

TEACHING

AND

TEACHER EDUCATION

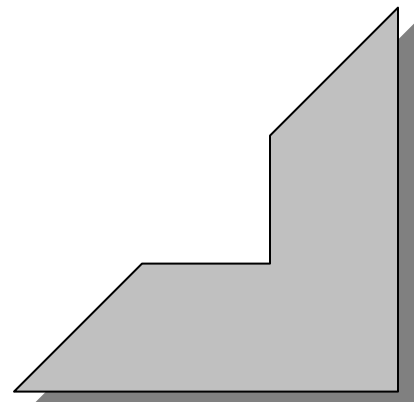
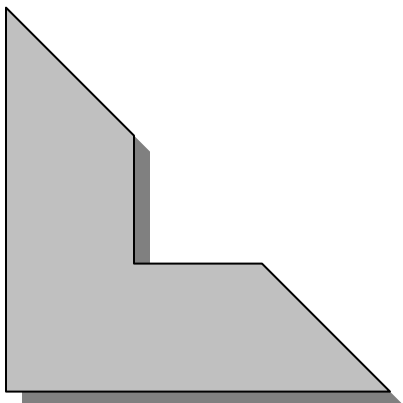
DOCTORAL

HANDBOOK

ARIZONA'S FIRST

College
of
Education

THE UNIVERSITY OF ARIZONA.





Dear TTE PhD Student,

Welcome to the University of Arizona graduate program of Teaching and Teacher Education. We are excited to have you join our program. This handbook provides a summary of our Doctor of Philosophy program. It is important that you read this handbook now and keep it to refer to in the future as you progress through the program, at least once each semester. Of course, you will also need to work closely with your advisor to ensure that you are making good progress in your program of studies.

All graduate degrees at the University of Arizona are administered by the Graduate College. Thus, the degree you receive will be from the Graduate College of The University of Arizona. The Graduate College provides a wide range of services, financial as well as academic. Please visit the Graduate College website for more information on their role: <http://grad.arizona.edu/about/roles>. The TTE faculty will be responsible for working with you to develop the graduate program of courses and experiences best suited to your goals. The TLS Graduate Coordinator, Adriana Garibay, will help guide you through the rules and guidelines that you need to consider as you complete your program. Adriana can be reached by phone (621-7820) or email (agaribay@email.arizona.edu), or you can find her in Education room 702.

This handbook gives you a picture of those rules and guidelines. At the end of this handbook, you will find information about the department decision-making structures, ways of participating outside of coursework, possible funding opportunities, and other resources you may want to access. While not everything that you need to attend to is included here, we do present descriptions of major mileposts and requirements. Furthermore, links to forms that will be useful to you in completing the official paperwork are included.

We are very happy that you have joined our program; we look forward to the contributions that you will make to our academic community. We hope that this handbook will be helpful in orienting you to your new program. Please do not hesitate to contact any of us if you have questions about it.

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**Doctoral Handbook
 PhD in Teaching and Teacher Education
 Department of Teaching, Learning and Sociocultural Studies
 College of Education, University of Arizona**

The TLS Graduate Office

The Graduate Office is located in the College of Education building, Room 702. It is open between 8:00a.m. and 5:00 p.m. We suggest that you introduce yourself to the TLS Graduate Coordinator.

TLS Graduate Office
 Department of Teaching, Learning and Sociocultural Studies
 College of Education
 P.O. Box 210069
 The University of Arizona
 Tucson, AZ 85721-0069
 520-621-7820

A Timeline for Imagining Program Length and Time to Completion

The length of time necessary to complete the TTE Doctoral Degree varies depending upon many variables, including a student’s freedom to focus fulltime on studies, the need to work and fulfill other responsibilities, the length of time needed to collect data for the dissertation, and a student’s own comfortable working pace. In particular, the time required for writing the dissertation is sometimes longer than anticipated.

The following timeline may be helpful, however, for imagining how long it might take to complete the degree.

Semester in Program (does not include summer)	Progress
1	Completion of 6-9 units
2	Qualifying Exam, Completion of 6-9 units
3	Completion of 6-9 units
4	Completion of 6-9 units
5	Completion 6-9 units, Take the first part of the Comprehensive Exam (Inhouse exam) near the end of the semester, if this is the second to last semester of required

	coursework
6	Completion of remaining required units of coursework, Completion of Written Comprehensive Scholarly paper approximately mid semester Completion of Oral Comprehensive Exam near the end of the semester
7	Submission of Dissertation Proposal to Student's Doctoral Committee Dissertation Proposal Meeting, and Completion of Required Revisions Completion of IRB approvals, as necessary
8	Collection of data, analysis
9	Writing and approval of dissertation drafts
10	Writing and approval of dissertation drafts Predefense approval by committee that the dissertation is ready for defense Dissertation defense Completion of dissertation revisions specified by the committee during the defense Submission of the Final dissertation to the Graduate College

Credit Requirements

The equivalent of at least six semesters of full-time graduate study is required for the Ph.D. A minimum of 36 units of coursework in the area of the major subject, 9 units in the minor subject, and 18 units of dissertation must be completed. More typically, however, students take 30 units in addition to their dissertation units in order to 1) take all required courses necessary to complete a doctorate in TTE, as spelled out on the PhD advising sheet, and 2) take the range of courses necessary to develop expertise in their focus area and prepare to conduct dissertation research. As described above, the exact number of courses that you will need for your individual plan of study will be determined by your advisor and committee members.

Satisfactory Academic Progress Guidelines

In addition to meeting Graduate College rules for Satisfactory Academic Progress, students must adhere to the Teaching and Teacher Education (TTE) Program Satisfactory Academic Progress policies as outlined below.

Criteria for Satisfactory Academic Progress

1. Program course requirements

- a. Students must successfully complete core courses in TTE program as outlined in the TTE Program Handbook.
- b. Students must complete the minimum number of credits as outlined in TTE Program Handbook
- c. All courses must be completed with a minimum GPA of 3.5

2. Comply with examination schedule as outlined in TTE Program Description.

3. Scholarly Attributes:

The student must demonstrate increasing and adequate proficiency in the scholarly skills, knowledge, and disposition appropriate for a doctoral degree. While the exact definition of

increasing and adequate proficiency will vary depending upon the student's area of expertise and career goals, students must, at a minimum demonstrate:

a. increasing sophistication in research skills with clear evidence of the likelihood of developing the necessary skills to succeed in a dissertation.

b. increasing sophistication in writing and presentation skills including knowledge of scholarly genres and clear evidence of the potential to successfully engage in scholarly conversations (e.g. conference proposals and presentations, manuscripts for publication);

c. if applicable, increasing proficiency in teaching skills including clear evidence of the potential to successfully manage all portions of a course as appropriate for the student's area of expertise and career goals;

4. Professional Development:

The student must consistently demonstrate growth in professional engagement with faculty, staff, administrators, and other students (undergraduate and graduate). The student will adhere to the professional behavior as outlined in the University of Arizona Code of Ethical Conduct which will be sent to all graduate students each semester by the TTE Graduate Coordinator.

5. TTE Faculty review of student progress

Students must meet with their major advisors at least annually to discuss progress and these meetings should be done before the end of each spring semester. TTE faculty as a whole will meet to discuss and evaluate all TTE doctoral students' progress annually in November. Each student's major advisor will provide a brief summary of students' progress including academic or other concerns. Doctoral students identified as failing to meet program guidelines for satisfactory progress will receive written notification from the TTE Student Affairs Committee with a clear statement of what the student must do and a date by which such action must be completed. Within a week of notification, the advisor and student will meet to discuss how the student will remediate and make a plan with timelines and specific actions to remediate. Students who fail to remediate successfully by the specified deadlines will be dismissed from the program. The Graduate College will receive copies of all letters of unsatisfactory progress.

6. The right to appeal.

Students will have the right to appeal a decision of unsatisfactory progress, as well as the outcome of qualifying and comprehensives exams and other decisions which may affect their progress. The process for these appeals is described in the final pages of this handbook.

Continuous Enrollment Policy for PhD programs

<http://grad.arizona.edu/academics/policies/enrollment-policies/continuous-enrollment>

Time Limitation

All requirements for the degree of Doctor of Philosophy must be completed within 5 years of passing the Comprehensive Exam. Should a student not finish within that time period, he or she must re-take the Comprehensive Exam to be able to continue in the program and complete other

requirements, e.g., the dissertation. Note that the program faculty will determine whether or not the student will be allowed to re-take the exam.

Steps to Completing Your Degree

Initial Course

All first year students will sign up for TTE 696c, the 1 unit course for new doctoral students given in the fall.

Meet with Your Advisor

Meet with the initial advisor assigned to you as soon as possible to discuss your first semester of coursework. The mentoring relationship between a student and an advisor is based on mutual agreement. You may keep the advisor originally assigned to you, or you may find another faculty member in the department to be your advisor. You have the right to select your advisor, and also your committee members. Your advisor will be helpful in discussing the make-up of your committee and your choice of a minor.

It is possible that you may want or need to change advisors during the course of your program. Remember that paperwork will need to be signed by your present advisor and your new advisor noting that they approve of the change. To preserve the continuity of your program, it is advisable to keep changes to a minimum. A form for making this change is available in the Graduate Coordinator's office.

Major and Minor Subjects

A student must choose a major area of study and either one or two supporting minor subjects. Although the minor subject or subjects will usually be taken outside the major department, minors within the major department may be permitted with the approval of the department.

A minor area must consist of at least 9 units, unless a student chooses two supporting minor subjects. In that case, each minor must have at least six units of coursework.

Speak with your major advisor about selecting your minor, and about your options. When you are ready, you will select a minor advisor who will tell you about the minor program requirements. Note that there is another PhD program in the Department of Teaching, Learning and Sociocultural Studies, the PhD in Language, Reading and Culture (LRC). Some TTE PhD students minor in LRC, and some LRC students minor in TTE.

Select Your Qualifying Exam Committee

The Qualifying Exam Committee consists of either four or five members. Your major committee needs to consist of three members. At least two must be tenured or tenure-track faculty members in the Department of Teaching, Learning and Sociocultural Studies. One of these members is

your advisor. The committee also includes one or two members from the minor program (one is the minor advisor).

Per U of A Graduate College requirements, three of the committee members (major plus minor) must be tenured or tenure-track faculty members at the U of A. The other member(s) may be non-tenure-track UA faculty or from outside the U of A, but will require special member approval from the Grad College. Please contact the Graduate Coordinator for a special member request.

After discussing committee make-up with your advisor, approach the appropriate faculty members and ask if they will be on your committee.

Students must identify committee members in GradPath..

It is possible that committee members may change during the course of your program. If you wish to change a committee member, you must inform your advisor and the TLS Graduate Coordinator of the change. Committee member changes must be updated on GradPath.

Draft Your Plan of Study

In consultation with your advisor and your minor advisor, draft your plan of study. After getting final approval at the time of your Qualifying exam, you can submit it through GradPath. There are credit requirements and limits to transfer credits you should keep in mind while drafting your plan of study.

Students who wish to transfer credit must submit a Transfer Credit Form on GradPath before the end of their first year of study. Note that transfer credits must be approved by the major or minor department and the Graduate College. The minimum grade for transferred credits must be an A or B or the equivalent at the institution where the course was taken. A maximum of 30 units of transfer coursework may be used toward the Ph.D. requirements. As part of this process, students may be asked to describe or provide documentation of topics covered and/or work completed in previous classes taken elsewhere.

For more information on Graduate College degree requirements please go to <http://www.grad.arizona.edu/academics/program-requirements/doctor-of-philosophy>.

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See TTE advising sheets at the following links:

General advising worksheet:

https://www.coe.arizona.edu/sites/default/files/tte_phd_planning_sheet-1-september_2014.pdf

Math and Science Education:

https://www.coe.arizona.edu/sites/default/files/tte_phd_mathscience_focus.pdf

Early Childhood Education:

https://www.coe.arizona.edu/sites/default/files/tte_phd_w_early_childhoodwng.pdf

Environmental Learning and Sustainability Education:

https://www.coe.arizona.edu/sites/default/files/tte_phd_environmental_learning_and_sustainability.pdf

Teaching Mexican American Students:

https://www.coe.arizona.edu/sites/default/files/tte_phd_teaching_mexican_american_students.pdf

Take Your Qualifying Exam

The Qualifying Examination is the first opportunity for the student to meet formally with their committee. It should be taken during the second semester (full time students) or at least by the second year (part time students).

The qualifying examination has three major purposes:

- 1) To provide the faculty an opportunity to assess the student's qualifications for doctoral level work as well as the alignment between TTE and the student's statement of personal and academic goals;
- 2) To review the student's goals and major and minor programs of study;
- 3) To help design the student's program of study by offering recommendations about courses and other formative experiences.

The committee makes two decisions at this time: Should the student be recommended for continuation in the program? What courses should the student take?

At least one month before, you need to schedule a two-hour block of time for the exam. All committee members must agree to be present. Turn in a TTE Qualifying Exam form to the Graduate Coordinator and reserve a room in the college through the Dean's office (621-1461) or a program room through the TLS Graduate Office (621-7820).

During the required course for new doctoral students, students would write the paper for the qualifying exam (which would be held in second semester), and the paper would need to be a very well written academic piece. The assessment of the paper by the qualifying committee will be rigorous. You will need to deliver this written scholarly paper, a vitae, a statement of goals and research interests (a 3-5 page summary of the students' background, research and teaching interests, reasons for pursuing a TTE doctoral degree) and a draft plan of study to all of your committee members two weeks before the exam.

During the qualifying exam, you and your committee members will discuss the paper and your future plans.

Possible Outcomes of the Qualifying Exam

- 1) Passing the Qualifying Exam: A minimum of three committee members must pass the student in order for the student to be officially accepted into the TTE doctoral program.
- 2) Failure to Pass the Qualifying Exam: The student may not continue with the TTE doctoral degree program.
- 3) Re-taking the Qualifying Exam: Students will be provided with one opportunity to re-take the exam within the time frame determined by the committee. The composition of the committee may not be changed, except with the approval of the Department Head. In rare circumstances, students may be re-directed to other programs or departments, if it is determined that these programs would better fit their future interests.

Should the committee approve your continuation, they then discuss future course work with you. At the end of the exam, you should have an approved plan of study ready to submit to the Graduate College for approval. This is an agreement between you, the department and the Graduate College stating how you plan to meet degree requirements.

On the day of the exam, your advisor will pick up your file and the TTE Qualifying Exam form from the Graduate Coordinator and bring it to the exam. After the exam, the advisor will give the file and signed form back to the Graduate Coordinator. Make sure the plan of study is submitted on GradPath.

Take your Comprehensive Exams

For admission to candidacy for the doctoral degree, the student must pass a written and an oral Doctoral Comprehensive Examination. This examination is intended to test the student's comprehensive knowledge of the major and minor subjects of study, both in breadth across the general field of study and in depth within the area of specialization.

For the major subject in Teaching and Teacher Education, the comprehensive examination is comprised by three parts, two written and one oral. In these three components, the student must demonstrate sophisticated, accurate and comprehensive knowledge of the field of teaching and learning, widely construed. The student must also demonstrate the ability to construct a scholarly argument that 1) articulates contrasting perspectives on an issue and 2) uses a theoretical framework as an analytic lens. The formulation of the actual questions for the examination is the responsibility of the committee, but the student may be involved as well. The topics of the questions will be at the discretion of the committee, and they will be selected from a variety of sources, including the candidate's coursework, interests of the candidate, major themes in teaching and learning, and contemporary issues in the field of education.

For the minor subject of the comprehensive examination, the minor committee chair (and any other minor committee members) may require a written component different from that of the major, or the minor committee chair may use the major written exam components as satisfying the minor. The minor committee chair will render this decision based on his or her prerogative.

and the tradition of the department that houses the minor. The oral examination however will combine both the major and minor subjects.

A. Written Exam

The description below refers to the major subject.

Format

The written examination for the major subject has two components:

- 1) An in-house exam in which the committee poses two questions and the student chooses one of them. The questions are designed to test the student's knowledge of the field broadly conceived, beyond the specific topic of the student's dissertation. The student will have 8 hours to answer the question. Below are directions for taking this exam.
 - You will have a total of eight hours to write a 10-page, double-spaced response (around 2500 words) to one of two questions.
 - This is an open-book exam, which means that you may access any written resources (hard copy or electronic) that you deem necessary. You may not, however, receive assistance from any person. For example, you may not converse with another person about the content of these questions during the eight hours of the exam.
 - Your response must be mostly comprised of writing that you generate during the hours of the examination. While you may access and draw from your prior writing, the intent of this examination is to evaluate work generated during the examination and not, for example, portions of writing generated for course papers or other uses.

- 2) A scholarly paper of about 25-30 pages, doubled-spaced, APA style. The paper may be a comprehensive literature review or a theoretical essay. The topic or question will be determined between the student and the committee, and the student is strongly encouraged to write the paper on his or her dissertation topic. Once the theme for the scholarly paper has been decided upon, the student must submit an approval form to the TLS Graduate Coordinator with the signatures from the Comprehensive Committee that lists the question or topic that will be addressed. The Graduate Coordinator will send the paper along with a ballot to all of the committee members. The committee is given two weeks to provide their responses. The Graduate Coordinator will keep track of the ballots and send reminders to the members who have not submitted their response. Once all ballots are submitted, the advisor will inform the student of their results.

You must adhere to the University Code of Academic Integrity (see <http://deanofstudents.arizona.edu/codeofacademicintegrity> for more information), maintaining integrity and ethical behavior as you take all parts of this exam. Violation of any of these directions for the exam or of the University Code of Academic Integrity may result in failure of this portion of the comprehensive examination.

General Guidance about What Responses Should Demonstrate

- An understanding of ideas from the field of teaching and teacher education: Your response should demonstrate a broad understanding of key ideas in the field of teaching and teacher education. You should clearly explain/define any terms you use and note the appropriate reference associated with that explanation/definition.
- The use of evidence: Your response should be clearly elaborated by detailed evidence, including articles and other examples. You should be able to correctly articulate, use, and cite main ideas from key writings that connect to your question.
- The quality of your writing: We understand that this exam is time limited, so we do not expect a fully polished product. However, your writing should make a well-reasoned, scholarly argument that is clear and coherent with limited grammatical or spelling errors

Timing

While the timing for doing the written portions can be adjusted as needed by the committee, it is advisable that the student employs the following timing of events: The in-house exam will be done towards the end of the second-to-last semester of coursework, while the scholarly paper will be turned in towards the middle of the last semester of coursework. Not more than 12 months should pass from the moment the first written component is approved to the moment the student takes the oral exam. In the case in which the major and minor subject components are different, the student must pass the minor subject written component within this same 12-month time frame before the student may proceed towards the oral exam.

Criteria for Passing

The candidate must demonstrate a sophisticated ability to synthesize, analyze, and write in a scholarly manner. Some questions that will be considered by the committee are: Does the candidate show in-depth knowledge of the field, and as appropriate, breadth of knowledge as well? Does the candidate exhibit understanding of current issues of the field, including presenting both/many sides of the same topic? Can the candidate use knowledge of the field to take a position and articulate an argument? Is the information provided accurate and rich in substance?

Processing of the Written Exam

Once the written exam is submitted, students should expect results in two weeks, and ask the Graduate Secretary to get responses from committee members if that time is exceeded.

Each component of the written exam needs to be passed before the student may proceed to the next stage. That is, the student will be allowed to turn in the scholarly paper once he or she has successfully passed the in-house exam, and the student will be allowed to do the oral component once the student's scholarly paper has been approved. This applies to the instance in which the major and minor subject components are the same. In the case in which the major and minor

subject components are different, the student must pass the minor subject written component independently of the major subject before the student may proceed towards the oral exam.

For all three components, the voting tally will be the same: In a committee composed by four faculty members, the minimum vote to pass will be 3 votes in favor, one against. If the vote is tied, the student fails the exam. An abstention counts as a vote to fail the exam.

In a committee composed by five faculty members, the minimum vote to pass will be 3 votes in favor, two against. An abstention counts as a vote to fail the exam.

The above tallies apply to the instance in which the major and minor subject components are the same. However, in the case in which the major and minor subject components are different, and the major committee is comprised by only three members, the minimum vote to pass will be 2 votes in favor, one against. An abstention counts as a vote to fail the exam. In the case in which the subject components are different, and the major committee is comprised by four members (as opposed to three), the voting tally will be the same as that described above, that is, the minimum vote to pass will be 3 votes in favor, one against. If the vote is tied, the student fails the exam. An abstention counts as a vote to fail the exam.

Failing the Written Exam

If a student fails any of the components, he or she will be allowed to re-take it once. The committee will inform the student about the specific areas of deficiency and will provide ample time for the student to prepare to take that component again. Unless the committee decides otherwise, the composition of the committee will remain the same.

If the student fails any one component of the examination a second time, the student shall *not* be allowed to proceed to the other stages of the comprehensive examination. At this point the committee will request that the Graduate College disqualify the student.

B. Oral Exam

Upon successful completion of both components of the written comprehensive examination, the student will then take the oral portion of the exam. The exam will be scheduled for three hours and it is expected that all members of the doctoral committee are present—including the minor member(s). The exam will last a minimum of 60 minutes and a maximum of three hours.

The oral examination will test the student's comprehensive knowledge of the major and minor subjects of study, both in terms of breadth across the general field of study and in depth within the area of specialization. Questions may be posed on a variety of subjects related to the student's major and minor fields, which may include research design and methodology. The committee may decide to pose questions related to the topic and content of the written examination, but in general the oral exam will *not* be a defense of the written components. Even

though the oral examination is not a dissertation proposal meeting, in consultation with the committee prior to the exam questions about the dissertation may be included as well.

Timing

While the timing for doing the oral portion of the exam can be adjusted as needed by the committee, it is advisable that the student schedules the oral exam towards the end of the last semester of coursework or towards the beginning of the following semester thereafter. The oral exam must be taken no later than 12 months after passing the first written component of the major subject. This same time frame applies towards the minor subject component, in the case in which the requirement is different from the major subject.

Criteria for Passing

The criteria for passing the oral portion will be similar to the written portions. The candidate must demonstrate a sophisticated ability to synthesize, analyze, and present in a scholarly manner. Some issues that will be considered by the committee are: Does the candidate show in-depth knowledge of the field, and as appropriate, breath of knowledge as well? Does the candidate exhibit understanding of current issues of the field, including presenting both/many sides of the same topic? Can the candidate use knowledge of the field to take a position and articulate an argument? Is the information provided accurate and rich in substance? The committee will expect the same level of accuracy, thoroughness, clarity, and eloquence that is required at an advanced graduate seminar or presentation at a national conference.

The Committee voting tally required for passing the oral exam will be identical to that of the written portions. In a committee composed by four faculty members, the minimum vote to pass will be 3 votes in favor, one against. An abstention counts as a vote to fail the exam. If the vote is tied, the student fails the exam.

In a committee composed by five faculty members, more than one negative vote will constitute a failed exam. An abstention counts as a vote to fail the exam.

Failing the Oral Exam

If a student fails the oral exam once, he or she will be allowed to re-take it again. The committee will inform the student about the specific areas of deficiency and will provide ample time for the student to prepare to take the exam again.

If the student fails the oral exam a second time, the student shall *not* be allowed to take the exam again. At this point, the Department will request academic disqualification for the student.

Advancement to Candidacy

When the student has an approved doctoral Plan of Study on file with the Graduate Student Academic Services, has satisfied all course work, language requirements, and passed the written and oral portions of the Comprehensive Examination, their bursar account will be billed the fee

for candidacy, dissertation processing, and archiving. This is a one-time fee and the student will not be billed again if they change their anticipated graduation date. Copyrighting is optional and carries an additional fee.

Dissertation Committee Appointment Form

All Ph.D. programs require the completion of a dissertation which meets required standards of scholarship and demonstrates the candidate's ability to conduct original research.

After Advancement to Candidacy, students must file a Dissertation Committee Appointment form on GradPath. This form must be submitted as soon as requirements are met, but no later than six months before the Final Oral (dissertation) Defense Examination is scheduled.

Deadlines for the submission of paperwork pertaining to doctoral programs are available online at the Graduate College site.

<http://grad.arizona.edu/academics/degree-certification/deadlines-for-graduation>

Develop Your Dissertation Proposal

Candidates must be able to develop a proposal of sufficient academic merit on a topic which will satisfy their committee. The Graduate College requires a minimum of three members, all of whom must be University of Arizona tenured, tenure-track, or approved as equivalent. If a committee has only three members, all must approve the dissertation. In departments that require four or five members, there may be one dissenting vote. The fourth member may be tenured or tenure-track, or a special approved member. Special members must be pre-approved by the Dean of the Graduate College. Any members beyond the fourth can also be tenured or tenure-track, or special approved members. All dissertation committee members are expected to attend the final defense.

Dissertation Proposal Meeting

The dissertation proposal meeting can be held at any time after the comprehensive oral examination. You and your dissertation committee members will discuss your proposal. Typically, proposals consist of a complete draft of the first three chapters of the dissertation: 1) Introduction (Questions/ Topic/Issue); 2) Literature Review; 3) Methodology. The timing of the proposal writing and its nature depend on the type of research you are conducting. It is important that you stay in close touch with your advisor during this time.

Obtain approval from your advisor to send your proposal to the other committee members. Set up a proposal meeting with the committee members. Check with your advisor about the length of the meeting. Obtain the Dissertation Proposal Approval form from the Graduate Coordinator and take it to the meeting for signatures. Return the form to the Graduate Coordinator along with a copy of the approved proposal.

Human Subjects Approval

Virtually all dissertations in our program require approval for conducting research with human subjects. Visit the UA Human Subjects Protection Program (<http://orcr.arizona.edu/hspp>) early in your program and complete the required Human Subjects CITI Training. As soon as your dissertation proposal is approved by your committee, you must submit your application (Project Review Form) for approval. Have your advisor approve the application and then give it to the TLS Graduate Coordinator.

You cannot conduct any research until you get approval. Any data you collect before getting formal, written approval cannot be used in your dissertation. You also cannot send out consent or minor assent forms for signatures until you get approval. In fact, those forms will be stamped as approved by the UA HSSP committee, and you will need to distribute copies with that stamp on them. The staff at the HSSP office are very helpful. You can contact them with questions about your research as you are completing the application.

If you will conduct research in schools, you will need approval from the school district as well. Larger districts have their own application procedures and review committees. Smaller districts generally have an administrator who reviews proposals. Plan ahead and allow for at least several weeks (or more) for the review. It must first go to our department committee and then to the university committee. You must have Human Subjects approval in your own name; your project is not covered under your director's approval. A copy of the Human Subjects approval letter along with the Human Subjects Research Statement and all consent forms must be in your file in the department office. The approval letter maybe included in the appendix in your dissertation.

Prepare the Dissertation

Your committee will determine the organization of your dissertation. It is important, though, to follow university guidelines for such things as formatting. Read the UA Graduate College Manual for Theses and Dissertations carefully. It is available at the Graduate College website and covers electronic submission.

Oral Defense Examination

This step involves paperwork for the Graduate College, the preparation of the penultimate copy of your dissertation (the draft before the final dissertation), obtaining approval from Committee members attending the defense to set up the final exam, arranging the final oral and submitting the final copy of the dissertation to the Graduate College. During the semester in which you defend your dissertation, you must be registered unless you have been continuously enrolled, have 18 dissertation credits, and plan to finish in summer. Otherwise, students do not have to register for graduate units during summer sessions unless they plan to make use of the University facilities for faculty time. If they plan to utilize facilities or faculty time they must enroll for a minimum of 1 unit of graduate credit. Please see the continuous enrollment policy for information on how many units to register.

<http://grad.arizona.edu/academics/program-requirements/doctor-of-philosophy/continuous-enrollment-phd>

Prepare the penultimate copy of your dissertation and obtain your advisor's permission to send it to committee members.

Prepare the Announcement of Oral Defense Examination form and obtain signatures of committee members and the TLS Department Head. This form must be submitted to the TLS Graduate Coordinator.

At least one week before the expected defense date, the Announcement of Final Oral Defense form must be submitted on GradPath.

Prior to final exam, download the approval page form from the Graduate College. Two copies of this form must be typed with no corrections and each copy will require original signatures.

<http://grad.arizona.edu/degrecert/samples-templates>

Following the examination, make corrections in the dissertation as suggested by the committee members, and obtain remaining signatures. Prepare the dissertation for the Graduate College, and submit it electronically. Please check on the Graduate College calendar for the final date for submission in the semester in which you wish to graduate.

Hooding and Graduation

We hope that you and your family and friends will be able to celebrate your accomplishments in two ceremonies.

The College of Education Convocation takes place 2 days prior to the larger University Commencement. It is a smaller ceremony in which the graduating doctoral student's advisor places the ceremonial hood on the student's shoulders. Family and friends are invited to this ceremony. The University of Arizona Graduation is a larger ceremony in which all graduating undergraduates and graduates are recognized. Families and friends are also invited to this ceremony. The College Convocation is held in fall and spring semesters. The University Commencement is only held in the spring semester.

Important Additional Information

We ask that you read and research these additional materials:

The Graduate College

available online at <http://grad.arizona.edu/>

University of Arizona Catalog

available online at <http://catalog.arizona.edu/allcats.html>

Forms Online

available online at <https://grad.arizona.edu/gcforms/academic-services-forms> or <http://grad.arizona.edu/gradpath>

Manuals for Theses & Dissertations

No paper submissions will be accepted.

Information is available online at

<https://grad.arizona.edu/gcforms/sites/gcforms/files/page/dissertationformattingguidesep2013.pdf>

Student Appeal Process

Students will have the opportunity to appeal the outcome of the qualifying exam, comprehensive exam, dissertation defense, and/or notification of failing to make satisfactory progress. The following summarizes the appeal process.

- a. The student must notify the faculty Chair of the TLS Student Affairs Committee in writing within 21 days of decision the student wishes to appeal, stating the reasons for the appeal.
- b. The Chair of the TLS Student Affairs Committee will form a committee of 3 TTE Faculty members not involved in the decision being appealed. The appointed committee will meet, review the student's written appeal and any relevant documents, and consult with additional faculty involved in the case. The appointed committee will then prepare a written decision. The TLS Student Affairs Committee Chair must respond to the student with a decision on the appeal within 21 days of receipt of the student's appeal. If the Student Affairs Committee Chair has been involved in the student's case, the department head will appoint a temporary replacement chair to lead faculty consideration of the appeal.
- c. If the TLS Student Affairs Committee does not support the student's appeal, the student has the right to appeal the Department's decision to the Graduate College, but the Graduate College's review is limited to whether or not the program faculty followed their established process.

Department Structures

The Department of Teaching, Learning, and Social Cultural Studies holds a monthly meeting, usually the last Tuesday of the month, from 2-3:45. These meetings consist not only of updates, and voting upon matters such as new course approvals, but also of decision-making and discussions of matters like hiring and other plans for the future, new developments and considerations, social justice principles, and program directions. Graduate students are invited to attend and take part.

Two other standing faculty committees meet monthly. Although students are not allowed to attend these meetings, the knowledge that they take place may be helpful. A Departmental Curriculum Committee meets on a monthly basis in order to plan course scheduling for future semesters. A TLS Committee, constituted by subgroups of both TTE and LRC Faculty also

meets monthly to manage matters relating to students—i.e., student applications and admissions to our programs, and student financial aid, the annual review by faculty of students' academic progress, as well as student appeals.

Opportunities for Funding through the Department

The Department offers paid teaching and research assistantships, as well as the opportunity to supervise student teachers, on a need-based and competitive basis. Students should ask their advisors and the Graduate Student Coordinator about how and when to express interest, and apply for aid. Graduate Tuition Scholarship and Fellowships are offered through the Department on a competitive and need-based basis, as well.

Students must submit financial aid applications to the college and the department by the spring semester deadlines to be considered in the regular financial aid allocation process for the following year. The college and departmental financial aid applications are typically due in February, and information about how to apply is sent out to all students on the graduate student listserves. Since funding through the department is limited, students are also encouraged to seek additional teaching and research opportunities both on and off campus, and apply for additional scholarships elsewhere. Should unforeseen emergencies arise, students should also let their advisors know, and can make inquiries about possible additional funding through the department, though such additional, off-cycle support is very limited and not always available.

Opportunities for Professional Development

The annual TLS Colloquy, which usually takes place on the third Wednesday and Thursday in February, is a conference held by TLS Graduate students, for the presentation of papers by graduate students, with the support of TLS faculty and staff. The Colloquy offers graduate students the opportunity to gain guided experience in all aspects of making scholarly presentations at professional conferences: creating proposals for conference presentations, making the presentations, and receiving feedback and comments after the presentation. Graduate students who volunteer for the conference steering committee participate in selecting the theme for the upcoming conference, selecting, inviting, and hosting nationally important scholars from other universities, reviewing conference proposals, and organizing the conference schedule and work.

The Department offers support, as possible, for attending out-of-town professional conferences.

Publishing

Students are also encouraged to work with faculty and other students in developing presentations into articles that may be published in relevant scholarly journals. In some instances, faculty may offer to co-author research articles or chapters with graduate students. These opportunities are worked out on an individual basis, and may involve the student taking an independent study with a faculty member.

Students who plan to present at conferences should apply to the TLS department and the College of Education for funds to help offset the cost of registration and travel to conferences.