Interdisciplinary Learning & Teaching  
College of Education & Human Development  
The University of Texas at San Antonio

Doctor of Philosophy (Ph.D.)  
Degree in Interdisciplinary Learning & Teaching

Student Handbook

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Students should refer to UTSA Information (www.utsa.edu/infoguide/) for additional policies, procedures, and information directly related to their enrollment at UTSA.

Last Modified August 22, 2012
Welcome

The Department of Interdisciplinary Learning & Teaching (ILT) welcomes you. We look forward to working closely with you as you work towards your Ph.D. in Interdisciplinary Learning & Teaching. This handbook provides an orientation to the doctoral program with detailed information on the following:

❖ Program Mission
❖ UTSA Policies and Procedures
❖ Overview of Doctoral Program
❖ The Doctoral Process
  ○ Course Requirements
  ○ Qualifying Examination
  ○ The Dissertation
❖ Frequently Asked Questions
❖ Appendix (Doctoral Forms)

Additional information is available on the ILT website: http://ilt.utsa.edu/-----------------------------

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Mission Statement

The Department of Interdisciplinary Learning and Teaching prepares educators to become transformational leaders who can work effectively in diverse, ambiguous, and challenging contexts. The goals of this transformational leadership include equity, excellence, social justice, democracy, risk-taking, and responsiveness to community needs. Faculty in the Department of Interdisciplinary Learning and Teaching are strongly committed to developing collaborative and responsive relationships with area schools and communities.

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 course work, research, and writings. To this end, faculty and students form a diverse community of learners, in order to continuously examine each of 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 which 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: teaching, research, writing, publication, presentations, leadership in professional organizations, etc.

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

UTSA Policies, Procedures, & Resources

It is important to become familiar with the UTSA policies and procedures for ensuring the success of graduate work in the Department of Interdisciplinary Learning and Teaching. The faculty members in the department are committed to providing support for student endeavors; however, it is the student’s responsibility to have a clear understanding of the policies and procedures that must be followed to complete degree requirements in a timely manner. There are two documents that provide important information: The UTSA Graduate Catalog and the UTSA Student Handbook.
UTSA Student Handbook

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.

UTSA Graduate Catalog

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

Program Overview

**Three Core Elements**
The doctoral program is comprised of three core elements – 1. coursework, 2. the qualifying examination and admission to candidacy, 3. the dissertation proposal and dissertation.

**Your Program Advisor and Doctoral Committee**
When you are admitted to the doctoral program, you are assigned a program advisor based on areas of common interest. Your program advisor will advise you on issues related to developing your academic skills. This advising is in contrast to the Student Development Specialist, described below, who advises you on bureaucratic procedural matters. During your first two years you should explore and define your research interests. Prior to your qualifying examination, with the help of your program advisor, you will assemble your doctoral committee. This advisory committee will develop and administer your qualifying exam and typically, but not always serve as your dissertation committee. **You are not required to keep your program advisor through out the entire program.** Please see the Student Development Specialist for procedures on changing program advisors.

**The Student Development Specialist**
The Student Development Specialist (SDS) is the expert on procedures and timelines. The SDS will be sending out notices to you relevant to the different timelines and processes for the different events of your doctoral process, such as initiating the graduation process, additional financial aid opportunities, academic opportunities, and so on.

**Information Tools and Resources**
Technology has become increasingly important in support of learning, communication, and professional practice. Using appropriate tools of different technologies and knowing how to support others in the adoption and use of these resources will enhance your leadership ability. As an initial step to developing your skills with technology, you will be expected to gain access to your assigned UTSA student email accounts.

This is also the official way UTSA offices contact students, including the Graduate School, Financial Aid, and the library. It is in students’ best interest to periodically check their my.utsa.edu email.
You can access your UTSA email address by going to [http://my.utsa.edu](http://my.utsa.edu) and clicking on the Login to myUTSAmail link. If you are unsure of your user name, check your ASAP account, the information should be provided on the home screen once you login to your ASAP account, along with your default password.

If you have any questions about accessing your UTSA email, please stop by one of the computer labs available on either of our campuses (Bring your student ID!).

**First Step**

Upon being admitted you will be assigned a program advisor. It is prudent to visit that advisor soon after you are admitted. Your program advisor will help you develop your program of study as well as advise you in other matters. Your program advisor has been selected with your research interest in mind. However, if it proves not to be a good match, you are free to change advisors as long as you find an ILT graduate faculty member who is willing to be your program advisor. The process and forms for changing advisors are available in the student development specialist’s office; please make sure you notify your program advisor of your intent to change advisors.

**Program Requirements**

The Doctor of Philosophy in Interdisciplinary Learning and Teaching is a degree program that examines learning and teaching from interdisciplinary perspectives. An interdisciplinary perspective focuses on varied approaches to teaching and learning from within and across various disciplines. How teaching and learning are addressed within disciplines, how these disciplines may intersect with one another, and how each discipline maintains its uniqueness while sharing commonalities with other disciplines serves as the foundation of the program. An interdisciplinary perspective is becoming increasingly important for solving world problems and for knowledge-building in fields such as the humanities, the sciences, the social sciences, and fine arts. Interdisciplinary research weaves together different perspectives in order 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 course work beyond the master’s degree is required. These 60 credit hours include:

- Research Core (12 semester hours)
- Required Core (18 semester hours)
- Cognates (18 semester hours)
- Doctoral Research & Dissertation (12 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)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required:</strong></td>
<td></td>
</tr>
<tr>
<td>ILT 7013 Research Design for Instructional Inquiry</td>
<td>6</td>
</tr>
<tr>
<td>ILR 7643 Advanced Research on Instruction (prerequisite: ILR 7123)</td>
<td></td>
</tr>
<tr>
<td><strong>Qualitative Research Methods Recommended (Select one from the following):</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 7103 Qualitative Research Traditions</td>
<td>3</td>
</tr>
<tr>
<td>BBL 7023 Qualitative Research Methods for Culture, Literacy and Language</td>
<td></td>
</tr>
<tr>
<td>BBL 6073 Ethnographic Research Methods in Bi-cultural Bilingual Studies</td>
<td></td>
</tr>
<tr>
<td>BBL 7043 Research Design and Qualitative Analysis</td>
<td></td>
</tr>
<tr>
<td>BBL 7083 Technology for Qualitative Research</td>
<td></td>
</tr>
<tr>
<td>EDU 7123 Advanced Qualitative Analysis</td>
<td></td>
</tr>
<tr>
<td><strong>Quantitative Research Methods Recommended: Select one from the following:</strong></td>
<td></td>
</tr>
<tr>
<td>BBL 7013 Research Design in Statistics for Culture, Literacy, Language</td>
<td>3</td>
</tr>
<tr>
<td>ILR 7873 Survey Research Methods</td>
<td></td>
</tr>
<tr>
<td>ILR 7133 Intro to Single-case Methodology</td>
<td></td>
</tr>
<tr>
<td>ILR 7143 Application of Single-case Methodology</td>
<td></td>
</tr>
<tr>
<td>EDU 7053 Inferential Statistics</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILT 7003 Exploration of Interdisciplinary Learning and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ILT 7133 Perspectives of &amp; Approaches to Interdisciplinary Learning &amp; Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ILT 7153 Interdisciplinary Learning and Teaching in Sociocultural Contexts</td>
<td>3</td>
</tr>
<tr>
<td>ILT 7633 Multiple Perspectives on Learning and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ILT 7733 Evaluation of Research</td>
<td>3</td>
</tr>
</tbody>
</table>
Courses Elected by Students & Approved by the Doctoral Graduate Advisor of Record (18 hrs)

Select six courses in a specialized area of study or cognate  18

Other, specify (12 hrs)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IDS 7893 Doctoral Research Seminar in Interdisciplinary Theory and Practice</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>IDS 7983 Doctoral Dissertation</strong></td>
<td>9</td>
</tr>
</tbody>
</table>

Cumulative Total: 60 hours

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:

a. Complete an on-campus residency for a minimum of two consecutive semesters (Fall and Spring, Summer terms I and II and Fall, or Spring and Summer Terms I and II) taking a minimum of 9 semester credit hours during each residence semester;
b. Pass a written exam, and an oral defense of their doctoral research proposal, conducted by the student’s doctoral committee;
c. Write a doctoral research proposal that addresses potential contributions to scholarly research as specified by university-wide requirements;
d. 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, students will be strongly encouraged to acquire additional research skills pertinent to their particular research project by engaging in additional research 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, adult learning and teaching, or special education may need to take additional prerequisites. Prerequisites courses may not be included as part of the doctoral degree program of study. Prerequisite courses will be identified in consultation with the Doctoral Advisor.

**Supporting Fields**
This doctoral degree allows students to choose up to six elective graduate hours from courses offered by existing doctoral programs, such as the Doctor of Education Degree in Educational Leadership and the Doctor of Philosophy Degree in Culture, Literacy, and Language. Students could also choose elective hours from graduate courses offered in a discipline in which they would like to focus.

**Academic Good 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:

1. Student who fails to achieve a grade point average in any term at UTSA of 3.0 or higher, irrespective of level of courses taken.
2. A student who received a grade of “D” in any course in a term.
3. A student, who does not meet all requirements for unconditional admission and who, by special action, is admitted on academic probation.
4. A student who has been reinstated following academic dismissal.
5. 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.

**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 one long semester; 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.
The appropriate Graduate Program Committee will review the petitioner’s letter and academic record and make a recommendation concerning reinstatement to the Dean of the Graduate School. If the Petition for Reinstatement is disapproved, the student may not file another petition until the following semester.

**Program of Study:**
Before admission to candidacy, the student’s proposed program of study is under the direction of the Graduate Program Committee in the major program area through an appropriate program advisor, as designated, and the Doctoral Graduate Advisor of Record. Upon admission to candidacy and the formation of the student’s 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.

The program of study is located in the appendix.

**Annual Reviews**

Each year your program advisor will evaluate your progress. These annual assessments provide benchmarks and opportunities to give feedback to doctoral students about their progress. You are expected to make demonstrable progress in your annual reviews throughout the program including the dissertation. (See Appendix for Annual Review form) Students will be required to submit updated information as requested by the SDS, usually in the summer. This information may consist of publication citations, presentation information, or any other activities related to the degree.

**Internship**

**ILT 7143: Internship (Research & Teaching) Overview:** Students enrolled in the ILT doctoral program have the option to 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. 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. It is run as an organized course in order for students to learn through individualized “hands-on” experiences, as well as to take advantage of the social constructivism of learning offered in a community of internship practice (Lave & Wenger, 1991). 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.

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**: Administrators, curriculum developers or supervisors, assessment professionals, HR Directors, etc. in educational organizations (public, private, non-profit); or other approved individuals in 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 deems 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 an organization including but not limited to: research processes, teaching/training, reporting, planning, writing, participating, leading, evaluating, supervising, and managing.

- Translate curriculum content into practical application;
- Become familiar with the organization’s practices and procedures in a practical work environment over a range of duties;
- Effectively communicate (orally, written, and verbal) with supervisors and co-workers
- Develop time management skills.
- Experience in a combination of the following areas should provide the student with opportunities to become familiar with different phases of the organization:
  1. Research - design, implementation, evaluation, conduct
  2. Instruction – instructional planning and design, learning facilitation, and assessment
  3. Programming - planning, development, publicity operation, evaluation.
  4. Planning - goal setting, policy and procedures, efficiency measures.
  5. Leadership - program, staff, community, direct client service.
  6. Professional Development - conferences, writing articles, advocacy, code of ethics.
  7. General Administration - financial management, budget analysis techniques, record keeping.
  9. Maintenance - materials, work schedules, equipment, indoor/outdoor areas and facilities.
10. Facility Design and Development - specifications, cooperation with other professionals, model development innovation.
11. Public Relations - client involvement, interdepartmental coordination and cooperation, publicity, speaking, reporting, marketing, promotion.
12. Patient Care/Client Services (where appropriate) - planning, implementing, and evaluating treatment programs and services, participating in treatment team conferences, documenting in charts and records, and conducting assessments. 

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 you in constructing and carrying out your Learning Contract. Internship Faculty will organize other meeting times (weekly, monthly, etc) 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 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 (Administrators, curriculum developers or supervisors, assessment professionals, HR Directors, 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. Whenever possible, the Internship Supervisor will attend the three facilitated group meetings, if possible.

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.

**Qualifying Examination**

All students seeking a doctoral degree must pass a qualifying examination. This examination consists of questions to test the candidate’s knowledge and command of the major field. The qualifying exam will consist of a take-home written examination and an oral examination. The written and oral components will be constructed, administered, and evaluated by the doctoral committee. Both components will cover the areas of the required and elective courses and will be given to the doctoral student before beginning the chosen dissertation research.

**Criteria and key aspects concerning the qualifying examination include the following:**

a. All doctoral students must successfully complete the qualifying examination in Interdisciplinary Learning and Teaching prior to being advanced to candidacy for the Ph.D. Degree and prior to beginning formal work on their dissertation research.

b. The purpose of the qualifying examination is to discuss theory and research, and applications for interdisciplinary learning and teaching. The student will provide a synthesis and critique of content addressed in course work completed.

c. Students may schedule their qualifying examination no sooner than the last semester of completing all required course work.

d. The qualifying exam will consist of both written and oral components. The written component will be a take home exam consisting of several essay questions. The oral exam will be a defense and further clarification of the answers to the written exam. 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.

e. The members of the doctoral committee evaluate the exam and report their assessment results to the chair of the doctoral committee. The doctoral committee chair reports to the Doctoral Graduate Advisor of Record (GAR) the results of the exam.

f. No more than two attempts to pass the qualifying examinations will be permitted.

g. The GAR notifies the student in writing concerning the results of the exam. A copy of the letter will be sent to the chair of the doctoral committee.

- 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 when they take the qualifying examination.

**Admission to Candidacy**

Students seeking a doctoral degree at UTSA must be admitted to candidacy. Advancement to candidacy will require a student to complete all required coursework and to pass a qualifying
examination. 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 standing.

4. Have passed a qualifying examination (written and oral) prepared by the Graduate Program Committee and have met 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.

**Dissertation**

After you have passed your qualifying examination, you will begin the dissertation process. The description of this process follows:

**The Dissertation**

A dissertation is required of every candidate and must be an original contribution to scholarship, based on independent investigation in the major area. It must be approved by the Dissertation Committee. Registration for the dissertation must be for a period of more than one semester. 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**

The student identifies and obtains 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 faculty members. The student, in consultation with the dissertation chair, identifies these faculty members. Two of the members of the committee must be from within the student's department. Given the interdisciplinary nature of the degree, one member of the committee must be from outside the student's department. Candidates may consider faculty housed outside the COEHD.

The Dissertation Committee advises the student on the research and writing of the dissertation, conducts the final oral examination, and approves the dissertation. The chair of the Dissertation Committee ordinarily serves as the supervisor of research. Other members of the committee should be consulted as appropriate.

In addition to recommending the student’s final program of study to the Graduate Program Committee and supervising the research and writing of the dissertation, the Dissertation Committee certifies to the Graduate School that all degree requirements have been fulfilled.
The Dissertation Committee consists of your chair and at least three other faculty members.

All Dissertation Committee members must have Graduate Faculty status in order to be on the dissertation committees. All dissertation committee members’ signatures are required on the qualifying examination form and the final dissertation.

**Faculty Eligibility Criteria for Serving on Doctoral Committees:**

- 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.

- 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 and obtains the signatures of all dissertation committee members. The student submits the form to the Doctoral Graduate Advisor of Record 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 Graduate Advisor of Record 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 or not will partly 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 Graduate Advisor of Record, in consultation with the student and the student's committee chair and/or members, recommends a replacement for the faculty member.
  - In these situations, all efforts will be made 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 passed the dissertation proposal meeting and has made substantial progress toward completing the written document:
  - The Doctoral Graduate Advisor of Record, in consultation with the student's committee chair and/or members, will explore if the faculty 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.

You are responsible for obtaining the Dissertation Chair’s agreement to serve as your Chair. You should maintain regular contact with your Dissertation Chair.

**Dissertation Requirements**

See Dissertation Requirements in the Graduate Catalog. [http://www.utsa.edu/gcat/](http://www.utsa.edu/gcat/)

**Dissertation Proposal Approval Procedure**

See Dissertation Requirements in the Graduate Catalog. [http://www.utsa.edu/gcat/](http://www.utsa.edu/gcat/)

**Dissertation Proposal**

The Dissertation Committee will guide you through the proposal-writing process. The proposal clearly states the problem and justifies the need for the study in terms of its conceptual and theoretical foundation. The proposal must be approved by a majority of committee members, and the “Proposal Approval Form” *(see appendix)* must be signed and filed with the Associate Dean and the Graduate School.

During the period of proposal development, students will work closely with their chair(s) and dissertation committee members to focus 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 website at [http://www.utsa.edu/graduate/index.html](http://www.utsa.edu/graduate/index.html)

**Human Subjects Review**

You submit and receive approval from the Institutional Review Board (IRB) - Human Subject Research as appropriate before dissertation data are collected. Further information about the IRB can be found at [http://vpr.utsa.edu/oric/irb/](http://vpr.utsa.edu/oric/irb/).

The webpage for all IRB information can be found at: [http://www.utsa.edu/oric/irb/#faq4](http://www.utsa.edu/oric/irb/#faq4).

**Completing the Dissertation and the Role of the Committee**

Please consult with the Graduate School for details. [http://www.utsa.edu/graduate/index.html](http://www.utsa.edu/graduate/index.html)

**Dissertation Format Guidelines**

Final Oral Defense

A satisfactory final oral defense is required for the approval of a dissertation. After the Dissertation Committee makes a decision, which must be unanimous, to accept a dissertation for examination, the supervising professor notifies the Graduate School at least two weeks in advance of the date of the final oral examination.

The examination 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 approval of the committee.

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

Defense Procedures

The student’s approved dissertation committee conducts the final oral defense. The student is responsible for scheduling the defense at a time 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.

You must be enrolled during the semester in which your dissertation defense occurs and when you submit the archive document to the Graduate school.

In ILT, the Dissertation Defense is the final oral examination that provides you with an opportunity to demonstrate broad understanding of the substantive and methodological issues in the dissertation. The following aspects of your work will be evaluated:

- Independent and originality thought
- Adequacy and appropriateness of citations and references to authors
- Logic and coherence of reasoning and argumentation
- Soundness of your research methodology/Analysis
Clarity and organization of writing

Professional presentation of material

Coherency and accessibility of writing.

In determining whether or not you pass your dissertation defense, faculty members need to be able to clearly see how your dissertation meets the above evaluative criteria.

You should clarify expectations with your chair ahead of time about the scope of questions that will be asked. Passing the final examination does not indicate that the dissertation is complete and has final approval. The evaluation of your dissertation defense usually results in recommended revisions to the dissertation, possibly including reanalysis of data or significant rewriting. You should be prepared to make changes and schedule enough time to do so before you plan to graduate (more than two weeks). Final sign off occurs after successful completion of the final examination and final revisions of the dissertation.

In addition, you 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 your 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 & Summer-February 15; Fall-October 1). 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.

Frequently Asked Questions

**Program Planning and Course Work**

*Does the program have school-wide prerequisites?*

The program has no school-wide prerequisites other than successful completion of a master’s degree.

*Who (which ILT committee or person) has the authority to substitute a core course?*

Permission to waive a core course can be granted only by the Graduate School.

*What are the processes and timelines for substituting courses?*

You must receive written permission to substitute a course. You should begin by talking with your advisor in the semester before the course is offered. It is best to begin this process as soon as possible.
Under what conditions can a requirement be substituted?
Under extenuating circumstances students may submit a written petition to the doctoral program committee for an exception to be made to the requirements of the program. The petition should be submitted through the program advisor to the Dean, and the Graduate School. Decisions are made in a case-by-case manner.

Do courses that students receive a C grade in count toward a doctoral program?
Students must maintain an overall average 3.0 in all courses applied to the Ph.D. program. Students may be asked to retake a course in which they receive a C grade. In the case of a retake, both the grades for the first and second time the class was taken will count toward the students GPA.

Can students change their advisor and the members of their advisory committee?
Yes. Students are assigned an initial program advisor when they are admitted to the program. Once they become better acquainted with faculty, they may realize that a different person is more suitable to be their advisor, or they may request other changes in the composition of their advisory committee. When a faculty member agrees to serve as the new advisor, the student must inform the previous advisor and the ILT Doctoral Committee of the change in writing (see the change of advisor form in the appendix).

The Dissertation Defense

What is the relationship between the dissertations and the final oral examination?
The dissertation is the final product that demonstrates a student's expertise in her or his emphasis area. It should show command both of the knowledge base (theory and research) related to the problem being studied and the scholarly methods necessary to conducting the study. The final oral examination provides an opportunity for a student to demonstrate her or his broader understanding of the substantive and methodological issues involved in the study. The dissertation should be substantially completed before the oral is scheduled. Most orals do lead to changes in the dissertation itself.

Are oral defenses only about the dissertation or can they be more general?
The oral defense is a final examination of the dissertation and related topics. Generally, it focuses on the substantive and methodological issues related to the dissertation. Students are advised to clarify expectations with their committees in advance of the oral.

Can dissertation presentation and style vary in any way?
The Graduate School manual, Guidelines for Preparing Masters’ and Doctoral Theses, provides information about form and procedure that should be followed. Whereas variations in dissertation style and presentation are possible, the nature of these variations will depend upon preferences of the dissertation chair and the committee. Alternative formats may be proposed to the dissertation committee for approval by the Graduate School.

What is the relationship between the final oral defense (dissertation defense) and the dissertation committee?
In the College of Education and Human Development, a committee consisting of the student's dissertation advisor (the Committee Chair) and three other members of the Graduate Faculty approve the dissertation proposal and work closely with the student throughout the process. These same people are responsible for the final approval of the dissertation, including any changes recommended in the oral defense, as established by the Graduate School.

Who decides if a dissertation committee is appropriate?
It is the student's responsibility to assemble the committee in consultation with the dissertation advisor.
What guidelines govern the membership of the dissertation committee?
Upon admission to candidacy and in consultation with the Graduate Advisor of Record, the student selects their supervising professor with that professor’s consent. Upon recommendation of the Graduate Program Committee, the Graduate School appoints the Dissertation Committee. The committee must consist of at least four members, including the supervising professor who consults with other members of the committee as work proceeds. Preferably one member of the Dissertation Committee should be from outside the ILT department. Faculty from other institutions may be included but these faculty members must have graduate faculty special approval. All members should be able to contribute to the study in a productive way.

What are the ILT and COEHD processes, policies, and procedures that must be checked related to dissertations?
A dissertation advisor must be selected and a committee formed. The faculty must be a tenure or tenure-track member of the Graduate Faculty and should have the substantive and/or methodological expertise to contribute to the quality of the study. If human subjects are involved, permission to conduct the study must be gained from the IRB (Public Schools and other organizations also usually require similar permissions.)

What is a dissertation proposal?
A dissertation proposal is considered to be a working document between the student and the members of the dissertation committee. It provides an assurance to the committee of the quality of conceptualization before the work proceeds, and it provides the student an assurance that the proposed research activities are acceptable in design. The presentation and style of proposals can vary. The student and the committee will determine the particular form utilized. Committee approval of the dissertation proposal is required prior to data collection.

Who can serve as the dissertation committee chair?
The chair should be an expert in some aspect of the substantive focus of the dissertation. Under unusual circumstances, a co-chair of a committee might come from outside of the Interdisciplinary Learning and Teaching department. A decision on this rests with the doctoral faculty. Members of the dissertation committee should augment this expertise in useful ways.

How long do I have to finish the degree?
Doctoral students have a time to degree completion of eight years comprised of six years from admission to candidacy and two years for dissertation. 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 Graduate Program Committee will review the programs of students who have not completed the degree at the end of two 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 program is subject to review by the Dean of the Graduate School.

Can I transfer coursework from other institutions?
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 transfer of credit. Work counted toward a degree at another institution cannot be transferred.
Conditions for transfer of credit:
1. Students must complete the form “Recommendation for Courses Taken at another Institution to be counted in UTSA degree program.”
2. The courses must have been completed with a “B” or better.
3. Coursework must be from an accredited university and have not been used in another degree program.
4. An official transcript from the institution where the coursework was completed must be submitted.
5. All coursework must have been completed no more than six years before the degree was awarded.
6. Coursework is subject to approval of the appropriate Graduate Program Committee and academic College in which the program is administered.
7. Courses must be defined as graduate-level work at the institution where the credit was earned.
8. 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.

ILT Faculty & Staff Directory (Website: http://isci.utsa.edu/)

ILT Doctoral Graduate Advisor of Record

Misty Sailors 458-7288 misty.sailors@utsa.edu

ILT Department Chair

Maria Cortez 458-5969 mari.cortez@utsa.edu

ILT Administrative Staff

Jenny Stokes (Senior Admin. Associate) 458-4413 jenny.stokes@utsa.edu
Lois Aguirre (Admin. Associate II) 458-5993 lois.aguirre@utsa.edu
Karen “Nicole” Thornton (Admin Associate I) 458-5098 karen.thornton@utsa.edu

ILT Student Development Specialists

Erin Doran 458-7443 erin.doran@utsa.edu
Mallory Banks 458-5424 mallory.banks@utsa.edu

ILT Faculty

o Iliana Alanis (Assistant Professor) 458-5422 iliana.alanis@utsa.edu
o Maria Arreguin-Anderson (Assistant Professor) 458-7673 maria.arreguinanderson@utsa.edu
o Matthew Berland (Assistant Professor) 458-5969 matthew.berland@utsa.edu
o Kimberly Bilica (Associate Professor) 458-7438 kimberly.bilica@utsa.edu
o Mari Cortez (Professor) 458-4414 mari.cortez@utsa.edu
o Kimberley Kennedy (Associate Professor) 458-5968 kimberley.kennedy@utsa.edu
o Blanche Desjean-Perrotta (Asso. Prof./Asso. Dean) 458-5818 blanche.perrotta@utsa.edu
o Carmen Fies (Associate Professor) 458-5967 carmen.fies@utsa.edu
Glossary

**Doctoral Committee.** During the second year, prior to the qualifying examination, each student constructs a Doctoral Committee consisting of an advisor and three other faculty members. The doctoral committee is the committee that develops and administers the qualifying exam. Usually the doctoral committee becomes the dissertation committee.

**Annual Review.** Each student's work is reviewed each year.

**Qualifying Examination.** This examination includes a written and oral component. The qualifying examination requires students to demonstrate breadth and depth of knowledge, methodological skills, and knowledge application gained during their coursework and relevant to their dissertation.

**Dissertation Advisor.** The student selects the dissertation advisor, who chairs the dissertation committee and acts as the primary guide for the dissertation. The dissertation advisor can be the same individual as the program advisor, but this will not always be the case.

**Dissertation Committee.** The committee members are selected by the student with the assistance of the advisor. The dissertation committee consists of at least four members. One of which may be from another department.

**Doctoral Faculty.** All College of Education and Human Development faculty designated as active participants in the ILT doctoral program. They are responsible for managing the program.

**Program Advisor.** The student's advisor following admission. Provides guidance through the coursework portion of the doctoral program.
Appendix Forms
THE UNIVERSITY OF TEXAS AT SAN ANTONIO
Certification of Completion of Dissertation Requirements for Doctoral Degree

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

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
DISSERTATION PROPOSAL APPROVAL FORM

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

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
APPOINTMENT OF DOCTORAL DISSERTATION COMMITTEE

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

The University of Texas at San Antonio
The Graduate School
Application for Graduate Faculty Special Membership

<Form can be found at http://graduateschool.utsa.edu/faculty-staff/graduate-faculty-special-and-adjoint-membership-forms/>'
# ILT Doctoral Student Progress Report


Date of Evaluation: _________________

Student: ____________________________ Banner#: ________________________

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

1. Progress in meeting course requirements is:
   - _______ Satisfactory
   - _______ Slower than desirable
   - _______ Unsatisfactory

2. Quality of coursework is:
   - _______ Satisfactory
   - _______ Slower than desirable
   - _______ Unsatisfactory

3. Commitment to completing the degree program is judged to be:
   - _______ Satisfactory
   - _______ Less than desirable
   - _______ Unsatisfactory

4. With respect to general progress toward the doctorate, this student’s evaluation is:
   - _______ Satisfactory
   - _______ Lower than desirable
   - _______ Unsatisfactory

### Part B. If student is post-Qualifying Examination, complete this section.

1. Dissertation research project plans are:
   - _______ Satisfactory
   - _______ Not completely appropriate
   - _______ Unsatisfactory

2. Quality of research work to date is:
   - _______ Satisfactory
   - _______ Poorer than desired
   - _______ Unsatisfactory

3. Work on the research is proceeding:
   - _______ At a timely rate
   - _______ Too slowly
   - _______ At an unsatisfactory rate

4. Commitment to completing the research is judged to be:
   - _______ Satisfactory
   - _______ Less than desirable
   - _______ At an unsatisfactory rate

5. With respect to timely completion of all degree requirements, this student’s evaluation is:
   - _______ Satisfactory
   - _______ Less than desirable
   - _______ At an unsatisfactory rate

Evaluation by:

- Program Advisor (for Part A) ____________________________
- Doctoral Committee Chair (for Part B) ____________________________

Agreement with evaluation by:

Committee members: ____________________________

_____________________________
THE UNIVERSITY OF TEXAS AT SAN ANTONIO
APPLICATION FOR CANDIDACY FOR THE DOCTORAL DEGREE

<Form can be found at http://graduateschool.utsa.edu/faculty-staff/doctoral-forms/>
THE UNIVERSITY OF TEXAS AT SAN ANTONIO
COMPLETION OF THE QUALIFYING EXAM
For the degree of
DOCTOR OF Philosophy in Interdisciplinary Learning and Teaching

Name of Student

Graduate Program

UTSA Academic Record
Entered Program (Initial term): 20
Total no. semester hours completed:
Cumulative GPA:
All required courses completed: □ Yes □ No

Qualifying Examination
Examinations Passed:
Written Oral
Date Date

Signatures of Qualifying Examinations Committee:

Chair

Doctoral Graduate Advisor of Record:

Dr.

Dean of College
Dr. Page Smith

Dean, Graduate School
Dr. Dorothy Flanagan
DOCTORAL PROGRAM CHANGE OF PERSONAL INFORMATION FORM

Please send this form to:
Student Development Specialists
Erin Doran at erin.doran@utsa.edu or
Mallory Banks at Mallory.banks@utsa.edu

NAME _____________________________________________________________________
First       Middle       Last

Banner ID Number __________________________________________________________

( ) Check if new name

Name formerly was:
________________________________________________________________________

( ) Check if new mailing address

____________________________________________________________________
Street
____________________________________________________________________
City     State     Zip Code

( ) Check if new contact number

Home Phone #: (____) __________________________

Work Phone #: (____) __________________________

Ext. ______

Alternate Phone #: (____) __________________________

E-mail address:________________________________________________________

________________________________________________________

Signature: __________________________ Date: __________________________

REQUEST FOR LEAVE OF ABSENCE
It is expected that doctoral students will be continuously registered until the completion of their 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 remains the same even if a leave is granted. Students who are granted a leave of absence must still complete the program within the eight-year time limit.

To request a leave of absence, please complete this form and submit it to the Doctoral Graduate Advisor of Record.

**Student's Name**

________________________________________________________________________

**Student's Address**

____________________________________________________________________

**Student's Telephone**

____________________________________________________________________

I am requesting a leave of absence from my doctoral program in  
________________________________________(program title)

From ___________________ To ______________________  
(date)       (date)

Please explain the reason for requesting a leave:

_____________________________________________________________________________  
_____________________________________________________________________________  
_____________________________________________________________________________

______________________________ Date________

**Student's Signature**

**Decision:**

Doctoral Graduate Advisor of Record:  
Please circle: Approve / Deny (explain if request is denied)

______________________________ Date________

**Doctoral Graduate Advisor of Record Signature**