be required to write more than four *additional* historiographical essays. Together these essays will demonstrate mastery of the various literatures encountered during coursework and relevant to the student’s research and teaching fields (Objective 2)
4. **Seminar Paper(s)** –The goal of having a research paper(s) included in the portfolio will be the demonstration of basic mastery in historical research and writing. (Objective 3)
5. **Annotated Syllabi** – Students will develop two *annotated* syllabi, one for the survey course that they are most likely to teach in the future (ideally prepping them to be a GPTI) and another for a course in their area of specialization. These syllabi will be used to demonstrate mastery of subject knowledge and teaching methodologies/approaches. Annotated syllabi require students to document and defend the thought that they have put into constructing these syllabi by describing in detail the scope of the course, its major themes, its desired learning outcomes, and the methods of evaluation that will be employed. This is a creative and original assignment. While all teachers borrow liberally, students cannot demonstrate mastery on this component of the portfolio if they merely compile, edit, and annotate existing syllabi in the field. Students will work out the exact details of annotation with the committee members who are overseeing the construction of these syllabi, but examples of appropriate annotations include the following: substantial essays that introduce and defend each syllabus; brief paragraphs that describe each lecture/class meeting; sample lectures/lesson plans/practica; sample PowerPoint/keynote presentations; etc. Defending these syllabi will be a key part of the oral portfolio defense (Objective 1).

While the above components are required of all Portfolios, we also encourage students to include additional materials that reflect their achievements and areas of mastery. Several examples are:

- Grant Proposals
- Book Reviews
- Other Teaching Materials
- Website and/or Digital Materials
- Mastery of Language and/or Paleography Skills
- Conference Papers and/or other professional writing
- Oral Histories or Other Archival Projects/Materials

While the Portfolio itself will be the most important material manifestation of student mastery of learning objectives, frequent interactions with the Advisory Committee during the building of the portfolio will also be crucial to student demonstration of mastery.

Once each section of the portfolio is complete and committee members are satisfied with the results, individual committee members will write up **Portfolio Field Assessments** of the material relevant to them and submit those assessments to both the student and the major advisor. This will generally happen no less than 3 weeks before any tentatively-scheduled defense. Once all of the Field Assessments are completed and the major advisor has reviewed and approved them, the Field Assessments are then sent to both the Director of Graduate Studies and the Graduate Program Coordinator, and the student may then assemble a final portfolio and officially schedule the oral defense. At this point the student should send the final portfolio to all committee members in either paper or electronic form. The final portfolio must include signed copies of both the original Field Assessments and the final Field Assessments. Ordinarily there will be two weeks between the completion/dissemination of the final portfolio and the oral defense.

If a committee member, after working closely with a student, refuses to approve the section of the portfolio over which that committee member has supervisory control, the student should first speak with his/her advisor for initial mediation of the problem. If the advisor and the committee member cannot provide the student with clear and expeditious advice about how to achieve approval, the student and/or major advisor may then appeal to the Director of Graduate Studies to mediate the dispute. As a last resort, the DGS may bring the dispute to the Graduate Studies Committee, which will assess the portfolio section in dispute and make a final decision about whether it merits approval. It is critical that all Advisory Committee members have realistic expectations about what a student can achieve in a single portfolio semester.

The oral component of the examination is conducted by the candidate's Advisory Committee, but it is, in principle, open to all members of the university's graduate faculty. The oral defense will be two hours in length, and anything contained in the portfolio will be fair game in terms of committee questioning. Students should expect to answer questions about their reading lists and historiographical essays, their seminar papers, their syllabi, and their other materials. The major advisor, in consultation with the committee members, is responsible for organizing and leading the defense in a way that guarantees each committee member equal time for asking questions. A major goal of the portfolio system is to make sure that students are prepared to pass their oral exam when they walk in the room. Nonetheless, the oral exam is a stand-alone part of the process, and students who have had their portfolios approved can still fail the oral exam.

The student will leave the room at the end of the oral examination, and the committee will decide the results and convey them to the student immediately after the decision is made. If a student does fail the oral exam, s/he has one opportunity to retake it once, and the committee members should work closely with the student to improve the student's performance. If a student fails a second oral exam, they may not proceed to candidacy.

ADMISSION TO CANDIDACY

Within 2 weeks after the student passes the comprehensive exam, the student should submit "Application to Admission to Candidacy" electronically at the graduate school website.

DISSERTATION

The University requires that a Ph.D. candidate be registered as a regular degree student in residence on the Boulder Campus for at least five and no more than ten dissertation credit hours each semester after passing the comprehensive examination (portfolio). A student not in residence at the University may register for 3 dissertation hours and will be considered to have “off campus” status. The use of some University facilities (e.g. the recreation center) is prohibited to off campus students, though the library remains accessible. The candidate must be continually enrolled and accumulate at least thirty dissertation credits.

The dissertation is to be based upon original investigation and must demonstrate mature scholarship and critical judgment as well as familiarity with tools and methods of research. Once the student has advanced to candidacy, s/he should form a five-person Dissertation Committee. The Dissertation Committee will include a student’s major faculty advisor, a designated second reader, two other History graduate faculty members, and a member of the CU graduate faculty from another department on campus. Dissertation research and writing are directed by the candidate’s major advisor and assisted by a second reader, chosen by the advisor and student. The other three members of the Dissertation Committee will generally read the final dissertation version in preparation for the defense.

DISSERTATION PROSPECTUS

Prior to undertaking dissertation research, PhD students must prepare and defend a dissertation prospectus. Students should work closely with their major advisor, and other committee members, if possible, in preparing the prospectus. A guideline for preparing the prospectus is available from the Graduate Program Coordinator. Students may schedule their prospectus defense once the major advisor agrees that the prospectus is in acceptable shape. The prospectus defense is usually an hour long and must involve at least three members of the dissertation committee (including the major advisor and the second reader). The purpose of the prospectus defense is to give students the chance to convene their committee, explain their project, and receive feedback and suggestions.

Students should the department’s Prospectus Approval Form to the defense, which the major advisor and other committee members will sign as proof that the defense has successfully occurred. Students should then submit the form and a clean copy of the final version of the prospectus to the Graduate Program Coordinator. **The Graduate Studies Committee will serve as an appellate board if there are any problems with prospectus approval at the committee level.** Students will have six months from the time they pass their comprehensive exams (portfolio defense) to submit a dissertation prospectus.

DISSERTATION DEFENSE

Upon completing the dissertation, the candidate will undergo a final oral examination (the defense) focusing upon the dissertation and the candidate’s major field of specialization. For the defense, one member of the five-member committee must be drawn from the University’s graduate faculty outside the Department of History. The four departmental members shall consist of the advisor, the second reader, and faculty related to the student’s major areas of study. All committee members must have current graduate faculty appointments. Three of the five members must be Boulder campus resident faculty. The chair and outside member must have tenure and/or a regular appointment. In case any of these members is unable to be present at the

defense, including the advisor or second reader, the advisor may substitute faculty from related fields with the express approval of the Director of Graduate Studies. The University or outside faculty representative should be from a discipline related to the dissertation topic or the candidate's major field of study. The second reader must be consulted by the advisor at all stages of the candidate's dissertation work. The oral defense shall not be scheduled until both readers have approved the dissertation. The advisor shall then authorize the student to schedule the examination and contact the committee members.

All members of the committee shall ordinarily have at least thirty days prior to the oral defense to examine a complete and finished copy of the dissertation. A finished copy is defined as a polished copy that is complete with bibliography, though not necessarily in final form. Rough drafts and patched-together copies are not acceptable.

Only after full assurance that the foregoing steps have been completed shall the Director of Graduate Studies authorize the actual holding of the oral defense of the dissertation. The purpose of this oral defense is to ascertain that the dissertation is an original contribution to scholarly knowledge in the field.

The above departmental rules with respect to the Doctor of Philosophy degree, supplement, but in no way supersede, the requirements of the Graduate School of the University of Colorado as set forth in the latest University Catalog.

Checklist for M.A. Candidates (Non-Thesis Option)

Name: _____

Date of Entry into Program: _____

Field of Study: _____

Regional/National Field: _____

Committee: 1. _____ (Advisor)

2. _____

3. _____

COURSE WORK (30 hours)

HIST 5000 (3 hours) _____

Colloquia (6 hours):	America/U.S.:	HIST 5106 part 1 _____	part 2 _____
	Europe:	HIST 5012 part 1 _____	part 2 _____
	Asia:	HIST 5129 one _____	two _____
	(any two courses labeled HIST 5129)		

Research Seminars (3 hours at 7000-level) _____

Other coursework at 5000, 6000, or 7000 levels (18 hours) _____

* Students must complete at least 12 hours of coursework in their Major Geographical Field as well as 12 hours in the Global/Thematic Field. Courses in the Global/Thematic Field must have a geographical scope that extends beyond their major geographical field. HIST 5000 counts towards the Global/Thematic Requirement. Students may take one colloquium in a field other than their Major Geographical Field, which can count towards the Global/Thematic Requirement.

* M.A. candidates may apply up to 9 hours of transfer credit, with the permission of both the major advisor and the Director of Graduate Studies. Please note any transfer credits above by marking T next to relevant course(s).

COMPREHENSIVE EXAM (normally taken no later than 6th semester of study)

- Meeting with committee one semester before you expect to take exam, to go over progress and preparation. _____
- Apply for Candidacy, using the graduate school form prior to the deadline for the semester in which you intend to defend and graduate _____
- Initiate MA Comprehensive Exam Form two weeks prior to scheduled oral exam _____
- Successful completion of comprehensive exam

Checklist for M.A. Candidates (Thesis Option)

Name: _____

Date of Entry into Program: _____

Field of Study: _____

Regional/National Field: _____

Committee: 1. _____ (Advisor)

2. _____

3. _____

COURSE WORK (30 hours)

HIST 5000 (3 hours) _____

Colloquia (6 hours):	America/U.S.:	HIST 5106 part 1 _____	part 2 _____
	Europe:	HIST 5012 part 1 _____	part 2 _____
	Asia:	HIST 5129 one _____	two _____
	(any two courses labeled HIST 5129)		

Other coursework at 5000, 6000, or 7000 levels (15 hours):

Thesis Credits (6 hours): _____

* Students must complete at least 12 hours of coursework in their Major Geographical Field as well as 12 hours in the Global/Thematic Field. Courses in the Global/Thematic Field must have a geographical scope that extends beyond their major geographical field. HIST 5000 counts towards the Global/Thematic Requirement. Students may take one colloquium in a field other than their Major Geographical Field, which can count towards the Global/Thematic Requirement.

* M.A. candidates may apply up to 9 hours of transfer credit, with the permission of both the major advisor and the Director of Graduate Studies. Please note any transfer credits above by marking T next to relevant course(s).

COMPREHENSIVE EXAM

- Meeting with committee one semester before you expect to take exam, to go over progress and preparation. _____
- Apply for Candidacy, using the graduate school form prior to the deadline for the semester in

which you intend to defend and graduate _____

- Initiate MA Comprehensive Exam Form two weeks prior to scheduled oral exam _____
- Successful completion of comprehensive exam _____
- Submit your thesis to ProQuest before the semester's deadline for doing so.

THESIS DEFENSE _____

Checklist for Ph.D. Candidates

Name: _____

Date of Entry into Program: _____

Foreign Language (equivalent of 4th semester college proficiency) – if required – determined in consultation with advisor. See above (p. 14). _____

Fields of Study:

Major Geographical Field (circle one): America/U.S. Europe Asia

Global/Thematic Emphasis: _____

(Students take a wide variety of global/thematic courses to meet the field’s credit hour requirements but should identify an area of emphasis for the portfolio)

COURSE WORK (45 hours minimum) HIST 5000

(3 hours): _____

Colloquia (6 hours):

For Americanists: HIST 5106 part 1 _____ part 2 _____

For Europeanists: HIST 5012 part 1 _____ part 2 _____

For Asianists: HIST 5129 one _____ two _____

(any two courses labeled HIST 5129)

Research Seminars (6 hours at 7000-level): _____

Other coursework at 5000, 6000, or 7000 levels (24 Hours):

* Students must complete at least 18 hours of coursework in their Major Geographical Field as well as 18 hours in the Global/Thematic Field. Courses in the Global/Thematic Field must have a geographical scope that extends beyond their major geographical field. HIST 5000 counts towards the Global/Thematic Requirement. Students are expected to take at least one colloquium in a field other than their Major Geographical Field, which will also count towards the Global/Thematic Requirement.

* Ph.D. candidates may apply up to 9 hours of transfer credit, with the permission of both the major advisor and the Director of Graduate Studies. Please note any transfer credits above by marking T next to relevant course(s).

Portfolio Hours (6 hours): _____

PORTFOLIO SEMESTER AND DEFENSE – Ph.D. students will assemble and defend their portfolios in the semester after they have completed all other course and credit hour requirements. Candidate must have 3.3 GPA and have completed the language requirement (if required).

Portfolio Defense: _____

Students must apply for candidacy within two weeks after a successful portfolio defense

Portfolio Advisory and Defense Committee:

1. _____ (Major Advisor)
2. _____ (Major Geographical Field)
3. _____ (Major Geographical Field)
4. _____ (Global/Thematic Field)
5. _____ (Global/Thematic Field)

Meet with committee to go over process: _____
(Ideally, this will happen one semester prior to portfolio assembly and defense) Successful

Portfolio defense (date) _____

DISSERTATION

- Dissertation Committee: 1. _____ (major adviser)
2. _____
 3. _____
 4. _____
 5. _____ (outside member)

Prospectus defense (requires at least 3 departmental committee members) _____ (date)

Completion of at least 30 dissertation credits _____

Approval of dissertation by adviser and second reader _____

Submission of dissertation to entire committee at least 30 days prior to defense

Successful completion of dissertation defense (date) _____

Submit your thesis to ProQuest before the semester's deadline for doing so _____