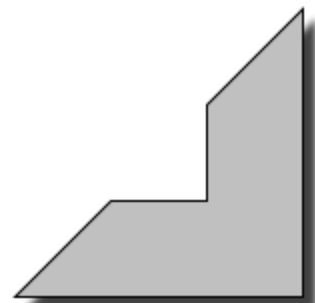
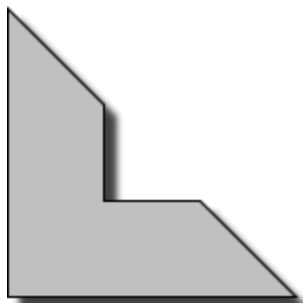


**TEACHING, LEARNING AND
SOCIOCULTURAL STUDIES
PROGRAM**

DOCTORAL HANDBOOK



Dear PhD Student in the Department of Teaching, Learning, and Sociocultural Studies,,

Welcome to the University of Arizona graduate program of Teaching, Learning, and Sociocultural Studies. We are excited to have you join our program. This handbook provides a summary of our Doctor of Philosophy programs. 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: : <https://grad.arizona.edu/general/roles-and-responsibilities>.

The TLS 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, Andrea Lauritzen, will help guide you through the rules and guidelines that you need to consider as you complete your program. Andrea can be reached at 520-626-1204 and at andreal@arizona.edu, or you can find her in Education room 512 on select days.

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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Essential Information about the Department

The TLS Office

The TLS Office is located in the College of Education building, Room 512. Under normal operations, it is open between 8:00a.m. and 5:00 p.m with at least one staff member present. We suggest that you introduce yourself to the TLS Graduate Coordinator, we will have several opportunities per semester to do so.

Address

TLS Office
Department of Teaching, Learning and Sociocultural Studies
College of Education
P.O. Box 210069
The University of Arizona
Tucson, AZ 85721-0069
520-621-1311

Contact Information

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Director of Graduate Studies, Sanlyn Buxner, buxner@arizona.edu
TLS Degree Counselor, Kristi Davenport, kdavenport@arizona.edu

Physical Resources and Facilities

The Department of Teaching, Learning, and Sociocultural Studies has a main office on the 5th floor of the College of Education. Faculty have offices on the 5th, 7th, and 8th floor of the College of Education. Graduate students may request office space which is prioritized first by students who work in the department. Graduate courses are held in the College of Education. Students have access to a printer and copier in room 526.

Faculty

The TLS Department is made up of high quality and diverse faculty who are experts in a broad range of research interests and teaching backgrounds. You can see a list of

faculty interests [here](#), **this is also a document that lets you know which faculty members are taking on new students or who are willing to serve on PhD committees.** You may also read about faculty on the TLS faculty webpages [here](#).

TLS Colloquy

The annual TLS Colloquy, which usually takes place in the Spring, 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.

Important Links and Policies

It is TLS and university policy that the student holds final responsibility for being aware of and adhering to all TLS and Graduate College policies, requirements, formats, and deadlines as they pertain to progression towards and completion of their degree. It is your responsibility to familiarize yourself with general campus-wide requirements and information on transfer of graduate credit from other institutions, scholastic standards, forms that you need to submit to the Graduate College, and other important policies. Please review the following pages regarding important information about policies, supports, etc.

- Graduate College (from here students may access Graduate College policies, contacts, information about resources, deadlines, and other useful information): <http://grad.arizona.edu/>
- TLS Student Resources [Graduate Student Resources | College of Education - University of Arizona](#)
- Resources for parents, for professional development, and for health and wellness <http://grad.arizona.edu/new-and-current-students>
- General catalog <http://catalog.arizona.edu/>
- Academic integrity <http://deanofstudents.arizona.edu/codeofacademicintegrity>
- Responsible Conduct of Research: <http://www.orcr.arizona.edu/>

- Graduate College Dates and Deadlines for Degrees
<https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>

Department Governance

The graduate programs in the Department of Teaching, Learning, and Sociocultural are administered by an Executive Graduate Committee made up of department faculty. The Executive Graduate Committee is chaired by the Director of Graduate Studies and includes at least four additional faculty members and the Graduate Coordinator. Up to two graduate students are appointed to this committee each year. Please reach out to the Director of Graduate Studies if you are interested in serving on this committee. Representatives will rotate each year. The Executive Graduate Committee formulates policies and procedures for the operation of the graduate program in such areas as admissions, curricula, and completion of degree program requirements.

Student Appeals

Students have the right to appeal a decision of unsatisfactory progress, the outcome of qualifying and comprehensive exams, exceptions to department policies and procedures, or formally appeal department decisions by submitting a formal letter to the TLS Director of Graduate Studies. The letter must be dated and signed by the student and include all relevant information related to the appeal. A formal response will be given within 15 business days. If the student is unhappy with the outcome, they may appeal to the Department Chair by submitting a formal letter along with the decision letter provided by the Director of Graduate Studies.

Student Responsibilities and Professional Conduct

Professional conduct not only involves a commitment to follow the letter of an assistantship contract's requirements, but also implies that proper respect be given to the spirit behind these requirements. Award of a TA or RA is a privilege, not a right. Irresponsible actions exhibited while serving in the department and the University not only damage the student's own reputation but ultimately damage the trust of students and other partners. TA and RA positions are exciting opportunities for graduate students to develop professional skills that will carry through the rest of their careers. Students will adhere to the professional behavior as outlined in the University of Arizona Code of Ethical Conduct <https://policy.arizona.edu/ethics-and-conduct>.

Satisfactory Academic Progress Guidelines

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

Criteria for Satisfactory Academic Progress

Program course requirements:

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

Exam Schedule and Policies and Time to Degree

Students must complete their Doctoral Goals and Planning Meeting (formerly the qualifying exam) by the end of their second year in the PhD program. Part-time students and those facing hardship may submit an appeal for additional time.

Students must complete their comprehensive exam by the end of their fifth year in the PhD program. Part-time students and those facing hardship may submit an appeal for additional time.

Department funding and graduate assistantships will be prioritized to students making progress toward their degree and completing their milestones on time.

The written exam must be submitted within 12 months of starting the comprehensive exam process (e.g. questions formally sent by the graduate coordinator or agreed start date with advisor). A student may appeal for more time given extenuating circumstances. Students may become ineligible for department funding if this deadline is not met and may not be able to continue in the program. A petition may be submitted to the Director of Graduate Studies in

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.

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, the student 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. Students may need to re-take coursework if the program faculty determines that related knowledge is not up to date.

Growth in Scholarly Attributes

Students 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;

Learning Outcomes for PhD in Teaching Learning and Sociocultural Studies

Major in Teaching, Learning, & Sociocultural Studies:

Students will be able to do the following through an orientation towards social justice, equity, and diversity:

1. Describe, compare, and contrast relevant theoretical and paradigmatic positions in teaching, learning, and sociocultural studies. (General familiarity with the broad field)

2. Demonstrate breadth and depth of knowledge of the relevant research literature in chosen focus area in teaching, learning, and sociocultural studies. (Familiarity with a focus area related to interest)
3. Identify a relevant problem, issue, or area of inquiry in the field related to a focus area in teaching, learning, and sociocultural studies, describe the history of the problem, and develop academic arguments in response. (Research)
4. Design and execute theoretically meaningful and methodologically rigorous research in the field of teaching, learning, and sociocultural studies that contributes to the literature in the field. (Research)
5. Contribute to the dissemination of original knowledge through publication or presentation and teaching or service/outreach. (Research and teaching)
6. Present evidence of effective processes of reading, writing, orating, and representing of meanings to communicate with a spectrum of audiences as appropriate for the graduate's professional goals. (Writing and Communication)

Minor in Teaching, Learning, and Sociocultural Studies:

Students will be able to do the following through an orientation towards social justice, equity, and diversity:

1. Demonstrate breadth and depth of knowledge of the relevant research literature in chosen focus area in teaching, learning, and sociocultural studies. (Familiarity with a focus area related to interest)
2. Identify a relevant problem, issue, or area of inquiry in the field related to a focus area in teaching, learning, and sociocultural studies, describe the history of the problem, and develop academic arguments in response. (Research)

Expectations of Comprehensive Exams

Each student will demonstrate proficiency at the level of a junior faculty member for the field for the following TLS learning outcomes:

Learning Outcome #1: Describe, compare, and contrast relevant theoretical and paradigmatic positions in teaching, learning, and sociocultural studies. (General familiarity with the broad field related to interest)

- Likely probed during oral exam

Learning Outcome #2: Demonstrate breadth and depth of knowledge of the relevant research literature in chosen focus area in teaching, learning, and sociocultural studies. (Familiarity with a focus area related to interest)

- Likely probed during written exam

Learning Outcome #6: Present evidence of effective processes of reading, writing, orating, and representing of meanings to communicate with a spectrum of audiences as appropriate for the graduate's professional goals.

- Relevant to both the oral and written exam

TLS 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. Doctoral students identified as failing to meet program guidelines for satisfactory progress will receive written notification from the TLS Executive Graduate 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.

Continuous Enrollment Policy for PhD Programs

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

Travel for the University

The Department offers support, as possible, for attending in town and out-of-town professional conferences. In addition, graduate students may need to travel for their employment at the University of Arizona. This may include in-town or in-state driving to teach a course, attend a training, or collect data. It may also include out of town travel by car or plane. In all cases, an approved [Travel Authorization Form](#) is required to be on file.

Department Funding and Reimbursement

Funding and Other Support for Graduate Students

<http://grad.arizona.edu/new-and-current-students>

The TLS Department has limited funding opportunities for graduate students. The Department offers paid teaching and research assistantships, as well as the opportunities to supervise student teachers, on a need-based and competitive basis. Graduate Tuition Scholarship and Fellowships are offered through the Department on a competitive and need-based basis, as well. Students are prioritized for aid based on progress in their degree program.

To be considered for both need based and merit based awards, all students must submit financial aid applications to the college and the department each spring to be considered in the regular financial aid allocation process for the following year. There is a separate application for the TLS Department and College of Education scholarships and students must apply to both to be considered for both. The TLS application is a form that is sent out by the Director of Graduate Studies in February. The College of Education application can be accessed on [Scholarship Universe](#) and the deadline is at the beginning of March each year. Information about both is sent in early spring over graduate 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. There is also an emergency fund offered by the graduate college

<https://grad.arizona.edu/funding/opportunities/graduate-college-emergency-financial-hardship-funds>.

Each Spring, students are invited to apply for a limited number of TA positions in TLS. Additionally, research positions will be posted on the TLS graduate student listserv as they become available. Students who are interested in each non-teaching position need to apply to the contact person for each position posted.

Non-TLS positions are often posted on <https://arizona.joinhandshake.com/login>, requires login.

Graduate Assistant Manual

This GA Manual contains the information that a student, faculty, or staff member would need to know about Graduate Assistant/Associate (GA) appointments at the University of Arizona.

<https://grad.arizona.edu/funding/ga>

General Information about PhD Programs

The department of Teaching, Learning, and Sociocultural Studies has three PhD programs: 1) Teaching and Teacher Education, 2) Language Reading and Culture, and Teaching, Learning, and Sociocultural Studies.

Possible Career Outcomes for PhD Graduates

Doctoral Graduates of the Department of Teaching, Learning, and Sociocultural Studies have many career possibilities including faculty members in Colleges of Education or in the learning sciences. Students are also qualified to work in education research and evaluation, for school districts, or in industry.

Advising

All students are assigned an initial advisor upon acceptance into a graduate program. Please reach out to your advisor before you begin in the program to discuss coursework and other expectations. Please remember that everyone gets busy, if you do not get a response, it is important to email again. If you have trouble getting ahold of your advisor, please reach out to the Director of Graduate Studies to help connect to your advisor. Many faculty are not paid to work over the summer and may be slower to respond if you email over the summer.

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.

Students may change advisors at any time during their degree program. To officially change your advisor, you must alert your old advisor and confirm with your new advisor. Complete a [Change of Advisor](#) form and email to the graduate coordinator. You will receive a confirmation when your advisor is changed. Additionally, if you have completed your [Plan of Study in Grad Path](#), you will need to submit a new one with your new advisor.

Students need to meet with their advisor at least once per semester and go over progress on Individual Development Plan once a year. It is the responsibility of the student to maintain frequent contact with their advisor. Moreover, students are strongly advised to cultivate relationships with one or more faculty members who can serve as additional mentors. It is good practice to update your entire committee on your progress each semester once you have established a committee.

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.

A Timeline for Imagining Program Length and Time to Completion

Here is a [checklist for PhD](#) students by year in the program

The length of time necessary to complete a PhD in the TLS Doctoral Degree varies depending upon many variables, including a student's freedom to focus full time 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 if a student is able to attend full time.

Semester in Program (does not include summer)	Progress
1	Completion of 6-9 units including TLS 797
2	Doctoral Goals and Planning Meeting, 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 near the end of the semester, if this is the second to last semester of required coursework
6	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Writing and approval of dissertation drafts ● Pre defense 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

Complete Your Doctoral Goals and Planning Meeting (formerly qualifying exam)

The Doctoral Goals and Planning Meeting (DGPM) is the first opportunity for the student to meet formally with their committee. In general you consider completing your Doctoral Goals and Planning Meeting in your second semester, or after you have completed at least 6 units of coursework.

The Doctoral Goals and Planning Meeting 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 TLS 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. This meeting may be either in person, on Zoom, or hybrid. After a meeting time is set, submit a [TLS PhD](#)

[Exam/Meeting Scheduling Form](#) to formally schedule the DGPM with the department. Please contact the Graduate Coordinator if you have questions (andreal@arizona.edu).

The Doctoral Goals and Planning Meeting Consists of:

- A statement of goals and interests
- [Draft Plan of Study](#)
- Transcripts (unofficial)
- Curriculum Vitae
- CITI-training certificate
- Doctoral Goals and Planning Meeting Paper

The student should email these materials to their committee approximately 2 weeks ahead of the scheduled meeting.

During TLS 797, the required course for new doctoral students, students will write the paper for the Doctoral Goals and Planning Meeting. The paper should be a minimum of 15 pages. It should be a scholarly paper that makes an academic argument grounded in the literature, represents your work and interests as a doctoral student, includes a review of related research with a minimum of 5 articles from peer-reviewed journals, follows a specific style according to field of interest (APA, MLA, etc.). The paper can be a revision of a thesis or master's paper.

The assessment of the paper by the doctoral committee will be rigorous. During the Doctoral Goals and Planning Meeting, you and your committee members will discuss the paper and your future plans.

The Doctoral Goals and Planning Meeting should be 1.5 to 2 hours long (be sure to schedule 2 hours just in case). The first part is usually focused on the paper as a way to get to know the students' interest and have a dialogue as a committee. The second part is often focused on the program of study to review courses already taken, waivers, suggestions for additional courses and experiences (e.g. preceptorship, assistantships, internships). The committee will review the statement of goals and interests as well as professional goals. The committee will give feedback to the student on potential areas of growth.

The following are expectations for the Doctoral Goals and Planning Meeting:

- Evidence that students have started on the trajectory of seeing themselves as a scholar/researcher.

- Evidence that students can identify some interest area and problems within that interest area for research.
- Evidence that will be able to become scholarly writers within the program.
- Evidence that will be able to be able to become participants in scholarly conversations
- Evidence that students have a future goal or purpose for their degree.
- Demonstrates room for growth and reflective openness to consider new areas of knowledge and perspectives.
- Evidence of openness towards social justice, diversity, and equity in education.
- Evidence of scholarly disposition and productive member of the department community
- Demonstrates adherence to University Code of Conduct

Possible Outcomes of Doctoral Goals and Planning Meeting

- 1) Success with suggestions for courses, experiences, and other elements of the program
- 2) Success with concerns expressed
 - May be discussed within the Doctoral Goals and Planning Meeting
 - May be discussed in a follow-up meeting with the advisor
- 3) Dismissal from the program
 - Must be documented based on student performance

Should the committee approve your continuation, they then discuss future course work with you. At the end of the meeting, 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. The plan of study is submitted in [GradPath](#).

After the meeting, your advisor will alert the Graduate Coordinator to send a report to each committee member. Make sure your 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.

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 oral portion of the examination must cover both the major and the minor. The Oral Comprehensive Examination should last for at least an hour but must not last more than 3 hours.

The purposes of the TLS Comprehensive Exam are:

- an opportunity to synthesize across your learning experiences,
- An opportunity for you to use learning experiences to move yourself forward in your career,
- an opportunity for you to demonstrate breadth and depth of learning and expertise in the field,
- an opportunity you to develop your identity as a scholar,
- to demonstrate your scholarly writing,
- to learn how to position yourself relative to the field,
- to recognize yourself as an expert,
- an opportunity to “talk theory”, and
- an opportunity to develop arguments based on the literature.

Performance Options for Written Exam

Your written comprehensive exam may be one of the following options **negotiated between the chair, committee, and student**. The first step is to discuss these options with the chair of your committee a minimum of one semester before you plan to take your comprehensive exam.

- 1) Scholarly paper – proposed by the student; agreed upon by committee
 - a) Integrative literature review
 - b) Pilot study with significant theoretical frame
 - c) Develop a theoretical framework for future work
 - d) Exploratory paper
 - i) Based on a topic negotiated among student and committee
- 2) Response to questions
 - a) Response to questions negotiated with the committee
 - i) 1 month with additional time optional for students who need accommodations

- b) Response to choice of questions from a committee
 - i) 1 month with additional time optional for students who need accommodations

Scope of Effort - this is different for each student, this must be negotiated with your advisor.

- Should be doable within a semester; does not have to take a semester but should not extend beyond a semester
- Equivalent in effort to 0.25 FTE assistantship

Oral Exam

Upon successful completion 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.

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, 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? 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.

Potential Outcomes for the Comprehensive Exam

- 1) Pass – Student meets learning outcomes 1,2, and 6.
- 2) Recommendation to redo major portions of the comprehensive paper or oral exam
 - a) Student has not met learning outcomes 1, 2, and/or 6 but committee feels that student can make progress towards achieving these goals with reasonable additional effort.
- 3) Fail – Exit from program
 - a) Student has not met learning outcomes 1, 2, and/or 6 on their second attempt at the comprehensive exam.
 - b) Student has not met learning goals outcomes 1, 2, and/or 6 and the consensus of the committee is that student will not likely reach these goals on a second attempt at the comprehensive exam

Minor Comprehensive Exam

Students must meet the following outcomes for the minor via both written and oral exams for the TLS strand chosen as the minor

- 1) Demonstrate breadth and depth of knowledge of the relevant research literature in chosen focus area in teaching, learning, and sociocultural studies. (Familiarity with a focus area related to interest)
- 2) Identify a relevant problem, issue, or area of inquiry in the field related to a focus area in teaching, learning, and sociocultural studies, describe the history of the problem, and develop academic arguments in response. (Research)
 - Minor comprehensive exams may be combined with major comprehensive exams. The written portion of the comprehensive exam can be served by the written portion of the major exam if both learning goals are met.
 - Outcomes are the same as for the major exam but can be independent. In other words, a student could pass the major and not the minor or vice versa. The student must pass both the major and the minor to advance to candidacy.

Selecting Your Committee

Doctoral Goals and Planning Meeting/Comprehensive exam committee -

The committee for these two exams needs to be made up of at least 4 members, minimum 3 in your major and 1 in your minor. Your advisor and at least one more Major member must be tenure-track in TLS. Overall, at least 3 members must be tenure track, at least one member must be your minor advisor. Your minor advisor may be a non tenure track faculty if allowed by that department. In TLS, your minor advisor must be tenure-track faculty.

***In general, your major advisor and minor advisor may not be the same person unless they have an appointment in both departments. In this case, you still must have another TLS tenure member on your committee.*

In TLS, you may not have the same person serving as both your major and minor advisor.

The current list of eligible faculty members in the TLS Department can be found [here](#).

Per UArizona Graduate College requirements and Department Rules, 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 UArizona, but will require special member approval from the Grad College. Please contact the Graduate Coordinator for a special member request.

Possible Committee Make Up as long as you have 3 tenure track faculty

Advisor – TLS tenure track

Major member - TLS tenure track

Major member - TLS tenure track OR TLS affiliate OR special member OR non-tenure track faculty (career track)

Minor advisor – Minor department tenure track or tenure equivalent OR non-tenure track faculty (if allowed by that department)

Other member - tenure track or OR special member – or non tenure track faculty (career track)

****** in very special cases, a non-tenure track member of the graduate faculty can serve as a regular member. Please check with the Director of Graduate Studies or the Graduate Coordinator about this exception.

Dissertation committee -

The committee for your dissertation needs to be made up of at least 3 tenure-track faculty members. Your advisor must be a tenure-track faculty in TLS. You may have up to 6 members on your dissertation committee although more than 4 is often not advised.

Possible Committee Make Up as long as you have 3 tenure track

Advisor – TLS tenure track

Member - Tenure track faculty from any department

Member - Tenure track faculty from any department

Member - Tenure track OR special member OR non-tenure track faculty

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](#).

Program Requirements, Important Deadlines, and Administrative Forms

The table below lists the general outline of requirements for the degree program aside from the required coursework detailed in the sections below.

First Two Years in Program		
Task to Complete	Where/With Whom	When to Complete
Complete RCR Form	GradPath	First semester
Select initial committee members		First year
Schedule Doctoral Goals and Planning Meeting (DGPM)	Work with committee to find a date and time	Second or third semester

with committee		
Schedule DGPM with department	Submit TLS PhD Exam/Meeting Scheduling Form	As soon as you have a date and time
Prepare DGPM packet	With advisor, prepared in TLS 797	
Send DGPM packet to committee	In consultation with advisor	At least 2 weeks before DGPM
Complete Doctoral Goals and Planning Meeting (DGPM)	With committee, online or in room previously reserved by Graduate Coordinator	By end of 2nd year*
Submit Plan of Study	GradPath	Right after DGPM, should be reviewed during DGPM
Comprehensive Exams		
Task to Complete	Where/With Whom	When to Complete
Select Comprehensive Exam Committee	In consultation with advisor	
Submit the Comprehensive Exam Committee Appointment Form	GradPath	Before you start your written comprehensive exam
Work on comp exam format and timeline	with committee	
Schedule Written Comprehensive Exam with department	Submit TLS PhD Exam/Meeting Scheduling Form	Before you start your written comprehensive exam
Complete written comp exam	Email exam to Graduate Coordinator	
Schedule Oral Comprehensive Exam with committee	Work with committee to find a date and time	As soon as you pass your written exam
Schedule Oral Comprehensive Exam with department	Submit TLS PhD Exam/Meeting Scheduling Form	As soon as you pass your written exam. At least 10 days before oral exam date
Submit the Announcement of	GradPath	As soon as you pass your

Doctoral Comprehensive Exam form		written exam. At least 10 days before oral exam date
Take oral comp exam		Once you have passed your written exam, must be completed within one year of starting the comps process
Dissertation		
Task to Complete	Where/With Whom	When to Complete
Select Dissertation Committee	In consultation with advisor	
Submit the Dissertation Committee Appointment Form	GradPath	Before you start your dissertation proposal
Write dissertation proposal		
Schedule dissertation proposal meeting with committee	Work with committee to find a date and time	
Schedule dissertation proposal meeting with department	Submit TLS PhD Exam/Meeting Scheduling Form	
Download and complete Dissertation Proposal Approval Form	On TLS Student Resources webpage : Doctoral Forms	During dissertation proposal meeting
Submit the Dissertation Proposal Approval Form	Email form to Graduate Coordinator	Immediately following dissertation proposal meeting
Write dissertation		
Send dissertation to committee	In consultation with advisor	1 month before you plan to defend
Schedule dissertation defense with committee	Work with committee to find a date and time	
Schedule dissertation defense with department	Submit TLS PhD Exam/Meeting Scheduling Form	At least 10 days prior to defense date

Task to Complete	Where/With Whom	When to Complete
Submit the Announcement of Final Oral Defense form	GradPath	At least 10 days prior to defense date
Defend dissertation		
Acquire signatures on approval page	See instructions under item #2 on this document	Just after your defense
Submit dissertation to ProQuest	Submission Website	By submission deadline found here

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 Doctoral Goals and Planning Meeting, 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. As per the graduate college rules, 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. Only with the approval of their doctoral committee, students may transfer in up to 12-15 units across the minor and major that are from outside of the university and not more than 5 years old.

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

For all exams

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.

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 or tenure-track faculty member. 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, this meeting is usually two hours. 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/h spp>) 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 may be 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. Below describes some choices to dissertation formats. You are not limited to these, please consult your committee to determine the most appropriate format.

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.

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.

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.

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., 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.

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.

Students 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 the 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

The 3 draft article dissertation may also be structured as follows:

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

Oral Defense Examination for Dissertation

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.

Schedule the Dissertation Defense with the department by submitting the [TLS PhD Exam/Meeting Scheduling Form](#). The defense should be scheduled for three hours which includes one hour for the public presentation and questions and two hours for a meeting with the committee.

At least 10 days before the expected defense date, the Announcement of Final Oral Defense form must be submitted on GradPath.

Prior to the 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 prior to the larger University Commencement, the date is set at the beginning of the semester. 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.

Forms Online

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

No paper submissions will be accepted.

Information is available online at

<https://grad.arizona.edu/gsas/dissertations-theses/dissertation-and-thesis-formatting-guides>

Degree Requirements by Program

Specific Information for TLS PhD

Within the TLS PhD, there are nine possible strands, although students are not limited to these strands.

1. Bilingual Education and English Language Learners
2. Children's and Young Adult Literature in a Diverse World
3. Diversity and Social Justice Education
4. Early Childhood Education: Family & Community Studies
5. Environmental & Sustainability Education
6. Indigenous Studies, Education, and Language
7. Literacies for a Multilingual Multimodal World
8. Mathematics & Science Education
9. Teaching & Teacher Education for Social Justice

Major and Minor Subjects

A student must choose a major area of study and a minor subject. The minor subject may be taken within TLS or in another department.

A minor area in TLS consists of at least 12 units, this requirement may be different in different departments.

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.

Credit Requirements (minimum of 69 units)

The equivalent of at least six semesters of full-time graduate study is required for the Ph.D. A minimum of 39 units of coursework in the area of the major subject and research methods, 12 units in the minor subject, and 18 units of dissertation must be completed. Students may take a range of courses necessary to develop expertise in their focus area and prepare to conduct dissertation research. The exact number of courses that you will need for your individual plan of study will be determined by your advisor and committee members.

Summary of Course Requirements for the PhD

Total 69 units minimum

Required Courses (6 units)

- TLS 797 (3) Theoretical and Practical Foundations of Teaching, Learning and Sociocultural Studies
- TLS 640 (3) Multicultural Education and Social Justice

Major Core Courses (15 credits minimum)

- Agreed upon with the students' graduate committee to fit student's interests and needs
- Highly recommended that students choose courses from one of the 9 focus areas.

Research Courses (12 units minimum)

- Agreed upon with the students' graduate committee to fit student's interests and needs

Research and Teaching Experiences (6 units minimum)

- Required: TLS 900 (3) Research

One or more of the following:

- TLS 900 (3) Research
- TLS 791 (1-6) Preceptorship
- TLS 791A (1-6) Preceptorship in University Teaching
- TLS 793 (3) Internship

Dissertation (minimum of 18 units)

Minor

You may minor in TLS or an outside department. If you minor in TLS, you need to complete 12 units, 4 courses from one of the focus areas or a coherent set of 4 courses from TLS course offerings that meet the students' interests and goals. Minor courses must be approved by your minor advisor and two of the courses need to be a TLS course. Your minor advisor must be an active TLS faculty. Emeritus faculty members may serve as a minor committee member but not as the minor advisor.

Minors in other departments vary between 9 and 15 units. You must adhere to the requirement of your minor department. If your minor is only 9 units, you need to take another 3 credit course to fulfill your degree unit requirements.

Specific Information for TTE PhD

This degree program is no longer taking new PhD students.

Summary of Course Requirements for the PhD

Total 68 units minimum

TTE Major Core Courses (9 units)

- TLS 797 (3) Theoretical and Practical Foundations of Teaching, Learning and Sociocultural Studies
- 2 other courses agreed upon by your committee - may have included TLS 696F Research on Teacher Education and TLS 696E Research on Teaching.

Research Methods (minimum of 12 units)

- EDP 541 Quantitative/Inferential Methods in Education or equivalent pending advisor approval.
- TLS 605/HED 605 Qualitative Methods in Education
- Advanced Quantitative or Qualitative Course
- TLS 602 Dissertation Proposal Design
- Another course approved by the committee

In addition to the above research courses, and in consultation with the advisor, the student may be required to take TLS 570 Introduction to Educational Research. This will be the case for students who did not take any research methods courses for their master's degree or who need additional background before enrolling in EDP 541.

Research and Teaching Experiences (6 units minimum)

- TLS 900 (3) Research
- TLS 793 (3) Internship

Major Supportive Courses (Minimum of 15 units)

Courses agreed upon by your committee

** suggested courses for Math/Science Education Focus

TLS 542 School Mathematics and Science: History, Curriculum, and Reform (3 units)

TLS 541 Equity, Diversity, and Social Justice in Math/Science Education (3 units)

TLS 519 Learning in Mathematics and Science (3 units)

** suggested courses for Environmental Learning Focus

TLS 530 Environmental Learning (3 units)

TLS 561 Education and Sustainability (3 units)

** suggested courses for Early Childhood Education Focus

TLS 551 Developing Programs for Young Children (3 units)

TLS 532 Early Literacy Curriculum & Instruction (3 units)

TLS 582 Art of the Picture Book (3 units)

Minor (Minimum of 9 units)

Courses agreed upon by your committee

Dissertation - TLS 920 (Minimum of 18 units)

Specific Information for LRC PhD

Summary of Course Requirements for the PhD

Total 72 units minimum

Major (9-18 units) - at least 9 units post Master's

Approved by committee

LRC Core

- TLS 797 (3) Theoretical and Practical Foundations of Teaching, Learning and Sociocultural Studies
- TLS 640 (3) Multicultural Education and Social Justice

Research Methods (15-16 units)

- EDP 541 Quantitative/Inferential Methods in Education or equivalent pending advisor approval.
- TLS 605/HED 605 Qualitative Methods in Education
- Other courses approved by the committee

Research Experiences (6-12 units)

- TLS 900 Research (3 units)
- TLS 793 Internship (3 units)
- TLS 578 Field Experience (3 units)

Dissertation (minimum of 18 units)

Minor - Minimum of 12 Units

Courses approved by committee