

UTSA[®]

The University of Texas at San Antonio™

**COLLEGE OF EDUCATION
& HUMAN DEVELOPMENT**

DEPARTMENT OF
INTERDISCIPLINARY LEARNING & TEACHING



DOCTOR OF PHILOSOPHY (PH.D.) DEGREE IN

INTERDISCIPLINARY LEARNING & TEACHING

STUDENT HANDBOOK

Fall 2024

Table of Contents

Department Mission Statement.....	4
Department Vision Statement	4
Department Core Values.....	4
Statement of Philosophy and Conceptual Framework	4-5
UTSA Policies, Procedures, & Resources	5
Program Overview	6
THREE CORE ELEMENTS	6
ACADEMIC ADVISOR.....	6
QUALIFYING EXAM CHAIR	6
DISSERTATION CHAIR.....	6
GRADUATE ADVISOR OF RECORD (GAR) AND CHAIR OF GPC	7
STUDENT DEVELOPMENT SPECIALIST (SDS)	7
DEPARTMENT (ILT) CHAIR.....	7
First Steps for Newly Admitted Doctoral Students.....	8
Program Requirements	8
COURSE REQUIREMENTS	8-11
GOOD ACADEMIC STANDING.....	12
ACADEMIC PROBATION	12
ACADEMIC DISMISSAL	12
PETITION FOR REINSTATEMENT	13
REMEDIATION PLAN	13
REQUEST FOR LEAVE OF ABSENCE.....	13
PROGRAM OF STUDY	13
ANNUAL REVIEWS	14
INTERNSHIP (ILT 7143)	15
QUALIFYING EXAMINATION.....	16
PROCESS OF QUALIFYING EXAMS	17
ADMISSION TO CANDIDACY	18
Doctoral Dissertation.....	19
DISSERTATION COMMITTEE & CHAIR.....	19
FACULTY ELIGIBILITY CRITERIA FOR SERVING ON DOCTORAL COMMITTEES	21
DISSERTATION REQUIREMENTS	22
DISSERTATION PROPOSAL APPROVAL PROCEDURE	22
DISSERTATION PROPOSAL	22
HUMAN SUBJECTS REVIEW.....	23
COMPLETING THE DISSERTATION AND THE ROLE OF THE COMMITTEE.....	23
DISSERTATION FORMAT GUIDELINES	24
FINAL ORAL DEFENSE PROCEDURES.....	24
DEFENSE PROCEDURES.....	23
EVALUATION OF THE DISSERTATION.....	23
GRADUATION.....	24
PROGRAM REVIEW	25
GUIDELINES FOR DOCTORAL COURSE ASSIGNMENTS.....	26



ILT Faculty & Staff Directory.....27-28

Appendix A: Program of Study

Appendix B: ILT 7143 Internship

Appendix C: Request for Directed Doctoral Research



Department Mission Statement

The mission of the Department of Interdisciplinary Learning and Teaching is to:

- Advance the intellectual and professional development of students and faculty through research, critical reflection and dialogue, civic responsibility, and transformative leadership;
- Promote and advocate for innovative educational change and reform,
- Nurture the personal and professional integrity of all learners.

Department Vision Statement

The Department of ILT strives to be a model interdisciplinary education program that prepares professionals to work with diverse learners in a global setting.

Department Core Values

The Department of Interdisciplinary Learning and Teaching will create a context of equitable access that nurtures interdisciplinary learners who embody the following core values:

- Intellectual: Demonstrates content, cultural, and technological knowledge, as well as pedagogical-content knowledge;
- Transformative: Recognizes and engages in research-based, developmentally, culturally, and linguistically responsive practices that are life-changing for all learners;
- Inquisitive: Critically analyzes, produces, and disseminates research;
- Critically conscious: Understands the interrelationship among socio-cultural, historical, and political contexts of US education and engages in empowering practices;
- Ethical: Exhibits ethical behavior in all their interactions with all populations and
- Professional: Articulates a philosophy and demonstrates a solid professional identity that respects a diverse global society.

Statement of Philosophy and Conceptual Framework

Our conceptual framework revolves around critical reflective thinking about three interconnected key domains: theory, research, and practice. Specifically, students and faculty in the doctoral program engage in critical reflection in these key domains and explore their inter-relationships through coursework, research, and writing. To this end, faculty and students form a diverse community of learners who continuously examine each of the following elements and their interconnections:

1. Creating a community of learners who are knowledgeable about and active in a variety of discourse communities
2. Developing critical reflective perspectives
3. Exploring the complexities of issues and the problems that surface from a critical reflective orientation

4. Developing multiple and interdisciplinary perspectives
5. Building on previous undergraduate and graduate work
6. Exploring the implications of ideas from diverse individual, social, psychological, linguistic, cultural, political, and historical perspectives
7. Integrating multiple ways of knowing: raising epistemological and ontological questions
8. Building a capacity to consider and/or engage in social action in a variety of settings
9. Contributing to our knowledge/understanding in disciplinary fields
10. Developing habits of scholarship in a variety of areas, such as teaching, research, writing, publication, presentations, and leadership in professional organizations.

This conceptual framework is embedded into the doctoral program according to the specific disciplinary perspective.

UTSA Policies, Procedures, & Resources

Doctoral students in the ILT program are expected to follow UTSA policies and procedures. While faculty must understand UTSA policies and procedures, it is the student's responsibility to have a clear understanding of the policies and procedures required to complete the degree in a timely manner. Two documents provide essential information: The UTSA Graduate Catalog, the UTSA Student Policies guide (both found online), and the ILT Doctoral Student Handbook.

[UTSA Graduate Catalog](#)

Students should refer to the graduate catalog under which they were admitted for general academic regulations and doctoral program policies. The Graduate Catalog is available online at <http://catalog.utsa.edu/graduate/>.

[UTSA Student Policies](#)

Policies and procedures detailed in the UTSA Student Handbook apply to all students. Students are strongly encouraged to pay particular attention to the Policy on Grievance Procedures, the Policy on Scholastic Dishonesty, and the Policy on Sexual Harassment found in the Student Handbook. <https://catalog.utsa.edu/policies/>

[ILT Doctoral Student Handbook](#)

The handbook is updated annually and found on the ILT Website

All forms (originating with the Graduate School) for your doctoral program are found at <http://graduateschool.utsa.edu/faculty-staff/doctoral-forms/>. Please use forms from the Graduate School website only.

If a student is having difficulty collecting a signature from a faculty member, please get in touch with the GAR for assistance.

Program Overview

Three Core Elements

The doctoral program is comprised of three core elements – (1) coursework, (2) qualifying examination and admission to candidacy, and (3) the dissertation. There are human and institutional resources provided to students to assist them in completing their program, including (a) academic advisor, (b) qualifying exam chair, (c) dissertation chair, (d) Graduate Advisor of Record, (e) Student Development Specialist and (f) Department (ILT) Chair. Each of these roles is explained below.

Academic Advisor

When admitted to the doctoral program, students are assigned an academic advisor based on their cognate area and/or faculty availability. The academic advisor advises students on issues related to course selection, especially within the cognate area and research methods. The academic advisor also assists in selecting a chair for the qualifying examination committee. Students are NOT required to remain with an assigned academic advisor; they may petition the Graduate Advisor of Record (GAR) to change their academic advisor at any point in their program.

It is the academic advisor's duty and responsibility (a) to keep the student's Program of Study updated (at least annually), (b) to maintain the Milestone Agreement, and (c) to participate in the student's annual review process.

Qualifying Exam Chair

Once students have completed all required coursework (see program of study), they can apply for qualifying exams (a description follows in a subsequent section). A student will select a faculty to chair their qualifying exams; this person may or may not be the academic advisor. This faculty should be someone from within the student's cognate area. The qualifying exam chair will assist the student in selecting the remainder of the qualifying exam committee.

The student will petition the GAR for an examination application. When the application is complete, the Chair will send the exam to the GAR for their records, and the chair will administer the exam.

The qualifying exam chair is responsible for administering the exam and ensuring that all paperwork is completed professionally and in a timely manner.

Dissertation Chair

The dissertation chair may be the most important person in a doctoral program. The person selected for the dissertation chair position may or may not be the same as the qualifying exam chair. The dissertation chair must be a tenured/tenure-track faculty member in the ILT department from the student's respective program area(s) and will be someone available during the 9 hours of dissertation credit associated with the program.



The dissertation chair will be responsible for overseeing the process and progress of both the dissertation proposal and the dissertation and should provide support throughout the process.

Doctoral students will request a section of dissertation hours through the SDS and GAR.

It is the responsibility of the dissertation chair to see that adequate progress is made on the dissertation (timely) and to mentor the student through the scholarly act of writing a dissertation. Additionally, it is the responsibility of the dissertation chair to see that all paperwork is completed professionally and on time.

Graduate Advisor of Record (GAR) and Chair of Graduate Program Committee (GPC) The Doctoral GAR is responsible for supporting the university's mission and reflecting the doctoral program's leadership standards. The GAR is accountable for several program activities, fellowships and assistantships, academic advising, and the appointment of faculty members to graduate student committees.

The GAR is responsible for overseeing the logistics of the doctoral program (i.e., course scheduling and staffing). The chair of the Graduate Program Committee (GPC) oversees the doctoral program's curriculum. Currently, the GAR and chair of GPC are the same person.

Students will have regular contact with their GAR, as the GAR will maintain and submit degree plans, annual reviews, and all required paperwork (including transfer credit from another university). Additionally, the GAR oversees the application for qualifying exams and recommends students (along with academic advisors, doctoral committees, and the department chair) for each subsequent step in the program.

Please do not hesitate to contact the GAR if you have questions or concerns about the program. The GAR is here to serve students and faculty.

Student Development Specialist (SDS)

The Student Development Specialist (SDS) assists in procedural matters. The SDS will provide notices to students relevant to various timelines and processes for multiple events of the doctoral program, such as initiating the graduation process, additional financial aid opportunities, academic opportunities, and other related tasks.

Department (ILT) Chair

The Department Chair is the administrator of the degree and (ultimately) has final approval on all matters related to the program.

First Steps for Newly Admitted Doctoral Students

Academic Advisor

Upon admission to the program, the GAR will assign an academic advisor to each student. It is prudent that academic advisors meet with newly admitted doctoral students as soon as possible. The academic advisor will help develop the program of study (see next section) and offer advice in other matters accordingly. Additionally, the academic advisor will assist in completing the Milestones Agreement (required by the UT System). Should a student request a change in academic advisor, they should see the Doctoral GAR.

Program Requirements

The Doctor of Philosophy in Interdisciplinary Learning and Teaching program examines learning and teaching from an interdisciplinary perspective. An interdisciplinary perspective focuses on varied approaches to teaching and learning from within and across various disciplines. Teaching and learning are addressed within disciplines, how they may intersect, and how each discipline maintains its uniqueness while sharing commonalities with other disciplines serve as the program's foundation. An interdisciplinary perspective is becoming increasingly crucial for solving world problems and building knowledge in the humanities, the sciences, the social sciences, and the fine arts. Interdisciplinary research weaves together different perspectives to generate new insights related to interdisciplinary learning and teaching. The doctoral program draws on theory and research addressing the interdisciplinary nature of content, knowledge, processes, learning theory, teaching effectiveness, multicultural education, assessment, and the delivery of interdisciplinary instruction with and through technology-based processes and systems.

Course Requirements

A minimum of 60 semester hours of coursework beyond the master's degree is required. These 60 credit hours include:

- Research Core (15 semester hours)
- Required Core (18 semester hours)
- Cognates (18 semester hours)
- Doctoral Research & Dissertation (9 semester hours)

Doctorate of Philosophy in Interdisciplinary Learning and Teaching
Degree Hour Requirements: 60 hours

Minimum Research Courses Required of All Students in the Program (12 hrs)

Course Title	Credit Hours
Required: ILT 7013 Overview of Research Design and Instructional Inquiry ILR 7643 Advanced Research on Instruction	6
Required: Qualitative Research Methods -Select from the courses available on ASAP with the approval of your academic advisor	3
Required: Quantitative Research Methods -Select from the courses available on ASAP with the approval of your academic advisor	3

Minimum Core Courses Required of All Students in the Program (18 hrs)

Course Title	Credit Hours
ILT 7003 Exploration of Interdisciplinary Learning and Teaching	3
ILT 7133 Socio-constructivist and Cognitive Perspectives on ILT	3
ILT 7153 Critical Cultural Perspectives on ILT	3
ILT 7733 Evaluation of Research	3
ILT 7633 Theoretical Frameworks in Learning and Teaching	3
ILT 7143 Internship	3

Select six courses in a specialized area of study or cognate with the advising of your academic advisor and GAR	18
---	----

Other Requirements (12 hrs)

Course Title	Credit Hours
3 credit hours of Advanced Research TBD with advisor	3
**ILT 7983 Doctoral Dissertation	9

Cumulative Total: 60 hours

Doctoral Admissions

Admission to the doctoral program occurs once per year. All students will enter the program in the fall semester. This will allow students to take the foundation and core courses as a cohort, thus fostering a collaborative learning environment.

Students will also be required to:

- Complete an on-campus residency taking at least 6 semester credit hours per semester or summer term for three consecutive semesters;
- Pass a written exam conducted by the student's qualifying exam committee;
- Write a doctoral research proposal that addresses potential contributions to scholarly research as specified by university-wide requirements;
- Pass an oral defense of their doctoral research proposal conducted by the student's doctoral committee and
- Pass an oral defense of the dissertation as specified by university-wide requirements.

The dissertation research conducted by the students in the program will be expected to be of such quality as to contribute original knowledge to the existing body of research. Therefore, if deemed necessary by the doctoral committee (overseen by the chair), students may need to acquire additional research skills pertinent to their particular research project by engaging in further coursework or directed research.

Prerequisites

Students admitted with master's degrees outside of education or whose master's degree program did not include coursework in curriculum and instruction, early childhood education, elementary education, literacy education, secondary education, or special education may be required to take additional prerequisite courses. Prerequisite courses may not be included in the doctoral degree program of study. Prerequisite courses will be identified in consultation with the GAR and academic advisor.

Transfer of Courses from other Universities

Students are expected to complete all coursework at UTSA. Exceptions require completion of a Graduate School form

(https://graduateschool.utsa.edu/images/uploads/Transfer_of_Graduate_Credit_Towards_Doctoral_Degree_FILLABLE.pdf) and must meet conditions for transfer of credit.

Students are expected to complete all coursework at UTSA. Exceptions require approval of the appropriate Graduate Program Committee, the Graduate School, and the administrative office responsible for graduate education and must meet conditions for credit transfer.

Work counted toward a degree at another institution cannot be transferred.

Conditions for transfer of credit:

- Students must complete the form "Recommendation for Courses Taken at another Institution to be Counted in UTSA Degree Program."
- The courses must have been completed with a "B" or better.

- Coursework must be from an accredited university and have not been used in another degree program.
- An official transcript from the institution where the coursework was completed must be submitted.
- All coursework must have been completed no more than six years before the degree was awarded.
- Coursework is subject to the approval of the appropriate Graduate Program Committee and academic College in which the program is administered.
- Courses must be defined as graduate-level work at the institution where the credit was earned.
- Students should not take courses they plan to transfer from another institution the semester they plan to graduate due to the time limitation on receiving the grades and certifying the student for graduation.



Good Academic Standing

Good standing is the absence of any contingency that would result in the student's being on academic probation or academic dismissal.

Academic Probation

Academic probation describes the standing of a student at the graduate level who is in one of the following categories:

- A student who fails to achieve a grade point average of 3.0 or higher in any term at UTSA, irrespective of the level of course taken.
- A student who received a grade of "D" in any course in a term.
- A student who does not meet all requirements for unconditional admission and who, by special action, is admitted on academic probation.
- A student who has been reinstated following academic dismissal.
- To graduate, all graduate students must have a grade point average of at least a 3.0 (on a 4.0 scale).

Academic Dismissal

Academic dismissal occurs:

1. When a student at the graduate level earns a grade point average of less than 2.0 in any term
2. When a student at the graduate level earns a grade of "F" in any course
3. When a student at the graduate level who is on academic probation during a term would again be placed on academic probation under the provisions of academic probation set forth above. If, however, the student's UTSA grade point average for the term is at least 3.0, he or she will continue on academic probation.
4. When a student has failed to successfully complete his/her qualifying examination after the second attempt.
5. Any other policy infringement as described by the UTSA Graduate School.



Petition for Reinstatement

A student who has been dismissed academically may petition for reinstatement. Normally, such reinstatement is requested after a student has remained out of school for one long semester (Fall or Spring); however, under exceptional circumstances, a petition may be considered earlier. A letter containing all explanations, recommendations, or doctors' statements in support of the student's request for reinstatement should be submitted to the Dean of the Graduate School on or before June 15 for Fall Semesters, October 15 for Spring Semesters, or March 15 for Summer Semesters. See the SDS for directions on how to petition for reinstatement.

The appropriate Graduate Program Committee (via the GAR) will review the petitioner's letter and academic record and recommend reinstatement to the Dean of the Graduate School. If the Petition for Reinstatement is not approved, the student may not file another petition until the following semester.

Remediation Plan

Students who are reinstated into the doctoral program must meet with the Doctoral GAR immediately upon reinstatement to the program. During said meeting, the GAR and the student will discuss goals toward completion of the degree and a timeline for degree completion. Together, they will identify a tenure/tenure-track faculty member in the cognate area of study to serve as the advisor of the reinstated student. Once a faculty member has consented to serve as the academic advisor for the reinstated student, the faculty member will work with the Doctoral GAR to construct a remediation plan. This plan may include (but is not limited to) additional and/or repeated coursework.

Request for Leave of Absence

It is expected that students will be continuously registered until the completion of the degree. When unforeseen circumstances require a student to temporarily withdraw from their doctoral studies, the student must submit a Request for a Leave of Absence form in the first semester of becoming inactive. Leave of absence may be approved for up to one year. Please note that the eight-year time limit for completing doctoral studies will be extended by time approved in leave of absence requests only. Students who are granted a leave of absence must still complete the program within the time limit. The form for a Request for Leave of Absence is located at https://graduateschool.utsa.edu/images/uploads/Leave_of_Absence_Request_-_Doctoral_Students_FILLABLE1.pdf.

Program of Study:

Before admission to candidacy (post-qualifying exams), a student's proposed program of study is under the direction of the Graduate Program Committee through the academic advisor, as designated, and Doctoral GAR. Upon admission to candidacy and the formation of the dissertation committee, the program of study comes under the purview of the Dissertation Committee, which reviews the proposed program of study and recommends to the Graduate Program Committee any additional course requirements. The final program of study, as approved by the Graduate Program Committee, is then recommended to the Graduate School for approval.



Approval of the final program of study by the Graduate School is a degree requirement. All completed coursework included in the final program of study must have been taken within the preceding eight years. No course for which a grade of less than “C” was earned can be applied to the doctoral degree.

Annual Reviews

The GAR and SDS will oversee the annual review process. Students are responsible for organizing an annual progress report conversation.

Students will make an appointment with their Program Advisor or Dissertation Chair and one additional faculty member to meet in April and discuss their progress in the program. Students must submit the required documents to the faculty one week prior to the set meeting date.

Students must prepare the following:

1. talking points about research future study goals/career plans, including a timeline
 2. a copy of the current program of study, signed by advisor
 3. a current CV
 4. a response to previous year’s recommendations (not applicable to first-year students)
 5. In the following review year, the student will provide evidence of actions they took to address recommendations (e.g. proof of attendance at a writing workshop).
- CV should include separate sections that list presentations and publications completed within the academic year.
 - An indication of scholarly activity includes abstracts for presentations submitted, even if not accepted (clearly marking such submissions), as well as publications in progress that have been submitted, reviewed, or accepted but not published.

The Annual Review/IDP form will open for submission on **April 1**, with a due date of **April 30**. Click [here](#) to view several guidance documents to help you complete your Annual Review/IDP.

For questions, please contact graduate.school@utsa.edu.

Following Annual Progress Report Meeting:

- Program Advisor/Dissertation Chair evaluates the student’s progress to determine if the student is,
 - Meeting acceptable progress toward completion of the program
 - Not meeting acceptable progress toward completion of the program
- Unacceptable progress is based on the following:
 - Student is not doing well in coursework (e.g., poor grades, multiple incompletes)
 - Minimal activity with research presentations or publications (includes submissions)
 - Student is not advancing in their program of study
 - Issues with faculty or other students
 - Additional concerns
- Program Advisor/Dissertation Chair provides evaluation and recommendation through the online work flow process outlined by the graduate school.



Internship (ILT 7143)

Students enrolled in the ILT doctoral program will complete a three-credit hour internship as part of their program of study. The ILT Internship provides important educational experiences that complement the formal doctoral program. A directed internship, in an organization with professional researchers or within teaching settings, provides students with a learning experience supervised by professionals appropriate to the student's professional objectives.

In the internship, interns will work directly with educational professionals in cooperation with the university faculty member to develop an understanding of the policies, processes, and procedures specific to particular professional contexts. The Internship experience is described in Appendix B.



Qualifying Examination

All students seeking a Ph.D. in the Department of Interdisciplinary Learning and Teaching (ILT) must pass a qualifying exam (written and oral portions) prior to advancement into “Candidacy”. The Qualifying Exam is a cumulative activity where the Qualifying Exam Committee (QEC) issues written and then oral questions to gauge student mastery of relevant subjects. Through the qualifying exam, students should demonstrate their ability to apply current knowledge and skills, generate new insights, ask questions, and make connections. Both the written and oral portions of the qualifying exam should be completed during the student’s final semester of required course work. *Please note that students must be officially registered for courses in the semester exams are completed.*

In order to facilitate the committee members’ creation of relevant questions, prior to the exam, the student should communicate with each member of the QEC about her/his major areas of scholarly interest. At the discretion of the QEC Chair, this process can take various forms, including the preparation of a brief research interest statement to be shared with the committee, face-to-face meetings with individual members of the committee, or an informal meeting with the entire committee.

Each member of the committee submits a question to the QEC Chair. The Chair has the discretion to revise and combine questions and to add questions as needed to ensure that the qualifying exam provides an opportunity for the student to demonstrate understanding in these areas: interdisciplinary inquiry, conceptual/theoretical knowledge within the cognate area, knowledge of research methodology, and applications to research/practice settings.

The qualifying exam will consist of both written and oral components. The written component will be a take-home exam consisting of three or four essay questions posed by the QEC. These questions should (a) set the occasion for the student to demonstrate the breadth of knowledge acquired through coursework and research in an area of specialization completed over the course of the program and (b) focus to some extent on topics directly related to the student’s research interests and trajectory.

The suggested length of the student’s written response is 40 double-spaced pages (about 10 pages per question) total (not including references). The student then has 4-6 weeks (at the discretion of the Chair) to answer the questions and submit the responses to the Chair. Responses to the questions should demonstrate scholarly expertise, both theoretical and methodological, and reflect the core values of the department. The student must answer the questions without consulting with the Chair or Committee Members, with the exception of procedural or clarification questions, which should be directed to the QEC Chair.

Once the written portion of the exam is complete (at the end of the four-to-six-week time period), the student will send the exam to the Chair, who will then distribute it to the rest of the committee. Failure to return the qualifying exam by the end of the designated period will result in an automatic Fail for this attempt. Successful completion of the written portion of the exam leads to a scheduled oral exam.



An oral defense should be scheduled no sooner than 10 business days from the completion of the written component of the exam. The oral exam will be a defense and further clarification of the answers to the written exam. The QEC Chair will organize the oral exams by scheduling a room with the department administrative assistant. The room should be blocked for two hours to ensure enough time for questions and discussion. The Chair will remind committee members of the defense. There is to be no food at the oral defense.

Doctoral candidates must satisfactorily complete both the written and oral components of the exam to advance to candidacy and to earn approval to begin the dissertation process.

Procedures for evaluating the Qualifying Exam:

The members of the QEC evaluate the exam and report their assessment results to the chair of the examination committee. The QEC chair reports to the Doctoral GAR and SDS the results of the exam.

Notice of all qualifying examinations must be filed with the Dean of the Graduate School at least two weeks prior to the oral portion of the examination. Students must be registered the semester in which they take the qualifying examination.

Composition of the Qualifying Exam Committee:

Students are responsible for ensuring that all committee members are available (particularly during summer sessions) and eligible for service on a QEC.

Guidelines for forming the QEC include:

1. Identify a Chair for the QEC (must be from ILT).
2. Identify two to three additional UTSA faculty members (one may be from outside of the ILT department). The QEC must not exceed four members.
3. Ensure the QEC reflects expertise in interdisciplinary learning and teaching, as well as student's cognate area and research.

When a student has identified the members of their QEC, the student will complete the [Application for Qualifying Exam form](#). This form must be placed on file with the ILT Student Development Specialist by the census date of the semester in which the exam will be taken.

The following is a suggested protocol for the oral defense:

1. QEC Chair begins by stating the purpose of the qualifying oral exam.
2. Doctoral student is excused while committee discusses outcome of the written exam, including positive points and areas of concern.
3. The doctoral student returns and prepares a brief presentation (10 minutes). This serves as a time for the student to get comfortable discussing their written exam, focuses attention on the main ideas, and allows the student to expand on ideas they felt were

- underdeveloped in the written exams.
4. Question & Answer period. Generally, the committee takes turns asking questions. The QEC chair takes notes--questions asked, thoughts posed, etc.
 5. Once questions are answered, student is excused while the QEC discusses outcomes of the oral exam.
 6. Outcome is shared with the student.

If a student passes, the committee signs paperwork and student is officially a doctoral candidate. If student does not pass, a plan of action for re-writing/re-defending is constructed and placed in the student's permanent folder (via the GAR and SDS).

Note: Only two attempts to pass the qualifying examinations are permitted.

If the student does not pass the first attempt of the examination, the chair of the examination committee shall report said result to the Doctoral GAR and to the Department Chair. The Doctoral GAR shall require the QEC to establish a date for the second exam. Such exams must occur during a regular academic semester. The student must be enrolled with the university during the time of the examination. The QEC must prepare a new examination for the student for the second attempt. If the student does not pass the second attempt of the qualifying examination, the student may be academically dismissed from the program.

The QEC must complete the following paperwork (professionally) after the successful defense of the oral exam:

- * Completion of the Qualifying Exams
<Form can be found at
https://graduateschool.utsa.edu/images/uploads/Completion_of_the_Qualifying_Exam_FILLABLE.pdf>
- * Application for Candidacy for the Doctoral Degree
<Form can be found at
https://graduateschool.utsa.edu/images/uploads/Application_for_Candidacy_for_the_Doctoral_Degree_FILLABLE.pdf>
- * Appointment of Doctoral Dissertation Committee
<Form can be found at
https://graduateschool.utsa.edu/images/uploads/Appointment_of_Doctoral_Dissertation_Committee_FILLABLE.pdf>

It is the duty of the committee chair to ensure completion of paperwork. It is the student's responsibility to gather all committee member signatures and submit paperwork to the ILT SDS.

Admission to Candidacy

Students seeking a doctoral degree at UTSA must be admitted to candidacy. In order to be admitted to candidacy, the student must comply with the following requirements:

1. Fulfill the requirements for unconditional admission as a graduate degree-seeking student, which entails the removal of any conditions assigned at the time of admission.
2. Satisfy any special admission requirements established for the degree program.
3. Be in good academic standing.
4. Pass a qualifying examination (written and oral) prepared by the QEC and meet any other requirements specified by the Graduate Program Committee for the specific degree program.
5. Submit an updated and signed program of study.
6. Satisfy the above requirements to be approved for admission to candidacy by the Dean of the Graduate School.

After a student has passed the qualifying examination, they will begin the dissertation process. The description of this process follows in the next section.

Doctoral Dissertation

A dissertation is required of every candidate and must be an original contribution to scholarship, based on independent investigation in the major area. The dissertation must be approved by the Dissertation Committee. Registration for the dissertation must be for a period of at least two semesters. During each semester or term that a student receives advice and/or assistance from a faculty member or supervision by the Dissertation Committee or uses University resources, they are required to enroll in the appropriate dissertation course.

Dissertation Committee & Chair

To serve as the chair of a dissertation committee, a faculty member must be full time and have COEHD graduate faculty status and a terminal degree in his or her field. All tenure or tenure-track faculty members are eligible to chair a dissertation committee and serve as a dissertation chair.

A student will identify and obtain an agreement from an ILT faculty member to serve as chair of the dissertation committee. The dissertation committee must consist of at least four faculty members: the dissertation committee chair and three additional UTSA graduate program faculty members. The student, in consultation with the dissertation chair, identifies these faculty members.

At least 51% of the members of the committee must be from within the ILT department. Given the interdisciplinary nature of the degree, one member of the committee must be from outside the department. Ideally, the outside committee member has an expertise that is not found within the ILT Department. This may not always be the case, thus, the dissertation chair and student should identify a faculty member that will make a meaningful contribution to the dissertation research.



The Dissertation Committee advises the student on the research and writing of the dissertation, conducts the final oral defense, and approves the dissertation. The chair of the Dissertation Committee serves as the supervisor of research. Other members of the committee should be consulted throughout the dissertation process. It is the student's responsibility to meet with each dissertation committee member on a regular basis to discuss dissertation research status and progress. The student should not reach dissertation defense without feedback from the entire committee.

In addition to recommending the final program of study to the GAR and supervising the research and writing of the dissertation, the Dissertation Committee certifies to the Graduate School that all degree requirements have been fulfilled. All dissertation committee members' signatures are required on the qualifying examination form and the final dissertation



Faculty Eligibility Criteria for Serving on Doctoral Committees:

- All Dissertation Committee members must have Graduate Faculty status.
- Committee members should be faculty engaged in active research and expertise in the course content.
- To serve as an outside member of a committee, a faculty member must have a terminal degree in his or her field. The student completes the Appointment of the Dissertation Committee form specifying the expertise of the outside faculty member and obtains the signatures of all dissertation committee members. The student submits the form to the Doctoral GAR for formal appointment of the committee.
- In the event a faculty member that serves on a student's dissertation committee leaves or ceases to meet the criteria for serving on a committee (i.e., takes a leave of absence longer than a year), the Doctoral GAR will consult with the student and the committee to determine if a new committee member needs to be appointed. The decision whether to appoint a new member will depend on how advanced the student's work is at the time the committee member becomes unavailable.
- If a committee member is no longer able to serve on the committee and the student has not yet had the dissertation proposal meeting:
 - The Doctoral GAR, in consultation with the student and the student's committee chair and/or members, recommends a replacement for the faculty member.
 - In these situations, faculty will make all efforts to provide continuous support for the student's dissertation work.
- If a committee member has ceased to meet the criteria for serving on a dissertation committee after the student has passed the dissertation proposal meeting and has made substantial progress toward completing the written document:



- The Doctoral GAR, in consultation with the student's committee chair and/or members, will explore if the faculty member is able to continue to serve on the doctoral committee.
- If the faculty member is able to continue the work as a committee member, and if the dissertation chair or co-chair continues to meet the criteria for serving on a committee, the committee can remain intact.
- In a case where the faculty member who becomes unavailable has been a sole chair, one of the remaining members will assume the role of a co-chair with approval of the candidate.
- In the event that a faculty member is no longer able to serve on a committee and is replaced, a new Appointment of the Dissertation Committee form must be completed and submitted to the Graduate School.

The Dissertation Chair serves a critical, long-term role, and selection should be given careful consideration. The Chair usually provides key recommendations and on-going professional support long after graduation. A student should maintain regular contact with their Dissertation Chair.

Dissertation Requirements

See Dissertation Requirements in the Graduate Catalog. <http://catalog.utsa.edu/graduate/>

Dissertation Proposal Approval Procedure

See Dissertation Requirements in the Graduate Catalog. <http://catalog.utsa.edu/graduate/>

Dissertation Proposal

The dissertation chair will guide the student through the proposal-writing process. A majority of committee members must approve the proposal, and all forms must be signed and filed with the Associate Dean and the Graduate School via the GAR before a student engages in the dissertation.

During the period of proposal development, students will work closely with their chair(s) and dissertation committee members to focus on and plan the study. How one designs and proposes research varies among research traditions; however, all proposals can clearly: (a) introduce and explain the purpose of the research and present a rationale for the study; (b) explain how the proposed research fits into a theoretical context and relates conceptually to prior research and literature on the topic; (c) describe and justify the particular research design and methods to be used; and (d) include the references that are cited in the proposal.

See the Graduate School's website at: <https://graduateschool.utsa.edu/current-students/category/thesis-dissertation/>

The following paperwork must be completed (professionally) following the successful defense of the dissertation:

*Dissertation Proposal Approval

Form can be found at <http://graduateschool.utsa.edu/faculty-staff/doctoral-forms/>

Human Subjects Review

Students will submit and receive approval from the Institutional Review Board (IRB) - Human Subject Research prior to data collection (as appropriate).

Further information about the IRB can be found at

<https://research.utsa.edu/compliance/irb.html>

Completing the Dissertation and the Role of the Committee Please consult with the Graduate School for details.

Dissertation Format Guidelines

See UTSA's Guide for the Preparation of Doctoral Dissertation booklet and the Preparation of Thesis and Dissertation Workshop manual from the Graduate School.

<http://graduateschool.utsa.edu/current-students/formatting-requirements/>

Final Oral Defense Procedures

A satisfactory final oral defense is required for the approval of a dissertation. After the Dissertation Committee decides to accept a dissertation for examination, which must be unanimous, the dissertation chair must notify the Graduate School (via the SDS) at least two weeks in advance of the date of the final oral examination. The student should submit their dissertation to the dissertation committee at least two weeks prior to the oral defense date.

The oral defense of the dissertation covers the dissertation and the general field of the dissertation, and other parts of the student's program as determined by the committee. All members of the Dissertation Committee must be satisfied that the student has:

1. Completed the work assigned by the committee;
2. Passed all examinations required by the program's Graduate Program Committee, including the final oral examination;
3. Completed a dissertation that is an independent investigation in the major field and that itself constitutes a contribution to knowledge; and
4. Submitted an abstract for publication in Dissertation Abstracts International that meets with the committee's approval.

Once this is complete, the Dissertation Committee members sign the approval sheets for the doctoral dissertation and officially recommend that the doctoral degree be awarded to the Graduate School. Approval must be unanimous.

Defense Procedures

The approved dissertation committee conducts the final oral defense. The student is responsible for scheduling the defense when all dissertation members can meet. The defense is open to the public. Assent of all dissertation committee members is required for the student to pass.



A student must be enrolled during the semester in which the dissertation defense occurs and must be enrolled when they submit the archive document to the Graduate school.

There is to be no food (water is appropriate) at the dissertation defense.

The following is a suggested protocol for the oral defense:

1. Chair of committee begins by stating the purpose of the dissertation defense.
2. Doctoral student (and any visitors to the dissertation defense) is excused while committee discusses the dissertation, including positive points and areas of concern.
3. Doctoral student (and visitors) returns and prepares a short (30 minute) presentation.
4. This serves as a time for student to get comfortable discussing their dissertation and focuses attention on the main ideas.
5. Question & Answer period. Generally, committee takes turns asking questions. Student focuses on questions, so chair takes notes--questions asked, thoughts posed, etc. Once committee member questions/concerns are addressed, questions from visitors are entertained.
6. Once questions are answered, student (and visitors) is excused while committee discusses outcomes of the defense.
7. Outcome is shared with student. If a student passes, committee signs paperwork.
8. Plans for re-writes are discussed and agreed upon. If student does not pass, a plan of action for re-writing/re-defending is constructed and placed in the student's permanent folder (via the GAR).

The following paperwork must be completed (professionally) following the successful defense of the dissertation:

* Certification of Completion of Dissertation Requirements for Doctoral Degree Form can be found at <http://graduateschool.utsa.edu/faculty-staff/doctoral-forms/>

Evaluation of the Dissertation

During the dissertation defense, the committee evaluates the following aspects of the dissertation:

- Independent and originality of thought
- Adequacy and appropriateness of citations and references to authors
- Logic and coherence of reasoning and argumentation
- Soundness of research methodology/data analysis
- Clarity and organization of writing
- Professional presentation of material
- Importance of educational problem under inquiry
- Coherency and accessibility of writing
- Contribution to respective field
- Connections to the core values of the department



In determining whether a student passes the dissertation defense, faculty members need to be able to clearly see how the dissertation meets the above evaluative criteria.

The student will clarify expectations with their chair ahead of time about the scope of questions that may be asked. Passing the oral defense does not indicate that the dissertation is complete and has final approval. The evaluation of the dissertation defense usually results in recommended revisions to the dissertation, and may include reanalysis of data or significant rewriting. Students should be aware of and prepared to make changes with enough time to do so before they plan to graduate (at least two weeks). Final sign off occurs after successful completion of the final examination and final revisions of the dissertation.

In addition, students must take time to follow the UTSA library and UTSA Graduate School guidelines for submitting a completed dissertation to the university. Each semester, the university has deadlines that must be followed. It is a student's responsibility to contact the graduate school to obtain these dates.

Graduation

Commencement occurs in Mid-May and Mid-December. To participate in the graduation ceremony, students must apply for graduation through ASAP before the deadline (Spring February 15; Summer-June 15; Fall-September 15). Students who apply for graduation will be provided information about the details of the ceremony, including gown purchase or rental, through their my.utsa.edu e-mail and on UTSA's Registrar's website. Students must have successfully completed their dissertation, dissertation defense, and all other requirements to participate in commencement ceremonies.

TO NOTE:

The University of Texas at San Antonio reserves the right to withdraw courses at any time and to change fees, tuition, rules, calendar, curriculum, degree programs, degree requirements, graduation procedures, and any other requirement. The policies, regulations, and procedures stated in this catalog are subject to change without prior notice. Changes become effective whenever the appropriate authorities so determine and may apply to both prospective students and those already enrolled.

Program Review

The ILT doctoral program undergoes several reviews with data collected along the way.

The first, the SACS review, is informed by several data points, including outcomes of designated coursework. The Doctoral GAR collects this information and submits it through the Chair of ILT.

The second, the 18 Characteristics of Texas Doctoral Programs is an annual review conducted by the Graduate School. The results of the ILT program can be found here:

<http://graduateschool.utsa.edu/current-students/18-characteristics-of-texas-doctoral-programs/>

The third, the Academic Program Review, is a comprehensive process, in which departments engage in a methodical evaluation of the strengths and weaknesses of degree programs; determine the degree to which departmental, college, and university goals and objectives are aligned; and summarize the assessment of educational outcomes (from the Provost's website). For more information, visit the Provost's website: <http://provost.utsa.edu/cia/assessment/apr/>.

Finally, the ILT faculty engage in ongoing and reflective evaluation processes. The use of annual review outcomes, a tracking process, and other data will assist in that endeavor.

Guidelines for Doctoral Course Assignments (approved Spring 2024)

The doctoral GAR determines course assignments in consultation with the EDGPC and the Department Chair. Assignments are based on the department's needs, students' cognate area needs, and the program's integrity.

Below is a list of eligibility criteria for teaching a doctoral course in order of priority.

1. Members of the graduate faculty (FTTs can apply for membership).
2. Faculty engaged in active research and expertise in the course content. Expertise is defined by training, ongoing research, and published work in the content area.
3. Tenure-track faculty (based on availability)
4. Faculty who have not had the opportunity to teach in the doctoral program.
5. Course evaluations (if doctoral courses were taught in the past) are considered. Patterns of low course evaluations may affect a faculty member's request to teach a doctoral course.

The EDGPC recommends that 4 semesters would be an appropriate length of time to teach a course unless there is a pattern of student concern. After that, the course is eligible for rotation to another faculty member. (see priority above)

The GAR, DGPC, in collaboration with the Department Chair, reserves the right to make instructor changes as necessary.



ILT Faculty & Staff Directory

ILT Department Chair

Ann Marie Ryan 458-4413 AnnMarie.Ryan@utsa.edu

ILT Doctoral Graduate Advisor of Record

Iliana Alanís 458-4756 iliana.alanis@utsa.edu

ILT Administrative Staff

Allison Baca (Administrative Services Officer) 458-4413 Allison.Baca@utsa.edu
Michelle Ellis (Administrative Associate) 458-4413 Michelle.Ellis@utsa.edu

ILT Student Development Specialist

Michelle Muenich michelle.muenich.@utsa.edu

ILT Faculty

Faculty Name	Title	Cognate Area	Email
Emily Bonner	Professor	Curriculum & Instruction	Emily.Bonner@utsa.edu
Guadalupe Carmona	Professor	Curriculum & Instruction	Guadalupe.Carmona@utsa.edu
Langston Clark	Associate Professor	Curriculum & Instruction	Langston.Clark@utsa.edu
Uchenna Emanaha	Assistant Professor	Curriculum & Instruction	Uchenna.Emanaha@utsa.edu
Zaid Haddad	Asst. Prof. in Practice	Curriculum & Instruction	Zaid.Haddad@utsa.edu
Crystal Kalinec-Craig	Assoc. Professor	Curriculum & Instruction	Crystal.Kalinec-Craig@utsa.edu
Cynthia Lima	Assistant Professor	Curriculum & Instruction	Cynthia.Lima@utsa.edu
Marissa Muñoz	Assistant Professor	Curriculum & Instruction	Marissa.Munoz@utsa.edu
Bekisizwe Ndimande	Professor	Curriculum & Instruction	Bekisizwe.Ndimande@utsa.edu
Timothy Yuen	Professor	Curriculum & Instruction	Timothy.Yuen@utsa.edu
Iliana Alanís	Professor	Early Childhood & Elementary Ed	iliana.alanis@utsa.edu
Maria Arreguin	Professor	Early Childhood & Elementary Ed	Maria.Arreguin@utsa.edu
Rica Ramirez	Assistant Professor	Early Childhood & Elementary Ed	Rica.Ramirez@utsa.edu
John Sutterby	Assoc. Professor	Early Childhood & Elementary Ed	John.Sutterby@utsa.edu
Maria Leija	Assistant Professor	Early Childhood &	Maria.Leija@utsa.edu



		Elementary Ed	
Vittorio Marone	Professor	Learning, Design, & Technology	Vittorio.Marone@utsa.edu
Hyejeong Lee	Assistant Professor	Learning, Design, & Technology	
Janis Harmon	Professor	Literacy Education	Janis.Harmon@utsa.edu
Rosalind Horowitz	Professor	Literacy Education	Rosalind.Horowitz@utsa.edu
Samuel DeJulio	Assistant Professor	Literacy Education	Samuel.DeJulio@utsa.edu
Idalia Nuñez Cortez	Associate Professor	Literacy Education	
Richard Boon	Professor	Special Education	Richard.Boon@utsa.edu
Kathy Ewoldt	Assistant Professor	Special Education	Kathy.Ewoldt@utsa.edu
Yi Fan-Li	Assistant Professor	Special Education	Yi-Fan.Li@utsa.edu



Appendix A: Program of Study²

PhD in Interdisciplinary Learning and Teaching Program of Study¹

Cognate(s):

NAME:		BANNER ID:
PHONE:		EMAIL:
ADDRESS:		GRADUATION DATE:
VERSION:	STATUS:	CATALOG:
Academic Advisor:		

RESEARCH CORE COURSES (15 hours)

SUBJECT	COURSE	TITLE	SEMESTER	GRADE
ILT	7013	Overview of Research Design and Instructional Inquiry		
		Select a quantitative research course		
		Select a qualitative research course		
ILR	7643	Advanced Research on ILT		
		3 credit hours of Advanced Research		

ILT CORE COURSES (18 hours)

SUBJECT	COURSE	TITLE	SEMESTER	GRADE
ILT	7003	Exploration of Interdisciplinary Learning and Teaching		
ILT	7133	Socio/Cognit Persp ILT		
ILT	7153	Critical Culture Perspect ILT		
ILT	7633	Theoretical Frameworks in Learning and Teaching		
ILT	7733	Evaluation of Edu Research		
ILT	7143	Internship		

COGNATE COURSES (18 hours)

SUBJECT	COURSE	TITLE	SEMESTER	GRADE

DOCTORAL DISSERTATION (9 hours)

¹ A copy of the Preliminary Plan should be completed by the time the student completes 12 hours. The Final Plan must be signed by the GAC and GAR, any Removal of Conditions attached, and filed prior to registering for the comprehensive exam. Copies should be provided to the student and filed in their permanent record.

SUBJECT	COURSE	TITLE	SEMESTER	GRADE
ILT	7983	Dissertation		
ILT	7983	Dissertation		
ILT	7983	Dissertation		

OTHER REQUIREMENTS/CONDITIONS

Including background courses and/or language development courses, if assigned

SUBJECT	COURSE	TITLE	SEMESTER	GRADE

Courses required for your degree plan may be offered at any UTSA location (1604, DT, or ITC) or any off-campus location. Courses required for your degree plan may be offered face-to-face, hybrid, or online.

APPROVALS

	NAME	SIGNATURE	DATE
Student			
Academic Advisor			

FOR FINAL DEGREE PLAN ONLY

	NAME	SIGNATURE	DATE
Graduate Advising Coordinator (GAC):			
Graduate Advisor of Record (GAR):			
Associate Dean of Graduate Studies			
Dean of Graduate School			

Instructions

Student Information

Cognate Areas: Most students will only have one cognate area. Students may elect to be in more than one cognate area (CI, LDT, LTED, ECE, SPE).

Academic Advisor(s): List the program advisor(s) if the student is not yet a candidate.

Research Core Courses

Students should take ILT 7013 in the first semester, followed by two research methods courses (one quantitative and one qualitative), an ILT advanced research course as determined by their advisor, and ILT 7643 in the fourth semester.

Quantitative Research Methods course may include, but are not limited to:

BBL 7013 Research Design and Statistics for Culture, Literacy, and Language
EDU 7063 Inferential Statistics
EDU 7003 Survey of Research Methods
EDU 7043 Educational Research Statistics: Descriptive and Comparative
ILR 7873 Survey Research Methods
ILR 7133 Intro to Single-case Methodology
ILR 7143 Application of Single-case Methodology
SOC 5023 Quantitative Research Methods

Qualitative Research Methods course may include, but are not limited to:

EDU 7103 Qualitative Research Traditions
BBL 7023 Qualitative Research Methods for Culture, Literacy and Language
BBL 6073 Ethnographic Research Methods in Bi-cultural Bilingual Studies
BBL 7043 Research Design and Qualitative Analysis
BBL 7083 Technology for Qualitative Research
EDU 7123 Advanced Qualitative Analysis
SOC 5033 Qualitative Research Methods

ILT Advanced Research course may include:

ILT 7213 Quantitative Analysis and Research Design in ILT
ILT 7203 Applications of Qualitative Interdisciplinary Research Methods
ILT 7743 Mixed Methods Research
ILT 7303 Oral and Written Discourse Analysis

ILT Core Courses

The courses are listed in a recommended sequence. An ideal sequence would have students taking both ILT and cognate courses throughout the entire program.

Cognate Courses

Students should take 6000 or 7000-level doctoral classes. In 5000- and 6000- level courses where both master's and doctoral students are enrolled, doctoral students should expect to have individualized assignments appropriate for doctoral-level study.

It is suggested that students take at least 18 graduate hours in their cognate area. Students may consider doctoral coursework outside the cognate if they already have 18 graduate hours from their master's degree in their cognate area.

Doctoral Research and Dissertation

ILT 7891 is taken three times as each instantiation of the experience has a different focus. The final instantiation should be taken concurrent with the qualifying exams. Students are required to take a MINIMUM of 9 dissertation hours, spread across at least two semesters. Dissertation committees reserve the right to increase the number of dissertation hours taken.

Prerequisites Substitutions or Electives

Students admitted with master's degrees outside of education or whose master's degree program did not include coursework in instructional technology curriculum and instruction, early childhood education, elementary education, literacy education, secondary education, or special education may need to take additional prerequisites. Prerequisite courses will be identified in consultation with the Doctoral

Graduate Advisor of Record and the Academic Advisor.

Course substitutions should be limited. If a course substitution is required, list the original course and the replacement course. Elective courses are additional to the required PhD coursework and do not count toward the minimum program hours.

Qualifying Exams

Qualifying exams are held during the semester following the last semester of coursework. The only coursework remaining should be the Doctoral Research and Dissertation courses. Graduate Advisor of Record and the Academic Advisor to take the Qualifying Exams concurrent with any other coursework may grant special permission. Contact the SDS for information on required doctoral forms for the Qualifying Exam.

Residency Requirements

Students must complete an on-campus residency taking at least 6 semester credit hours per semester or summer term for three consecutive semesters.

Links to Course Descriptions in the Graduate Catalog

EDU courses: <http://www.utsa.edu/gcat/chapter6/COEHD/EDU.html>

ILR courses: <http://www.utsa.edu/gcat/chapter6/COEHD/ILR.html>

ILT courses: <http://www.utsa.edu/gcat/chapter6/COEHD/ILT.html>

BBL courses: <http://www.utsa.edu/gcat/chapter6/COEHD/BBL.html>

Appendix B: ILT 7143: Internship (Teaching and/or Research)

Students enrolled in the ILT doctoral program will complete, ILT 7143, a three-credit hour Internship, as part of their program of study. The ILT Internship provides important educational experiences that complement the formal doctoral program. It is a directed internship in an organization, with professional researchers or within teaching settings that will provide students with a learning experience supervised by professionals appropriate to the student's professional objectives. In the Internship, interns will work directly in cooperation with a university faculty member, or other educational professionals, to develop an understanding of the instructional processes, policies, and administrative procedures specific to particular professional teaching contexts. While the focus of the Internship is on teaching and mentoring learners, research opportunities may also emerge from this experience.

Our program philosophy centers on the following assumptions about experiential learning: (a) “experiential education is based on the premise that for real learning to happen, students need to be active participants in the learning process rather than passive recipients of information given by a teacher (Sweitzer & King, 2003, p. 7); (b) there are predictable stages of development during an internship experience (Sweitzer & King, 2003, p. 8); and (c) understanding oneself is as critical to the experience and stages of development throughout the internship experience.” (Sweitzer & King, 2003, p. 9). The success of the internship experience requires close cooperation among:

- ILT Internship Faculty Instructor of Record (ILT or other Faculty members) (course instructor)
- ILT Internship Supervisors; Instructors, curriculum developers or supervisors, assessment professionals, etc. in educational organizations (public, private, non-profit); or other approved individuals in teaching professions appropriate to the student's professional objectives) and
- ILT Interns

As a program, we are committed to making this relationship as strong and productive as possible and are eager to work to provide excellent learning environments for our students.

As such, the ILT Internship is to be offered officially as an organized “course.” It should be taken when the intern and their advisor deem it appropriate within their program. This will require students and their advisors to plan accordingly.

Learning Objectives: The ILT Intern should gain hands-on experiences in several different aspects of teaching within an organization including but not limited to: use of relevant teaching procedures with examination of related research, examination of teacher training practices, course planning, classroom instructional practices germane to different disciplines, feedback and conferencing with students,

preparing assessment instruments, methods for student development, course assessment and student grading procedures. Reflection of teaching practices should be conducted orally with the supervisor and in written form.

- Become familiar with the teaching practices and procedures in a teaching environment over a range of duties
- Effectively communicate (orally, written, and verbal) with supervisors and co-workers, program teams
- Develop time management skills required for instruction
- Experience in a combination of the following areas should provide the doctoral teaching student with opportunities to become familiar with different phases of the organization:
 - Research - design, implementation, evaluation, conduct
 - Instruction – instructional planning and design, learning facilitation, and assessment
 - Programming - planning, development, publicity operation, evaluation.
 - Planning - goal setting, policy and procedures, efficiency measures.
 - Leadership - program, staff, community, direct client service.
 - Professional Development - conferences, writing articles, advocacy, code of ethics.
 - General Administration - financial management, budget analysis techniques, record keeping.
 - Personnel Practices - job description, staff evaluation, hiring.
 - Maintenance - materials, work schedules, equipment, indoor/outdoor areas and facilities.
 - Facility Design and Development - specifications, cooperation with other professionals, model development innovation.
 - Public Relations - client involvement, interdepartmental coordination and cooperation, publicity, speaking, reporting, marketing, promotion.

Note: This list is not exhaustive.

Course Format: The ILT Internship is a form of independent experiential learning and study for which graduate credit is awarded; therefore, it should involve inquiry into educational methodology based on experiential learning. ILT Interns will be required to complete a designated number of internship hours determined by the type of experience, make connections to scholarly and professional literature within the context of their internships, participate in small-group discussions, be reflective in their practice, and submit course assignments based on their professional experiences.

Roles and responsibilities of Internship participants:

All parties in the internship experience have a distinct role to play within a community of learners. To that end, when you sign up for an internship you can expect the following:

ILT Internship Faculty Instructor of Record (ILT or other Faculty members) – this faculty will serve as the course instructor for the internship experience. The Internship Faculty will assist in constructing and carrying out the Learning Contract. Internship Faculty will organize other meeting times (weekly, monthly) with participating Intern.

Faculty who work with doctoral students as part of this internship in a research capacity will provide doctoral students with opportunities to interact with data (collect, analyze, or report). It is the expectation that doctoral students are engaged as teachers, sometimes co-researchers and therefore will be listed as co-authors when the research is disseminated. It is also the expectation that other non-research experiences that doctoral students have will result in similar recognition of the contribution of the doctoral student to the resulting product.

ILT Internship Supervisors (Instructors, curriculum developers or supervisors, assessment professionals, etc. in educational organizations (public, private, non-profit); or other approved individuals in professions appropriate to the student's professional objectives) –

In some cases, doctoral students will engage in a field-based experience with an Internship Supervisor. This Internship Supervisor will assist the doctoral student in carrying out the objectives of the Learning Contract. The Internship Faculty will remain in close contact with the Internship Supervisor.

ILT Interns – doctoral students enrolled in this internship semester are expected to take a clear lead in the learning that takes place across the semester. This learning will be documented on the Learning Contract. Interns will also interact regularly with each other, as participants in the course, in order to co-construct/enhance interdisciplinary knowledge which is at once practical, theoretical, and philosophical. Interns are expected to attend all three facilitated group meetings, offering suggestions to the Internship Faculty around topics and ideas for the sessions.

ILT INTERNSHIP AGREEMENT

The University of Texas at San Antonio PhD in ILT
Department of Interdisciplinary Learning & Teaching

(Note: also available as fillable PDF [HERE](#))

I. Purpose

The purpose of this agreement is to specify the duties and responsibilities of the ILT Intern, the Intern Teaching Supervisor at _____ (institution or agency), and the ILT Internship Faculty Instructor of Record from The University of Texas at San Antonio. The parties involved in the conduct of the internship experience during the _____ semester are _____, ILT Intern; _____, Intern Supervisor (if different from Faculty Instructor of Record) and _____, ILT Internship Faculty Instructor of Record.

The internship teaching experience will be located at: (site name and address):

The ILT Intern's tentative schedule during the training period will include _____ hours per week, between _____ and _____ (effective dates). Total hours required of this internship is _____.

This agreement will be in effect until the ILT Intern a minimum of 100 hours of duties as specified in this agreement. The internship experience is normally completed during the academic semester; however, the ILT Intern may need to extend the time to complete the requirements during summer semesters or due to extenuating circumstances (as approved by consultation with the ILT Internship Faculty Instructor of Record).

In the event that the internship experience is concluded prematurely, the ILT Internship Faculty Instructor of Record will assume responsibility for facilitating communication among all relevant parties. Reasons for the premature conclusion of the experience will be discussed and alternative educational experiences for the ILT Intern will be recommended.

II. Internship Criteria/Outcomes

Recognizing the diverse internship opportunities, experiences may vary. In order to reach a successful conclusion to the internship experience, it will be necessary for the Intern and Intern Supervisor (if different from Faculty Instructor of Record) to spend time determining the criteria/outcomes for the experience:

1. Internship goal(s), objectives, activities, and assessments linked to department mission.
2. Log of activities indicating total internship hours and short description of activities.
3. Internship Product(s) (e.g., article, presentation, curriculum).
4. Mid-point and final assessments (to be determined by Intern, Supervisor, and Instructor of Record).

The Intern will submit an electronic version of the criteria/outcomes to the ILT Internship Faculty Instructor of Record. Before grades are submitted, the Instructor will submit the electronic documents to the ILT PhD Student Development Specialist (SDS).

IV. Modifications to the Agreement

Any modification of this Agreement will be in writing and signed by all of the parties. The ILT SDS will keep the document with original signatures on file.

I have reviewed the Internship Manual and the ILT Internship Agreement and am aware of my responsibilities for the internship experience.

ILT Intern Date

ILT Internship Supervisor Date

ILT Internship Instructor of Record Date

Academic Advisor Date

Graduate Advisor of Record Date

Appendix C:

DEPARTMENT OF INTERDISCIPLINARY LEARNING & TEACHING COLLEGE OF
EDUCATION & HUMAN DEVELOPMENT

(Note: also available as a fillable PDF [HERE](#))

Request for Directed Research

Directed Research is an important part of the graduate program. The Department of Interdisciplinary Learning & Teaching in the College of Education & Human Development has provisions for allowing up to a maximum of six (6) hours of credit in Directed Research, regardless of discipline, to count toward a doctoral degree with consent of the academic advisor and the GAR. The student should have a solid background in order to be able to function well in the Directed Research mode. Prerequisites include graduate standing and permission in writing (this form) from the instructor, the student's academic advisor, the Department Chair and the GAR. The Directed Research course may involve either a theoretical problem or research study.

Name: _____ Banner ID: _____

Telephone: _____ Email: _____

Cognate: _____

Requested Term for Enrollment in Directed Research: ____ Course Number/Level: _____

Enrollment Status: _____

Research courses taken previously which form a basis for this Directed Research:

Discipline & Course Number	Course Title

I. How does this Directed Research course “fit” within your research agenda? (one paragraph):

Page 2 Name of proposed supervising instructor for this Directed Research: _____

- II. Description of topic to be studied (2-3 pgs. on a separate paper - include problem/purpose, abbreviated literature review and methods):

- III. Description of work to be required of the student and the bases upon which credit and a grade will be assigned:

Student Signature

Date

Instructor Signature

Date

Academic Advisor Signature

Date

Graduate Advisor of Record Signature

Date

Department Chair

Date