

# Program Change Request

APPROVED BY SENATE  
02/07/2022

EP.22.055\_FINAL  
Approved by EP 12/06/2021

Date Submitted: 10/05/21 1:55 pm

Viewing: **10KS0311PHD : English, PhD**

Last edit: 12/03/21 4:38 pm

Changes proposed by: Andrea Ray

[English, PhD](#)

Catalog Pages  
Using this  
Program

Proposal Type:

## In Workflow

1. U Program Review
2. 1499 Head
3. KV Dean
4. University Librarian
5. Grad\_College
6. Provost
7. Senate EPC
8. Senate
9. U Senate Conf
10. Board of Trustees
11. IBHE
12. HLC
13. DMI

## Approval Path

1. 10/05/21 2:39 pm  
Deb Forgacs  
(dforgacs):  
Approved for U  
Program Review
2. 10/05/21 2:40 pm  
Robert Barrett  
(rwb): Approved  
for 1499 Head
3. 10/06/21 10:27  
am  
Stephen Downie  
(sdownie):  
Approved for KV  
Dean
4. 10/06/21 11:41  
am  
John Wilkin  
(jpwilkin):  
Approved for  
University  
Librarian
5. 11/10/21 2:46 pm  
Allison McKinney  
(agrindly):

- Approved for  
Grad\_College
- 6. 11/10/21 3:18 pm  
Kathy Martensen  
(kmartens):  
Approved for  
Provost
- 7. 12/01/21 3:50 pm  
Barbara Lehman  
(bjlehman):  
Rollback to KV  
Dean for Senate  
EPC
- 8. 12/03/21 4:43 pm  
Andrea Ray  
(aray): Approved  
for KV Dean
- 9. 12/03/21 4:47 pm  
John Wilkin  
(jpwilkin):  
Approved for  
University  
Librarian
- 10. 12/07/21 11:50  
am  
Allison McKinney  
(agrindly):  
Approved for  
Grad\_College
- 11. 12/07/21 1:28 pm  
Kathy Martensen  
(kmartens):  
Approved for  
Provost

Major (ex. Special Education)

This proposal is  
for a:

[Revision](#)

## Administration Details

|                          |                         |
|--------------------------|-------------------------|
| Official Program<br>Name | English, PhD            |
| Sponsor College          | Liberal Arts & Sciences |
| Sponsor<br>Department    | English                 |

Sponsor Name [Andrew Gaedtke, Associate Professor, Director of Graduate Studies](#)  
Sponsor Email [gaedtke@illinois.edu](mailto:gaedtke@illinois.edu)  
College Contact [Stephen Downie, Interim Associate Dean for Curricula and Academic Policy](#) College Contact Email  
[sdownie@illinois.edu](mailto:sdownie@illinois.edu)  
College Budget Officer [Michael Wellens](#)  
College Budget Officer Email [wellens@illinois.edu](mailto:wellens@illinois.edu)

List the role for rollbacks (which role will edit the proposal on questions from EPC, e.g., Dept Head or Initiator) and/or any additional stakeholders. *Purpose: List here who will do the editing work if proposal needs rolled back. And any other stakeholders.*

[Andrew Gaedtke](#)

Does this program have inter-departmental administration?

[No](#)

## Proposal Title

Effective Catalog Term Fall 2022

Provide a brief, concise description (not justification) of your proposal.

Title: Revise the language requirement for the PhD in English, Department of English

We are changing our Language Requirement to a Research Competency Requirement. Options for students will be either to follow our former rules for establishing competency in a language other than English, or follow a route to establish a competency in a research skill beyond languages (such as in ethnography, linguistics, Digital Humanities, etc.).

We are also shifting this requirement from the MA stage of the program (Stage I) to the PhD stage of the program (Stage II), to be finished before students sit for their Preliminary Exam.

List here any related proposals/revisions and their keys. *Example: This BS proposal (key 567) is related to the Concentration A proposal (key 145) and the Concentration B proposal (key 203).*

## Program Justification

## Why are these changes necessary?

This is the first time the English Department has successfully completed a full review of its MA and PhD Programs in at least twenty years. We had fallen behind our peers in a number of ways, and the goal of this review was to make our department reflect the innovations in our fields that have happened in those decades, and to better prepare our students to join them. Our review, which we conducted from Fall 2019-Spring 2021, was run by the DGS in English, Justine Murison, who chaired an ad hoc committee made up of faculty from a variety of fields in the department, our current Job Placement Director, and two graduate student representatives. Using a climate survey that graduate students had conducted in 2018 as our starting place, we began by isolating the components of the program that are either outdated, causing significant time-to-degree problems, and/or did not fulfill the aims that they were meant to in terms of student mentoring. With those components isolated, we then researched peer departments (including a significant number of our peers in the Big Ten, including Wisconsin, Indiana, Rutgers, Penn State, and Northwestern) to see how they structured their programs and to gather ideas for ours. We conducted two townhall meetings with graduate students, the first run by Prof. Murison and the second by our student reps to the committee, and six faculty meetings. Our initial meetings were to present the problems we've isolated and how our peer institutions have innovated their curriculum. We then discussed as a faculty how and in what ways we would like to revise the curriculum. The committee developed potential models out of our research and these discussions, which were then revised at faculty meetings (and in response to written feedback), and we voted on the possible models in May 2021.

The foreign language requirement emerged as a major requirement in need of revision. Foreign language requirements used to be standard for a MA or PhD degree in English both in the US and UK, as the study of English literature emerged out of philology in the late nineteenth century. Students were traditionally expected to be able to read and translate documents and scholarship in other languages for their scholarship. That is still the case for some of our students in fields of study focused on older historical eras, such as Medieval Literature students. The study of English and American literature, though, has expanded greatly beyond these older fields of British literature, and the field now not only includes students in Literary Studies but also in Writing Studies. Scholarship (and faculty hiring) has also become much more interdisciplinary in the last twenty years. In Fall 2018 and again in Spring 2019, the Graduate Studies Committee voted to expand the original language requirement (which was de facto operating as a requirement in mainly Romance, Germanic, and Classical Languages) to include language competencies in other languages beyond these, in Old English, and in computer languages. We also agreed in our faculty meetings to formalize what had been past and current DGS practice, which is to accept native fluency in a language other than English as passing this requirement.

Our curriculum, though, has largely maintained the older model of study with a language requirement and has not evolved in line with the major intellectual shifts in the discipline. Rather than eliminate a language requirement all together – which is still useful for several of our students – we have decided to put the language requirement under a larger umbrella of “Research Competency” that allows students to show competency in either a language or a research skill they will need for the PhD. This will allow students who would like to pursue interdisciplinary training. We will be joining Indiana University’s English Department by implementing this innovative approach to

for many of our students when it is limited to a foreign language requirement that does not immediately relate to their fields of study. It will now be part of the overall preparation for their self-directed research that culminates in a dissertation. We will administer the research competency by way of a proposal form that the department will develop to standardize the process for all students. Students will complete their training in the research competency in ways comparable to the current language requirement for students who take coursework to achieve the language requirement under the current model. Currently, students pursuing the language requirement can fulfill it by taking graduate-level courses with a B or better. For students who need more coursework, two upper-level and graduate courses are often pursued (ex. to learn Old English, students are expected to take both ENGL 407 and ENGL 514 in an Old English topic); for students building on previous training, a language 501 course with a B or better is sufficient. We will follow this model for the other research competencies: with previous training in the subject, students can show competency through one 500-level course; if more training is needed, a combination of two courses will be required, one of which must be the equivalent of a 500-level course. (See Appendix for a list of courses).

Finally, we are shifting the language requirement to the PhD stage of the program. We are doing this for two reasons. First, because if this is a "research competency" that is geared toward a student's dissertation, it more properly belongs to the PhD stage of the program. Students will be expected to prove that they have fulfilled the requirement before they sit for their preliminary exam. And second, some of our MA students have struggled to complete this requirement in the short time of Stage I, while also taking their first grad seminars and learning to teach for the first time.

## Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does the program include other courses/subjects impacted by the creation/revision of this program?

No

## Program Regulation and Assessment

Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning. (Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable).

For the revision to our Language Requirement, we have identified in this process two Student Learning Outcomes:

1. Students will identify and pursue the research skills they need to develop their dissertations, whether that is a foreign language or another research competency.

2. Students who pursue a research competency beyond foreign languages will deepen their interdisciplinary knowledge.

Assessment for the "Research Competency," whether for a foreign language or an alternative competency, will proceed as follows:

1. Competency in a foreign language will be assessed in the following ways:

a. If a student sits for a language exam provided by a UIUC foreign language department, the department will assess whether that student has shown competency in the language on the exam and inform the DGS in English

b. If a student takes a course or series of courses (a 501 course in another department; ENGL 407 and ENGL 514; or courses from a language institute), the faculty instructors of those courses will grade students via tests, exams, and/or written work. Earning a grade of B or higher will be accepted as proving competency.

2. Competency in a research field outside of languages:

a. If a student takes a course or series of courses (see Appendix), the faculty instructors of those courses will grade students via tests, exams, and/or written work. Earning a grade of B or higher will be accepted as proving competency.

Is the career/profession for graduates of this program regulated by the State of Illinois?

No

## Program of Study

*"Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PrivateAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.*

All proposals must attach the new or revised version of the Academic Catalog program of study entry. Contact your college office if you have questions.

Revised programs [English PhD Appendix Coursework for Research Competency Requirement.docx](#)  
[EnglishDept CurrRevision-LangPhD\\_12-03-2021.doc](#)  
[English PhD Revised Overview Tab.docx](#)  
[English PhD Revised Degree](#)

[Requirements Tab.docx](#)

[English PhD Comparative Table of Proposed Changes.docx](#)

Attach a side-by-side comparison with the existing program AND, if the revision references or adds "chose-from" lists of courses students can select from to fulfill requirements, a listing of these courses, including the course rubric, number, title, and number of credit hours.

### Catalog Page Text - Overview Tab

Text for Overview tab on the Catalog Page. This is not official content, it is used to help build the new catalog page for the program. Can be edited in the catalog by the college or department.

[See attached English PhD Revised Overview Tab word document for updates to Overview tab only.](#) [See attached English PhD Revised Degree Requirements word document for updates to the wording above and below the tables on the Degree Requirements tab only.](#)

### Statement for Programs of Study Catalog

#### Course List

| Code                     | Title  | Hours     |
|--------------------------|--|-----------|
|                          | Virtually every student will teach rhetoric classes, and is required to enroll in a teaching proseminar ( <a href="#">ENGL 593</a> ) if s/he has not taken such a class at the Master's level. |           |
|                          | Elective hours selected from the list below in consultation with advisor, to bring total course work hours to 32   | 32        |
|                          | Research Competency Requirements: Students must demonstrate a research competency, as defined below  |           |
| <a href="#">ENGL 599</a> | Thesis Research (32 max applied toward degree)   | <b>32</b> |
| Total Hours              |  | 64        |

### Other Requirements1

#### Grad Other Degree Requirements

| Requirement  | Description |
|--|-------------|
| Other requirements may overlap   |             |
| The special field examination is taken as the student completes coursework and prepares to write the thesis. |             |
| Masters Degree Required for Admission to PhD?  | Yes         |
| Qualifying Exam Required   | No          |
| Preliminary Exam Required  | Yes         |
| Final Exam/Dissertation Defense Required   | Yes         |
| Dissertation Deposit Required  | Yes         |
| Minimum GPA:   | 3.0         |

**1**

For additional details and requirements refer to the department's [Graduate Studies in English Website](#) and the [Graduate College Handbook](#).

[Course work listing for Ph.D. requirements for the Literature Specialization:](#)

[Eight additional semester-long courses at the 400- and 500- level. These, selected in consultation with a](#)

faculty advisor, either focus on the proposed field of specialization and allied fields--in English or in other disciplines--or fill gaps in the student's background.

Doctoral students in literature will either take a Professional Seminar in the teaching of literature or film or act as a teaching assistant for two semesters in a large lecture course before they teach literature courses. They are expected to teach at least one literature course during their Ph.D. work.

**The Research Competency Requirement is defined as the acquisition of a language broadly construed (global languages, ASL, computer languages, etc.) or the development of a research method (digital methods, ethnography, oral history, linguistics, etc.). This requirement can be fulfilled by demonstrating competency in a foreign language in one of the following five ways: By completing the equivalent of three full years of undergraduate work in the relevant language or research method; By passing a proficiency exam administered by a UIUC department; By passing a non-credit 501 language course with a grade of B or better or via studying with a language institute on or beyond campus; By passing the Old English two-course sequence with a B or higher (ENGL 407 and ENGL 514 on an Old English topic); Native fluency in reading and writing. This requirement can also be fulfilled by the following procedure: In consultation with an advisor in field, a student will detail a course of study which is reviewed by the DGS and can be fulfilled in the following ways: students building on previous training can show competency through one 500-level course with a B or higher; if additional coursework or training is necessary, a combination of two courses will be required, one of which must be the equivalent of a 500 level course. The research competency must have been passed before a student sits for their Special Field Examination.**

Completion of a Special Field Examination (oral, written, or both). The exam, administered by a committee of four faculty members selected by the student, is based upon the student's approved Special Field list of primary and secondary sources, including a discussion of its rationale and relation to the proposed dissertation topic. Approved fields include historical periods, genres, film, and critical theory.

Completion of a two-hour oral defense of a dissertation. Students working on their dissertations are eligible for fellowship support or released time from teaching. All students in good standing and making good progress will ordinarily receive at least one semester free from teaching. A few students receive a year or more of fellowship aid to work full-time on their dissertations.

**Course work listing for Ph.D. requirements for the Writing Studies Specialization:**

Eight additional semester-long courses at the 400- and 500- level. These selected in consultation with a faculty advisor, focus on the proposed field of specialization and allied fields--in English or in other disciplines--or fill gaps in the student's background and include ENGL 505 and 2 methodology courses (at least one of which is an ENGL 582; the second methodology course should be approved by the advisor and typically will be approved by the Center for Writing Studies for the methodology requirement in its Writing Studies Graduate Concentration). In addition, students must take one course in Literature or Theory. Specific courses taken at the MA level (ENGL 505 and ENGL 582) are counted as fulfilling those specific requirements at the PhD level.

**The Research Competency Requirement is defined as the acquisition of a language broadly construed (global languages, ASL, computer languages, etc.) or the development of a research method (digital methods, ethnography, oral history, linguistics, etc.). This requirement can be fulfilled by demonstrating competency in a foreign language in one of the following five ways: By completing the equivalent of three full years of undergraduate work in the relevant language or research method; By passing a proficiency exam administered by a UIUC department; By passing a non-credit 501 language course with a grade of B or better or via studying with a language institute on or beyond campus; By passing the Old English two-course sequence with a B or higher (ENGL 407 and ENGL 514 on an Old English topic); Native fluency in reading and writing. This requirement can also be fulfilled by the following procedure: In consultation with**

an advisor in field, a student will detail a course of study which is reviewed by the DGS and can be fulfilled in the following ways: students building on previous training can show competency through one 500-level course with a B or higher; if additional coursework or training is necessary, a combination of two courses will be required, one of which must be the equivalent of a 500 level course. The research competency must have been passed before a student sits for their Special Field Examination.

Completion of a Special Field Examination (oral, written, or both). This exam, administered by a committee of four faculty members selected by the student, is based upon the student's approved special field list-- which includes a discussion of its rationale and relation to the proposed dissertation topic. Lists are representative of the field of Writing Studies and include two or three concentrations within it. Approved fields include: Cognition and Composition, Computers and Composition Studies, Classical Rhetoric, Critical Theory, Discourse Processes, Gender and Writing, Literacy Studies, Technical Communication, Writing Across the Curriculum, Writing in the Disciplines, and Writing Assessment. Other combinations of fields are possible, including those that combine disciplines (e.g. African-American Studies, women's studies, and literacy).

Completion of a two-hour oral defense of a dissertation. Students working on their dissertations are eligible for fellowship support or released time from teaching. All students in good standing and making good progress will ordinarily receive at least one semester free from teaching. A few students receive a year or more of fellowship aid to work full-time on their dissertations.

Corresponding      PhD Doctor of Philosophy  
Degree

## Program Features

Academic Level      Graduate

Does this major      No  
have transcribed  
concentrations?

What is the typical time to completion of this program?  
6 years

What are the minimum Total Credit Hours required for this program?  
64

What is the      3.0  
required GPA?

CIP Code      230101 - English Language and  
Literature, General.

Is This a Teacher Certification Program?  
No

Will specialized accreditation be sought for this program?  
No

## Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

## Admission Requirements

Desired Effective Fall 2022  
Admissions Term

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.

A student who wishes to be considered for admission to graduate studies in English must present the equivalent of at least 20 semester hours of undergraduate work in English and American literature, excluding required work in rhetoric or composition. Graduate Record Examination (GRE) scores are required for those applying for the Literature and Writing Studies specializations. The GRE subject test for literature in English is not required. All applicants whose native language is not English are required to submit Test of English as a Foreign Language (TOEFL) scores. Currently, a minimum score of 550 on the paper-based test (113 on the computer-based test) is required. Before a teaching assistantship involving classroom instruction or student consultation can be awarded to a non-native speaker of English, the applicant must take the Test of Spoken English (TSE) and achieve a score of 50 or higher (230 or higher before 1996). Because applications for admission usually far exceed capacity, in recent years undergraduate grade point averages of students admitted have been significantly higher than the 3.0 (A = 4.0) required by the Graduate College. The committee on admissions tends to select those applicants who have a solid array of undergraduate courses, knowledge of a foreign language, strong recommendations, and a compelling writing sample: in short, an academic record that shows promise of doing outstanding work in the field and earning degrees within a reasonable time. We do not admit part-time students. Applicants are considered only in spring for fall admission, and the deadline for submitting applications is noon on December 2nd.

Describe how critical academic functions such as admissions and student advising are managed.

The DGS for English, with the office manager for the Graduate Studies Office, oversees the admissions process for all three of the graduate programs (the MA and PhD in the Literature specialization; MA and PhD program in the Writing Studies specialization; and the MFA Program). Applications are shared with readers who are in-field, who recommend admissions and, when applicable, recommend students for the DGS to nominate for recruitment fellowships offered by the Graduate College. The Graduate Studies Office (DGS and office manager) then send admissions letters to prospective students, nominate students for recruitment fellowships, manage correspondence and organize any prospective student events, and manage a wait list (if applicable). Advising in the graduate programs is a hybrid system. All incoming MA and PhD students, regardless of field, get their main advising through the DGS, who makes sure that they are fulfilling their requirements for the degree in their first years. Students then name an in-field advisor who takes over. This was a change instituted about a decade ago and it has helped our time-to-degree issues tremendously. MFA students are mainly advised by the Assistant Director of Creative Writing.

## Enrollment

Describe how this revision will impact enrollment and degrees awarded.

This revision is not designed to increase enrollments but rather to improve the quality of our student applicants, therefore there is no impact to the annual number of degrees awarded or enrollment.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully implemented)

What is the matriculation term for this program?

Fall

## Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

## Financial Resources

How does the unit intend to financially support this proposal?

No financial impact

Will the unit need to seek campus or other external resources?

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

No

## Resource Implications

### Facilities

Will the program require new or additional facilities or significant improvements to already existing facilities?

No

### Technology

Will the program need additional technology beyond what is currently available for the unit?

No

### Non-Technical Resources

Will the program require additional supplies, services or equipment (non-technical)?

No

## Resources

For each of these items, be sure to include in the response if the proposed new program or change will result in replacement of another program(s). If so, which program(s), what is the anticipated impact on faculty, students, and instructional resources? Please attach any letters of support/acknowledgement from faculty, students, and/or other impacted units as appropriate.

Attach File(s) [Letter of Support History.docx](#)

[Letter of Support Linguistics.docx](#)

[Letter of Support ISchool.docx](#)

## Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.

There will be no impact on faculty resources except a positive one, as students will be more likely to take courses offered in the department on Digital Humanities, one of our faculty strengths.

## Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The university's collections are sufficient for the needs of the program, including with these revisions.

## EP Documentation

EP Control Number          EP.22.055

Attach Rollback/Approval Notices

This proposal requires HLC inquiry          No

## DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name          PHD:English -UIUC

Program Code:          10KS0311PHD

| Minor Code | Conc Code | Degree Code | Major Code |
|------------|-----------|-------------|------------|
| 0311       |           |             |            |

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval

Date

HLC Approval

Date

Effective Date:

Attached

Document

Justification for  
this request

Program Reviewer  
Comments

**Barbara Lehman (bjlehman) (12/01/21 3:50 pm):** Rollback: I am returning to  
this role at the request of Andrew Gaedtke.

Key: 448

English PhD - Comparative Table of Proposed Changes

| Current Requirements  | Current Hours | Proposed Requirements   | Proposed Hours |
|---|---------------|---|----------------|
| <p>Language Requirement: Students must demonstrate knowledge of one foreign language in a level equivalent to that required of master's candidates in the English Department's program.</p> | <p>n/a</p>    | <p>The Research Competency Requirement is defined as the acquisition of a language broadly construed (global languages, ASL, computer languages, etc.) or the development of a research method (digital methods, ethnography, oral history, linguistics, etc.). This requirement can be fulfilled by demonstrating competency in a foreign language in one of the following five ways:</p> <ul style="list-style-type: none"> <li>• By completing the equivalent of three full years of undergraduate work in the relevant language or research method;</li> <li>• By passing a proficiency exam administered by a UIUC department;</li> <li>• By passing a non-credit 501 language course with a grade of B or better or via studying with a language institute on or beyond campus;</li> <li>• By passing the Old English two-course sequence with a B or higher (ENGL 407 and ENGL 514 on an Old English topic);</li> <li>• Native fluency in reading and writing</li> </ul> | <p>n/a</p>     |

|  |   |  |
|--|---|--|
|  | <p>This requirement can also be fulfilled by the following procedure: In consultation with an advisor in field, a student will detail a course of study which is reviewed by the DGS and can be fulfilled in the following ways:</p> <ul style="list-style-type: none"><li>• students building on previous training can show competency through one 500-level course with a B or higher;</li><li>• if additional coursework or training is necessary, a combination of two courses will be required, one of which must be the equivalent of a 500-level course.</li></ul> <p>The research competency must have been passed before a student sits for their Special Field Examination.</p> |  |
|--|---|--|

#### ABOVE TABLE:

Students in the program who have earned their master's degrees must apply formally to the Ph.D. program. Applicants who have completed their master's degrees elsewhere may also apply. Seldom are applicants accepted with graduate grade point averages below 3.5. Students must choose to complete a specialization in Literature or Writing Studies. In addition, students may choose to complete the graduate concentration in Writing Studies.

Interdisciplinary work is encouraged. Students may take courses outside of English. The special field examination is taken as the student completes coursework and prepares to write the thesis. The student then goes on to complete and defend the thesis under the direction of a committee composed of four professors. A full-time student can complete this program in four years beyond the master's degree.

#### BELOW TABLE:

##### **Course work listing for Ph.D. requirements for the Literature Specialization:**

- Eight additional semester-long courses at the 400- and 500- level. These, selected in consultation with a faculty advisor, either focus on the proposed field of specialization and allied fields--in English or in other disciplines--or fill gaps in the student's background.
- Doctoral students in literature will either take a Professional Seminar in the teaching of literature or film or act as a teaching assistant for two semesters in a large lecture course before they teach literature courses. They are expected to teach at least one literature course during their Ph.D. work.
- **The Research Competency Requirement is defined as the acquisition of a language broadly construed (global languages, ASL, computer languages, etc.) or the development of a research method (digital methods, ethnography, oral history, linguistics, etc.). This requirement can be fulfilled by demonstrating competency in a foreign language in one of the following five ways: By completing the equivalent of three full years of undergraduate work in the relevant language or research method; By passing a proficiency exam administered by a UIUC foreign language department; By passing a non-credit 501 language course with a grade of B or better or via studying with a language institute on or beyond campus; By passing the Old English two-course sequence with a B or higher (ENGL 407 and ENGL 514 on an Old English topic); Native fluency in reading and writing. This requirement can also be fulfilled by the following procedure: In consultation with an advisor in field, a student will detail a course of study which is reviewed by the DGS and can be fulfilled in the following ways: students building on previous training can show competency through one 500-level course with a B or higher; if additional coursework or training is necessary, a combination of two courses will be required, one of which must be the equivalent of a 500 level course. The research**

**competency must have been passed before a student sits for their Special Field Examination.**

- Completion of a Special Field Examination (oral, written, or both). The exam, administered by a committee of four faculty members selected by the student, is based upon the student's approved Special Field list of primary and secondary sources, including a discussion of its rationale and relation to the proposed dissertation topic. Approved fields include historical periods, genres, film, and critical theory.
- Completion of a two-hour oral defense of a dissertation. Students working on their dissertations are eligible for fellowship support or released time from teaching. All students in good standing and making good progress will ordinarily receive at least one semester free from teaching. A few students receive a year or more of fellowship aid to work full-time on their dissertations.

**Course work listing for Ph.D. requirements for the Writing Studies Specialization:**

- Eight additional semester-long courses at the 400- and 500- level. These selected in consultation with a faculty advisor, focus on the proposed field of specialization and allied fields--in English or in other disciplines--or fill gaps in the student's background and include ENGL 505 and 2 methodology courses (at least one of which is an ENGL 582; the second methodology course should be approved by the advisor and typically will be approved by the Center for Writing Studies for the methodology requirement in its Writing Studies Graduate Concentration). In addition, students must take one course in Literature or Theory. Specific courses taken at the MA level (ENGL 505 and ENGL 582) are counted as fulfilling those specific requirements at the PhD level.
- **The Research Competency Requirement is defined as the acquisition of a language broadly construed (global languages, ASL, computer languages, etc.) or the development of a research method (digital methods, ethnography, oral history, linguistics, etc.). This requirement can be fulfilled by demonstrating competency in a foreign language in one of the following five ways: By completing the equivalent of three full years of undergraduate work in the relevant language or research method; By passing a proficiency exam administered by a UIUC foreign language department; By passing a non-credit 501 language course with a grade of B or better or via studying with a language institute on or beyond campus; By passing the Old English two-course sequence with a B or higher (ENGL 407 and ENGL 514 on an Old English topic); Native fluency in reading and writing. This requirement can also be fulfilled by the following procedure: In consultation with an advisor in field, a student will detail a course of study which is reviewed by the DGS and can be fulfilled in the following ways: students building on previous training can show competency through one 500-level course with a B or higher; if additional coursework or training is necessary, a combination of two courses will be required, one of which must be the equivalent of a 500 level course. The research**

**competency must have been passed before a student sits for their Special Field Examination.**

- Completion of a Special Field Examination (oral, written, or both). This exam, administered by a committee of four faculty members selected by the student, is based upon the student's approved special field list--which includes a discussion of its rationale and relation to the proposed dissertation topic. Lists are representative of the field of Writing Studies and include two or three concentrations within it. Approved fields include: Cognition and Composition, Computers and Composition Studies, Classical Rhetoric, Critical Theory, Discourse Processes, Gender and Writing, Literacy Studies, Technical Communication, Writing Across the Curriculum, Writing in the Disciplines, and Writing Assessment. Other combinations of fields are possible, including those that combine disciplines (e.g. African-American Studies, women's studies, and literacy).
- Completion of a two-hour oral defense of a dissertation. Students working on their dissertations are eligible for fellowship support or released time from teaching. All students in good standing and making good progress will ordinarily receive at least one semester free from teaching. A few students receive a year or more of fellowship aid to work full-time on their dissertations.

## English PhD\_Revised Overview Tab

### Admission

A student who wishes to be considered for admission to graduate studies in English must present the equivalent of at least 20 semester hours of undergraduate work in English and American literature, excluding required work in rhetoric or composition. Graduate Record Examination (GRE) scores are required for those applying for the **Literature and Writing Studies specializations**. The GRE subject test for literature in English is not required. All applicants whose native language is not English are required to submit Test of English as a Foreign Language (TOEFL) scores. Currently, a minimum score of 550 on the paper-based test (113 on the computer-based test) is required. Before a teaching assistantship involving classroom instruction or student consultation can be awarded to a non-native speaker of English, the applicant must take the Test of Spoken English (TSE) and achieve a score of 50 or higher (230 or higher before 1996). Because applications for admission usually far exceed capacity, in recent years undergraduate grade point averages of students admitted have been significantly higher than the 3.0 (A = 4.0) required by the Graduate College. The committee on admissions tends to select those applicants who have a solid array of undergraduate courses, knowledge of a foreign language, strong recommendations, and a compelling writing sample: in short, an academic record that shows promise of doing outstanding work in the field and earning degrees within a reasonable time. We do not admit part-time students. Applicants are considered only in spring for fall admission, and the deadline for submitting applications is noon on December 2nd.



## Proposal for revised curricula (degree, major, concentration, minor)

Submit completed proposals via email to Interim Associate Dean Stephen Downie ([sdownie@illinois.edu](mailto:sdownie@illinois.edu)). Please obtain Executive Officer and School Director (if applicable) approval via email and forward with the proposal to LAS.

**Proposal Title:** Revise the language requirement for the PhD in English, Department of English

**Proposed effective date:** Fall 2022

**Sponsor(s):** Andrew Gaedtke, Associate Professor, Director of Graduate Studies, Department of English, [gaedtke@illinois.edu](mailto:gaedtke@illinois.edu)

**College contact:** Stephen Downie, Interim Associate Dean for Curricula and Academic Policy, College of Liberal Arts and Sciences, [sdownie@illinois.edu](mailto:sdownie@illinois.edu)

### PROGRAM DESCRIPTION and JUSTIFICATION

#### 1) Provide a brief, concise description of your proposal.

We are changing our Language Requirement to a Research Competency Requirement. Options for students will be either to follow our former rules for establishing competency in a language other than English, or follow a route to establish a competency in a research skill beyond languages (such as in ethnography, linguistics, Digital Humanities, etc.).

We are also shifting this requirement from the MA stage of the program (Stage I) to the PhD stage of the program (Stage II), to be finished before students sit for their Preliminary Exam.

#### 2) Provide a justification of the program

This is the first time the English Department has successfully completed a full review of its MA and PhD Programs in at least twenty years. We had fallen behind our peers in a number of ways, and the goal of this review was to make our department reflect the innovations in our fields that have happened in those decades, and to better prepare our students to join them. Our review, which we conducted from Fall 2019-Spring 2021, was run by the DGS in English, Justine Murison, who chaired an ad hoc committee made up of faculty from a variety of fields in the department, our current Job Placement Director, and two graduate student representatives. Using a climate survey that graduate students had conducted in 2018 as our starting place, we began by isolating the components of the program that are either outdated, causing significant time-to-degree problems, and/or did not fulfill the aims that they were meant to in terms of student mentoring. With those components isolated, we then researched peer departments (including a

significant number of our peers in the Big Ten, including Wisconsin, Indiana, Rutgers, Penn State, and Northwestern) to see how they structured their programs and to gather ideas for ours. We conducted two townhall meetings with graduate students, the first run by Prof. Murison and the second by our student reps to the committee, and six faculty meetings. Our initial meetings were to present the problems we've isolated and how our peer institutions have innovated their curriculum. We then discussed as a faculty how and in what ways we would like to revise the curriculum. The committee developed potential models out of our research and these discussions, which were then revised at faculty meetings (and in response to written feedback), and we voted on the possible models in May 2021.

The foreign language requirement emerged as a major requirement in need of revision. Foreign language requirements used to be standard for a MA or PhD degree in English both in the US and UK, as the study of English literature emerged out of philology in the late nineteenth century. Students were traditionally expected to be able to read and translate documents and scholarship in other languages for their scholarship. That is still the case for some of our students in fields of study focused on older historical eras, such as Medieval Literature students. The study of English and American literature, though, has expanded greatly beyond these older fields of British literature, and the field now not only includes students in Literary Studies but also in Writing Studies. Scholarship (and faculty hiring) has also become much more interdisciplinary in the last twenty years. In Fall 2018 and again in Spring 2019, the Graduate Studies Committee voted to expand the original language requirement (which was *de facto* operating as a requirement in mainly Romance, Germanic, and Classical Languages) to include language competencies in other languages beyond these, in Old English, and in computer languages. We also agreed in our faculty meetings to formalize what had been past and current DGS practice, which is to accept native fluency in a language other than English as passing this requirement.

Our curriculum, though, has largely maintained the older model of study with a language requirement and has not evolved in line with the major intellectual shifts in the discipline. Rather than eliminate a language requirement all together – which is still useful for several of our students – we have decided to put the language requirement under a larger umbrella of “Research Competency” that allows students to show competency in either a language or a research skill they will need for the PhD. This will allow students who would like to pursue interdisciplinary training. We will be joining Indiana University’s English Department by implementing this innovative approach to an older model of study. In naming this requirement a “Research Competency,” we also answer the question of why students should be fulfilling it, which is often not obvious for many of our students when it is limited to a foreign language requirement that does not immediately relate to their fields of study. It will now be part of the overall preparation for their self-directed research that culminates in a dissertation.

We will administer the research competency by way of a proposal form that the department will develop to standardize the process for all students. Students will complete their training in the research competency in ways comparable to the current language requirement for students who take coursework to achieve the language requirement under the current model. Currently, students pursuing the language requirement can fulfill it by taking graduate-level courses with a B or better. For students who need more coursework, two upper-level and graduate courses are often pursued (ex. to learn Old English, students are expected to take both ENGL 407 and ENGL 514 in an Old English topic); for students building on previous training, a language 501 course

with a B or better is sufficient. We will follow this model for the other research competencies: with previous training in the subject, students can show competency through one 500-level course; if more training is needed, a combination of two courses will be required, one of which must be the equivalent of a 500-level course. (See Appendix for a list of courses).

Finally, we are shifting the language requirement to the PhD stage of the program. We are doing this for two reasons. First, because if this is a “research competency” that is geared toward a student’s dissertation, it more properly belongs to the PhD stage of the program. Students will be expected to prove that they have fulfilled the requirement before they sit for their preliminary exam. And second, some of our MA students have struggled to complete this requirement in the short time of Stage I, while also taking their first grad seminars and learning to teach for the first time.

**Is this program interdisciplinary?**

No

**Will specialized accreditation be sought for this program?**

No

## **ADMISSION REQUIREMENTS**

**1) Desired admissions term:**

Fall, 2022

**Is this revision a change to the admission status of the program?**

No

**2) Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students. (degrees, majors, concentrations ONLY)**

### **Admission (changes in bold)**

A student who wishes to be considered for admission to graduate studies in English must present the equivalent of at least 20 semester hours of undergraduate work in English and American literature, excluding required work in rhetoric or composition. Graduate Record Examination (GRE) scores are required for those applying for the **Literature and Writing Studies specializations**. The GRE subject test for literature in English is not required. All applicants whose native language is not English are required to submit Test of English as a Foreign Language (TOEFL) scores. Currently, a minimum score of 550 on the paper-based test (113 on the computer-based test) is required. Before a teaching assistantship involving classroom instruction or student consultation can be awarded to a non-native speaker of English, the applicant must take the Test of Spoken English (TSE) and achieve a score of 50 or higher (230 or higher before 1996). Because applications for admission usually far exceed capacity, in recent years undergraduate grade point averages of students admitted have been significantly higher than the 3.0 (A = 4.0) required by the Graduate College. The committee on admissions tends to

select those applicants who have a solid array of undergraduate courses, knowledge of a foreign language, strong recommendations, and a compelling writing sample: in short, an academic record that shows promise of doing outstanding work in the field and earning degrees within a reasonable time. We do not admit part-time students. Applicants are considered only in spring for fall admission, and the deadline for submitting applications is noon on December 2nd.

**3) Describe how critical academic functions such as admissions and student advising are managed.**

The DGS for English, with the office manager for the Graduate Studies Office, oversees the admissions process for all three of the graduate programs (the MA and PhD in the Literature specialization; MA and PhD program in the Writing Studies specialization; and the MFA Program). Applications are shared with readers who are in-field, who recommend admissions and, when applicable, recommend students for the DGS to nominate for recruitment fellowships offered by the Graduate College. The Graduate Studies Office (DGS and office manager) then send admissions letters to prospective students, nominate students for recruitment fellowships, manage correspondence and organize any prospective student events, and manage a wait list (if applicable).

Advising in the graduate programs is a hybrid system. All incoming MA and PhD students, regardless of field, get their main advising through the DGS, who makes sure that they are fulfilling their requirements for the degree in their first years. Students then name an in-field advisor who takes over. This was a change instituted about a decade ago and it has helped our time-to-degree issues tremendously. MFA students are mainly advised by the Assistant Director of Creative Writing.

**ENROLLMENT**

**1) Describe how this revision will impact enrollment and degrees awarded.**

This revision is not designed to increase enrollments but rather to improve the quality of our student applicants, therefore there is no impact to the annual number of degrees awarded or enrollment.

**2) Estimated Annual Number of Degrees Awarded (degrees, majors, concentrations ONLY)**

**Year 1:** 8

**Year 5 (or when fully implemented):** 8

**3) What is the matriculation term for this program?** Fall

**4) What is the typical time to completion of this program?**

For the PhD (i.e. students in Stage II of the program): 6 years

**5) What are the minimum Total Credit Hours required for this program?**

64 Credit Hours

**6) Delivery Method, what is the program's primary delivery method?**

Face to Face

## BUDGET

**1) Please describe any budgetary implications for this revision- addressing applicable personnel, facilities, technology and supply costs.**

No impact

**2) Will the revision require staffing (faculty, advisors, etc.) beyond what is currently available? If yes, please describe.**

No impact

**3) Please provide any additional budget information needed to effectively evaluate the proposal.**

No impact

## RESOURCE IMPLICATIONS

**1) Facilities- Will the program require new or additional facilities or significant improvements to already existing facilities? If yes, please outline the specific need and Year 1 and Year 5 cost.**

No impact

**2) Technology- Will the program need additional technology beyond what is currently available for the unit? If yes, please outline the specific need and Year 1 and Year 5 cost.**

No impact

**3) Non-Technical Resources- Will the program require additional supplies, services or equipment (non-technical)? If yes, please outline the specific need and Year 1 and Year 5 cost.**

No impact

## RESOURCES

**1) Faculty Resources: Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.**

There will be no impact on faculty resources except a positive one, as students will be more likely to take courses offered in the department on Digital Humanities, one of our faculty strengths.

**2) Library Resources: Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.**

The university's collections are sufficient for the needs of the program, including with these revisions.

**3) Instructional Resources: Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change? If yes, please describe.**

No

**4) Does this new program/proposed change result in the replacement of another program? If yes, please specify the program.**

No

**5) Does the program include any required or recommended subjects that are offered by other departments? If yes, please list the courses. Explain how these additional courses will be used by the program and provide letters of support from the departments.**

Yes, there is the potential that students will seek training in new courses that weren't already covered in the older language requirement. We have attached letters of support from relevant departments saying that they have capacity to take what we imagine will be, at most, 0-3 students a year in their courses.

## **FINANCIAL RESOURCES**

**1) How does the unit intend to financially support this proposal?**

No financial impact

**2) Will the unit need to seek campus or other external resources? If yes, please provide a summary of the sources and an indication of the approved support.**

No

**3) Are you seeking a change in the tuition rate or differential for this program?**

No

**4) Is this program requesting self-supporting status? (degrees, majors and concentrations ONLY)? If yes, please explain.**

No

## **PROGRAM REGULATION & ASSESSMENT**

**1) Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure**

**assessment results are used to improve student learning.** Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable.

For the revision to our Language Requirement, we have identified in this process two Student Learning Outcomes:

1. Students will identify and pursue the research skills they need to develop their dissertations, whether that is a foreign language or another research competency.
2. Students who pursue a research competency beyond foreign languages will deepen their interdisciplinary knowledge.

Assessment for the “Research Competency,” whether for a foreign language or an alternative competency, will proceed as follows:

1. Competency in a foreign language will be assessed in the following ways:
  - a. If a student sits for a language exam provided by a UIUC foreign language department, the department will assess whether that student has shown competency in the language on the exam and inform the DGS in English
  - b. If a student takes a course or series of courses (a 501 course in another department; ENGL 407 and ENGL 514; or courses from a language institute), the faculty instructors of those courses will grade students via tests, exams, and/or written work. Earning a grade of B or higher will be accepted as proving competency.
2. Competency in a research field outside of languages:
  - a. If a student takes a course or series of courses (see Appendix), the faculty instructors of those courses will grade students via tests, exams, and/or written work. Earning a grade of B or higher will be accepted as proving competency.

**2) Is the career/profession for graduates of this program regulated by the State of Illinois?** If yes, please describe.

No

## ACADEMIC CATALOG ENTRY

**1) All proposals must submit the major requirements (courses, hours) for the proposed curricula. Please see the University of Illinois Academic Catalog- <http://catalog.illinois.edu/> for your unit for an example of the entry.**

“Overview”: No changes except to “Admissions,” in bold below

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### Admission

A student who wishes to be considered for admission to graduate studies in English must present the equivalent of at least 20 semester hours of undergraduate work in English and American literature, excluding required work in rhetoric or composition. Graduate Record Examination (GRE) scores are required for those applying for the **Literature and Writing Studies**

**specializations.** The GRE subject test for literature in English is not required. All applicants whose native language is not English are required to submit Test of English as a Foreign Language (TOEFL) scores. Currently, a minimum score of 550 on the paper-based test (113 on the computer-based test) is required. Before a teaching assistantship involving classroom instruction or student consultation can be awarded to a non-native speaker of English, the applicant must take the Test of Spoken English (TSE) and achieve a score of 50 or higher (230 or higher before 1996). Because applications for admission usually far exceed capacity, in recent years undergraduate grade point averages of students admitted have been significantly higher than the 3.0 (A = 4.0) required by the Graduate College. The committee on admissions tends to select those applicants who have a solid array of undergraduate courses, knowledge of a foreign language, strong recommendations, and a compelling writing sample: in short, an academic record that shows promise of doing outstanding work in the field and earning degrees within a reasonable time. We do not admit part-time students. Applicants are considered only in spring for fall admission, and the deadline for submitting applications is noon on December 2nd.

**“Degree Requirements” (revisions in bold):**

Students in the program who have earned their master's degrees must apply formally to the Ph.D. program. Applicants who have completed their master's degrees elsewhere may also apply. Seldom are applicants accepted with graduate grade point averages below 3.5. Students must choose to complete a specialization in Literature or Writing Studies. In addition, students may choose to complete the graduate concentration in [Writing Studies](#).

Interdisciplinary work is encouraged. Students may take courses outside of English. The special field examination is taken as the student completes coursework and prepares to write the thesis. The student then goes on to complete and defend the thesis under the direction of a committee composed of four professors. A full-time student can complete this program in four years beyond the master's degree.

| Code   | Title  | Hours |
|--|--|-------|
| Virtually every student will teach rhetoric classes, and is required to enroll in a teaching proseminar ( <a href="#">ENGL 593</a> ) if s/he has not taken such a class at the Master's level. |  |       |
| Elective hours selected from the list below in consultation with advisor, to bring total course work hours to 32   |  | 32    |
| <b>Research Competency Requirement: Students must demonstrate a research competency, as defined below</b>  |  |       |
| <a href="#">ENGL 599</a>   | Thesis Research (32 max applied toward degree) | 32    |
| Total Hours  |  | 64    |
| Course List  |  |       |

**Other Requirements<sup>1</sup>**

| Requirement  | Description |
|--|-------------|
| Other requirements may overlap   |             |
| The special field examination is taken as the student completes coursework and prepares to write the thesis. |             |
| <b>Master's Degree</b> Required for Admission to PhD?  | Yes         |
| Qualifying Exam Required   | No          |
| Preliminary Exam Required  | Yes         |

| Requirement                              | Description |
|--|-------------|
| Final Exam/Dissertation Defense Required | Yes         |
| Dissertation Deposit Required            | Yes         |
| Minimum GPA:                             | 3.0         |

Grad Other Degree Requirements

<sup>1</sup> For additional details and requirements refer to the department's [Graduate Studies in English Website](#) and the [Graduate College Handbook](#).

### Course work listing for Ph.D. requirements for the Literature Specialization:

- Eight additional semester-long courses at the 400- and 500- level. These, selected in consultation with a faculty advisor, either focus on the proposed field of specialization and allied fields--in English or in other disciplines--or fill gaps in the student's background.
- Doctoral students in literature will either take a Professional Seminar in the teaching of literature or film or act as a teaching assistant for two semesters in a large lecture course before they teach literature courses. They are expected to teach at least one literature course during their Ph.D. work.
- **The Research Competency Requirement is defined as the acquisition of a language broadly construed (global languages, ASL, computer languages, etc.) or the development of a research method (digital methods, ethnography, oral history, linguistics, etc.). This requirement can be fulfilled by demonstrating competency in a foreign language in one of the following five ways: By completing the equivalent of three full years of undergraduate work in the relevant language or research method; By passing a proficiency exam administered by a UIUC department; By passing a non-credit 501 language course with a grade of B or better or via studying with a language institute on or beyond campus; By passing the Old English two-course sequence with a B or higher (ENGL 407 and ENGL 514 on an Old English topic); Native fluency in reading and writing. This requirement can also be fulfilled by the following procedure: In consultation with an advisor in field, a student will detail a course of study which is reviewed by the DGS and can be fulfilled in the following ways: students building on previous training can show competency through one 500-level course with a B or higher; if additional coursework or training is necessary, a combination of two courses will be required, one of which must be the equivalent of a 500 level course. The research competency must have been passed before a student sits for their Special Field Examination.**
- Completion of a Special Field Examination (oral, written, or both). The exam, administered by a committee of four faculty members selected by the student, is based upon the student's approved Special Field list of primary and secondary sources, including a discussion of its rationale and relation to the proposed dissertation topic. Approved fields include historical periods, genres, film, and critical theory.
- Completion of a two-hour oral defense of a dissertation. Students working on their dissertations are eligible for fellowship support or released time from teaching. All students in good standing and making good progress will ordinarily receive at least one semester free from teaching. A few students receive a year or more of fellowship aid to work full-time on their dissertations.

### Course work listing for Ph.D. requirements for the Writing Studies Specialization:

- Eight additional semester-long courses at the 400- and 500- level. These selected in consultation with a faculty advisor, focus on the proposed field of specialization and allied fields--in English or in other disciplines--or fill gaps in the student's background and include [ENGL 505](#) and 2 methodology courses (at least one of which is an [ENGL 582](#); the second methodology course should be approved by the advisor and typically will be approved by the Center for Writing Studies for the methodology requirement in its Writing Studies Graduate Concentration). In addition, students must take one course in Literature or Theory. Specific courses taken at the MA level ([ENGL 505](#) and [ENGL 582](#)) are counted as fulfilling those specific requirements at the PhD level.
- **The Research Competency Requirement is defined as the acquisition of a language broadly construed (global languages, ASL, computer languages, etc.) or the development of a research**

method (digital methods, ethnography, oral history, linguistics, etc.). This requirement can be fulfilled by demonstrating competency in a foreign language in one of the following five ways: By completing the equivalent of three full years of undergraduate work in the relevant language or research method; By passing a proficiency exam administered by a UIUC department; By passing a non-credit 501 language course with a grade of B or better or via studying with a language institute on or beyond campus; By passing the Old English two-course sequence with a B or higher (ENGL 407 and ENGL 514 on an Old English topic); Native fluency in reading and writing. This requirement can also be fulfilled by the following procedure: In consultation with an advisor in field, a student will detail a course of study which is reviewed by the DGS and can be fulfilled in the following ways: students building on previous training can show competency through one 500-level course with a B or higher; if additional coursework or training is necessary, a combination of two courses will be required, one of which must be the equivalent of a 500 level course. The research competency must have been passed before a student sits for their Special Field Examination.

- Completion of a Special Field Examination (oral, written, or both). This exam, administered by a committee of four faculty members selected by the student, is based upon the student's approved special field list--which includes a discussion of its rationale and relation to the proposed dissertation topic. Lists are representative of the field of Writing Studies and include two or three concentrations within it. Approved fields include: Cognition and Composition, Computers and Composition Studies, Classical Rhetoric, Critical Theory, Discourse Processes, Gender and Writing, Literacy Studies, Technical Communication, Writing Across the Curriculum, Writing in the Disciplines, and Writing Assessment. Other combinations of fields are possible, including those that combine disciplines (e.g. African-American Studies, women's studies, and literacy).
- Completion of a two-hour oral defense of a dissertation. Students working on their dissertations are eligible for fellowship support or released time from teaching. All students in good standing and making good progress will ordinarily receive at least one semester free from teaching. A few students receive a year or more of fellowship aid to work full-time on their dissertations.

**2) Include a comparative table of the current and proposed requirements.**

Our catalog entry for degree requirements does not reflect the current language requirements. This update will allow the catalog to reflect the actual process, and part of our goal in these revisions is to fix this.

Comparative Table of Proposed Changes

| Current Requirements   | Current Hours | Proposed Requirements  | Proposed Hours |
|--|---------------|--|----------------|
| Language Requirement: Students must demonstrate knowledge of one foreign language in a level equivalent to that required of master's candidates in the English Department's program. | n/a           | The Research Competency Requirement is defined as the acquisition of a language broadly construed (global languages, ASL, computer languages, etc.) or the development of a research method (digital methods, ethnography, oral history, | n/a            |

|  |  |   |  |
|--|--|---|--|
|  |  | <p>linguistics, etc.). This requirement can be fulfilled by demonstrating competency in a foreign language in one of the following five ways:</p> <ul style="list-style-type: none"> <li>• By completing the equivalent of three full years of undergraduate work in the relevant language or research method;</li> <li>• By passing a proficiency exam administered by a UIUC foreign language department;</li> <li>• By passing a non-credit 501 language course with a grade of B or better or via studying with a language institute on or beyond campus;</li> <li>• By passing the Old English two-course sequence with a B or higher (ENGL 407 and ENGL 514 on an Old English topic);</li> <li>• Native fluency in reading and writing</li> </ul> <p>This requirement can also be fulfilled by the following procedure: In consultation with an advisor in field, a student will detail a course of study which is reviewed by the DGS and can be fulfilled in the following ways:</p> <ul style="list-style-type: none"> <li>• students building on previous training can show competency through one 500-level</li> </ul> |  |
|--|--|---|--|

|  |  |  |  |
|--|--|--|--|
|  |  | <p>course with a B or higher;</p> <ul style="list-style-type: none"><li>• if additional coursework or training is necessary, a combination of two courses will be required, one of which must be the equivalent of a 500-level course.</li></ul> <p>The research competency must have been passed before a student sits for their Special Field Examination.</p> |  |
|--|--|--|--|

## Appendix: Coursework that may fulfill the “Research Competency” requirement

### Language Requirement Courses (courses that already fulfill our current Foreign Language Requirement):

#### Courses in English:

- ENGL 407 Introduction to Old English credit: 3 or 4 Hours.  
Same as MDVL 407
- ENGL 514 Seminar in Medieval Literature credit: 4 Hours.  
Same as MDVL 514  
Must be on an Old English topic
- ENGL 586 Topics in Digital Studies credit: 4 Hours.  
Same as CI 586

#### Courses in FR:

- FR 503 The Study of Culture I credit: 4 Hours.

### Possible Coursework in Research Competencies Beyond Foreign Languages:

#### Courses in Anthropology:

- ANTH 411 Research Methods in Socio-cultural Anthropology
- ANTH 414 Writing Ethnography
- ANTH 471 Ethnography Through Language
- ANTH 512 Language in Culture 1
- ANTH 518 Language in Culture 11

#### Courses in History:

- HIST 491 Directed Research in Digital History credit: 1 to 4 Hours.
- HIST 492 Historiography and Methodology credit: 3 Hours.
- HIST 497 History of Historiography credit: 2 to 4 Hours.
- HIST 502 Prob in Comparative History credit: 4 Hours.
- HIST 503 Prob in Comp Women's Hist credit: 4 Hours.
- HIST 504 Problems in the History of Science and Medicine credit: 4 Hours.
- HIST 505 Research Seminar: Science and Medicine credit: 4 Hours.
- HIST 507 Prob in Latin American Hist credit: 4 Hours.
- HIST 508 Research Seminar: Latin America credit: 4 Hours.
- HIST 510 Problems in African History credit: 4 Hours.
- HIST 511 Research Seminar: Africa credit: 4 Hours.
- HIST 535 Prob Middle Eastern History credit: 4 Hours.
- HIST 536 Research Seminar: Middle East credit: 4 Hours.
- HIST 542 Problems in Medieval History credit: 4 Hours.
- HIST 543 Research Seminar: Medieval credit: 4 Hours.
- HIST 545 Research Seminar: Early Modern Europe credit: 4 Hours.
- HIST 546 Prob English Hist Since 1688 credit: 4 Hours.
- HIST 549 Research Seminar: England & the British Empire credit: 4 Hours.
- HIST 550 Prob Early Mod European Hist credit: 4 Hours.
- HIST 551 Prob European Hist Since 1789 credit: 4 Hours.
- HIST 552 Research Seminar: Europe Since 1789 credit: 4 Hours.
- HIST 560 Problems in Russian History credit: 4 Hours.

- HIST 561 Research Seminar: Russia credit: 4 Hours.
- HIST 570 Prob in American Hist to 1830 credit: 4 Hours.
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**Courses in Informatics/iSchool:**

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- LING 591 Seminar in Linguistic Analysis credit: 2 or 4 Hours.

June 8, 2021

Professor Kelly Ritter  
Associate Dean for Curricula and Academic Policy

Dear Associate Dean Ritter,

I write as the Chair of the Department of History to express my support for the revision of the graduate program in the Department of English. In particular, I endorse the recent change in the language requirement that widens the selection of courses and competencies a student might pursue to include both foreign language and other courses that teach methods and approaches. This change would open multiple avenues of research skills acquisition that might be more amenable to students in Writing Studies and encourage interdisciplinary work.

Among the many research competencies, students might choose to enroll in methodological courses in digital history, oral history, or paleography, all of which are taught regularly in History. The Department of History would welcome students from English into these courses and any others they would wish to take. The only exception is our first-year sequence, History 593 and History 594.

If you should need any further information, please do not hesitate to contact me. Sincerely,

Dana Rabin Professor and Chair

*Dana Rabin* UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN  
217.333.1155 • [history.illinois.edu](http://history.illinois.edu)

June 8, 2021

To Whom it May Concern:

This letter confirms my support for the proposed revisions to the language requirement for the PhD in English.

The following iSchool courses will be available to English PhD students:

IS 538 HB History of the Book

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English PhD students may enroll in other iSchool elective courses on a case-by-case basis. We look forward to having English doctoral students in these courses.

Regards,

Emily J.M. Knox

Associate Professor

Interim Associate Dean for Academic Affairs Director of Graduate Studies





**College of Liberal Arts & Sciences**

Department of Linguistics  
4088 Foreign Languages Building, MC-168  
707 S. Mathews Ave.  
Urbana, IL 61801-3673

May 28, 2021

Justine S. Murison, Director Graduate Studies Department of English

Dear Professor Murison,

I am happy to provide this letter of support for your department's proposed revisions to include courses in Linguistics as a way of satisfying the foreign language competency requirement. I am absolutely on board that research competency in foreign languages can be significantly heightened through training in linguistic methods and analysis and I welcome this move wholeheartedly.

Sincerely,

James Hye Suk Yoon  
Professor and Head  
Department of Linguistics  
University of Illinois, Urbana-Champaign

A handwritten signature in black ink, appearing to read 'JMS', with a long horizontal stroke extending to the right.

**UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN**

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**College of Liberal Arts & Sciences**

Department of Anthropology  
109 Davenport Hall, MC-148  
607 S. Matthews Ave.  
Urbana, IL 61801-3636

Dear Dr. Murison:

I am very pleased to write as Head of Anthropology to endorse the proposed revision of the Graduate Program in English.

Anthropology strongly agrees that graduate level skill acquisition in our contemporary learning environment is best when it embraces a wide range of research competencies. Anthropology is able to offer a number of graduate seminars that can provide students pursuing Writing Studies with such research skills.

The courses will support English students certainly, but also provide support for students pursuing a wide range of interdisciplinary research. The courses I have in mind are our advanced seminars in ethnographic methods and linguistic anthropology (cultural linguistics) such as:

ANTH 411 Research Methods in Socio-cultural Anthropology; ANTH 414 Writing Ethnography;  
ANTH 471 Ethnography Through Language;  
ANTH 512 Language in Culture 1;

ANTH 518 Language in Culture 11

You can find course descriptions at <https://anthro.illinois.edu/academics/course-catalog>.

We would certainly welcome the contributions of Writing Studies/English graduate students into our advanced seminars.

Sincerely,

**BRENDA M FARNELL** (*she/her/hers*) *Professor and Head*

University of Illinois at Urbana-Champaign  
College of Liberal Arts & Sciences  
Department of Anthropology | Faculty Affiliate American Indian Studies 109 Davenport Hall  
607 S Mathews | M/C 148  
Urbana, IL 61801

May 27, 2021



**UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN**

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217 333 3616 | [bfarnell@illinois.edu](mailto:bfarnell@illinois.edu) [www.anthro.illinois.edu](http://www.anthro.illinois.edu)

**UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN**

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## **Appendix: Coursework that may fulfill the “Research Competency” requirement**

### **Language Requirement Courses (courses that already fulfill our current Foreign Language Requirement):**

#### **Courses in English:**

- ENGL 407 Introduction to Old English credit: 3 or 4 Hours.  
Same as MDVL 407
- ENGL 514 Seminar in Medieval Literature credit: 4 Hours.  
Same as MDVL 514  
Must be on an Old English topic
- ENGL 586 Topics in Digital Studies credit: 4 Hours.  
Same as CI 586

#### **Courses in FR:**

- FR 503 The Study of Culture I credit: 4 Hours.

### **Possible Coursework in Research Competencies Beyond Foreign Languages:**

#### **Courses in Anthropology:**

- ANTH 411 Research Methods in Socio-cultural Anthropology
- ANTH 414 Writing Ethnography
- ANTH 471 Ethnography Through Language
- ANTH 512 Language in Culture 1
- ANTH 518 Language in Culture 11

#### **Courses in History:**

- HIST 491 Directed Research in Digital History credit: 1 to 4 Hours.
- HIST 492 Historiography and Methodology credit: 3 Hours.
- HIST 497 History of Historiography credit: 2 to 4 Hours.
- HIST 502 Prob in Comparative History credit: 4 Hours.
- HIST 503 Prob in Comp Women's Hist credit: 4 Hours.
- HIST 504 Problems in the History of Science and Medicine credit: 4 Hours.
- HIST 505 Research Seminar: Science and Medicine credit: 4 Hours.
- HIST 507 Prob in Latin American Hist credit: 4 Hours.
- HIST 508 Research Seminar: Latin America credit: 4 Hours.
- HIST 510 Problems in African History credit: 4 Hours.
- HIST 511 Research Seminar: Africa credit: 4 Hours.
- HIST 535 Prob Middle Eastern History credit: 4 Hours.
- HIST 536 Research Seminar: Middle East credit: 4 Hours.
- HIST 542 Problems in Medieval History credit: 4 Hours.
- HIST 543 Research Seminar: Medieval credit: 4 Hours.
- HIST 545 Research Seminar: Early Modern Europe credit: 4 Hours.
- HIST 546 Prob English Hist Since 1688 credit: 4 Hours.
- HIST 549 Research Seminar: England & the British Empire credit: 4 Hours.
- HIST 550 Prob Early Mod European Hist credit: 4 Hours.
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Regards,

Emily J.M. Knox

Associate Professor

Interim Associate Dean for Academic Affairs Director of Graduate Studies

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**College of Liberal Arts & Sciences**

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Professor and Head  
Department of Linguistics  
University of Illinois, Urbana-Champaign

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**UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN**

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College of Liberal Arts & Sciences

Department of History  
309 Gregory Hall, MC-466  
810 S. Wright St.  
Urbana, IL 61801-3697

June 8, 2021

Professor Kelly Ritter  
Associate Dean for Curricula and Academic Policy

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