ACADEMIC POLICIES & PROCEDURES HANDBOOK

DOCTOR OF PHILOSOPHY in Culture, Literacy, and Language

Fall 2013
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WELCOME AND BRIEF HISTORY

WELCOME to the Doctoral Program in Culture, Literacy, and Language in the Department of Bicultural-Bilingual Studies. Drawing together anthropologists, educators, linguists, and sociologists from UTSA’s Department of Bicultural-Bilingual Studies—and faculty from other departments in the College of Education and Human Development and the UTSA community, the Ph.D. program in Culture, Literacy, and Language focuses on the consequences of cultural and linguistic diversity for literacy, language learning and use. The faculty aims to provide you with an interdisciplinary approach to understanding issues of diversity. Graduates will be well-grounded in the theoretical, conceptual, and research methodology used to study culture, literacy, and language and will be prepared to conduct interdisciplinary research in multicultural-multilingual contexts. We are excited to have you with us, and look forward to working with you as you develop your interests and expertise.

Brief History
The Doctor of Philosophy degree in Culture, Literacy, and Language (CLL) focuses on the interrelatedness of culture, language and literacy. Like similar doctoral programs found currently at the University of Arizona in Tucson, The Ohio State University, The University of California at Davis and at Berkeley, The University of Michigan at Ann Arbor, The University of Iowa, and The University of Maryland, Baltimore County (UMBC), the CLL program at UTSA draws on work in anthropology, education, linguistics, ethnic studies, and sociology. More specifically, the program addresses issues such as:

- The social, linguistic, and cultural factors affecting language and literacy development
- Language development in a bilingual and multicultural context and its consequences for literacy
- The consequences of cultural and linguistic contact for literacy
- Cultural adaptation, Mexican-American culture, and Latina/o biculturalism
• Factors affecting academic language proficiency; language policies needed to promote the improvement of preparing teachers for linguistically and culturally diverse schools; and policies needed to address the systemic severe shortage of such teachers

• The creation of educational environments that minimize the alienation of traditionally marginalized groups and enhance language and literacy development

• Ethnographic and qualitative research methods, including discourse and narrative analysis

• The relationship of attitudinal factors to the development of language in support of the development of proficiency in language and literacy

• The impact of technological change on the development of language and literacy

• The shifting context of global migration and its impact on cultural change and maintenance

• Language and literacy problems in the workforce, organizations, communities and nations

• Immigrant student adaptation and ways to bridge family-school relationships

• Afro-Mexicanidad and transculturation

• Community political empowerment and its relationship to schooling and cultural production

• Cultural, literacy, and language practices among communities in diaspora and other transnational settings

• The design and implementation of effective literacy programs for adult learners

Because the CLL program is interdisciplinary, all doctoral students acquire understanding of the interrelatedness among culture, literacy and language. In this way they are prepared to become leaders of research and development efforts in educational institutions, social and community organizations, and businesses throughout San Antonio, Texas, the nation, and the world.

The Ph.D. program in Culture, Literacy, and Language admitted its first cohort of students in fall, 2001. (The Department itself was one of the founding academic units when the University of Texas at San Antonio first opened its doors in 1973.)
To date, we have graduated close to 40 students; 18 are currently in tenure-track jobs; with an additional 21 working in adjunct, research, and other degree-related positions. Our graduates are working in San Antonio, South Texas, across the US—from Oregon to Pennsylvania—as well as in Asia and Europe.

In 2013-2014, the Ph.D. program in Culture, Literacy, and Language is admitting its 13th cohort of students—a combination of full time and part time. This combined program has the goal of increasing access to doctoral studies among those living and working in our local area of cultural and linguistic diversity.
CLL DOCTORAL PROGRAM FACULTY

Program faculty members are widely recognized, both in the United States and abroad. Our 19 tenured, tenure-track, and emeritus faculty publish in leading journals and books, with renowned academic publishers across a range of disciplines. Students gain a variety of perspectives, as professors share expertise in education, anthropology, applied linguistics, cultural studies, policy, and sociology. The presence of our faculty on a number of major research journals in various disciplines—in addition to being an indication of their stature as recognized scholars in their respective fields—also serves as a testament to the quality of faculty in all of our disciplines in the department.

Research by program faculty members has been supported by grants from the National Endowment for the Humanities, the National Science Foundation, the Kellogg Foundation, the Spencer Foundation, and the US Department of Education, as well as El Programa Interinstitucional de Estudios sobre la Región de América del Norte (PIERAN). Several doctoral faculty members are former National Academy of Education Spencer Fellows; others have been awarded Outstanding Dissertation Awards by the National Association of Bilingual Education. Countries where doctoral program faculty members have taught or conducted research include Bolivia, Cambodia, China, Finland, Germany, Hungary, Ireland, Japan, Mexico, Nicaragua, Peru, Slovak Republic, Spain, Sweden, Taiwan, Thailand, and The Netherlands.

Below is a list of the tenured, tenure-track, and emeritus faculty in our department. It includes their contact information, the institution where they received their doctorate, and their area(s) of research.

PROFESSORS EMERITI

Ellen Riojas Clark
Ph.D., University of Texas - Austin
Teacher Preparation for Bicultural-Bilingual Populations; The Relationship between the Constructs of Self-concept, Ethnic Identity, Self-efficacy and Professional Efficacy of Teachers
Email: ellen.clark@utsa.edu
Robert D. Milk  
Ph.D., Stanford University  
_Bilingual Education/ESL Teacher Education; Transformative Education; Second Language Teaching and Learning; Applied Sociolinguistics; Cultural Processes in Education_  
Email: robert.milk@utsa.edu  
Phone: 210-458-5106

**PROFESSORS**

Belinda B. Flores  
Ph.D., University of Texas - Austin  
_Teacher Preparation; Teacher Learning Communities and Communities of Practice; Teachers’ Sociocultural Knowledge; Teacher Accountability; University-Teacher-School Partnerships_  
Email: belinda.flores@utsa.edu  
Phone: 210-458-4426

**ASSOCIATE PROFESSORS**

Lucila D. Ek  
Ph.D., University of California - Los Angeles  
_Language & Literacy Socialization; Chicano/Latino Education_  
Email: lucila.ek@utsa.edu  
Phone: 210-458-5966

Juliet Langman  
Ph.D., Stanford University  
_Second Language Acquisition; Sociolinguistics; Language & Identity_  
Email: juliet.langman@utsa.edu  
Phone: 210-458-6459

Josephine Méndez-Negrete  
Ph.D., University of California, Santa Cruz  
_Chicana/Latino Activism and Leadership; Ethnic Identity and Sociocultural Violence_  
Email: josephine.mendeznegrete@utsa.edu  
Phone: 210-458-2637

Marie “Keta” Miranda  
Ph.D., University of California - Santa Cruz  
_Cultural Studies; Chicana Feminisms_  
Email: marie.miranda@utsa.edu  
Phone: 210-458-2675
Patricia Sánchez  
Ph.D., University of California - Berkeley  
*Latina/o Immigrants; Globalization/Transnationalism; Bilingual Teacher Preparation*  
Email: patricia.sanchez@utsa.edu  
Phone: 210-458-6461

Howard L. Smith  
Ph.D., University of Arizona  
*Bilingual Education; Biliteracy; Children’s Literature*  
Email: howard.smith@utsa.edu  
Phone: 210-458-5574

Armando Trujillo  
Ph.D., University of Texas - Austin  
*Anthropology & Education; Ethnographic Research; Mexican-American and Latino Culture*  
Email: armando.trujillo@utsa.edu  
Phone: 210-458-5576

Wayne E. Wright  
Ph.D., Arizona State University  
*Language & Educational Policies and Programs for Language Minority Student; Heritage Languages; Bilingual and ESL Education*  
Email: wayne.wright@utsa.edu  
Phone: 210-458-5963

ASSISTANT PROFESSORS

Marco Cervantes  
Ph.D., University of Texas - San Antonio  
*Cultural Studies; African-American Studies; Chicana/o Studies*  
Email: marco.cervantes@utsa.edu  
Phone: 210-458-2694

Becky H. Huang  
Ph.D., University of California, Los Angeles  
*Second Language Acquisition; Language Assessment; Applied Psycholinguistics; Educational Linguistics; Language Teacher Training*  
Email: becky.huang@utsa.edu  
Phone: 210-458-5573

Kristen Lindahl  
Ph.D., University of Utah  
*Teacher language awareness; Second language teacher education; Leadership in L2 Education; Content-area literacy*  
Email: Kristen.Lindahl@utsa.edu  
Phone: 210-458-4948
Margarita Machado-Casas
Ph.D., University of North Carolina – Chapel Hill
Afro-Latino & Indigenous Immigration; Multilingual Communities; Family Involvement
Email: margarita.machadocasas@utsa.edu
Phone: 210-458-5571

Linda Prieto
Ph.D., University of Texas-Austin
Bicultural-Bilingual Teacher Preparation, Chicana Feminism, Pathways to Latin@ Student Success, Immigrant and Latin@ Families
Email: Linda.Prieto@utsa.edu
Phone: 210-458-5106

Lilliana Saldaña
Ph.D., University of Wisconsin - Madison
Teacher Identity; Practice and Consciousness; Latino Families, Schools and Communities
Email: lilliana.saldana@utsa.edu
Phone: 210-458-2632

Peter Sayer
Ph.D., Arizona State University
Language & Literacy
Email: peter.sayer@utsa.edu
Phone: 210-458-6456

Jorge Solís
Ph.D., University of California - Berkeley
Biliteracy, Classroom Discourse Analysis, Educational Transitions, Language Education
Email: jorge.solis1@utsa.edu
Phone: 210-458-5575
ACADEMIC POLICIES AND PROCEDURES

In the University of Texas System, as well as in other public institutions in the state of Texas, doctoral programs have several levels of governance; all, however, include oversight by the Texas Coordinating Board for Higher Education. Policies for the CLL doctoral program also come from the UT System guidelines for doctoral programs, UTSA guidelines from The Graduate School, and the UTSA Graduate Catalog. Each cohort of entering doctoral students follows the most current UTSA graduate catalog until the completion of all graduation requirements. The relevant pages of the current (2013-2015) graduate catalog are included in this handbook (see Appendix C).

The Ph.D. program in Culture, Literacy, and Language is administered by the Department of Bicultural-Bilingual Studies as set out by the Department By-Laws. Specifically, two committees oversee the program: the CLL GPC and the DSC, described below.

**Culture, Literacy, and Language Graduate Program Committee (CLL GPC)**

The CLL GPC shall consist of all members of the Graduate Faculty in the Department of Bicultural-Bilingual Studies who conduct research in the interdisciplinary area of culture, literacy, and language and/or who teach in the CLL doctoral program. The CLL GPC is a committee of the whole. The CLL GPC may elect Special Members of the Graduate Faculty to participate. The CLL GPC shall elect its Chair for a period of two years. This person will also serve as Chair of the Doctoral Studies Committee (DSC). All tenured graduate faculty will be eligible for office. The CLL GPC meets at least once per semester to review program issues.
**Doctoral Studies Committee (DSC)**

The DSC for the Ph.D. in Culture, Literacy, and Language is comprised of five members of the CLL GPC: the elected chair and four members representing the areas of culture, literacy, language, and interdisciplinary studies. Members of the DSC are elected for staggered two-year terms. The DSC shall have the responsibility to evaluate applications for admission and to recommend students for admission and stipend support. In consultation with the Department Chair, the DSC will determine the scheduling of doctoral-level courses, conduct doctoral qualifying examinations, and approve the assignment of dissertation chairs and dissertation committees.

DSC meetings are held approximately once each month during the academic year. A quorum for voting purposes is defined by Roberts Rules of Order. Faculty may contact their representative or the DSC Chair in order to place items on the agenda.

**Scheduling of Doctoral Courses**

In consultation with the Chair of the Department of Bicultural-Bilingual Studies, the DSC will recommend doctoral courses to be taught during the academic year. Two general principles will guide the assignment of doctoral courses:

a) All courses in the core curriculum will be offered at least once every two years.

b) In assigning courses, priority shall be given to faculty who demonstrate interest, active and continuing achievement in research as evidenced by regular scholarly publications, and willingness to effectively integrate the research interests of students in class requirements.
STUDENT RESPONSIBILITIES AND SUPPORT

Student Responsibilities
It is the student’s primary responsibility to ensure that s/he is moving through the CLL doctoral program in a timely fashion, and that s/he is complying with all requirements and deadlines as set forth in the Graduate Catalog, and elaborated here in the Academic Policies & Procedures Handbook. The Graduate School has recently developed the Milestones Agreement Form (See Appendix A) that more clearly outlines each “milestone” that a doctoral student must reach to graduate and earn her/his PhD. Students are expected to reach each milestone within the specified time period in order to make satisfactory progress through the program. Students who are not making satisfactory progress may lose funding, be placed on academic probation, or be dismissed from the program. The faculty and staff in our department are here to help you comply with the regulations as well as—and more importantly—ensure that you are provided with the best quality education and mentorship.

At the outset of the program, you are assigned a Program Advisor. This advisor will be your first point of contact for the program in the initial stages of your degree path. Students are advised the following: 1) to meet with their program advisor regularly during the first year; 2) to sketch out a plan of study designed to complete core and required courses; and 3) to design a coherent program of study through elective coursework.

Note that your program advisor is not necessarily the person who will serve as your dissertation chair. As you begin to take courses, meet faculty, and develop your ideas, you should begin to think of who might be a good advisor for your dissertation work. Typically, you will want to settle on a dissertation advisor no later than the beginning of the third year, as you prepare for qualifying exams and dissertation proposal writing.
Should you decide to change advisors, consult with the faculty member you are interested in working with to determine whether s/he is willing and able to take you on as a student. Once you and the faculty member have made a decision, you will need to fill out a change of advisor form to switch from your current program advisor to the person chairing your dissertation (see Appendix B, Change of Advisor Form).

Below is a chart that outlines, in a general fashion, the path toward completing your doctoral degree. This will give you a broader picture of what is expected of you in the next few years.

<table>
<thead>
<tr>
<th>GENERAL TIMELINE</th>
<th>(for FULL- or PART-TIME STUDENTS)</th>
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<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>Take proseminar</td>
</tr>
<tr>
<td></td>
<td>Take other core courses</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>Complete required coursework</td>
</tr>
<tr>
<td></td>
<td>Think about a dissertation topic</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>Prepare for and take “quals”</td>
</tr>
<tr>
<td></td>
<td>Write dissertation proposal</td>
</tr>
<tr>
<td></td>
<td>Complete dissertation proposal hearing/defense</td>
</tr>
<tr>
<td></td>
<td>Obtain IRB approval for study (as applicable)</td>
</tr>
<tr>
<td></td>
<td>Take a course that advances your dissertation</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td>Collect dissertation data</td>
</tr>
<tr>
<td></td>
<td>Write dissertation</td>
</tr>
<tr>
<td></td>
<td>Take a course that advances your dissertation</td>
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<tr>
<td></td>
<td>Defend dissertation</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td>Write dissertation</td>
</tr>
<tr>
<td></td>
<td>Defend dissertation</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
</tr>
</tbody>
</table>
Sources of Support: Faculty, Staff, and Students

It is our aim to provide a supportive and stimulating environment for doctoral students in our department (often referred to as “BBL”). To achieve this type of community, we rely on a wide range of supportive actors, including faculty, staff, and fellow students.

Faculty

The primary support person for your academic development will be your program advisor in the first 1-2 years, and your dissertation chair in the subsequent years. In addition, a number of other faculty will be working with you as you develop expertise in your areas of interest. We encourage you to take time to meet as many faculty members as you can during your time at UTSA.

When a student is admitted to the Ph.D. program, a program advisor is assigned on the basis of faculty research interests and the student's interests as expressed in her/his statement of purpose. To the extent that it is compatible with the mutual research interests of faculty and students, efforts will be made to ensure that faculty who teach in the doctoral program have an approximately equal advising load. The program advisor not only advises new doctoral students on the initial selection of courses, but also provides assistance regarding social and professional opportunities presented to the student. Most importantly, the program advisor annually evaluates the student’s timely progress toward meeting degree requirements in conjunction with another tenured, tenure-track faculty member (see Appendix A, Annual Doctoral Student Progress Report). These annual progress reports are forwarded to both the Office of the Dean of the College and to the Graduate School at the end of spring semester. Funding decisions for the following year are based on the information provided in these annual progress reports; they are also used for the continued accreditation of our doctoral program. Please remember that it is the student’s responsibility to contact his or her advisor at minimum once a semester.
**Staff**

The Student Development Specialist, Ruben Arciniega, is available to help you with your program-related questions. Typically, he will be your first point of contact for questions from admission to completion of your dissertation. He can help you with finding and processing forms, and reviewing program timelines and requirements.

Contact:  ruben.arciniega@utsa.edu  (210) 458-6619.  Office location:  MB 3.112

Administrative Associate, Sylvia Hernández, front office receptionist, inventory & travel arrangements.

Contact:  sylvia.hernandez2@utsa.edu  (210) 458-4426.  Office location:  MB 3.112

Senior Administrative Associate, Margarita Gómez, by Dr. Flores’ office, will handle appointments for TA- and RA-ships as well as paperwork related to your IDs, parking permits, timesheets, etc.

Contact:  margarita.gomez@utsa.edu  (210) 458-5570.  Office location:  MB 3.112

**Graduate Advisor of Record**

In addition to the support staff, the Graduate Advisor of Record (GAR) is available to discuss program issues related both to your academic plans, stipend assignments, and administrative requirements. For the academic years 2006-2011, Dr. Juliet Langman served as Chair of the Doctoral Studies Committee and CLL GPC as well as GAR. Currently, Dr. Patricia Sánchez serves in these capacities.

Contact:  patricia.sanchez@utsa.edu  (210) 458-6461.  Office location: MB 3.112
**Chair of the Department**

Dr. Belinda B. Flores is the Chair of the Department of Bicultural-Bilingual Studies; and in this role, she will do all that she can to support the CLL program. Specifically, she will work closely with staff and the GAR to ensure that a yearly budget is created and maintained for the CLL doctoral program. She will also ensure that scheduling of courses matches departmental needs as well as those put forth by the DSC.

Contact:  belinda.flores@utsa.edu  (210) 458-4426.  Office location: MB 3.112

**Fellow Doctoral Students**

Your fellow doctoral students are a vital part of your doctoral experience. We encourage you to develop collaborative relationships with students who share your interests in both formal and informal ways.

The **CLL RSO** is the registered student organization for the doctoral program. The CLL RSO organizes regular meetings to support students in their program, develop collaborations, and provide mentoring. Officers for the CLL RSO are elected each academic year, and the CLL RSO maintains a bulletin board as well as a discussion list in which you may participate. Please become an active member of the CLL RSO so that you may shape your doctoral experience and others’.

You may visit [http://www.cllrsoutsa.blogspot.com/](http://www.cllrsoutsa.blogspot.com/) to learn more.
ADMISSION REQUIREMENTS AND PROGRAM OPTIONS

According to UTSA guidelines, new students are admitted once a year to begin the program in the fall semester only. The deadline for submission of all admissions materials is the preceding February 1. The application process takes place online (https://apply.embark.com/grad/utsa/32/). You may contact the Graduate School Admissions office for further help. Please visit: http://graduateschool.utsa.edu/future-students/

All doctoral program applications are processed through The Graduate School where materials are assembled online and forwarded to the Associate Dean for Graduate Studies of the College of Education and Human Development and the Graduate Advisor of Record (GAR) for the CLL program. Decisions on admission and stipends are made by a majority vote of the Doctoral Studies Committee (DSC) with consideration of recommendations made by doctoral faculty not serving on the committee. The requirements for admission to the Doctor of Philosophy in Culture, Literacy, and Language degree program are listed in the Graduate Catalog (see Appendix C).

Admission Process
The admissions process has two phases: 1) general screening, and 2) evaluation. In the first phase, materials are checked for conformance with UTSA Graduate School requirements. Major non-conformance (e.g., lack of transcripts, GRE or TOEFL scores) can eliminate an applicant at this phase. Ordinarily, most applicants' materials move on to the second phase. In phase two, doctoral faculty evaluates each applicant, using criteria stipulated in the graduate catalog. All applicants are notified of admission or denial through The Graduate School. It is the intention of the DSC to make admissions and stipend offers by April 1.

Program Options
Full-time Students
The Ph.D. in CLL for full-time students carries the expectation that students will complete 21 semester hours annually, work toward completing Qualifying Exams at the beginning of the third year, and complete their dissertation within 5-6 years.
**Part-time Students**

In order to accommodate working professionals who wish to pursue full-time work, the CLL program offers coursework in the evenings and during the summer (occasionally on the weekends). The Ph.D. in CLL for working professionals carries the expectation that students will complete 18 semester hours annually, work toward completing Qualifying Exams during their third year, and complete their dissertation within 5-6 years.
STIPENDS AND RESEARCH/TEACHING ASSISTANTSHIPS

The purpose of offering stipends and assistantships is to enable students to devote their full-time attention to studies for the degree. Accordingly, all students who receive stipends will be required to work as either a TA (teaching assistant) or RA (research assistant) at UTSA. In addition, students who receive awards will be asked to sign a statement agreeing to work no more than half time. Students who receive full support must be registered for 9 semester credit hours in both fall and spring, and 3 semester credit hours in summer.

Continued Stipend Funding
Continuing doctoral students who wish to be considered for funding in their second year and beyond must complete an application form indicating that they wish to be considered for funding. Only those students who complete the application (see Appendix A, CLL Application for Doctoral Student Funding), indicating that they wish to be considered for funding may be included in the competitive applicant pool. These are submitted to the GAR each spring with annual progress report.

Criteria for selection of CLL students for stipend funding include:

- Submission of application indicating that funding is needed
- A strong GPA demonstrated via transcript
- Timely progress toward the degree, verified by the program advisor
- Minimal “incompletes” on course work (no more than one)

Additional Funding Outside the Department
Students are encouraged to seek outside sources of funding. The CLL RSO regularly sponsors workshops on funding opportunities and support. In addition, each student should discuss with their program advisor the types of funding that may be appropriate for their area of interest and status in the doctoral program.
The College of Education and Human Development has limited funding for supporting a graduate student’s research development. These funds are available on a competitive basis for many activities related to planning, carrying out, or presenting results of research at academic conferences. The student needs their advisor’s support when applying for this funding. The student will fill out the form, including a budget and supporting documents, and submit it to the Student Development Specialist (ruben.arciniega@utsa.edu). The Student Development Specialist will route the form to the Office of the Associate Dean of Graduate Studies in the College of Education and Human Development (see Appendix B, Application for Grant for Graduate Student Research).
PROGRAM DETAILS

Residence Requirement
This is no longer a program requirement (as of December 2011). However, please remember that students on stipends are expected to be full time (9 semester credit hours) in Fall and Spring semesters.

Yearly Review: Annual Progress Reports
The program advisor for each student will submit an Annual Doctoral Student Progress Report (see Appendix A, Annual Doctoral Student Progress Report) that includes ratings and comments on each student’s success in completing degree requirements as well as performance evaluations of TA/RA assignments where applicable. Be sure to schedule an appointment with your advisor and a second faculty member towards the end of each academic year to complete this review. These reviews are important as they help students receive advising and are critical pieces of data that our program submits annually to both the University and UT System for continued accreditation.

Program Hours
Regular coursework is 45 semester credit hours (see Appendix B, Program of Study Worksheet and Appendix C, Graduate Catalog Course Descriptions). This is followed by a minimum of 3 hours of directed doctoral research hours, during which a student will normally write the dissertation proposal, followed by a minimum of 12 hours of dissertation credit.

Course Substitutions and Transfer Courses
Any changes in the program of study must be requested by the student with a suitable rationale, supported by the advisor, and approved by the Doctoral Studies Committee. Petitions for waivers of university-wide requirements must further be approved by the Associate Dean of Graduate Studies in the College of Education and Human Development, and the Graduate School (see Appendix B, Petition for Course Substitution and Faculty Support of Course Substitution Request).
Petitions for course substitutions should be submitted to the Doctoral Studies Committee, through the Chair of the Committee. Documentation for a petition for course substitution at a minimum includes:

1) Completed “Petition for Course Substitution” form, including rationale
2) Signed approval from Program Advisor
3) Copy of syllabus from course requested for substitution
4) Copy of syllabus from course to be substituted
5) Copy of the course description from the college catalog (transfer courses)

Students who wish to transfer courses from other institutions may do so, in consultation with their faculty advisor. The procedure for transferring courses is outlined in the Graduate Catalog (2013-2015).

**Reduced Course Load**

International graduate students who have completed their formal coursework and are engaged in thesis or dissertation work may apply for a reduced course load (RCL). The request form can be found at [http://international.utsa.edu/images/uploads/Reduced-Course-Load-final.pdf](http://international.utsa.edu/images/uploads/Reduced-Course-Load-final.pdf). Students must apply for a RCL each semester.
QUALIFYING EXAMINATION

The purpose of the Qualifying Examination is to determine if the Ph.D. student has acquired the knowledge necessary to carry out sustained research to complete a doctoral dissertation. Often referred to as “quals,” the Qualifying Exam is perhaps the most intense requirement of the CLL Ph.D. Preparation for this exam begins on day one of coursework because much of its content is based on general theories and concepts presented in core courses, relevant to the three areas of culture, literacy, and language.

Eligibility
Students must complete core and emphasis courses and have completed 36 semester credit hours prior to taking the exam.

Composition of Committee
Often, the program advisor serves as the chair of the student’s qualifying exam committee (QEC). However, the student must confirm this with her/his program advisor. Other times, students select someone other than their program advisor to be the QEC chair; the QEC can be faculty members who will also serve as the student’s future dissertation committee. Regardless, the QEC chair, in consultation with the student, recommends members to be on the QEC. The student then seeks and confirms the other faculty members’ willingness to serve. The QEC must consist of at least 3 tenured or tenure-track faculty members from our department: one faculty member from each of the three core areas of culture, literacy, and language.

Exam Dates
Exams are typically administered during the second week of fall and spring semesters. However, a new policy that was approved in spring 2013 allows students to choose any date to take their quals exam, contingent upon obtaining the QEC’s approval of such date (i.e., all 3 faculty members’ schedules and the student’s must concur). Because of their work schedules, some part-time students take their quals during a week that is more compatible with their employment schedules (i.e., spring break).
Notification of Intent to Take Exam
Following the composition of the committee, and at least 6 weeks prior to the exam, students must notify the Graduate Advisor of Record (GAR) by (e-mail) memo of their intention to take the exam and submit the names of the faculty members who have agreed to serve on the QEC.

Exam Content
The exam covers the areas of expertise the student has developed during coursework; it also can include the opportunity to begin development of the student’s dissertation proposal. Each member of the QEC contributes a question (or interrelated questions) to the chair of the student’s QEC. The chair compiles these questions into one document.

When one area of expertise is primary for the student’s dissertation (e.g. language), the faculty member who contributes the question(s) in this area will assure that design of study and method of analysis are covered. In other words, one of the three QEC members will not only include a theoretical and conceptual approach in their question(s) but also a methodological question or set of questions appropriate to the student’s research interests. When the area of expertise is secondary, the student’s knowledge—based on coursework—will be incorporated into the remaining questions.

There are two parts to the Qualifying Exam: a written and oral portion.

Written Exam Portion
The written exam portion of the quals is similar to a take-home exam that lasts one full week. Students will make arrangements to pick up their hardcopy exam from the Chair of their QEC on the second Monday of the beginning of fall or spring semester. Students are allowed a maximum of seven days from the time they receive the hardcopy exam questions to the time the type-written responses are returned to the QEC chair on the following Monday. Absolutely no consultation with peers, professors, or others is allowed during the written exam portion.
**Oral Exam Portion**

Within *two weeks* of the written exam, there will be a two-hour oral portion of the Qualifying Exam. This will give the QEC time to read the student’s written responses to their respective questions. On the day of the oral exam, which takes place in a conference room on campus, the student and her/his QEC will see each other face-to-face. The oral portion often focuses on clarifying the student’s ideas from the written portion and serves as a professional exchange of scholarly ideas.

**Evaluation Process**

All members of the committee read exam responses. Each member of the committee will address overall performance of the exam as well as performance of their constructed question(s) in particular. Grades are *pass/fail*. Comments and recommendations regarding overall and specific performance of the student are required from all QEC members for the written and oral parts of the exam. The Graduate School requires a form: “Completion of the Qualifying Exam.” Members of the QEC and the GAR must sign the form, and then it is processed through the Office of the Associate Dean of Graduate Studies. The QEC faculty make use of a rubric to evaluate student success on the qualifying exam (see *Appendix A, Rubric to Assess the Ph.D. Qualifying Exam*). Students who fail any portion of the examination will have one more opportunity to retake that portion at the discretion of the QEC. Remaining training needs, if any, and arrangements to retake any failed portion are negotiated with the QEC.

Upon successful completion of the qualifying exam, notification will be forwarded to the Graduate Advisor of Record (see *Appendix A, Completion of Qualifying Exam*).
Once the student has successfully passed the qualifying examination, the final stages of the degree entail three more steps: 1) preparing and defending a dissertation proposal; 2) advancing to candidacy; and 3) completing and defending the dissertation. Students will begin working with their program advisor to identify a dissertation topic, a dissertation chair, and dissertation committee members. Sometimes the program advisor remains as the dissertation chair; sometimes students select a new faculty member. Once the student is underway with the development of a dissertation proposal—and prior to setting the defense date for the proposal, students must submit an Appointment of Doctoral Dissertation Committee form (see Appendix A) to the Graduate Advisor of Record for approval by the Doctoral Studies Committee. Students may not proceed with their proposal hearing/defense until the dissertation committee has been approved. Please review the section on “Dissertation Chair and Dissertation Committee” in this handbook for more guidance.

**The Dissertation Proposal**

The student must select an original and acceptable research topic and submit appropriate human subject research forms—the latter are submitted to an office on campus called the Institutional Review Board (IRB). The proposal should include the following: a clear description of the problem to be investigated; a review of the relevant literature; a description of the goals and methods to be used for data collection and analyses; and a brief discussion of the results that the student hopes to achieve. Some professors require the dissertation proposal to be the first three chapters of the dissertation (introduction, literature review, methods). The student should give a complete draft of the dissertation proposal to the Supervising Professor (Dissertation Chair) a month before the proposal hearing/defense and to the other committee members three weeks prior to the oral proposal hearing/defense.

The Dissertation Chair, along with the Student Development Specialist in our department, will advertise the proposal hearing/defense to the University community two weeks prior to the set date.
On the day of the proposal hearing/defense, the student will make an open presentation of the dissertation proposal. Then, audience members will be thanked for their attendance and the proposal hearing/defense will proceed with only the student and the Dissertation Committee. This portion will cover the dissertation proposal’s strengths and any needed improvements.

Upon successful defense of the dissertation proposal, students must submit a complete copy of the proposal and the Dissertation Proposal Approval Form (see Appendix A) to the Graduate Advisor of Record for approval by the Graduate Studies Committee.

**Institutional Review Board (IRB)**

In conjunction with all research conducted by students during their time at UTSA, students are expected to submit their research protocols for review and approval to the Institutional Review Board. Approval for research is required prior to any research activities taking place. Details on the IRB Human Subjects Review process are available online at [http://research.utsa.edu/oric/irb/](http://research.utsa.edu/oric/irb/). In addition, you should consult with your Program Advisor, and/or your course instructor(s) prior to conducting any research. Student research requires a faculty sponsor in all cases. In addition, students must complete an online training, or set of modules called CITI (Collaborative Institutional Training Initiative) before they can conduct any research or submit human subject research forms to the IRB. Visit [http://research.utsa.edu/oric/irb/training.php](http://research.utsa.edu/oric/irb/training.php) for CITI training.
Advancement to Candidacy
Successful completion of the qualifying exam, successful defense of the dissertation proposal, completion of all degree requirements (except the actual dissertation), and evidence of an IRB approved study constitutes advancement to candidacy. This stage in the Ph.D. path is often called ABD (all but dissertation). The student must complete all University and program requirements and submit an Application for Candidacy for the Doctoral Degree (see Appendix A) form with the required signatures to the CLL Doctoral Studies Committee who, upon recommendation, will forward the paperwork to the Office of the Dean of the College of Education and Human Development and then onto the Graduate School. Forms may be downloaded from The Graduate School at http://graduateschool.utsa.edu/faculty-staff/doctoral-forms/. You may also contact the Student Development Specialist in our department for help in securing the proper forms.
Dissertation Chair and Dissertation Committee
The dissertation committee will consist of 4 faculty members, including the Supervising Professor (Chair), who consults with other members of the committee as the work proceeds. Three members of the dissertation committee, including the Chair, must be Program Faculty in the Department of Bicultural-Bilingual Studies. The fourth member can be either a faculty member from our department or an external member. External members include faculty outside the Department of Bicultural-Bilingual Studies but within the College, outside the College but within UTSA, and outside UTSA altogether at another institution. However, the Graduate Council—a university-level committee—must approve external members who are not Graduate Faculty at UTSA. The process for approving a dissertation committee member that is not a member of the Graduate Faculty at UTSA includes the approval of the “Application for Graduate Faculty – Special Membership” form (see Appendix B, External Committee Member Application). Students and Dissertation Supervisors should keep in mind that the Graduate Council considers these requests at their monthly meetings, and there is no guarantee that they will deliberate on a particular application on the expected month. Students and Dissertation Chairs must plan ahead when forming the Dissertation Committee. Additional information for approving external members is available from the Graduate Advisor of Record and at this website: http://graduateschool.utsa.edu/faculty-staff/special-and-adjoint-members-of-the-graduate-faculty/.

Sometimes faculty members change employment, retire, or can be subject to an untimely accident or death. A student has the right to change dissertation committee membership at any time during the course of completing requirements for the Ph.D. in CLL. When a change of dissertation committee membership is made, the student should use the same form that is provided by the Graduate School when appointing a dissertation committee. There is a small checkbox at the top that indicates there is a change in membership. Please visit this link: http://graduateschool.utsa.edu/images/uploads/Dissertation_Committee.pdf and submit the completed form to the Student Development Specialist, ruben.arciniega@utsa.edu. It will be forwarded to the Doctoral Studies Committee for approval.
**Dissertation and Final Oral Examination**

The candidate selects an original and acceptable research topic and submits appropriate human subject research forms to the IRB at UTSA. S/he must demonstrate the ability to conduct independent research by completing and defending an original dissertation. The dissertation may employ quantitative, qualitative, or mixed-design research methods as applicable to the selected emphasis for the degree. The doctoral dissertation must make a substantial contribution to a field within culture, literacy, and language. The final draft of the dissertation should be given to all committee members *one month* before the oral defense. The request for scheduling the final oral examination should be made by the student and Supervising Professor at least *two* weeks prior to the oral defense date. The DSC should be notified at the same time.

**Oral Defense of Dissertation**

The Dissertation Committee must unanimously approve the completed dissertation. The dissertation will be defended publicly before the student’s committee and interested members of the University community. The Dissertation Chair, along with the Student Development Specialist in our department, will advertise the oral defense date to the University community *two weeks* prior. On the day of the oral defense, the student will make an open presentation of the dissertation findings. Then, audience members will be thanked for their attendance and a final oral examination will proceed with only the student and the Dissertation Committee. This portion will cover the dissertation’s strengths and any needed improvements.

**UTSA Time Limit for Completing the Doctoral Degree**

All completed work that is included in a doctoral student’s degree program at the time of admission to candidacy must have been taken within the previous six years (exclusive of a maximum of three years of military service). The Doctoral Studies Committee will review the programs of students who have not completed the degree at the end of three years from admission to candidacy; the committee will review the status of the student’s program yearly thereafter. At those times, the committee may recommend additional coursework, further examinations, or termination of candidacy. In addition, the student’s progress is subject to review by the Dean of the Graduate School.
Registration for the dissertation must be for a period of more than one semester. During each semester or term that students receive advice and/or assistance from a faculty member—or supervision by the Dissertation Committee or use University resources, they are required to enroll in the appropriate dissertation course.

Graduation and Completion of Degree Requirements
In addition to CLL requirements for the dissertation defense, students must follow university requirements and stated deadlines for applying to graduation and submission of the final approved dissertation to the Graduate School. These deadlines are firm. Each semester, thesis and graduation deadlines are posted at:

http://graduateschool.utsa.edu/current-students/deadlines/

Consult the Graduate Catalog (2011-2013) Doctoral Degree Regulations (Chapter 5, pp. 40-46) for additional information.

ALL THE BEST TO YOU ON YOUR PATH TOWARD A PH.D.!
Appendix A – Required Forms

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Milestones Agreement Form

DOCTOR OF PHILOSOPHY IN CULTURE, LITERACY, AND LANGUAGE
(Ph.D. in CLL)

This agreement form is provided to Ph.D. students for the purpose of informing them of the CLL program milestones that they will be expected to reach in order to earn their Ph.D. degree and related deadlines for completing these milestones. Students are expected to reach each milestone within the specified time period in order to make satisfactory progress through the program. Students who are not making satisfactory progress may lose funding, be placed on academic probation, or be dismissed from the program.

Academic Advising
Upon entering the Doctor of Philosophy in Culture, Literacy, and Language program, all students will be assigned an advisor. The faculty advisor will be a tenured or tenure-track member of the Department of Bicultural-Bilingual Studies.

Faculty advisors may be changed by the student, upon the approval of the new faculty advisor and Graduate Program Chair. See the Student Development Specialist for additional information.

The Doctor of Philosophy in Culture, Literacy, and Language has a Student Development Specialist (SDS). The SDS assists students in understanding Departmental, College, and University resources available. Additionally, the SDS will assist students with registration questions, understanding doctoral paperwork, and informing students of University timelines.

Academic advising includes the following elements that are designed to ensure that Ph.D. CLL students remain in good academic standing and make satisfactory progress through the program. Advisors are responsible for the following:

- Ensuring that annual reviews between student and advisor and/or supervising committee occur. The results of this review will be included in the program’s annual Doctoral Progress Report that is submitted to the Graduate School.
- Providing suggestions on course selection.
- Reviewing the student’s Degree Plan to determine if the student is making progress consistent with the expectations of the program and reaching milestones according to the timeline provided on this form; working with the Doctoral Studies Committee and student to determine if modifications are necessary.
- Clarifying the timetable for completing any remaining course requirements, examinations, and other requirements.
- Providing the student with assistance in understanding the requirements for the successful completion of the dissertation.
- Providing the student with assistance in assembling a dissertation committee.
- Providing the student with experiences and information that will optimize the student’s career opportunities and success.
**Requirements for all Students in the Culture, Literacy, and Language Ph.D. Program**

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Expected Time of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of student’s progress with advisor. Advisor discusses with Doctoral Studies Committee (DSC) as needed.</td>
<td>Annually</td>
</tr>
<tr>
<td>Successful completion of written and oral qualifying exam</td>
<td>Optimally during third year, but no later than end of fourth year, depending on full-time or part-time status</td>
</tr>
<tr>
<td>Coursework successfully completed</td>
<td>Between second and fourth year, depending on full-time or part-time status</td>
</tr>
<tr>
<td>Dissertation Committee appointed and approved by Graduate School</td>
<td>Optimally during third year, but no later than end of fourth year</td>
</tr>
<tr>
<td>Dissertation proposal completed and approved</td>
<td>Optimally during third year, but no later than end of fourth year</td>
</tr>
<tr>
<td>Research protocols and/or IRB approval (as applicable)</td>
<td>Optimally during third year, but no later than end of fourth year</td>
</tr>
<tr>
<td>Student admitted to doctoral candidacy</td>
<td>By the fourth to fifth year, depending on full-time or part-time status</td>
</tr>
<tr>
<td>Dissertation completed, successfully defended, and approved by Committee</td>
<td>Between the fourth to sixth year, depending on full-time or part-time status</td>
</tr>
<tr>
<td>Student completes and files all paperwork required for graduation</td>
<td>Between the fourth to sixth year, depending on full-time or part-time status</td>
</tr>
<tr>
<td>Dissertation accepted by Graduate School</td>
<td>Between the fourth to sixth year, depending on full-time or part-time status</td>
</tr>
<tr>
<td>Exit interview completed and submitted to SED</td>
<td>Within a semester of graduation</td>
</tr>
</tbody>
</table>
Degree Completion Checklist for Students

— Maintain active student status by registering for courses every fall and spring semester.
— Complete Milestones Agreement Form with your advisor no later than November 1, 2012.
— At the end of each academic year, meet with your advisor to complete your Annual Student Progress Report.
— Complete all required organized coursework.
— Schedule and successfully complete required qualifying exams.
— Form your dissertation committee in consultation with your advisor/dissertation chair.
— Have your dissertation committee approved by the DSC and Graduate School.
— Prepare and successfully present your dissertation proposal.
— Seek and gain IRB approval for carrying out your dissertation study.
— Apply for Advancement to Candidacy.
— Enroll in required dissertation hours and complete your dissertation.
— Successfully complete the defense of your dissertation.
— Submit required documentation to the Graduate School for completion and graduation.

I have read this form and have had the opportunity to discuss the information contained in it with my advisor. I understand the academic milestones that I am expected to reach in order to successfully complete the Ph.D. in Culture, Literacy, and Language program, as well as the expected timeline for completing these milestones.

______________________________________                ________________________
Student’s Name (please print)    Banner ID #
______________________________________                  ___________________
Student’s Signature        Date
______________________________________
Faculty Advisor’s Name (please print)
______________________________________                  ___________________
Faculty Advisor’s Signature       Date
ANNUAL DOCTORAL STUDENT PROGRESS REPORT

Dear Students:
Each year, as part of your degree plan, you will be responsible for organizing an annual progress report conversation. These meetings and reports are extremely important as they help students receive advising and are critical pieces of data that our program submits annually to both the University and UT System for continued accreditation. We are also beginning the process for budget planning for the next academic year, and therefore, need to have applications for funding submitted with your annual student progress report.

Make an appointment with your Program Advisor or Dissertation Chair and one additional faculty member during April.

Be sure that these two individuals can speak to your academic as well as your RA/TA responsibilities where applicable.

Prepare for the meeting and bring with you:
   a) a set of talking points about your research and future study/career plans
   b) a copy of your current program of study filled out, also known as a “degree plan worksheet” (to be signed by advisor)
      http://education.utsa.edu/bicultural-bilingual_studies/degree_programs/
   c) a current CV (see attached example as a possibility)
      a. Be sure to include on your CV separate sections outlining the presentations and publications you have completed during this past academic year.
      b. As an indication of scholarly activity, please include presentations that you submitted abstracts for, even if not accepted (clearly marking such submissions), as well as publications in progress that have been submitted, or reviewed, or accepted, but not yet published.
      c. To help you, here are two links to other tips on drafting CVs:
         https://career.berkeley.edu/phds/PhDCVelements.stm
         http://ww2.prospects.ac.uk/cms/ShowPage/Home_page/Your_PhD____what_next_/Example_CVs/p1efbd kedk
   d) a cover sheet indicating date and time of meeting and those in attendance
   e) application for Doctoral Student Funding for 2013-2014 (to be signed by advisor)
   f) the annual progress forms attached below
   g) the milestones agreement, if you began the PhD in fall 2012 or later
Following your Annual Progress Report Meeting:

a) Submit items (1-5) to Ruben Arciniega (who will later pass on to the Graduate Advisor of Record, Dr. Patricia Sánchez).
   DEADLINE: Friday May 3, 2014

b) Your program advisor will submit item 6 – the completed and signed form to Ruben Arciniega (who will later pass on to the Graduate Advisor of Record, Dr. Patricia Sánchez).
   DEADLINE: Friday May 3, 2014

c) Following review by the Doctoral Studies Committee, you will receive a copy of the signed evaluation. Reviews will be available to students at the beginning of July 2014.

Dear Program Advisors & Dissertation Chairs:
Following your annual progress report meeting(s) with your advisee(s), please fill out and submit the attached form to the Graduate Advisor of Record via Ruben Arciniega no later than the First Friday of May of each academic year. Please be as complete as possible in your assessment of strengths and weaknesses and recommendations that you have made to the student in terms of her/his progress in the program.

The second faculty member may either submit a separate form, or sign the form prepared by the program advisor.
ANNUAL DOCTORAL STUDENT PROGRESS REPORT for (AY) 2013-2014

Program ___ CLL ___________________ Date of Evaluation ________________________

Student __________________________ Date Entered Program ______________________

Banner Number _____________________ Degree Course Plan Attached: yes ___ no ___

Part A. If student is pre-Qualifying Examination, please complete this section:

Progress in meeting course requirements is:
   _____ satisfactory  _____ slower than desirable  _____ unsatisfactory

Quality of course work is:
   _____ satisfactory  _____ poorer than desirable  _____ unsatisfactory

Commitment to completing the degree program is judged to be:
   _____ satisfactory  _____ less than desirable  _____ unsatisfactory

With respect to general progress toward the doctorate, this student’s evaluation is:
   _____ satisfactory  _____ slower than desirable  _____ unsatisfactory

Number of publications during this academic year ______

Number of conference presentations during this academic year ______

What is student’s career goal? ________________________________

Comments (please fill out your assessment of academic progress as well as TA/RA assignments if applicable and any other special circumstance/contribution):
Part B. If student is post-Qualifying Examination, please complete this section.

Dissertation research project plans are:
  _____ satisfactory  _____ not completely appropriate  _____ unsatisfactory

Quality of research work to date is:
  _____ satisfactory  _____ poorer than desired  _____ unsatisfactory

Work on the research is proceeding:
  _____ at a timely rate  _____ very slowly  _____ unsatisfactory

Commitment to completing the research is judged to be:
  _____ satisfactory  _____ less than desirable  _____ unsatisfactory

With respect to timely completion of all degree requirements, this student’s evaluation is:
  _____ satisfactory  _____ lower than desirable  _____ unsatisfactory

Number of publications during this academic year ______

Number of conference presentations during this academic year ______

What is student’s career goal? ________________________________

Comments

Evaluation by:
Program Academic Advisor (for Part A)  _______________________________________

Dissertation Committee Chair (for Part B)_________________________________________

Second Evaluator ____________________________________________________________

Agreement w/evaluation by Graduate Advisor of Record ____________________________
<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Administrative Duties</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Attends all classes as required. Limited absences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Punctual for class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Keeps posted office hours.</td>
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<tr>
<td></td>
<td></td>
<td>Prepared for class with appropriate forms, documents, and other assigned materials.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Maintains appropriate and current records of student work and activities as assigned by supervising professor.</td>
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<tr>
<td></td>
<td></td>
<td>Submits work assignments (e.g., grades, attendance records) in a professional manner according to the timelines designated by the course instructor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completes assigned tasks (e.g., Blackboard updates) in a professional and timely manner as required.</td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Delivery**

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Communication Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Demonstrates professional level writing skills in English (or other appropriate language) for all written assignments, as specified by faculty.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicates effectively with students, faculty, and professionals.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does not reveal confidential information concerning students unless disclosure serves professional purposes or is required by law.</td>
<td></td>
</tr>
</tbody>
</table>

**Personal and Professional Requirements**

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Personal and Professional Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Open to accepting and testing the results of unfamiliar ways of teaching.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accepts and acts upon reasonable criticism.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Separates personal and professional issues when in the classroom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Works collegially with colleagues and faculty.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conducts himself/herself with the guidelines of Sexual Harassment Policy of UTSA.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dresses appropriately for their professional contexts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher candidates adhere to the Code of Ethics and Standard Practices for Texas Educators.</td>
<td></td>
</tr>
</tbody>
</table>

**Cultural and Social Attitudes and Behavior**

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Cultural and Social Attitudes and Behavior</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teaching Assistant exhibits respect for diversity, especially in regards to differences of race, ethnicity, religion, and social class, national allegiance, cultural heritage, gender, and gender preferences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrates positive social skills in professional and social interactions with faculty and colleagues.</td>
<td></td>
</tr>
</tbody>
</table>
Continuing doctoral students who wish to be considered for fellowship funding in their second year and beyond must complete the following application form indicating that they wish to be considered for funding. Only those students who complete this application indicating that they wish to be considered for funding may be included in the competitive applicant pool.

Submit to GAR with the Annual Doctoral Student Progress Report by the First Friday in May each year.

CLL Application for Doctoral Student Funding

Name: ____________________________________________________________

Banner ID: _______________________________________________________ 

Number of years you have been enrolled: __________________________

Number of hours you have completed: _____________________________

List any Incomplete Courses you have had: __________________________

Number of years you have received funding: _________________________

List any external funding received to date: __________________________

Current doctoral GPA (attach copy of transcript): ___________________

Name of Program Advisor/Supervising Professor: ____________________

Type of funding for which you are applying (check all types for which you are applying):

_______ Research Assistant

_______ Teaching Assistant

_______ Fellowship/Scholarship

Student Signature: ____________________________ Date: ________________

Advisor Signature: ____________________________ Date: ________________
The following rubric will be employed to assess the Ph.D. Qualifying Examination

Qualifying Examination Rubric*

Student’s Name:       Student’s Primary Focus Area:       Date:
Examiner’s Name:       Question Domain (circle one): Culture       Literacy       Language

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceptional (2)</th>
<th>Acceptable (1)</th>
<th>Unacceptable (0)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain Knowledge</td>
<td>Displays an expert understanding of the concepts and concerns of the stated domain, including specific details about major historical developments as well as nuances related to current questions and issues.</td>
<td>Displays a thorough understanding of the concepts and concerns of the stated domain, including major historical developments as well as current questions and issues.</td>
<td>Displays a limited understanding of the concepts and concerns of the stated domain AND/OR ignorance about major historical development AND/OR lack of awareness about current questions and issues.</td>
<td></td>
</tr>
<tr>
<td>Synthesis and Critical Analysis</td>
<td>Displays sophisticated synthesis and critical analysis of major theories and studies in the domain, with highly developed discussion of the specific topical and methodological merits and drawbacks of these studies.</td>
<td>Displays an ability to synthesize and critically analyze the major theories and studies in the domain; including the ability to discuss studies, with reference to their specific and overall successes and/or failures in achieving their stated goals.</td>
<td>Displays the ability to provide mainly summaries of major theories and studies in the domain AND/OR limited connections are made across scholarly sources AND/OR critical engagement with studies is not discernable.</td>
<td></td>
</tr>
<tr>
<td>Methodology</td>
<td>Demonstrates highly developed understanding of the theoretical foundations for the methods discussed. If applicable: Provides innovative and creative ideas for applying methods to original future research.</td>
<td>Demonstrates the ability to outline and tie appropriate methods to theories discussed. If applicable: Demonstrates ability to apply methods to original future research.</td>
<td>Demonstrates limited understanding or complete misunderstanding of the theoretical foundations for the methods discussed.</td>
<td></td>
</tr>
<tr>
<td>Clarity and Style</td>
<td>Writing is superb in every way, including the use of a confident and authoritative academic voice.</td>
<td>Provides clear and succinct arguments, reflecting the writer’s own academic voice.</td>
<td>Ideas are poorly organized AND/OR the writing reflects frequent grammatical errors AND/OR an academic voice is not discernable.</td>
<td></td>
</tr>
</tbody>
</table>

For each question:  
**Pass** = Exceptional or acceptable in at least 3 out of 4 categories  
(min. total score = 3)

**Fail** = Exceptional or acceptable in fewer than 3 out of 4 categories

Additional comments:

---

* Note: The final evaluation recorded here should reflect adjustments, as warranted, after the oral portion of the examination.

39
# COMPLETION OF THE QUALIFYING EXAM

**Completion of the Qualifying Exam for the Doctor of**

---

## STUDENT INFORMATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree Program</th>
<th>Banner ID</th>
</tr>
</thead>
</table>

## UTS ACADEMIC RECORD:

<table>
<thead>
<tr>
<th>Semester of entry into program (semester/year):</th>
<th>Total number of semester hours completed:</th>
<th>Cumulative GPA:</th>
</tr>
</thead>
</table>

All required courses completed:  
Yes ☐  
No ☐  

Passed Qualifying Exam:  
Written:  
Oral:  

Date  
Date

## SIGNATURES OF QUALIFYING EXAM COMMITTEE:

<table>
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## SUPERVISING PROFESSOR

Type or Print Name Here  
Date

## DEPARTMENT

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<th>Type or Print Name Here</th>
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## COLLEGE

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<tr>
<th>Associate Dean,</th>
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## THE GRADUATE SCHOOL

<table>
<thead>
<tr>
<th>Vice Provost and Dean of The Graduate School, Dr. Dorothy Flanagan</th>
<th>Date</th>
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</table>
APPOINTMENT OF DOCTORAL DISSERTATION COMMITTEE

Please Choose One: □ New appointment of committee □ Change of committee member(s)

STUDENT INFORMATION

Name

Department: ____________________________ College: ____________________________

Student ID: ____________________________ Date Student Completed Qualifying Exam: ____________

Proposed Dissertation Committee:

Chair: ____________________________ Department: ____________________________

Member, ____________________________ Department: ____________________________

Member, ____________________________ Department: ____________________________

Member, ____________________________ Department: ____________________________

Outside Member, ____________________________ Department: ____________________________

Supervising Professor, ____________________________ Department: ____________________________

CHANGES IN COMMITTEE

New Member: ____________________________ Department: ____________________________

Remove: ____________________________ Department: ____________________________

DOCTORAL PROGRAM COMMITTEE RECOMMENDATIONS

□ We recommend that the Dissertation Committee be approved □ We do not recommend that the Dissertation Committee be approved

Department Ph.D. Advisor, ____________________________ Date: ____________

Chair, Doctoral Program Committee, ____________________________ Date: ____________

Department Chair, ____________________________ Date: ____________

Associate Dean of the College, ____________________________ Date: ____________

THE GRADUATE SCHOOL

Based on the College’s recommendation, I hereby □ Approve □ Disapprove Dissertation Committee.

Vice Provost and Dean of The Graduate School, Dr. Dorothy Hannagan, ____________________________ Date: ____________

Attachment: Curriculum Vitae of Outside Member
# DISSErTATION PROPOSAL APPROVAL FORM

## STUDENT INFORMATION

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## DISSErTATION COMMITTEE MEMBERS

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## DOCTORAL PROGRAM COMMITTEE ACTION

**Doctoral Program Committee Review Date:**

**Doctoral Program Committee, Chair,**

**Department Chair,**

**Dean of College,**

**THE GRADUATE SCHOOL**

Based on the College's recommendation, I hereby ___ Approve  ___ Disapprove Dissertation Proposal.

Vice Provost and Dean of The Graduate School, Dr. Dorothy Policar

Date: ____________

**Attachments:**

1. Dissertation Proposal
2. Approval of Doctoral Dissertation Committee Form
# Application for Candidacy for the Doctoral Degree

## Student Information

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<thead>
<tr>
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<th>Degree Sought</th>
<th>Program of Study</th>
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- [ ] Level of English proficiency is satisfactory
- [ ] Scholarship to date is satisfactory
- [ ] Program of Study is satisfactory
- [ ] Qualifying exam administered

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<th>Supervising Professor for Dissertation, Signature</th>
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## Doctoral Program Committee Recommendations

Based upon this student’s performance to date and the attached Program of Study:

- [ ] We recommend that the student be advanced to candidacy
- [ ] We do not recommend advancement to candidacy at this time

<table>
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<th>Date</th>
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## The Graduate School

Based on the College’s recommendation, I hereby

- [ ] Approve
- [ ] Deny Candidacy

<table>
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<tr>
<th>Vice Provost and Dean of The Graduate School, Dr. Dorothy Ranagan</th>
<th>Date</th>
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CERTIFICATION OF COMPLETION OF DISSERTATION REQUIREMENTS
FOR DOCTORAL DEGREE

TO: Registrar

This is to certify that the student named below has completed all requirements for the dissertation associated with the degree indicated and that the dissertation has been filed with this office.

STUDENT INFORMATION

Last Name: ___________________________ First Name: ___________________________ Middle Name: ___________________________ Student ID: ___________________________

Dissertation Title (as it is to be listed on the student’s official records): ___________________________

Semester hours of credit to be awarded for dissertation: ___________________________

Grade to be awarded for dissertation credit: ___________________________

Date dissertation approved by committee: ___________________________

Degree to which dissertation applies (Ph.D., Ed.D; area and concentration): ___________________________

DISSERTATION COMMITTEE MEMBERS

Chair, ___________________________ Date: ___________________________

Member, ___________________________ Date: ___________________________

Member, ___________________________ Date: ___________________________

Member, ___________________________ Date: ___________________________

Outside Member, ___________________________ Date: ___________________________

DEPARTMENT

Department Chair, ___________________________ Date: ___________________________

COLLEGE

Associate Dean, ___________________________ Date: ___________________________

THE GRADUATE SCHOOL

Based on the College’s recommendation, I hereby □ Approve □ Deny the request.

Vice Provost and Dean of The Graduate School, Dr. Dorothy Flinnagan ___________________________ Date: ___________________________

OFFICE OF THE REGISTRAR

A) Credit and grade entered on student’s record? □ Yes □ No

B) Dissertation title entered on student’s record? □ Yes □ No

C) Graduation check updated? □ Yes □ No

D) Student notified? □ Yes □ No

E) Notes: ___________________________
Appendix B – Additional Forms

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GRADUATE STUDENTS ALVAREZ TRAVEL GRANTS

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Semester _____________ year

Student ____________________________________ Banner # @___________________

Degree Program ___________________

Request is for: _____ Support of on-going research
                _____ Preparation for research planned
                _____ Travel to collect data
                _____ Travel to present research *(Include notice of acceptance)*

Explanation
(What will funds be used for? Write a verbal explanation and show an approximate budget.)

Signed (student) __________________________________________ Date ___________

Endorsed: Student’s Advisor _______________________________________

Graduate Advisor of Record _______________________________________

Department Chair/Division Director ______________________________
PETITION FOR COURSE SUBSTITUTION
(Must be completed by the student seeking the substitution)

Date___________________________

Name_______________________________________________________ Student ID #@:_____________

Name of Faculty Advisor

______________________________________________________________________________

Substitute Course Requested

___________________________________________________________________________

Code    Course Title

Grade Earned: ______________ Date Completed: ________________

Was this course completed at another academic institution?   YES   NO

Course to be Replaced

________________________________________________________________________________

Code    Course Title

Explain how the course you wish to use as a substitute meets the objectives of the course for which you are asking the substitution. Explain reasons that make the substitution a sound idea for your degree plan. If there are any extenuating circumstances that would prevent you from taking the required course, please explain those as well.
(Use back of the form if necessary.)

______________________________________________________________  _____________________
Student signature       Date

DSC Action:  Approved  Denied ___________________________________   _____________________
Graduate Advisor of Record      Date
In response to the student's PETITION FOR COURSE SUBSTITUTION, please express your views of that request. What, in your view, are the benefits and costs of granting this substitution? You may choose to give support, support with reservation, or no support to the request.

Please use the space below and, if necessary, the back for your comments. You may also choose to write a memo instead of using this form. Please attach your response to the copy of the PETITION FOR COURSE SUBSTITUTION and send both to GAR of the Doctoral Studies Program.

______________________________   _______________________
Faculty Advisor's Signature       Date
PETITION FOR COURSE TRANSFER
(Must be completed by the student seeking the course transfer)

Date ___________________________

Name ___________________________________________ Student ID #: ___________

Name of Faculty Advisor

______________________________________________________________________________

Transfer Course(s) Requested

__________________________________________________________

Code     Course Title

Grade Earned: __________ Date Completed: ________________

Was this course completed at another academic institution?   YES   NO

REPEAT ABOVE INFORMATION FOR EACH COURSE TRANSFER REQUESTED (cut & paste here).

Explain how the course(s) you wish to transfer meet your academic goals and are a sound idea for your degree plan. (Use back of the form if necessary.)

______________________________________________________________  _____________________

Student signature       Date

DSC Action:  Approved  Denied ___________________________________   _____________________

Graduate Advisor of Record      Date

48
FACULTY ADVISOR'S SUPPORT

In response to the student's PETITION FOR COURSE TRANSFER, please express your views of that request. What, in your view, are the benefits and costs of granting this transfer? You may choose to give support, support with reservation, or no support to the request.

Please use the space below and, if necessary, the back for your comments. You may also choose to write a memo instead of using this form. Please attach your response to the copy of the PETITION FOR COURSE TRANSFER and send both to the GAR of the Doctoral Studies Program.

_________________________________________   _______________________
Faculty Advisor's Signature       Date
APPLICATION FOR GRADUATE FACULTY SPECIAL MEMBERSHIP

APPLICANT

Full Name

UTSA Department

Requesting College

Current or Proposed UTSA Position/Title

Status:

☐ Initial Appointment as a Special Member to the Graduate Faculty
☐ Reappointment as a Special Member to the Graduate Faculty

Date of initial appointment:

Teaching:

☐ Not applicable

☐ Application to teach at the Master’s level
☐ Application to teach at the Doctoral level and Master’s level

Service:

☐ Not applicable

☐ Application to serve on Master’s committee(s)
☐ Application to serve on Doctoral and Master’s committee(s)

Student’s Name: ____________________________________________  ☐ Thesis  ☐ Dissertation

Student’s Name: ____________________________________________  ☐ Thesis  ☐ Dissertation

Period:

☐ Application for a three (3) year period of Special Membership
☐ Application for a shorter period of Special Membership because of extraordinary department or program need, or because the individual does not possess the terminal degree in a discipline or field of inquiry directly associated with the requesting department.

Period of time applicant will teach: ________________________________

Period time applicant will serve on a committee: _____________________________

JUSTIFICATION

Explanation of the department need for this Special Membership in the UTSA Graduate Faculty:
Change of Advisor Form

To: Patricia Sánchez, Program Coordinator  
Ph.D. in Culture, Literacy, and Language

From: Ruben Arciniega, Graduate Student Services

The following doctoral student has requested a change of advisor.

Student ________________________________ UTSA ID ________________

_________________________________________ Date ________
Previous Advisor (Print Name) (Faculty Signature)

_________________________________________ Date ________
New Advisor (Print Name) (Faculty Signature)

Program Approval: ____________________________ (Coordinator’s Signature)

Date ________
# UTSA - Ph.D. in Culture, Literacy, and Language
## Department of Bicultural-Bilingual Studies
### Program of Study Worksheet - Graduate Catalog 2013-2015

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<td><strong>Foundation Course (3 hours required)</strong></td>
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<td>BBL 7003</td>
<td>Proseminar in Culture, Literacy, and Language</td>
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<td><strong>Research Methods (12 hours required)</strong></td>
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<tr>
<td>BBL 7013</td>
<td>Research Design and Statistics for CLL</td>
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<tr>
<td>BBL 7023</td>
<td>Qualitative Research Methods for CLL</td>
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<tr>
<td>BBL 7043</td>
<td>Research Design and Qualitative Analysis for CLL</td>
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<tr>
<td>EDU 7043</td>
<td>Educational Research Statistics: Descriptive and Comparative</td>
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<td></td>
<td>(Or other approved statistical methods course.)</td>
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<td><strong>Core Courses (9 hours required)</strong></td>
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<td>BBL 7123</td>
<td>Sociocultural Contexts of Literacy</td>
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<td>BBL 7133</td>
<td>Bilingualism and Second Language Acquisition</td>
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<tr>
<td>BBL 7213</td>
<td>Ethnological Theory</td>
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<td><strong>Prescribed Electives (12 hours, 6 of which must be advanced doctoral seminars, which may be repeated when topic changes)</strong></td>
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<tr>
<td>BBL 7033</td>
<td>Seminar in Discourse Analysis</td>
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<td>BBL 7113</td>
<td>Seminar in Cultural Studies Research</td>
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<td>BBL 7203</td>
<td>Seminar in Mexican American and Latina/o Biculturalism</td>
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<td>BBL 7223</td>
<td>Seminar in Biliteracy and Second Language Literacy</td>
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<td>Seminar in Second Language Learning &amp; Multilingualism</td>
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<td>BBL 7243</td>
<td>Seminar in Applied Linguistics</td>
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<td>BBL 7253</td>
<td>Seminar in Mexican American &amp; Latina/o Issues in Education</td>
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<td><strong>Other Designated Electives (to be selected in consultation with advisor)</strong></td>
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<td>BBL 5043</td>
<td>Ethnography of Communication</td>
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<td>Sociolinguistics and Education</td>
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<td>Advanced Topics in Bilingual and Dual Language Education</td>
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<td>BBL 6073</td>
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<td>Chicana/Latina Feminist Methodologies</td>
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<td>Anthropology and Education in Multicultural Contexts</td>
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<td><strong>Doctoral Research (15 hours)</strong></td>
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<td>BBL 7303</td>
<td>Directed Doctoral Research (3 hours required)</td>
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<tr>
<td>BBL 7313</td>
<td>Doctoral Dissertation (12 hours minimum)</td>
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Request for Work Space/Cubicles

Routinely all full-time students with RA/TA responsibilities in the department are assigned a work space, typically in the Bicultural-Bilingual Studies Department at the 1604 Campus. Due to the increasing number of doctoral students, as well as the general availability of computer access campus-wide, students without regular work-related responsibilities on campus must request work space.

We will make every effort to accommodate all students, but cubicles will be assigned on a first come, first served basis. As most of the spaces will be shared, we ask students to indicate the likely days and times they will be working on campus as well.

Requests for space may be submitted through e-mail or on paper. Requests should be submitted to Ruben Arciniega at ruben.arciniega@utsa.edu. Once an assignment has been made, students will be notified. Typically, assignments for workspace will be for a period of one academic year, September – August. Each year in August, workspace may be reassigned on the basis of departmental needs.
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PROGRAM ADMISSION..................................................54

DEGREE REQUIREMENTS.............................................55

COURSE DESCRIPTIONS.............................................58
The Department of Bicultural-Bilingual Studies offers opportunities for advanced study and research leading to the Doctor of Philosophy degree in Culture, Literacy and Language. The program focuses on the consequences of cultural and linguistic diversity for literacy and language acquisition. Successful Ph.D. candidates must demonstrate in-depth interdisciplinary knowledge in culture, literacy, and language, and must deliver an original contribution to the field.

The regulations for this degree comply with the general University regulations (refer to Chapter 2, General Academic Regulations, and Chapter 5, Doctoral Degree Regulations).

Program Admission Requirements. In addition to the University-wide admission requirements, the minimum requirements for admission to the Doctoral degree program in Culture, Literacy and Language (CLL) are as follows:

1. A master’s degree in an area such as the following: anthropology, applied linguistics, bicultural-bilingual studies, foreign language education, history, international business, linguistics, psychology, sociology, and teaching English as a Second Language. Masters’ degrees in other fields may be accepted, subject to the approval of the Doctoral Studies Committee.

2. A portfolio consisting of the following items will be evaluated by the Doctoral Studies Committee, comprised of members selected from the graduate faculty of the Department of Bicultural-Bilingual Studies:
   - A master’s degree transcript documenting a grade point average of 3.5 or better in an approved master’s degree program.
   - Graduate Record Examination (GRE) scores for exam taken within the last five (5) years.
   - Advanced proficiency in a language other than English to be demonstrated by examination or approved coursework.
   - For students whose master’s degree is from a non-English speaking university, submission of a Test of English as a Foreign Language (TOEFL) score of no less than 550 on the Paper-based Test (PBT), 79 on the Internet-based Test (iBT), or 6.5 on IELTS.
   - Three letters of recommendation attesting to the student’s academic and personal attributes for success in the program and potential for contributing substantially to a field of study related to the degree.
   - Statement of Purpose: A description of research interests, reasons for seeking doctoral study, and connections between the applicant’s interests/professional goals and the program in Culture, Literacy and Language (limit of five pages).
   - Academic writing: A sample of academic writing such as a paper written for a course, a master’s thesis or a scholarly publication.
Degree Requirements

The Doctoral degree requires a minimum of 60 semester credit hours beyond the Master’s degree. The CLL foundational curriculum consists of 24 semester credit hours of required coursework (foundation, core and designated electives). A minimum of 12 semester credit hours in research methods and 15 semester credit hours in doctoral research must be completed. The remaining 9 semester credit hours consist of elective courses selected with advisor’s approval.

Program of Study

A. Foundation Course (3 semester credit hours required):
   BBL 7003  Proseminar in Culture, Literacy and Language

B. Research Methods Courses (12 semester credit hours required):
   BBL 7013  Research Design and Statistics for Culture, Literacy and Language
   BBL 7023  Qualitative Research Methods for Culture, Literacy and Language
   BBL 7043  Research Design and Qualitative Analysis for Culture, Literacy and Language
   EDU 7043  Educational Research Statistics: Descriptive and Comparative
   (Or other approved statistical methods course.)

C. Core Courses (9 semester credit hours required):
   BBL 7123  Sociocultural Contexts of Literacy
   BBL 7133  Bilingualism and Second Language Acquisition
   BBL 7213  Ethnological Theory

D. Designated Electives (12 semester credit hours required). Students, in consultation with their academic advisor and the Graduate Advisor of Record, will select 12 semester credit hours for an emphasis in a coherent interdisciplinary area. As part of these 12 hours, students will be required to take a minimum of 6 semester credit hours of advanced Doctoral seminars.

Advanced Doctoral Seminars
   BBL 7033  Seminar in Discourse Analysis
   BBL 7113  Seminar in Cultural Studies Research
   BBL 7203  Seminar in Mexican American and Latina/o Biculturalism
   BBL 7223  Seminar in Biliteracy and Second Language Literacy
   BBL 7233  Seminar in Second Language Learning & Multilingualism
   BBL 7243  Seminar in Applied Linguistics
   BBL 7253  Seminar in Mexican American & Latina/o Issues in Education
Other Designated Electives

- **BBL 5043** Ethnography of Communication
- **BBL 5123** Sociolinguistics and Education
- **BBL 6073** Ethnographic Research Methods in Bicultural-Bilingual Settings
- **BBL 6093** Chicana/Latina Feminist Methodologies
- **BBL 6223** Anthropology and Education in Multicultural Contexts
- **BBL 6233** Advanced Topics in Language Policy
- **BBL 7083** Technology for Qualitative Research
- **ESL 5073** Computer Assisted Language Learning
- **ESL 6013** Second Language Acquisition Research

E. Free Electives (9 semester credit hours required). Students will select additional graduate-level courses within the University in order to complete a coherent emphasis area. Selection must be made with the approval of their academic advisor and the Doctoral Program Coordinator (Graduate Advisor of Record). Selection of this coursework will be driven by two primary factors: the discipline in which a student has completed the Master’s degree and the research goals for that student.

F. Doctoral Research (15 semester credit hours minimum):

- **BBL 7303** Directed Doctoral Research (3 hours minimum)
- **BBL 7313** Doctoral Dissertation (12 hours minimum)

The entire program of study must be approved by the student’s dissertation advisor, Dissertation Committee, and the Doctoral Studies Committee and must be submitted to the Dean of the Graduate School through the Dean of the College for final approval.

Qualifying Examination. Students, in consultation with their Academic Advisor, will submit the names of three faculty members representing the areas of culture, literacy and language to the Doctoral Studies Committee for approval. The approved Qualifying Examination Committee will design, administer, and evaluate a two-part (written and oral) examination. The written portion of the examination covers the areas completed in all foundation, core and designated elective courses and cannot be taken until after the completion of 36 semester credit hours. In order to pass this examination, the student must demonstrate a broad knowledge of culture, literacy, and language. The oral portion of the examination takes place within two weeks of the written portion and focuses on clarifying the student’s ideas from the written portion. The purpose of the examination is to ensure that the student has a sufficient grasp of the theoretical and methodological fundamentals to conduct independent research in the chosen dissertation area. No more than two attempts to pass qualifying examinations are allowed.
**Dissertation Proposal**

In preparation for the dissertation research, the student will identify a Dissertation Chair. The research topic will be determined by the student in consultation with his or her supervising professor. A Dissertation Committee selected by the student and their Dissertation Chair must be approved by the Doctoral Studies Committee and Graduate School prior to the proposal defense. The approved Dissertation Committee will guide and critique the student’s dissertation proposal. Upon successful completion of the Qualifying Examination, the student is eligible to defend their dissertation proposal. Upon successful defense of the proposal, the student must secure UTSA Institutional Review Board (IRB) approval for the dissertation research prior to conducting the study.

Advancement to Candidacy. Advancement to candidacy will require a student to complete all University and program requirements:

- Have an approved program of study
- Pass written and oral qualifying examinations
- Select a supervising professor and Dissertation Committee
- Successfully defend a dissertation proposal before the Dissertation Committee
- Secure approval of appropriate human subject research forms

**Dissertation and Final Oral Examination**

Candidates must demonstrate their ability to conduct independent research by completing and defending an original dissertation. The Doctoral dissertation must make a substantial contribution to a field within culture, literacy and language. The Dissertation Committee must unanimously approve the completed dissertation. The dissertation shall be defended publicly before the student’s committee and interested members of the University community. Following an open presentation of the dissertation findings, a final oral examination covering the dissertation and the general field of the dissertation will be administered and evaluated by the student’s Dissertation Committee.
COURSE DESCRIPTIONS
BICULTURAL-BILINGUAL STUDIES
(BBL)

5003 Foundations for Bicultural Studies
(3-0) 3 hours credit.
The study of concepts, theories, and approaches used in the examination of culture and society, with emphasis on the analysis of bicultural and transcultural praxis.

5013 Multicultural Groups in the United States
(3-0) 3 hours credit.
A study of sociocultural diversity, culture maintenance and change, culture revitalization, and other aspects of ethnicity, race, class and gender in the United States, including the principles of critical race theory.

5023 Cultural Adaptation in Bilingual Societies
(3-0) 3 hours credit.
The study of the dynamic relations between culture, language, and the social environment. Explanations for the range of cultural, historical, social-cognitive, psychological, and political-economic adaptations in diverse systems.

5033 Bilingual Content Instruction
(3-0) 3 hours credit.
Examines curriculum development, materials, and pedagogy applicable to the integrated teaching of mathematics and the social and natural sciences in bilingual classrooms. Emphasizes research-based methods that use the learner’s first language as a vehicle for content instruction. Offered in Spanish.

5043 Ethnography of Communication
(3-0) 3 hours credit.
Examines the theoretical perspectives for the study of communication in varying cultural contexts. Topics may include intercultural and intracultural communication patterns, the effect of cultural differences on interactions, culture concepts, nonverbal behavior, and increasing intercultural effectiveness.

5053 Assessment in Bilingual and ESL Programs
(3-0) 3 hours credit.
Critical review of research in the areas of testing linguistically diverse students and the sociocultural dimensions of standardized testing, academic achievement, and accountability. Study of process for assessing language proficiency and content-area knowledge in bilingual and English as a Second Language programs. Critical evaluations of standardized tests of language proficiency and literacy, and development of alternative and authentic language, literacy and content-area assessment techniques. (Formerly titled “Assessment in Bilingual and Second Language Studies.”)

5063 Biliteracy in Bilingual Classrooms
(3-0) 3 hours credit.
Examines research and instructional practices supporting the acquisition of biliteracy through reading, writing, speaking, and listening. Preparation and adaptation of holistic, thematically based materials and activities. Critical evaluation of existing materials in Spanish. Offered in Spanish.

5083 Curricular and Instructional Considerations for Linguistically and Culturally Diverse Classrooms
(3-0) 3 hours credit.
A critical analysis of the rationale for the preparation of teachers who are culturally and linguistically proficient/responsive to address the needs of diverse student populations. The study of various conceptual frameworks for curricular, instructional, and parental involvement for effective educational practices with diverse learners of different ages, levels, or backgrounds will be conducted. In addition, course analyzes the influences on learning of sociocultural, sociopsychological, and sociopolitical variables and their relevance for the identity and education of diverse learners focusing particularly on the pedagogical and assessment implications.
5093 Multicultural Art and Folklore in the United States  
(3-0) 3 hours credit.  
A study of the visual arts and the folklore of representative culture groups creating a significant contribution to contemporary society. The course emphasizes Latino/a contributions to mural and street art, regional and religious art, as well as folk, popular, and other arts.

5113 Theoretical Foundations of Bicultural-Bilingual Education  
(3-0) 3 hours credit.  
A critical analysis of the rationale for bicultural-bilingual education focusing on history, philosophy, and theory, in particular, sociocultural theories (e.g., Vygotskian theory). The study and analysis of bicultural-bilingual program designs, research perspectives on effective implementation, and adaptation to community needs.

5123 Sociolinguistics and Education  
(3-0) 3 hours credit.  
Study of sociolinguistic theory and methodology, with special emphasis on their applicability to linguistically diverse educational contexts and communities. Topics include sociolinguistic approaches to bilingualism and second language learning, dialect diversity, and minority language maintenance and shift.

5133 Latino Biculturalism in the United States  
(3-0) 3 hours credit.  
A study of Mexican American, Puerto Rican, Cuban, and other Latino communities in the United States. Topics may include economic labor force participation, the dynamics of globalization and transnationalism, cultural revitalization and self-determination patterns, school achievement and performance, political participation, and integration.

5143 Communication and Critical Pedagogy in Bilingual Classrooms  
(3-0) 3 hours credit.  
Emphasis on oral and written communicative strategies for achieving full interaction among students and parents in bilingual settings. Focus is on critical pedagogical approaches needed to conduct instruction in two languages. Offered in Spanish. (Formerly titled “Communication in Bilingual Classrooms.”)

5173 Sociocultural Issues and the Teaching of Reading  
(3-0) 3 hours credit.  
Study of how social, cultural, and linguistic factors affect the reading and writing practices of students and how school reading curriculum, instruction, and assessment can be designed to support students from differing sociocultural backgrounds. Special attention is given to the role that social class, dialect, gender, second language learning, and ethnicity play in literacy learning and teaching.

5193 Multicultural Literature for Children  
(3-0) 3 hours credit.  
A study of representative children’s literature for, and about, the many culture groups in the Americas, with emphasis on Latinos and Latinas.

6003 Research Design and Inquiry in Bicultural-Bilingual Studies  
(3-0) 3 hours credit. Prerequisite: Completion of 9 semester hours of degree program or permission of instructor. Familiarizes students with various research approaches and methodologies used in bicultural-bilingual studies including conceptualization, structure and types of research design, and pragmatic deliberation of data acquisition and analysis. Topics include information retrieval and library research, literature review, research criticism, and proposal writing.

6033 Topics in Bicultural Studies  
(3-0) 3 hours credit.  
Examines topics of interest in bicultural studies and bilingual education. Possible topics include, but are not limited to, contemporary Chicano arts, Chicanas, Mexican American folklore, cultural factors in human resources development, and bilingual-multicultural school communities. May be repeated for credit when topics vary.
6043 Bilingual Education Research  
(3-0) 3 hours credit.  
Examines qualitative and quantitative methods and models applied to the field of bilingual education. Evaluation of community and school-based research that influences instructional policies and practices in bilingual programs.

6063 Research Methods in Bilingual and Second Language Studies  
(3-0) 3 hours credit. Prerequisite: Completion of 6 semester hours of degree program or permission of instructor. Familiarizes students with selected methodologies for investigating issues related to bilingualism, biculturalism, and second language learning. Topics may include ethnographic, discourse analytic, case study, introspective, elicitation, and experimental and quasi-experimental research designs. It places emphasis on information retrieval and library research, literature review, critical reading, and research writing.

6073 Ethnographic Research Methods in Bicultural-Bilingual Settings  
(3-0) 3 hours credit. Prerequisites: BBL 6003 and completion of 15 semester credit hours of degree program or instructor approval. Explores ethnographic approaches and their translation into bicultural-bilingual studies from a multidisciplinary perspective. Emphasis is on learning and practicing participant observation, interviewing, journal writing, document searching, strategies for qualitative analysis and interpretation, and writing styles of research reports.

6093 Chicana/Latina Feminist Methodologies  
(3-0) 3 hours credit. This course will examine the different frameworks for theory building by Chicana/Latina feminists. Challenging assumptions within social sciences, Chicana/Latina intellectuals have developed a critical theory that interrogates knowledge production. The course emphasizes methodology and how we produce knowledge, the means by which we examine communities, and how we conduct research as insiders/outsiders.

6103 Chicana/o Historical Thought  
(3-0) 3 hours credit. This seminar is a critical examination of the historical experiences of Chicanas and Chicanos. The course is grounded in an analysis of the field of Chicana/o historical writing and within Chicana/o Studies from its inception to the present.

6223 Anthropology and Education in Multicultural Contexts  
(3-0) 3 hours credit. Prerequisite: BBL 5003. The application of anthropological theory and methods to the study of education with emphasis on bicultural-bilingual school and community contexts. Topics include theories of culture, cultural transmission and acquisition, and cultural reproduction and production for understanding informal and formal education and its outcomes.

6233 Advanced Topics in Language Policy  
(3-0) 3 hours credit. Prerequisite: ESL 5003 or an equivalent. Study of language policies, discourses, and practices. Topics may include theory and implementation of bilingual policies in the United States, cases of official language decisions, instructional medium choices, literacy initiatives, gender-neutral language reforms, or other language-related decisions and policies.

6941-3 Internship in Bicultural/Multicultural Settings  
1 to 3 hours credit. A supervised experience, relevant to the student’s program of study, within selected community organizations. Must be taken on a credit/no-credit basis, and no more than 3 hours will apply to a Master’s degree.

6951-3 Independent Study  
1 to 3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor, the student’s program advisor and Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the Master’s degree.
6973 Special Problems
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when the topics vary, but no more than 6 hours, regardless of discipline, will apply to the Master’s degree.

7003 Proseminar in Culture, Literacy and Language
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
Required in the first year of doctoral work. This course is intended to provide first-year doctoral students with an opportunity to explore the main theories and areas of research in culture, literacy, and language, with emphasis on language minority communities. Readings include foundational and recent work in interdisciplinary study of culture, literacy, and language, with emphasis on implications for human development, social organization, and education. Emphasis on the development of scholarly writing. Students will become familiar with areas of research of doctoral program faculty.

7013 Research Design and Statistics for Culture, Literacy and Language
(3-0) 3 hours credit. Prerequisite: An introductory course in statistics.
Research design for quantitative studies in culture, literacy, and language. Topics include formulating testable hypotheses, collecting data on linguistic and cultural variables, selecting appropriate statistical models, and interpreting results. Special attention to the procedures commonly used in studies of language development and language variation, including parametric and nonparametric models.

7023 Qualitative Research Methods for Culture, Literacy and Language
(3-0) 3 hours credit. Prerequisite: An introductory course in statistics.
Research design for qualitative studies in culture, literacy, and language. Topics include formulating testable hypotheses, collecting data on linguistic and cultural variables, selecting appropriate statistical models, and interpreting results. Special attention to the procedures commonly used in studies of culture, literacy and language.

7033 Seminar in Discourse Analysis
(3-0) 3 hours credit. Prerequisites: BBL 5123 or an equivalent, and BBL 7023.
Field research methods in linguistically diverse communities, with particular attention to discourse analytic approaches. Emphasis on collection, reduction, and analysis of language data. Special attention to procedures and discourse analytic techniques commonly used to examine language in use, in multilingual contexts. Consideration of ethical issues in research in minority communities. May be repeated for credit when topics vary. (Formerly titled “Research in the Speech Community.”)

7043 Research Design and Qualitative Analysis for Culture, Literacy and Language
(3-0) 3 hours credit. Prerequisite: BBL 7023.
Enhances doctoral research proposals from formulation of the research questions, appropriate methods for collection, construction of a conceptual literature review, analysis of data, and determining findings. Provides theory and techniques for analyzing qualitative data sets. Diverse theoretical frameworks will be used to analyze the data sets required from students. May include use of qualitative computer software.

7083 Technology for Qualitative Research
(3-0) 3 hours credit.
Exploration of the effective use of technology to facilitate data collection, organization, and analysis. Emphasis on application of theoretically-based methodologies for handling and analyzing qualitative data through the use of qualitative research software. Course also includes attention to other hardware or software relevant to the collection, organization and analysis of qualitative data, such as digital audio and video recording equipment and transcribing software and bibliographic software. Most effective for graduate students who have completed a qualitative methodology course and who have already begun the collection of qualitative research data.

7113 Seminar in Cultural Studies Research
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
Interdisciplinary study of anthropological and humanistic conceptions of all forms of cultural production in relation to social and historical structures. Topics may include: a range of society’s arts, beliefs, institutions, and communicative practices in relation to social and historical structures. May be repeated for credit when topics vary.
7123 Sociocultural Contexts of Literacy
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
Theories and research in language and literacy that examine the complex interactions among social, cultural,
psychological, and political factors in literacy learning in multicultural and multilingual contexts.

7133 Bilingualism and Second Language Acquisition
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
Theories and research in bilingualism, multilingualism, and second language acquisition. Emphasis on the
linguistic, cognitive, and motivational factors in the study of language acquisition.

7203 Seminar in Mexican American and Latina/o Biculturalism
(3-0) 3 hours credit. Prerequisite: BBL 7113 or consent of instructor.
Study of Mexican American, Central American, Cuban, and Puerto Rican ethnic self-determination patterns in the
context of mainstream cultural diversity in the United States. Suggested topics include: Latino cultural expression,
Latino labor market participation, Latino political participation, Latino educational participation and achievement.
May be repeated for credit when topics vary. (Formerly titled “Seminar in Latino Biculturalism.”)

7213 Ethnological Theory
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
Study of the relations of theory and ethnography in sociocultural anthropology. Examines cultural theory,
ethnography, comparison, history, and the current controversies that illustrate various theoretical perspectives.
Particular emphasis on multicultural and multilingual contexts.

7223 Seminar in Biliteracy and Second Language Literacy
(3-0) 3 hours credit. Prerequisite: BBL 7123 or consent of instructor.
Exploration of literacy development from social and cognitive perspectives. Topics may include simultaneous
acquisition of first and second language literacy; emerging literacy in second language; adult literacy; reading and
writing in a second language; the relationship of biliteracy and second language literacy to language maintenance
and shift. May be repeated for credit when topics vary.

7233 Seminar in Second Language Learning & Multilingualism
(3-0) 3 hours credit. Prerequisite: BBL 7133 or consent of instructor.
Study of the research in second language acquisition and bilingualism. Topics may include age and second language
acquisition; identity and second language acquisition; sociocultural theories of second language acquisition,
universal grammar and second language acquisition, interlanguage variation, bilingual groups in the Americas, Asia,
and Europe, cultural and linguistic interaction norms, and cognitive development in the bilingual child. May be
repeated for credit when topics vary. (Formerly titled “Seminar in Second Language Acquisition and Bilingualism.”)

7243 Seminar in Applied Linguistics
(3-0) 3 hours credit. Prerequisite: BBL 7133 or consent of instructor.
Topics in linguistic theory and their relationships to language behavior in multilingual contexts. Topics may include
phonological theory, syntactic models, discourse analysis, pragmatics, language socialization, language contact,
language maintenance and shift, sociolinguistics and literacy, and language variation. May be repeated for credit
when topics vary. (Formerly titled “Seminar in Language and Language Use.”)

7253 Seminar in Mexican American & Latina/o Issues in Education
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
Critical analysis of the social, political, economic, and cultural factors that have historically impacted the K–16
education of Latinos in the United States. Examination of theoretical frames used to interpret their schooling
experiences. Topics may include legal and policy issues, historical perspectives, bilingual/multicultural education,
and teacher preparation for a linguistically diverse society. May be repeated for credit when topics vary. (Formerly
titled “Seminar in Latino Issues in Education.”)

7303 Directed Doctoral Research
3 hours credit. Prerequisite: Consent of instructor.
Supervised research on a topic in culture, literacy, and language. May be repeated for credit, but no more than 6
hours may be applied to the Doctoral degree.
7311-3 Doctoral Dissertation
1 to 3 hours credit. Prerequisite: Admission to candidacy for the Doctoral degree. May be repeated for credit, but no more than 12 hours may be applied to the Doctoral degree.

COURSE DESCRIPTIONS
ENGLISH AS A SECOND LANGUAGE
(ESL)

5003 Linguistics for Second Language and Bilingual Specialists
(3-0) 3 hours credit.
Concepts in linguistics directed toward a broad understanding of human language, with particular attention to teaching in second-language and bilingual contexts.

5013 Foundations of Second Language Acquisition
(3-0) 3 hours credit.
Study of principles, theories, and issues in second language acquisition and bilingualism, with implications for language teaching.

5033 Second Language Reading and Writing
(3-0) 3 hours credit.
Current approaches to the teaching and learning of reading and writing in English as a Second Language. The relationship of second language reading and writing to language learning including oral development. A critical evaluation of existing literacy materials available for second language learners. Particular focus on second language learners with emergent and beginning levels of proficiency.

5043 Listening and Speaking in Second Language Programs
(3-0) 3 hours credit.
Development, presentation, and evaluation of materials and strategies for teaching listening, speaking, and pronunciation to second language learners. Emphasizes current theories and development of oral proficiency.

5053 Approaches to Second Language Instruction
(3-0) 3 hours credit.
Study of instructional strategies for teaching English as a Second/Foreign language to students from beginning to more advanced stages of English proficiency. Survey of approaches and methods used in the field with a particular focus on communicative language teaching. Critical evaluation of existing curricular materials. Emphasis on the planning and delivery of effective ESL/EFL lessons.

5063 Language and Content-Area Instruction
(3-0) 3 hours credit.
Theoretical and practical approaches to the integration of language teaching with content-area instruction. Emphasis on research-based methods for developing oral language and literacy for academic purposes in school settings, and on the planning and delivery of effective sheltered content-area instruction.

5073 Computer Assisted Language Learning
(3-0) 3 hours credit.
Overview of the rationale, value, and management of technology in the second language classroom; the creation of technology-enhanced lessons, effective use of Internet-based resources, and critical evaluation of language learning software applications.

5083 Pedagogical Grammar
(3-0) 3 hours credit.
Study of English grammar from descriptive and discourse perspectives, with consideration of cross-linguistic contrasts and of applications for teaching English as a Second Language.
6013 Second Language Acquisition Research
(3-0) 3 hours credit. Prerequisite: 15 semester credit hours completed in degree program including BBL 6063 and ESL 5013, or consent of instructor.
Investigation of second language acquisition from multiple perspectives through data-based studies.

6033 Topics in Second Language Acquisition and Teaching
(3-0) 3 hours credit.
Topics may include English for Special Purposes, second language acquisition and discourse analysis, intercultural pragmatics, interactional approaches to second language acquisition, and second language learning in adulthood. May be repeated for credit when topics vary.

6043 Family and Adult Literacy in Language Minority Communities
(3-0) 3 hours credit.
Theoretical and practical aspects of family and adult literacy development in language minority communities. Topics may include relationships between oral and written language; second language literacy, and relationships between literacy and social, economic, and political factors. Implications for program development and implementation.

6053 Program and Syllabus Design
(3-0) 3 hours credit.
Theoretical and practical concerns in developing instructional programs to meet the objectives of second language learners, including English for Specific Purposes.

6063 Advanced Second Language Literacy
(3-0) 3 hours credit.
Current approaches and theories of second language literacy, with a focus on the integration of reading and writing. Review of research on second language reading and second language writing. Theory-based practice in literacy development in a second language. Particular focus on second language learners with advanced levels of proficiency.

6941-3 Internship in English as a Second Language
1 to 3 hours credit. Prerequisites: 12 semester credit hours of coursework in ESL and recommendation by advisor. Supervised experience in teaching English as a Second Language. Required for students with little to no teaching experience in ESL. Taken on a credit/no-credit basis, and no more than 3 hours will apply to a Master’s degree.

6951-3 Independent Study
1 to 3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the department’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but no more than 6 hours, regardless of discipline, will apply to the Master’s degree.

6973 Special Problems
(3-0) 3 hours credit. Prerequisite: Consent of instructor. An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when topics vary, but no more than 6 hours, regardless of discipline, will apply to the Master’s degree.
Appendix D – IRB Research and Training

What is the Institutional Review Board (IRB)?
The UTSA IRB is the standing committee that reviews and approves human subject research for the purpose of protecting the rights and welfare of those subjects. The IRB operates under the oversight of the Office of Human Research Protections (OHRP) under the Department of Health and Human Services (DHHS).

Please visit the IRB website:  http://research.utsa.edu/oric/irb/

Who should submit research to the IRB?
- UTSA faculty, students, or staff conducting human subject research as a part of their position at UTSA
- Investigators who wish to recruit UTSA students, faculty, or staff using non-publicly available information or access to those persons
- Investigators conducting human subjects research using UTSA facilities (when UTSA is engaged in research - consult the IRB Office for further information regarding engagement in research)

What is meant by "research"?
Research is a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge (Code of Federal Regulations: Title 45, Part 46.102).

An exercise done for the purpose of teaching research methods, but not done for the purpose of developing generalizable knowledge, would not constitute research. Also, using a survey to collect data for the purpose of service improvements does not constitute research (by itself).

What is meant by "human subject"?
Human Subject refers to a living individual about whom an investigator conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information.

- An example of public (non-private) information is the telephone book.
- An example of private information would be a student's UTSA transcript.

How do I apply for IRB approval?
Application forms and instructions are available on the IRB website under “IRB Forms, Guidance & Instructions.” Submit your application, research protocol and any additional documents (consent forms, etc.) to the IRB office in PNB 2.128C. Deadlines for submission are posted on the website.
What Information should I include in the Informed Consent Form?
Federal regulations include required "elements of consent" to be provided to prospective subjects. The website contains a template with standard wording to guide writing an informed consent document. The template contains the required elements. (A list of required elements and UTSA formatting requirements is available on the IRB website under “IRB Forms, Guidance & Instructions.”)

When can I apply to the IRB for approval?
Some research studies must be reviewed by the IRB at a convened meeting. The convened meeting is held once each month, and the deadline for the IRB's receiving the application is usually three weeks prior to the meeting (see the website for important dates and deadlines.) Other studies may qualify for either Expedited or Exempt Review by the IRB Chair or the Chair's designee. These types of research involve minimal risk and fall into one or more defined category(ies). There are no deadlines for submission, and these studies are reviewed in order of submission. (See Categories of Exempt and Expedited research on the IRB website under Ethics/Regulations/Guidelines.)

Is there a time period for IRB approval of a research study?
The IRB will inform you of the period of approval in the Approval letter; the period of approval is limited to no longer than one year from the date of approval. Regulations require that the study undergo continuing review by the IRB at least annually. A Progress Report for is available on the website and should be submitted at least one month prior to expiration. (Regulations do not allow a grace period past expiration.)

How do I obtain approval for a change to my research?
Submit an Amendment request to the IRB for approval prior to implementation of any change to the research.