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

Faculty Handbook
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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 equality and social justice by advocating for educational change and reform; and
• 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 strong 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 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**

Doctoral students in the ILT program are expected to follow UTSA policies and procedures. This faculty handbook is intended to complement the ILT Doctoral Student Handbook (located on the PhD drop box folder). While it is important that faculty understand UTSA policies and procedures, 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 three documents that provide important information: The UTSA Graduate Catalog, the UTSA Student Handbook 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 for doctoral program policies. The Graduate Catalog is available online at [http://www.utsa.edu/gcat/](http://www.utsa.edu/gcat/).

**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.

**ILT Doctoral Student Handbook**

The handbook is updated annually and can be found on the ILT Drop Box folder.

All forms (originating with the Graduate School) for your doctoral program can be found in Appendix A and at [www.graduateschool.utsa.edu](http://www.graduateschool.utsa.edu). Please use forms from the Graduate School website only.

Additionally, please assist students in filling out forms using a word processor—not by hand. Finally, students must collect signatures on their forms in person; they must NOT leave forms in faculty boxes for signature. If a student is having difficulty collecting a signature from a faculty member, please have the student contact 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 successfully 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 are explained below.

**Academic Advisor**
When students are admitted to the doctoral program, they are assigned an academic advisor based on their cognate area and/or the availability of faculty. 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 duty and responsibility of the Academic Advisor (a) to keep an updated Program of Study for the student (at least annually), (b) to maintain the Milestone Agreement and (c) participate in the annual review process of the doctoral student.*

**Qualifying Exam Chair**
Once students have completed all required coursework (see program of study), they are eligible to submit an application 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 cognate area of the student. 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 GAR will send the exam to the chair for the chair to administer.

*It is the duty of the qualifying exam chair to administer the exam and to see that all paperwork is completed in a professional and timely manner.*

**Dissertation Chair**
The dissertation chair may (perhaps) be the most important person in a doctoral program. The person selected for the position of chair of the dissertation may/not be the same person as the qualifying exam chair. The dissertation chair will be a faculty in the ILT department and will be someone who is 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.

Doctoral students will request a section of dissertation hours to be assigned to the chair of the dissertation committee through the 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 in a professional and timely manner.

**Graduate Advisor of Record (GAR) and Chair of Graduate Program Committee (GPC)**
The GAR is the person responsible for supporting the mission of the university and reflecting the standards for leadership of the doctoral program. The GAR is responsible for a number of activities in your program including academic advising, admissions decisions, recommendations for allocations of fellowships and assistantships, and the appointment of faculty members to graduate student committees.

The responsibilities of the GAR are spelled out in the GAR Handbook (located at [http://graduateschool.utsa.edu/faculty-staff/graduate-advisor-of-record-handbook/](http://graduateschool.utsa.edu/faculty-staff/graduate-advisor-of-record-handbook/)).

It is the responsibility of the GAR to oversee the logistics of the doctoral program. The chair of the Graduate Program Committee oversees the curriculum of the doctoral program. As of the writing of this handbook, 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 department chair) for each subsequent step students take in the program.

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

**Student Development Specialist (SDS)**
The Student Development Specialist (SDS) assists in procedural matters. The SDS will send out notices to students relevant to various timelines and processes for various events of the doctoral program, such as initiating the graduation process, additional financial aid opportunities, academic opportunities, and so on.

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

**First Steps for Newly Admitted Doctoral Students**

**Academic Advisor**

The first step for all newly admitted doctoral students is the assignment of an academic advisor. Upon being admitted to the program, a doctoral student will be assigned an academic advisor. It is prudent that academic advisors meet with newly admitted doctoral students as soon as they can. The academic advisor will help develop the program of study (see next section) as well as offer advise 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 GAR.
Program Requirements
The Doctor of Philosophy in Interdisciplinary Learning and Teaching is a program that 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. 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)

A program of study is located in Appendix B.

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 Overview of Research Design and Instructional Inquiry</td>
<td>6</td>
</tr>
<tr>
<td>ILR 7643 Advanced Research on Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Required: Qualitative Research Methods</strong></td>
<td>3</td>
</tr>
<tr>
<td>-Select from the courses available on ASAP with the approval of your academic advisor</td>
<td></td>
</tr>
<tr>
<td><strong>Required: Quantitative Research Methods</strong></td>
<td>3</td>
</tr>
<tr>
<td>-Select from the courses available on ASAP with the approval of your academic advisor</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 Socio-constructivist and Cognitive Perspectives on ILT</td>
<td>3</td>
</tr>
</tbody>
</table>
ILT 7153 Critical Cultural Perspectives on ILT 3
ILT 7633 Behavioral and Contextual Perspectives on ILT 3
ILT 7733 Evaluation of Research 3
ILT 7143 Internship (Teaching) in ILT 3

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 with the close advising of your academic advisor and GAR 18

Other, specify (12 hrs)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>**IDS 7893 Doctoral Research Seminar in Interdisciplinary Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>**IDS 7983 Doctoral Dissertation</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 conducted by the student’s qualifying exams 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 their doctoral research proposal, conducted by the student’s doctoral committee; and
e. 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 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, 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 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 (http://graduateschool.utsa.edu/images/uploads/UTSA_Transfer_Doctoral_Credit_Revised.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 transfer of credit. 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 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.

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.
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 Graduate School at UTSA.

**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. 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 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.

**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 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. The form for a Request for Leave of Absence is located at [http://graduateschool.utsa.edu/images/uploads/Leave_of_Absence_Request_Doctoral_Students.pdf](http://graduateschool.utsa.edu/images/uploads/Leave_of_Absence_Request_Doctoral_Students.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**
Each year, faculty in a student’s cognate area will evaluate progress in the program. These annual reviews (a) provide students with an assessment of their progress in the program, (b) allow for the setting and clarification of expectations for progress in the program and (c) provide an opportunity for the cognate faculty to interact with students as a member of that cognate. The program also uses the results of the review to assess the doctoral program as we (your faculty) engage in reflective practices.

The review process is two-fold. First, students prepare an annual review packet (see Appendix C for a list of possible items they may be asked to submit). Students will submit this packet to the SDS (as a zip file) no later than the date provided (usually early April). Second, students will schedule to meet with cognate faculty later in the spring. It is at this meeting that the cognate faculty will discuss with the student the outcome of the review. This is a time for students to ask questions of the cognate committee as they relate, the program of study and progress through the program. The outcomes of the review will be placed in the student’s file in the department (see form in Appendix D).

This is not intended to be an intimidating process. Rather, it is a process that is intended to assist students in moving forward toward their goal of graduation! To that end, students are expected to make demonstrable progress throughout the program including the dissertation.

All students will undergo an annual review process starting in the Fall 2013.

The GAR will oversee the annual review process.

**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. 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 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 E.

**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 chair of
your qualifying exams 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.

Students must complete both components of the exam (written and oral) in one semester.

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 examination committee evaluate the exam and report their assessment results to the chair of the examination committee. The examination 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. 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 Graduate Advisor of Record and to the Chair of the Department. The Doctoral Graduate Advisor of Record shall require the qualifying examination committee to establish a date for the second exam. Such exam must occur during a regular academic semester. The student must be enrolled with the university during the time of the examination. The qualifying examination committee must prepare a new examination for the student for the second attempt (refer to Process for Qualifying Exams). If the student does not pass the second attempt of the qualifying examination, the student may be academically dismissed from the program.

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.

**Process of Qualifying Exams**

Students will petition the GAR for the application to take qualifying exams. Once the petition is granted, the GAR will notify the chair of the qualifying exam committee and the chair will administer the questions of the exam. Students must complete the exams independent of their chair or committee.
Once the exams are complete, the student will send the exam to the chair who will then distribute to the rest of the committee. The chair will organize for the oral exams by scheduling a room with the department administrative assistants (block the room for two hours). The chair will also remind committee members of the defense. There is to be no food at the oral defense (water is okay).

The following is a suggested protocol for the oral defense:

1. Chair of committee begins by stating the purpose of the qualifying oral exam.
2. Doctoral student is excused while committee discusses outcome of the written exams, including positive points and areas of concern.
3. Doctoral student returns and prepares a short (10 minute) presentation. This serves as a time for 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. Q&A period. Generally, committee takes turns asking questions. Student focuses on questions, so chair takes notes—questions asked, thoughts posed, etc.
5. Once questions are answered, student is excused while committee discusses outcomes of the oral exams.
6. Outcome is shared with student. If a student passes, committee signs paperwork and student is officially a 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) (See p. ? regarding second attempts).

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

* Completion of the Qualifying Exams
  <Form can be found at http://graduateschool.utsa.edu/faculty-staff/doctrinal-forms/>

* Application for Candidacy for the Doctoral Degree
  <Form can be found at http://graduateschool.utsa.edu/faculty-staff/doctrinal-forms/>

* Appointment of Doctoral Dissertation Committee
  <Form can be found at http://graduateschool.utsa.edu/faculty-staff/doctrinal-forms/>

* It is the duty of the chair of the committee to complete the paperwork and the student’s duty to gather all committee member signatures.

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 the 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.

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**

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.

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 as appropriate.

In addition to recommending the 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.

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:
  o 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.
  o 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:
  o 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.
  o 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.
  o 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.
  o 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://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 chair will guide the student through the proposal-writing process. The proposal must be approved by a majority of committee members, 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 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/CurrentStudent/td.htm.

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/doctrinal-forms/>

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

Completing the Dissertation and the Role of the Committee
Please consult with the Graduate School for details. http://www.utsa.edu/graduate/index.html for full information.

Dissertation Format Guidelines

Final Oral Defense Procedures
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 dissertation chair must notify the Graduate School at least two weeks in advance of the date of the final oral examination.

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 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 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.

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 (20 minute) presentation. This serves as a time for student to get comfortable discussing their dissertation and focuses attention on the main ideas.
4. Q&A period. Generally, committee takes turns asking questions. Student focuses on questions, so chair takes notes—questions asked, thoughts posed, etc. Questions by the committee are exhausted before questions from visitors are entertained to ensure time for committee member questions/concerns to be addressed.
5. Once questions are answered, student (and visitors) is excused while committee discusses outcomes of the defense.
6. Outcome is shared with student. If a student passes, committee signs paperwork. 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
The following aspects of the dissertation will be evaluated during the dissertation defense
• 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
• Importance of educational problem under inquiry
• Coherency and accessibility of writing
• Contribution to your field
• Connections to the core values of the department.

In determining whether or not 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 will 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, possibly including reanalysis of data or significant rewriting. Students should be aware of this and prepared to make changes and schedule enough time to do so before they 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, 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 & 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.

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 affecting students. The policies, regulations, and procedures stated in this catalog are subject to change without prior notice, and 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 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/](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). Currently, the ILT is scheduled to undergo a programmatic review in Fall 2014. For more information, visit the Provost’s website: [http://provost.utsa.edu/vpaie/apr/](http://provost.utsa.edu/vpaie/apr/).

Finally, the ILT engages in an ongoing, reflective evaluation process. The use of annual review outcomes, a tracking process and other data will assist us in that endeavor.
Frequently Asked Questions
ILT Faculty & Staff Directory (Website: http://isci.utsa.edu/)

ILT Department Chair

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

ILT Doctoral Graduate Advisor of Record

Dr. Theodorea Regina Berry 458-5043 theodorea.berry@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

ILT Faculty

- Iliana Alanis (Assistant Professor) 458-5422 iliana.alanis@utsa.edu
- Maria Arreguin-Anderson (Assistant Professor) 458-7673 maria.arreguinanderson@utsa.edu
- Kimberly Bilica (Associate Professor) 458-7438 kimberly.bilica@utsa.edu
- Theodorea Berry (Associate Professor) 458-5043 theodorea.berry@utsa.edu
- Emily Bonner (Assistant Professor) 458-5402 emily.bonner@utsa.edu
- Richard Boon (Associate Professor) 458-5969 richard.boon@utsa.edu
- Guadalupe Carmona (Associate Professor) 458-5969 Guadalupe.Carmona@utsa.edu
- Mari Cortez (Professor) 458-4414 mari.cortez@utsa.edu
- Blanche Desjean-Perrotta (Professor) 458-5818 blanche.perrotta@utsa.edu
- Dennis Davis (Assistant Professor) 458-5969 dennis.davis@utsa.edu
- Carmen Fies (Associate Professor) 458-5967 carmen.fies@utsa.edu
- Zaid Haddad (Assistant Professor) 458-xxxx zaid.haddad@utsa.edu

- Janis Harmon (Professor) 458-7283 janis.harmon@utsa.edu
- Roxanne Henkin (Professor) 458-5427 roxanne.henkin@utsa.edu
- Rosalind Horowitz (Professor) 458-2672 rosalind.horowitz@utsa.edu
- Crystal Kalinec-Craig (Associate Professor) 458-5969 Crystal.Kalinec-Craig@utsa.edu
• Logan Manning (Assistant Professor)  458-xxxx logan.manning@utsa.edu
  o Vittorio Marone (Assistant Professor)  458-5969 vittorio.marone@utsa.edu
  o Miriam Martinez (Professor)    458-5971 miriam.martinez@utsa.edu
  o Christine Moseley (Associate Professor)       458- 5992 christine.moseley@utsa.edu
  o Lee Mason (Assistant Professor)    458-5969 lee.mason@utsa.edu
  o Bekisizwe Ndimande (Assistant Professor)  458-5969 Bekisizwe.Ndimande@utsa.edu
  o Elizabeth Pate (Professor)     458- 5969 elizabeth.pate@utsa.edu
  o Misty Sailors (Professor)      458-7288 misty.sailors@utsa.edu
  o John Sutterby (Associate Professor)   458-5969 john.sutterby@utsa.edu
  o Timothy Yuen (Assistant Professor)  458-5969 timothy.yuen@utsa.edu

Glossary

**Academic Advisor.** The student's advisor following admission. Provides guidance through the coursework portion of the doctoral program.

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

**Dissertation Advisor.** The student selects the dissertation advisor, who chairs the dissertation committee and acts as the primary guide for the dissertation.

**Dissertation Committee.** The committee members are selected by the student with the assistance of the chair. The dissertation committee consists of at least four members. One of must 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.

**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.
Appendix Forms
Appendix A: Forms for Doctoral Program

* Application for Qualifying Exams (Request form from GAR)
  Completed prior to first class day of semester in which you want to qualify

* Completion of the Qualifying Exams
  <Form can be found at http://graduateschool.utsa.edu/faculty-staff/doctoral-forms/>
  Completed after successful defense of qualifying exams

* Application for Candidacy for the Doctoral Degree
  <Form can be found at http://graduateschool.utsa.edu/faculty-staff/doctoral-forms/>
  Completed after successful defense of qualifying exams

* Appointment of Doctoral Dissertation Committee
  <Form can be found at http://graduateschool.utsa.edu/faculty-staff/doctoral-forms/>
  Completed after successful defense of qualifying exams

* Dissertation Proposal Approval
  <Form can be found at http://graduateschool.utsa.edu/faculty-staff/doctoral-forms/>
  Completed after successful defense of dissertation proposal

* Certification of Completion of Dissertation Requirements for Doctoral Degree
  <Form can be found at http://graduateschool.utsa.edu/faculty-staff/doctoral-forms/>
  Completed after successful defense of dissertation
Appendix B: Program of Study

PhD in Interdisciplinary Learning and Teaching

Cognate(s):

<table>
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<th align="right">NAME:</th>
<th align="right">BANNER ID:</th>
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Academic Advisor:

### Research Core Courses (12 hours)

<table>
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<tr>
<th>SUBJECT</th>
<th>COURSE</th>
<th>TITLE</th>
<th>SEMESTER</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>ILT</td>
<td>7013</td>
<td>Overview of Research Design and Instructional Inquiry</td>
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<tr>
<td></td>
<td></td>
<td>Select a quantitative research course</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Select a qualitative research course</td>
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<td></td>
</tr>
<tr>
<td>ILR</td>
<td>7643</td>
<td>Advanced Research on Instruction</td>
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### ILT Core Courses (18 hours)

<table>
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<tbody>
<tr>
<td>ILT</td>
<td>7003</td>
<td>Exploration of Interdisciplinary Learning and Teaching</td>
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<tr>
<td>ILT</td>
<td>7133</td>
<td>Socio-constructivist and Cognitive Perspectives on ILT</td>
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<tr>
<td>ILT</td>
<td>7153</td>
<td>Critical Cultural Perspectives on ILT</td>
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<tr>
<td>ILT</td>
<td>7633</td>
<td>Behavioral and Contextual Perspectives on ILT</td>
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</tr>
<tr>
<td>ILT</td>
<td>7733</td>
<td>Evaluation of Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ILT</td>
<td>7143</td>
<td>Internship (Teaching)</td>
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### Cognate Courses (18 hours)

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### Doctoral Research and Dissertation (12 hours)

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<tr>
<td>ILT</td>
<td>7891 (x3)</td>
<td>Doctoral Research Seminar in ILT</td>
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2 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.
ILT- PH.D. in Interdisciplinary Learning & Teaching
College of Education & Human Development
University of Texas, San Antonio

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COURSE</th>
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<tr>
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<td>Dissertation</td>
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<tr>
<td>ILT</td>
<td>7983</td>
<td>Dissertation</td>
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<tr>
<td>ILT</td>
<td>7983</td>
<td>Dissertation</td>
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</table>

OTHER REQUIREMENTS/CONDITIONS
Including background courses and/or language development courses, if assigned

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. Expected graduation date may change depending on

APPROVALS

<table>
<thead>
<tr>
<th>NAME</th>
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<tbody>
<tr>
<td>Student</td>
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<tr>
<td>Academic Advisor</td>
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FOR FINAL DEGREE PLAN ONLY

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<tr>
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<tbody>
<tr>
<td>Graduate Advising Coordinator (GAC):</td>
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<tr>
<td>Graduate Advisor of Record (GAR):</td>
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<tr>
<td>Associate Dean of Graduate Studies</td>
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<tr>
<td>Dean of Graduate School</td>
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</table>

Instructions

Student Information
Cognate Areas: Most students will only have one cognate area. Students may elect to be in more than one cognate area (C&I, IST, RDL, ECE, SPE).

Academic Advisor(s): List the academic 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), and ILT 7643 in the fourth semester.

Quantitative Research Methods course may include, but are not limited to:
ILT 7213 Quan An
BBL 7013 Research Design and Statistics for Culture, Literacy, and Language
ILT- Ph.D. in Interdisciplinary Learning & Teaching
College of Education & Human Development
University of Texas, San Antonio

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:
ILT 7703 Application of Qualitative Research (topics to vary)
ILT 7743 Mixed Methods Research
ILR 7303 Discourse Analysis
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 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 rare cases 5000-level courses). 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.

Residency Requirements
All students, including part time students, must register for two consecutive semesters with a full time load: 9 hours in Fall or Spring semesters or 6 hours in the summer. This requirement must be met prior to the dissertation courses. Students may elect to do a Fall-Spring, Spring-Summer, or Summer-Fall combination.

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 C: Application for Annual Review (PhD in ILT)

<table>
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<th>NAME:</th>
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<tbody>
<tr>
<td>EMAIL:</td>
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<td>ADVISOR:</td>
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<tr>
<td>COGNATE:</td>
<td>ENTRY SEMESTER:</td>
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Instructions
Email your annual review packet (including all supporting materials) to Erin Doran (erin.doran@utsa.edu) by DATE TO BE DECIDED. You will meet with your annual review committee in the late spring (to be announced).

Cover Letter
Your cover letter should include the following: Progress and development over the last year, summary of research and scholarly activities, updated goals, objectives, timelines (for taking qualifying exams, for example) for the remainder of your program, and any other information you believe is necessary. The cover letter should be between 300-500 words (excluding references, if any). Please use APA formatting.

Supporting Materials
Submit all supporting materials as indicated in the following table. (☐) Denotes required materials). Each is described below.

<table>
<thead>
<tr>
<th>□ Application</th>
<th>□ Cover Letter</th>
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<tbody>
<tr>
<td>□ Transcripts (unofficial are acceptable)</td>
<td>□ Updated Program of Study</td>
</tr>
<tr>
<td>□ CV</td>
<td>□ Sample of scholarly writing</td>
</tr>
<tr>
<td>□ Description of research interests</td>
<td>□ Description of research experiences</td>
</tr>
<tr>
<td>□ List of completed conference presentations/ journal manuscripts</td>
<td>□ List of proposed conference presentations/ journal manuscripts</td>
</tr>
<tr>
<td>□ Sample artifacts (representing cognate knowledge and skills) *</td>
<td>□ IRB proposal (mock or otherwise) (SPED ONLY)</td>
</tr>
<tr>
<td>□ Descriptions of dissertation ideas (1-3 topics with a brief overview of each)</td>
<td>□ List of courses taught in higher education (or a list of courses you would like to teach based on your goals)</td>
</tr>
<tr>
<td>□ Teaching materials (such as syllabi and description of activities) (OPTIONAL)</td>
<td>□ Any other supporting materials you would like the annual review committee to see</td>
</tr>
<tr>
<td>□ Documentation that demonstrates previous conditions were met (if applicable)</td>
<td></td>
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</tbody>
</table>

All materials should be a digital format such as PDF and DOC/DOCX. File names should describe the contents of the respective files. Compress all files into a single ZIP file with your name as the file name. Attach this ZIP file in your email submission. Enter “Annual Review_FirstName_LastName” for the subject header in your email.
**Required Documentation for Annual Review of PhD Students**

*Overview:* The purpose of the Annual Review is to assess the progress of PhD students in the IST cognate during the past academic year (Fall, Spring, and Summer). The results of the Annual Review will be used to monitor PhD students’ progress toward completing the PhD degree, set and clarify expectations for progress in the program, advise students in planning his/her program of study and provide data for programmatic reflection.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Supporting Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Students will successfully complete required coursework during the academic year (Fall, Spring, and Summer).</td>
<td>Transcripts showing the list of courses taken during the doctoral program, grades, and GPA. Unofficial transcripts are acceptable. Updated program of study sheet.</td>
</tr>
<tr>
<td>2) Students will produce high-quality scholarly work.</td>
<td>Sample written work produced during the previous academic year representing student’s scholarly writing. If the piece is a research study, it should include all appropriate elements. If it is a theoretical piece, it should include all appropriate elements. Include a sample that is sole authored by you. Optional: Include a co-authored sample.</td>
</tr>
<tr>
<td>3) Students will develop and refine their knowledge and skills within their area of expertise.</td>
<td>Sample artifacts created by the student that represents the knowledge and skills required in their area of specialization. (*) If artifacts are collaborative efforts, indicate your contribution to the projects.</td>
</tr>
<tr>
<td>4) Students will become an active participant in the academic community.</td>
<td>Current CV (see sample) Plans for submitting conference proposals and/or journal manuscripts. Include a description for each item.</td>
</tr>
<tr>
<td></td>
<td>List of submitted conference proposals and/or journal manuscripts within academic year. Include a description for each item.</td>
</tr>
<tr>
<td></td>
<td>List of research experiences conducted during the current year of the PhD program. Describe your roles, responsibilities, and tasks.</td>
</tr>
<tr>
<td>5) Students will develop and refine their research agenda.</td>
<td>Description of research interests. If appropriate, 1-3 possible dissertation ideas. A one-page document</td>
</tr>
</tbody>
</table>
with introduction, background information, methods, implications, and citations and references for each possible dissertation idea will suffice.

<table>
<thead>
<tr>
<th>6) Students will have experiences teaching at the higher education level.</th>
<th>List of courses taught during the previous academic year with course descriptions and teaching evaluations. Mention any creative or innovative teaching techniques and/or tools used. &lt;Note: If you have not had an opportunity to teach in higher education, note what courses you would like to teach—see the ILT undergraduate catalogue&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>7) Students with conditions assigned to them during previous annual reviews will fulfill those conditions.</td>
<td>Documentation that shows conditions were met.</td>
</tr>
</tbody>
</table>

Process: The Annual Review occurs after students have completed each academic year (Fall, Spring, and Summer) prior to candidacy. Students will submit all required materials specified above on or before the date indicated above.

The annual review committee will evaluate Annual Review packets and report the results to the student’s Academic Advisor, Graduate Advisor of Record (GAR), Student Development Specialists (SDS), and the Chair of the ILT. The report will be placed in the student’s academic file. The annual review committee will inform the student of his/her Annual Review results along with any conditions, recommendations, or other feedback.

There are four possible outcomes for the Annual Review:
- Satisfactory
- Satisfactory with conditions
- Unsatisfactory with conditions
- Unsatisfactory

Conditions may include additional coursework, seminars/workshops, field experiences, GPA requirements, or any other recommendations deemed necessary by the faculty. Unsatisfactory results and/or failure to meet conditions may result in dismissal from the PhD program.

All decisions are made by consensus among the annual review committee with advise from the GAR. The Annual Review process should take approximately 4-6 weeks to complete.

(*) IST students-- Such artifacts may include websites or other multimedia/technology products created during the last academic year. Links to digital artifacts can be submitted, instead, if they are available online.
Appendix D: ILT Doctoral Student Progress Report

ANNUAL DOCTORAL STUDENT PROGRESS REPORT for (AY)

Program: __ILT____   Date of evaluation: __September 1, 2012_____________________
Student: @«Banner_»   Banner number:    @«Banner_»
Full Time  ☐  Part Time  ☐  Admission Term:  ___________  Advisor: ___________

☐ Attached is the student’s most up to date program of study.

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

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

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

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

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

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

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

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

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

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

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

Has student been admitted to candidacy?  ☐ Yes  ☐ No  If yes, projected graduation date:_______

*Mandatory* If student rates lower than satisfactory in any category, what steps are being taken to address the problem/s?  (Please include explanation on an attached sheet.)

Evaluation by:
Faculty Advisor (for Part A) __________________________________________________
Qualifying exam chair if student is taking exams __________________________________
Dissertation Committee Chair (for Part B) _______________________________________

Agreement with evaluation by Graduate Advisor of Record: ________________________
Appendix E: ILT 7143: Internship (Teaching)

Overview of ILT 7143: Internship (Teaching)

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

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.

___________________________________________________  Date
ILT Intern

___________________________________________________  Date
ILT Internship Supervisor

___________________________________________________  Date
ILT Internship Instructor of Record

___________________________________________________  Date
Academic Advisor

___________________________________________________  Date
Graduate Advisor of Record