

## **Graduate PhD Program - Departmental Policy**

## **Taking Additional Courses**

- 1. Language Courses. PhD students are permitted to take an undergraduate language course (100 level or 200 level) at the University of Rochester to help them prepare for the Language Exam. This course will not be a part of the program of study, but will, once approved, be covered by tuition scholarship. To request the use of tuition scholarship for these language preparation courses, you must submit an Add/Drop form to the Graduate Studies Office (because these are undergraduate courses, you cannot register for them on-line) with an explanation that these courses will be used for preparation for the Language Exam. This will allow you to enroll in the undergraduate course without having to pay for the credit. These credits will be in addition to the graduate credits allowed (90 total graduate credits) and required (60 graduate course credits for English).
  - a. This also applies to summer undergraduate language course offerings.
  - b. Remember that your enrollment in any particular language course is always at the discretion of the instructor.
  - 2. Bridging Courses. If you and your advisor agree that a 100-level undergraduate course outside of the English Department is necessary to support your graduate program of study, please forward a short rationale to the Director of Graduate Studies (DGS) in English (with your advisor's email permission); the DGS will apply to the Arts, Sciences and Engineering Dean of Graduate Studies for "Bridging Course" approval. This will allow you to enroll in the undergraduate course without having to pay for the credit. These credits will be in addition to the graduate credits allowed (90 total graduate credits) and required (60 graduate course credits for English).
    - a. This also applies to summer undergraduate course offerings.
    - b. Please remember that a Bridging Course refers specifically to another department's undergraduate offerings at the 100 level, and is permitted only in cases where you would not qualify to enroll in that department's graduate courses.



- c. This is likely to be a very unusual request, given the nature of graduate study in English, but might be attractive to a small number of students whose dissertation work in English requires instruction outside of the humanities (for instance, introductory computer expertise for a digital humanities emphasis in our department).
- 3. *Total Number of Course Credits*. 60 graduate course credits is the minimum required by English but not the maximum.
  - a. This means that you are allowed to continue to take courses, if you and your dissertation director think it makes sense, after you have completed the Qualifying Exams. For instance, if there is a course from time to time that is particularly relevant to your developing dissertation emphases, that wasn't offered during your first few years of graduate study, or that is offered by a newly hired or visiting faculty member, you might keep this option in mind.
  - 4. *Exceeding the 90 Total Credits*. You may petition to receive tuition scholarship beyond 90 credits. This would tend to happen fairly late in your graduate career, during your dissertation writing, if you want to enroll in a graduate course after using up your 90 total credits. You and your advisor will need to submit a short rationale to the DGS who will then forward a request to the Arts, Sciences and Engineering Dean of Graduate Studies. This request for additional tuition scholarship typically will be approved if the additional course credits will enhance your current program of study. Tuition scholarship for these additional course credits will not be approved if you are using those credits to obtain an additional degree.
  - 5. *Exceeding the 16-credit per Semester Cap*. You may request permission from the Dean to enroll in more than 16 credits per semester. If approved, you will not incur additional fees for these additional credits. In most cases, the 16-credit cap is quite reasonable, but you and your advisor are best able to assess what makes sense from semester to semester.