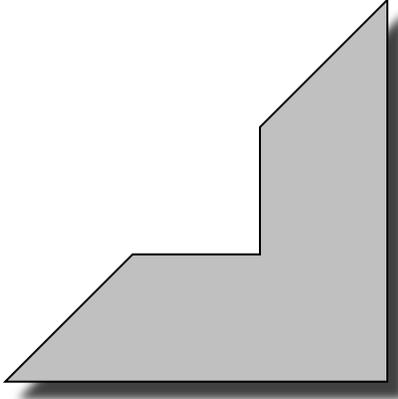
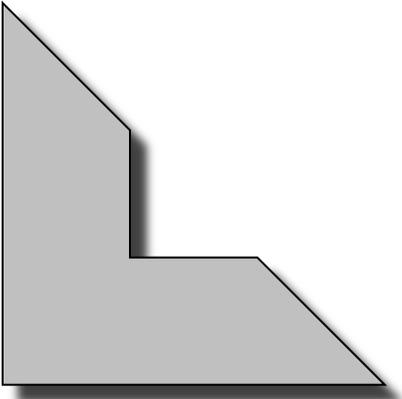


**LANGUAGE, READING AND
CULTURE PROGRAM**

**DOCTORAL
HANDBOOK**

ARIZONA'S FIRST

College
of
Education
THE UNIVERSITY OF ARIZONA.



Dear LRC PhD Student,

Welcome to the University of Arizona graduate program of Language, Reading and Culture (LRC), a program located within the department of Teaching, Learning and Sociocultural Studies (TLS). 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 at least once each semester and when you see your advisor as you progress through the program. You need to work closely with your advisor who can elaborate on the information included in this packet. Reading this handbook and regularly talking with your advisor will help to ensure that you are making good progress toward your Ph.D. degree.

All graduate degrees at the University of Arizona are administered by the Graduate College in collaboration with the doctoral program. 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 LRC faculty are 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, helps to guide you and your advisor through the rules and guidelines that need to be considered 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. 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 needed for completing the official paperwork are included.

We are 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.

Patricia L. Anders
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**Doctoral Handbook
 PhD in Language, Reading and Culture
 Department of Teaching, Learning and Sociocultural Studies
 College of Education, University of Arizona**

The TLS Graduate Office

The TLS 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, Adriana Garibay.

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
 520-621-1312

A Timeline for Imagining Program Length and Time to Completion

The length of time necessary to complete the LRC Doctoral Degree may vary considerably depending upon many variables, including whether the student is transferring credits from a previous program elsewhere, whether a student takes classes full time or part time, the type of research used in the dissertation (some kinds of qualitative dissertation research typically involve a year of data collection, other kinds of research may be completed in a semester), a student’s own comfortable working pace, and extenuating circumstances and life events. The time required for writing, defending and revising the dissertation is also sometimes longer than anticipated.

The following timeline may be helpful, however, for imagining a typical timeline for a student who is able to take classes full time.

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, Begin work on the Comprehensive Proposal.
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, and beginning of dissertation research.
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

Steps to Completing Your Degree

Register for and take the Orientation Course

All first year students will sign up for LRC 796a, the 3 unit course required for all new doctoral students offered each 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 and your advisor will discuss 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. It is your responsibility to complete the appropriate paperwork. A form for making this change is available in the Graduate Coordinator’s office.

Design Your Major Focus Area

Students in LRC have considerable flexibility in designing their own major areas of focus in consultation with their advisors. To start thinking about your major area of focus, see examples of common focus areas and the types of courses that typically fit within these focus areas at the following link: <https://www.coe.arizona.edu/tls/lrc/focus>

Choose Your Minor

Speak with your advisor about selecting your minor. You have two options for a minor, a Graduate College approved minor outside of LRC or an emphasis in an area of study that is not an approved minor outside of LRC, in which case LRC would be your minor. If you choose the

latter, you need to be sure that your Plan of Study contains at least 12 units outside of the College of Education. Those are referred to as “disciplinary units.” In either case, 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 Teaching and Teacher Education (TTE). Some LRC PhD students minor in TTE, and vice versa.

Select Your Doctoral Committee

The committee consists of either four or five members (more commonly four). This committee will guide you through your qualifying examination.

The student forms a committee by choosing a major advisor, who acts as the chair of the committee, and selecting additional committee members. The committee must consist of at least two professors from the major and two from the minor, OR three professors from the major and one from the minor. *The minor chair decides the number of members and procedures of the minor committee.*

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

Usually at least two members of the committee representing the major are tenured or tenure-track faculty members in the Language, Reading and Culture program; one of these members is your advisor. Someone from outside the major program may, however, sit as a representative of the major, and LRC has associate faculty members in other programs who sometimes serve in this role. Your advisor/Chair can help you identify major committee members based on your area of interest and their area of expertise, and your minor advisor will help you determine if you should have one or two faculty members representing the minor. (Note: In unusual circumstances the minor committee member(s) may waive the qualifying examination or qualify the student at a later time.)

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

Students should let the graduate student coordinator know who is on their committee. Before the comprehensive exam, students must identify committee members in gradpath.

It is possible, even likely, that committee members may change during the course of your program. One exception to that is between the written and the oral portions of your comprehensive examination (described below). Between the written and oral portion of your comprehensive examinations your committee must remain the same. If you wish to change a committee member at any other time, 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, make an initial draft of your plan of study. 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 Grad Path before the end of their first year of study. 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 per Graduate College guidelines. Please note, however, that transfer credits must be approved by the student's advisor, and the major or minor department, as well as the Graduate College. 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>.

To see the LRC advising sheet which explains LRC requirements, please go to:

[https://www.coe.arizona.edu/sites/default/files/lrc_doctor_of_philosophy_1.pdf]

Schedule and Take Your Qualifying Exam

A qualifying examination is required to demonstrate acceptability to pursue the doctorate as well as to determine areas of study where further course work is necessary. The qualifying examination is required for ***all doctoral and educational specialist students*** before the completion of 12 units of course work in LRC or during the student's first year in the program. Students coming into the LRC PhD program after receiving a Master's degree in LRC are strongly encouraged to take their qualifying exam during the first semester of their doctoral program.

Incompletes must be resolved prior to scheduling the exam.

The Qualifying Examination is the first opportunity for the student to meet formally with their committee.

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 LRC 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.

Put more simply, the Qualifying Exam committee makes two overall decisions at this time: Should the student be officially admitted to the program? What courses should the student take?

PROCEDURE AND TIMELINE:

- 1) The student makes arrangements with the faculty for scheduling the exam. The student is responsible for reserving a room; the room should be scheduled for two hours. To schedule the room, contact the Dean's Office, Education Room 201 or call 621-1461. Once the date, time and place are confirmed, the student must file the Qualifying Exam form with the LRC Graduate Coordinator four weeks before the exam is scheduled. The request to schedule Qualifying Exam form can be found at the following link:

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

- 2) The student submits his/her packet to his/her advisor for review. The packet should include:
 - a) Statement of personal and academic goals
 - b) Curriculum Vitae
 - c) Transcripts (unofficial copy is acceptable)
 - d) Proposed program of study
 - e) Recent scholarly paper written for an LRC course, LRC Masters Scholarly Paper, or a chapter from the Masters thesis if filed within the last three years. The writing sample should include a minimum of 15 doubled-spaced pages plus references.

Discuss written sample and all other materials with your major advisor prior to submission; and complete any revisions recommended by the advisor.

- 3) The student provides a hard copy of the qualifying packet to *each* committee member at least two weeks prior to the scheduled exam date.

3. OUTCOMES

- 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 LRC doctoral program.
- 2) Failure to Pass the Qualifying Exam: The student may not continue with the LRC doctoral degree program.
- 3) Re-taking the Qualifying Exam: Student 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.

On the day of the exam, your advisor will pick up your file and the LRC 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.

At your qualifying exam, your committee members will likely suggest courses for your plan of study, and you and your advisor should keep a draft plan of study that incorporate these suggestions. As you progress through the program, you will make ongoing choices with your advisor about your plan of study, depending on course availability and your developing scholarly interests. You will finalize this plan of study in consultation with your advisor as you finish your coursework. After getting final approval for your finalized plan of study from your advisor and the department head, you can submit it to GradPath online. Students must have approved plans of study submitted to GradPath before they are allowed to take their Comprehensive Exams.

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. To meet the minimum Graduate College residence requirement, you must complete a minimum of 30 units of graduate credit in residence at The University of Arizona, (18 units of dissertation plus 12 units of regular graded coursework taken at The University of Arizona). 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 LRC, 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.

Continuous Enrollment Policy for PhD programs

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

Timelines and Time Limitation

Students are expected to make satisfactory progress throughout their PHD program (see Student Satisfactory Progress Guidelines). All requirements for the degree of Doctor of Philosophy must also 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.

NOTE: Tenure stream faculty are not contracted to work during summer sessions. You should plan to complete your qualifying and comprehensive examinations and your dissertation defense during the regular academic year. Should it become necessary for some important reason to try to complete an examination or defense over the summer, be sure to check with your advisor and committee members as far in advance as possible to see if this will be workable with their schedules. It may not be, in which case you may need

to reformulate your committee to meet the new timeline.

Take Your Comprehensive Exam

Per the policy of the Graduate College, the student must pass a Doctoral Comprehensive Examination toward the end of his/her required coursework and before admission to candidacy for the doctoral degree. 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. The Comprehensive Examination is considered a single examination, although it consists of written and oral parts.

Comprehensive Examination Committee

The examining committee must consist of a minimum of four members. The major advisor and two additional members must be tenured, or tenure track. 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. The minor advisor must be tenured or tenure-track. The composition of the committee may vary. If the minor department requires two members, then the student can have two or three LRC faculty members on the committee. If the minor department requires only one member, then the student must find at least three faculty members from LRC. If the major and minor are both within LRC, the distribution can be 2-2 or 3-1, with the possibility of an outside member.

Comprehensive examinations for the LRC major and the LRC minor require the following:

1. The student will meet with the advisor the semester prior to taking the examination or early in the semester to discuss the topic and format of the exam (see exam options below), and to begin to draft the comprehensive exam proposal.
2. The student will then submit a 2-3 page proposal to the committee outlining the areas of the examination. This proposal will include at least 15 bibliographic references and a statement that synthesizes the importance and relevance of the proposed topics. It will also include a timeline.
3. Each committee member approves the proposal via email. Individual advisors may request further details as to how the student will approach the Comprehensive Examination, after which the student should revise the proposal accordingly. It is recommended that students keep drafts of all approval emails and recommendations for proposal revisions. Students should ask advisors to help them get responses from committee members if they have not received responses on their proposals within 2 weeks and a reminder email.
4. A "Request to Schedule Written Comprehensive Examination" form is filled out, initialed by all major and minor committee members, and submitted to the LRC office at least three weeks prior to the examination. The form can be found at the following link: https://www.coe.arizona.edu/sites/default/files/lrc_request_to_schedule_written_comprehensive_examination.pdf
5. The student will turn in the appropriate number of copies of the examination to the Graduate Coordinator. The Graduate Coordinator will distribute copies of the

- examination to all committee members along with a ballot. Each committee member must receive a written copy of the examination by the end of the examination period.
6. Students majoring AND minoring in LRC will follow the above guidelines for both the major and the minor.

WRITTEN COMPREHENSIVE EXAMINATION OPTIONS

It is appropriate for doctoral students, in conjunction with their advisors, to determine the nature of their examination. This decision is subject to the approval of the student's committee. The following options are examples of the examinations possible. The choice of examination options pertains to students minoring in LRC as well as to majors. Students outside of the LRC program must follow LRC minor guidelines. They must take between 9-12 units of credit, and take a seminar at the 500 level or above. The minor plan must also be approved by their LRC advisor. All written examinations must include a comprehensive theoretical research framework and a review of a substantial body of relevant research literature. Examinations must also be double-spaced and follow APA conventions, except as approved by the advisor.

There are four options for written examinations for the LRC major and minor:

- a) Standard Timed examination
- b) Take Home Examination
- c) Scholarly Paper
- d) Pilot Study

OPTION A: STANDARD TIMED EXAMINATION

The student will be given two questions on the date of the exam to answer within a specified period of time. The standard time allocated will be eight hours for the major and four hours for the minor. Questions will be written by the major/minor comprehensive committee. The examination will be monitored by the advisor. The student may have access to their personal computer, notes and books. The examination will be held in a COE room scheduled in conjunction with the advisor and the Graduate Coordinator.

OPTION B: TAKE HOME EXAM

The student will be given three weeks to answer two questions relating to the approved proposal for the major and ten days to answer one question for the minor. Questions are written by the major/minor committee. The major/minor advisor will consult with other committee members in order to formulate questions and the format for the exam. Students will write a minimum of forty (40) pages, excluding references for the major, and a minimum of twenty (20) pages for the minor.

OPTION C: SCHOLARLY PAPER

The student, with the approval of the advisor and with the supervision of the committee, may write a scholarly paper based on the approved proposal. The length of the paper should be approximately 30-40 pages not including references and due date will be determined by the committee. Typically once the proposal is approved, written comprehensive exams are completed within a semester. The paper may be a scholarly theoretical essay or an integrative literature review. Students should follow the most recent published APA guidelines for the format of the paper.

OPTION D: PILOT STUDY

As described in Simon (2011)¹, a pilot study is a small-scale version (in preparation for) a larger empirical study (in this case—a dissertation). A pilot study is often used to try out one’s research instruments (the appropriateness of a survey, interview protocols, observation protocols, etc.). It can be a “test” to inquire if the data you collect will, in fact, answer your research questions. A pilot study does not guarantee success of a full-scale future study; however, it greatly increases the likelihood.

A pilot study can also address various logistical issues. A pilot study provides the researcher an opportunity to check that:

- instructions for would-be participants are in fact comprehensible
- investigator is sufficiently skilled to carry out data collection and analysis
- wording of surveys and/or interview protocols are appropriate for the intended subjects/participants
- statistical (if quantitative) and analytical processes are in fact addressing the study’s hypothesis/research questions
- similar studies in the future are likely to produce reliable and valid results

Proposing the Pilot Study:

The 2+ page proposal and a list of potential references for the *pilot study option* will include an introduction, conceptual framework, literature review, overview of proposed methods, and a statement about the potential significance of the proposed study.

A pilot study comprehension examination paper will have the same sections as an empirical dissertation (25-30 double spaced pages + references):

- **Introduction** (which includes the rationale for the study, research questions or research hypothesis)
- **Conceptual Framework(s)**—your work must be grounded in one (or more) conceptual/theoretical framework

¹ Simon, M. K. (2011). *Dissertation and scholarly research: Recipes for success*. Seattle, WA: Dissertation Success, LLC. <http://dissertationrecipes.com/>

- **Review of the Literature**
- **Methods** (What and how are data going to be collected and a plan for data analysis)
- **Findings/Results***
- **Potential Discussion/Implications***

NOTE: In the interest of “time to degree,” this option is most appropriate for students **who have already collected and analyzed data** in one (or more) LRC graduate course, and who wish to expand a previous pilot study. Students are discouraged from trying to start and complete new pilot studies for their comprehensive exams, since taking on a new research project at this point in their academic trajectories will likely substantially increase the amount of time and effort it takes for them to complete the comprehensive exam and move on to the dissertation. Pilot study papers used for comprehensive exams must be single-authored papers.

PASSING THE WRITTEN EXAMINATION: The student will demonstrate a depth of knowledge related to the topic that provides clear evidence of the ability to synthesize, analyze and write in a scholarly manner. Students must demonstrate their understanding of theoretical underpinnings of their topic. The Comprehensive Examination Committee is considered a committee of the whole. If two members of the committee do not pass the student, the student fails the written examination.

The student will be informed by the major/minor advisor if the examination has been passed. Upon successful completion of the written portion of the exam, the student is encouraged to meet with individual members of the committee prior to the Oral Comprehensive Examination in order to discuss the questions further.

RETAKE THE WRITTEN EXAMINATION:

If a student does not pass the written examination, it is up to the discretion of the committee as to whether a student will be allowed to retake the exam in its entirety, or a portion of the exam. If a reexamination is recommended, the committee cannot be changed.

ORAL COMPREHENSIVE EXAMINATION

Upon successful completion of the written examinations in the major and minor(s), the Oral Comprehensive Examination is conducted before the examining committee of the faculty. This is the occasion when faculty committee members have both the opportunity and obligation to require the student to display a broad knowledge of the chosen field of study and sufficient depth of understanding in areas of specialization. The committee may ask questions that are outside of the scope and specific topic of the written examination. Discussion of proposed dissertation research may be included, but should not be the focus of the examination. The examining committee must attest that the student has demonstrated the professional level of knowledge expected of a junior academic colleague.

Students must submit the Application for Comprehensive Oral Examination Form, found at the following link: https://www.coe.arizona.edu/sites/default/files/request_sch_oral_comp_rev.pdf
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by all committee members and the department head (required by the Graduate College) to the department office three weeks prior to the scheduled oral examination in order to meet the required seven working day Graduate College deadline.

Per the Graduate College, the minimum time for the Oral Comprehensive Examination is one hour and the maximum time is three hours.

All examiners must be present for the entire Oral Comprehensive Examination.

The examination is conducted in closed session. It is not open to the public.

Passing the Oral Exam

The voting tally 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 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, has satisfied all course work, and passed the written and oral portions of the Comprehensive Examination, they will be advanced to candidacy.

Complete Your Dissertation

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

LRC students have the option to propose and complete a traditional format dissertation or a 3-article format dissertation. The doctoral candidate will decide, in agreement with his/her dissertation chair and committee, on the particular type of dissertation format to be used. The

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decision regarding the format is inseparably tied to the number and types of research questions being posed and how closely related they are, as well as the format the dissertation proposal should take.

Students should decide as early as possible, in concert with their dissertation chair, whether to pursue the TRADITIONAL or 3-ARTICLE DRAFT dissertation format, described below. However, students may switch from one format to the other at any time provided that their dissertation committee approves the switch.

NOTE: Choosing the Traditional or 3 article draft dissertation alters the format—but not the content—expected in the dissertation research.

OPTION 1: TRADITIONAL DISSERTATION

The traditional dissertation is a monograph consisting of five sections, most commonly organized in chapters in the following sequence:

Chapter 1 -Introduction

Chapter 2 - Literature Review

Chapter 3 - Methods

Chapters 4, 5 (and 6, 7, depending on the length of the dissertation)- Results

Chapter 5 - Conclusions/Discussion

References

Appendices

In the traditional dissertation, the student describes and discusses a focal research question/topic and the steps undertaken to answer that specific question. When the focal question comprises subquestions, all questions (focal and sub) are addressed in tandem in the dissertation reporting. For instance, the methods chapter describes all methods employed to collect and analyze data to answer the focal question as well as the sub questions even if different data sets are employed.

The number of chapters may vary according to disciplinary fields and/or methodological approaches.

OPTION 2: 3-DRAFT ARTICLE DISSERTATION

Structuring your dissertation around journal articles allows the presentation of dissertation research in the format of three journal manuscripts to be submitted for publication following dissertation defense proceedings.

LRC Guidelines for the 3-Draft Article* Dissertation

NOTE: This “alternative” dissertation option is available to ALL; however, it is most appropriate for doctoral students who are planning to apply for tenure-stream positions in research institutions, during their last year in the doctoral program.

What is it?

The 3-draft article dissertation option is **very different from** the traditional 5-chapter dissertation. Many claim that it is more challenging and more time consuming. Nevertheless, limited state support of higher education institutions, the narrowing of tenure-stream positions, and, consequently, tougher competition among candidates, have made this option gain in popularity in recent years across many institutions of higher education, especially for candidates applying to research institutions. Students who take this option have a head start in crafting, and even submitting, research articles from their original research as they gain the PhD and head into the job market.

What is a draft research article?

Contrary to the dissertation chapters that typically convey a section/part of the whole study, a draft research article includes ALL the components of a research project/dissertation in it (i.e., Introduction, Theoretical Framework(s), Relevant Literature, Methods, Findings/Results and Discussion/Implications, and References cited).

The 3 draft article dissertation will comprise of:

- An abstract that synthesizes all 3 manuscripts (250-500 words)
- A short introductory chapter
- 3 **stand-alone** drafts of articles. The length and style of each of these manuscripts will vary depending on the peer-reviewed journal to which it will be intended—students should follow each journal’s guidelines for authors)
- A short concluding chapter

The short introduction should function as the cord that weaves the 3-draft articles together and describes, for the reader, their ‘collective meaning’ and their ‘combined contribution’ to the field. It should include: 1) A definition or statement of the problem or research questions, and which draft article addresses which; 2) A statement of the importance of the problem, i.e., the rationale, why it is worth researching, why it matters to the field; 3) The theoretical foundation (s) across all 3 draft articles; 4) A brief summary of the literature to be reviewed in each article draft; 5) The methodology used to answer the research questions posited.

The short conclusion will briefly summarize the dissertation’s major findings, limitations, discussion, and recommendations. The student will also present and discuss linkages (i.e.,

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similarities and differences) between the separate manuscripts that are included in the dissertation, striving as much as possible to present the document as representative of a coherent body of work. The conclusion chapter ‘ties’ everything together, helping the reader make sense of how, together, the 3 draft articles contribute to the knowledge base regarding the problem. The conclusion chapter should present/discuss research imperatives, or knowledge gaps, which may not be visible when each manuscript is considered individually. This is where the student should articulate an agenda for future research on the issues addressed in the dissertation.

What TYPE of article drafts are acceptable for this option?

Not ALL 3 draft articles have to be geared toward strictly academic journals. In fact, students may want to consider one **academic** journal, one **crossover** journal and a **practitioner** journal (talk to your advisor if you don’t know what these mean). Two manuscripts geared toward practitioner journals may be acceptable—with advisor/Chair approval. Each of these journal types is geared toward a different readership, and their demands and rigor vary. You may also want to consider composing one conceptual or theoretical piece (from among the 3). The choice of journals will depend on the topic of the study, the students’ scholarly inclination and academic goals. However, at least ONE of the three manuscripts (empirical or conceptual/theoretical) must be written for an academic audience.

Student should be the **first author in two of the 3 manuscripts** and sole author in at least the major (empirical or theoretical) manuscript. As first authors, students are responsible for development and articulation of a concept or idea for research, development of a proposal to pursue this idea, development of a research design, conducting research and analysis, interpreting results and writing major portions of the manuscripts. No other students can be co-authors on any of the articles. Co-authors must be identified at the student’s proposal defense. The article and the role of the co-authors (as well as any changes in co-authorship) must be presented clearly and approved by student’s committee.

The 3 article draft dissertation typically contains the following sections:

Chapter 1 -Introduction and literature review

Chapter 2 –Draft article # 1

Chapter 3 –Draft article # 2

Chapter 4 –Draft article # 3

Chapter 5 - Conclusion

References

Appendices

As a corollary, the 3 draft article dissertation may also be structured as follows:

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Chapter 1 -Introduction

Chapter 2 -Critical literature review
(journal quality)

Chapter 3- Draft article # 1

Chapter 4 – Draft article # 2

Chapter 5- Conclusion

References

Appendices

Overlaps

A certain amount of overlap across article drafts is acceptable (even expected). For example, portions of the literature review may need to be cited in more than one manuscript, because it delineates the entire historical background of the study's focal topic. Whether the extent of any overlap is excessive or not will be determined by the student's advisor/chair and dissertation committee. Students can reduce redundancy by citing their own work. However, reusing one's own previous published work or data in a 'new' written product without letting the reader know that this material has appeared elsewhere is strictly prohibited.

Journals to which manuscripts are intended to be submitted must be approved by the advisor/chair and supported by dissertation committee members. The committee will serve as an "editorial board" for the student, i.e., the committee will help the student select journals that match their type of manuscripts, in order to ascertain a reasonable chance of publication success.

One example of how you might "split" your LRC dissertation into 3 manuscripts:

- One to an empirical research ms to be submitted to: *Language, Identity and Society* or *QSE, Journal of Applied Linguistics, English Education, Anthropology & Education Quarterly* (AEQ), etc.
- One to a crossover ms to be submitted to: *Journal of Adult & Adolescent Literacy* (JAAL) or to *Language Arts, Journal of Latinos in Education, Theory into Practice*, etc.
- One practitioner ms to be submitted to: *Voices from the Middle, Talking Points, The Clearing House, English Journal*, etc.

The guidelines for the 3-article draft dissertation described above have been adapted from those use by the SLAT program of the University of Arizona. For a helpful Q and A about the benefits and drawbacks of various dissertation options written by SLAT faculty, and **an important discussion of copyright issues with 3 article draft dissertations** see:

<http://slat.arizona.edu/sites/slat/files/page/frequentlyaskedquestionsabouttheslatdissertation.pdf>
LRC Doctoral Handbook FINAL v. 3_6_2015

Dissertation Committee Appointment

After Advancement to Candidacy, students must file a Committee Appointment form at the Graduate College site. This form must be submitted on GradPath 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 along with the Committee Appointment form.

Dissertation Committee

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.

Write Your Dissertation Proposal

After the successful passage of the Comprehensive Written and Oral Examinations, LRC doctoral students are expected to proceed to the dissertation proposal. The function of the dissertation proposal is to serve as a guiding map, theoretically and methodologically for the student and for the committee members.

Proposals should be between 25- 30 double-spaced pages + APA style, 5th edition references (only those cited, but no less than 15-20).

As discussed above, LRC Students may use either the traditional dissertation format or a 3-article draft dissertation format. The format of the proposals for the dissertation will vary accordingly, as described below.

TRADITIONAL DISSERTATION PROPOSALS are expected to include the following subheadings:

INTRODUCTION

Provide a statement of the general problem/argument and research questions.

RATIONALE

Significance of the purpose/problem; stating the gap in the literature and issues in the local setting.

THEORETICAL FRAMEWORK(S)

REVIEW OF RELATED LITERATURE

Each body of literature should be organized under its own subheading.

RESEARCH QUESTIONS

METHODS/DESIGN

- Research Context
- Positionality of researcher and epistemological assumption about research.
- Participants: Selection criteria and description of the participants
- Data Collection: Describe the sources of data. Data collection should address the research questions directly.
- Data Analysis: Methods and plan of analysis
- Provide a brief timeline of your study
- IRB submission

CONCLUSION/SIGNIFICANCE

What is your study's potential significance to the field in general? What are likely to be the implications for practice, future research, and or educational policy?

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TIMELINE FOR COMPLETION OF THE WORK

REFERENCES

APA 6th Edition or another standard style manual as approved by the Advisor.

3-ARTICLE DRAFT DISSERTATION PROPOSALS should include the following sections:

Introduction

Overview of the 3 proposed article drafts

List of Proposed Peer-reviewed journals for draft articles (2 journals per article)

Potential for Significance

Timeline for Completing the Work

References

APA 5th Edition or another standard style manual as approved by the Advisor.

Defend Your Dissertation Proposal

The proposal has to be approved by ALL members of the committee before a student seeks IRB approval and begins data collection. 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.

The dissertation proposal is to be submitted to the faculty at least two weeks prior to the scheduled meeting of two hours. Students must submit the “Request to Schedule Dissertation Proposal Meeting” form to the Graduate Coordinator in order to schedule the meeting. The Dissertation Proposal meeting is the time in which the student presents the proposal and the committee members discuss the presentation and the written proposal with the student. At the end of this meeting committee members will decide if the proposal is to be accepted as is, accepted with changes/revisions or rejected. It is advisable for students to consult with their advisors and members of the committee as they draft their proposals.

Revised proposals should be sent directly to ALL committee members for approval. A second meeting should only be scheduled for proposals that were not accepted in the initial meeting.

Obtain Human Subjects Approval for your research

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/hssp>) early in your program and complete the required Human Subjects CITI Training.

As soon as your dissertation proposal is approved by your committee, you should talk to your advisor and determine whether your research qualifies as human research as defined by the Office of Human Research. Please note: some kinds of research that involve humans, especially case studies, do NOT qualify as human research by federal guidelines, because they are not considered a systematic investigation designed to develop or contribute to generalizable knowledge according to federal guidelines. For further information on what counts as human research and what does not count under federal guidelines, look in the Investigator Manual at the following link under: <http://orcr.arizona.edu/hssp/manual> If you and your advisor determine that your project does not meet the definition of human research, fill out the F309 form, explain why your research is not considered human research, and submit your application for departmental review using the procedures described below along with any needed appendices (these might include things like school district approval, parental permission forms, student permission forms, etc).

If you and your advisor determine that your project is human research, you will complete the F200 application form and the accompanying Verification of Research Training form, (F107) and submit these along with any necessary appendices (site approval, consent forms, surveys, interview protocols, etc.) for department review.

Whether you are submitting a F309 or a F200, you will then submit your application to your advisor for his/her review and approval. Your advisor will read your application, and make sure you have clearly explained your project and submitted any necessary appendices such as consent forms, asking for revisions, if necessary. Once your advisor signs your form, approving your IRB application, then email electronic copies of the entire IRB application to Adriana Garibay, the Graduate Student Coordinator for TLS. Adriana will submit your application for scholarly review by a representative of the department, at which point you may be asked for additional revisions before the application moves to the department head for his review. Once the necessary forms have been signed by the scholarly review representative and the department head, the application will move to IRB representatives for final university approval.

You cannot conduct any research until you get official IRB approval from the University of Arizona. 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.

An important note on the IRB approval process timeline: Plan ahead and allow for at least several weeks (or more) for the department and university research review. It must first go to our department committee, then to the AIS Review if you are doing research with tribal members, and then to the university committee. As such, if you intend to collect data in a particular semester, it is best to try to initiate your IRB application the previous semester. 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 will also need to be included in the appendix in your dissertation. Keep documents related to your Human Subjects approval process in a file for future reference- some conferences and journals require documentation from a university that researchers have followed IRB procedures before allowing them to submit papers for presentation or publication.

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 and/or charter schools generally have an administrator who reviews proposals. You should include documentation of formal approval for research in schools when you submit your IRB application for University-level Human Subjects Review.

If you plan to conduct research on tribal lands here in the US or abroad, if your study actively recruits Native American, Alaska Native, Native Hawaiian and/or international Indigenous participants as such, and/or if your study involves stratification of Indigenous populations as a study aim (i.e, you plan to speak specifically about Indigenous group members as a sub-group in your findings, even though you collected data from a diverse population), you will also have to collect A) relevant tribal approval and B) Native American or International Indigenous Populations research approval from American Indian Studies faculty, before sending your application for University-level Human Subjects Review and conducting any research. As part of this review process, you will need to show that you have followed all existing tribal research protocols, (or created processes, if no formal processes previously existed) to obtain formal tribal approval for your research.

Take the following steps in order to obtain Native American or International Indigenous Populations research approval as part of your IRB approval process:

- 1) Obtain documentation of formal tribal approval for your research. NOTE: Many tribes in Arizona and elsewhere have their own application procedures and review committees, and formal documents for research approval. For some other tribes, you may need to design a research approval process and document in consultation with tribal authorities to obtain formal approval for your study. **Some tribal approval processes are extensive and can take a year or longer; it is best to start inquiries about research approval processes very early in your research process.** The Native Peoples Technical Assistance Project has examples of tribal protocols for multiple tribes at the following link:
<http://www.nptao.arizona.edu/protocols.html>
In cases where formal tribal approval processes are unclear, talk with departmental and AIS reviewers early on to determine what would be considered appropriate approval for your project. Stay in contact with your advisor and committee members throughout this

part of your research approval process, so they are aware of your progress, and can help you navigate any related questions that may arise.

- 2) Once you have received LRC/TLS department review AND tribal approval for your study, submit electronic copies of the following to Anne Marie Jones, amjones@email.arizona.edu for distribution to AIS IRB reviewers:
 - A) All IRB documents (i.e. your IRB application with advisor, scholarly reviewer and departmental reviewer signatures)
 - B) A note describing how you have gone about obtaining formal tribal approval for your project, (if you were following existing protocols, describe these protocols. If you were developing formal approval process in consultation with tribal officials, provide as basic overview of this process, and the steps involved obtaining formal permission for your study.
 - C) Documentation of formal tribal approval of your research project.
- 3) After reviewing your application, AIS faculty will notify you via email if additional information/documents are needed for their review.
- 4) When AIS faculty agree that you have met the requirements for Native American/International Indigenous Populations Review, they will send you a signed formal document to include as part of your IRB application to the University Human Subjects Review Board.

Write Your 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.

Dissertation Defense

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 the summer. Otherwise, students do not have to register for graduate units during the summer sessions unless they plan to make use of the University facilities and faculty time. If they plan to utilize facilities or faculty time, they must enroll for a minimum of 1 unit of graduate credit.

If you are defending in the summer, remember to check with all committee members far in advance to make sure this will work for them.

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.

Four weeks before the expected defense date, candidates should submit a complete draft of their dissertations to their committee members.

Two weeks before the expected defense date, students should collect committee members' signatures on the LRC Dissertation Defense Form.

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

One week before the expected defense date, after signatures have been collected from all committee members and the form has been turned into the TLS graduate student coordinator, the student must submit the Announcement of Final Oral Defense form on gradpath. Please note: Per graduate college rules, this gradpath form must be submitted no later than 7 days in advance of the defense.

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>

There are 3 possible outcomes at the dissertation defense:

- 1) Pass with no revisions. This means that the draft dissertation is ready to submit as is.
- 2) Pass with revisions. This means that the candidate has passed the exam, but needs to complete additional revisions to the dissertation. At the exam, the committee will write up a list of necessary revisions and provide this to the student. The committee will also decide at the defense whether the advisor can follow up and make sure that the revisions are completed, or whether the committee must review and sign off on the dissertation once the revisions are completed.
- 3) Fail. In case of a failed exam, the doctoral committee votes whether or not to allow a repeat examination.

Revise and Submit Your Dissertation

Following the examination, follow up to make any necessary 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 or another faculty mentor 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 Materials

We ask that you read and research these additional materials:

The Graduate College information page of New and Current Students
available online at <http://grad.arizona.edu/current-students>

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

Manuals for Theses & Dissertations
Available online at http://grad.arizona.edu/system/files/paper_Diss_Manual.pdf

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. While certain discussions towards the end of meetings may be open only to tenure-track faculty members, at least part of the meetings are open to the TLS community, and graduate students are invited to attend and take part of these open discussions.

A Curriculum Committee also meets on a monthly basis in order to plan course scheduling for future semesters.

An LRC Student Affairs Committee (SAC) meets monthly from 1-2PM before LRC program meetings. Students who want to bring items to SAC for discussion should email the Graduate Student Coordinator, Adriana Garibay, to get on the agenda.

TLS also has an Operations Committee, and students on the operations committee work with faculty representatives to plan the Graduate Student Colloquy, special Brown Bag talks throughout the year, and additional social events for the department.

Students are encouraged to serve on the SAC and Operations committee, and can ask the Graduate Student Coordinator how to become involved.

Both the TTE and LRC Program faculty meet once a year, usually in early Spring, to review the progress of each graduate student. Graduate students may not attend these meetings, but should know that they take place, and that their advisors and/or the SAC committee members may convey information about this progress review in the weeks after the meeting.

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 listservs. 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 encouraged to begin a publishing career by presenting research posters and/or conference papers at annual scholarly conferences including, but not

limited to, the American Educational Research Association (AERA), the Literacy Research Association (LRA), the American Association of Applied Linguistics (AAAL), the Council of Anthropology of Education section of the American Anthropological Association (AAA), and/or the Native American and Indigenous Studies Association (NAISA) annual conferences. Students should talk with their advisors about how to submit presentation proposals for conferences, and can also look for opportunities to co-author presentations with other faculty, or fellow doctoral students.

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. Information on the departmental travel award and application deadlines are sent out through the student listserv.

Satisfactory Academic Progress Guidelines

Language, Reading and Culture Program

Doctoral Students

In addition to meeting Graduate College rules for Satisfactory Academic Progress (<http://grad.arizona.edu/academics/policies/academic-policies/satisfactory-academic-progress>), students must adhere to the Language, Reading and Culture 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 LRC program as outlined on the LRC PhD/EdD/EdSp/MA advising sheets.
- b. Students must complete the minimum number of LRC credits as outlined on the LRC advising sheets.
- c. All courses must be completed maintaining a minimum overall GPA of 3.0.
- d. All programs (master's, specialists, and doctoral) must be completed within the time limits specified by the Graduate College.
- e. Courses may not be taken for Graduate Replacement Option (GRO).

2. Comply with examination schedule as follows:

Doctoral/EdD/EdS qualifying examinations must be scheduled within the first year of a students' PhD program or as soon as the student has completed 12 units of LRC coursework. PLEASE NOTE: This means that if a student goes from the LRC master's to LRC doctoral program, they must take the qualifying exam their first semester as an LRC PhD student. Students who hope to transfer and use graduate credit from another program to meet the requirements of their LRC PhD program are also strongly encouraged to hold their qualifying exam as soon as possible.

Doctoral comprehensive examinations should be scheduled during the final semester of coursework, with a minimum of five weeks between the written and oral portions of the examination. The written and oral portions of the comprehensive exam must be completed within the timeframe specified by the graduate college

[<http://grad.arizona.edu/academics/program-requirements/doctor-of-philosophy/comprehensive-examination>]

Dissertation proposal approval. After the comprehensive exams are completed, students \ complete their doctoral dissertation proposals in consultation with the advisors and committee members. PLEASE NOTE: at this point, according to graduate college guidelines, students have 5 years to finish and file their dissertations with the university, completing the dissertation proposal, formal IRB approvals, data collection, analysis and writing of the dissertation, dissertation defense, final revisions and official formatting and filing of the dissertation.

For a description of the process and guidelines for approving LRC doctoral dissertation proposals, see the LRC Student Handbook

Final doctoral dissertation defense examinations should be scheduled no less than five weeks after the penultimate draft is submitted to committee members, after all committee members have approved the submitted draft.

For guidelines regarding scheduling of the dissertation defense, see the LRC Student Handbook.

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 LRC Graduate Coordinator.

5. LRC Faculty review of student progress

Students must meet with their major advisors at least once a semester to discuss progress. LRC faculty as a whole meet to discuss and evaluate all LRC doctoral students' progress annually early in the spring semester. At the meeting, each faculty member provides a brief summary of his/her students' progress including academic or other concerns. Doctoral students who are identified as failing to meet program guidelines for satisfactory progress will receive written notification from the LRC 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. 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 TLS 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.

Masters' Students

Guidelines above apply to Masters' Students except for the section on teaching skills and dissertation.