



*Language, Literacy and Culture Program
Student Handbook*

TABLE OF CONTENTS

Overview of the Area of Concentration	page 3
Faculty	page 4
Timeline of Requirements and Milestones	page 5-6
Program Requirements	
Overview of Courses	page 7
Major Field	page 8
Cognate Field	page 10
Research Methods	page 10
First Year Seminars	page 11
Research Practicum	page 11
Teaching Practicum	page 12
Writing Workshops	page 12
Electives	page 12
Dissertation	page 12
Program Milestones	
Plan of Studies	page 13
Annual Report of Doctoral Study	page 13
Preliminary Examination	page 13
Predissertation Project	page 13
Comprehensive Examination	page 14
Dissertation Overview	page 14
Dissertation	page 14
Professional Experiences	page 15
General Academic Information	page 16
School of Ed. and University Information	page 18
Student Rights and Responsibilities	page 20
Act 33/34 & Federal Clearances	page 21
Other Required Training Modules	page 22
Appendix A List of Milestones Forms	page 23
Appendix B Plan of Studies	page 24
Appendix C Annual Report of Doctoral Progress	page 28
Appendix D Comprehensive Examination	page 29

OVERVIEW OF THE LLC PROGRAM

The Language, Literacy, and Culture (LLC) area of concentration is for students who aim to conduct original research on the interconnection of language, literacy, and culture in both formal and informal educational settings. The goal of the LLC program is to develop interdisciplinary knowledge complemented by specialized knowledge of teaching and learning in foreign and second language, literacy, social studies, and early childhood education. We frame the exploration of teaching and learning within perspectives that promote equity, social justice, and democratic values.

Faculty and students in LLC study issues such as:

- civic education and racial identity among disenfranchised populations
- critical historiography in secondary social studies classrooms,
- sociocultural approaches to foreign and second language acquisition
- comprehension instruction in the context of text-based discussions of informational texts
- writing, language, and grammar instruction in high school English classrooms
- new and multiple literacies in urban classrooms
- representations in children's literature
- immigrant families' home literacy practices

Faculty are actively involved in collaborations within the University of Pittsburgh's World History Center, Center for Urban Education, Women's Studies, College of Arts and Sciences, Center for Race and Social Problems, and with University Prep, a 6-12 partnership school, and Falk School, a K-8 laboratory school.

As members of the LLC community, students engage closely with and learn from faculty who conduct research in the field and who have a strong commitment to high-quality teaching. Through a combination of course work, research collaborations with faculty, and teaching and supervision practicum experiences, students prepare for careers in research and teaching universities, research institutes, educational non-profits, and educational consulting.

The PhD in Language, Literacy, and Culture includes a core set of courses designed to engage students in an exploration of teaching and learning from a variety of perspectives---linguistic, critical, psychological, historical, and sociocultural.

LANGUAGE, LITERACY AND CULTURE FACULTY

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TIMELINE OF REQUIREMENTS AND MILESTONES

Year	Fall Semester Courses	Spring Semester Courses	Requirements/ Milestones to Complete
1	<p>Critical Readings in LLC (offered every other year)</p> <p>Major field course</p> <p>Introduction to Quantitative Methods: Descriptive & Inferential Statistics</p> <p>First Year Seminar I</p>	<p>Major field course</p> <p>Introduction to Qualitative Methods</p> <p>Intermediate Quantitative Methods: Regression Analysis</p> <p>First Year Seminar II</p>	<p>Plan of Studies Form</p> <p>Transfer Credit Form (if applicable)</p> <p>IRB certification</p> <p>Successful completion of preliminary exam</p> <p>Preliminary Exam and Advancement to Doctoral Study Forms</p>
2	<p>Critical Readings in LLC (if not taken in year 1)</p> <p>Major field course</p> <p>Research Practicum (Year 2 Fall or Spring)</p> <p>Teaching Practicum (Fall or Spring)</p> <p>Advanced Research Methods</p> <p>Writing Seminar</p>	<p>Major field course</p> <p>Advanced Research Methods</p> <p>Writing Seminar</p> <p>Electives (optional)</p>	<p>Successful completion of pre-dissertation research project</p> <p>Doctoral Pre-Dissertation Defense Form</p>
3	<p>Final Courses</p> <p>Dissertation Credits (optional)</p> <p>Writing Seminar</p>	<p>Dissertation Credits</p> <p>Writing Seminar</p>	<p>Successful completion of comprehensive exam (MAP and oral defense)</p> <p>Doctoral Competency Form</p> <p>Doctoral Committee Form</p>
4	<p>Dissertation Credits</p> <p>Writing Seminar</p>	<p>Dissertation Credits</p> <p>Writing Seminar</p>	<p>Dissertation overview successfully completed</p> <p>Dissertation Overview Examination Form and Doctoral Candidacy Form</p>
5	<p>Full Time Dissertation Status</p> <p>Dissertation Research</p> <p>Writing Seminar</p>	<p>Full Time Dissertation Status</p> <p>Dissertation Research</p> <p>Writing Seminar</p>	<p>Submit Meeting Announcement for Dissertation Defense</p> <p>Dissertation Defense Form</p> <p><i>Successful completion constitutes awarding of Ph.D.</i></p>

EXPECTED RATE OF PROGRESS TOWARD DEGREE

The table below outlines the rate at which students are expected to progress through the milestones in the LLC PhD program by successfully completing milestones and other parts of the program. We recognize that the progress of each student will vary, and for this reason the rates of progress are displayed in terms of “zones” rather than specific cut off dates.

For each milestone, the GREEN zone represents the optimal rate of progress.

For each milestone, the YELLOW zone represents a cautionary zone. This rate of progress should not be a problem unless the student slips into the RED zone. For some students whose quality of work is high and who are completing other professional experiences (such as authoring published papers) or for students who have experienced temporary setbacks, being in the yellow zone is not a problem. However, for other students, being in the yellow zone may be a cause for concern. Regardless of the cause, it is imperative that students and faculty work together to identify the causes behind a problematic level of performance and progress toward degree and develop a plan for change. Students should not wait for faculty to determine that there is a problem; instead, if they are concerned about their progress, they should confer with their advisor immediately.

For each milestone, students who reach the RED zone are not making satisfactory progress toward the degree and are in danger of formal actions, such as University Probation or exceeding the statute of limitations for the degree.

YEAR	1		2		3		4		5		6		7	
Term (F =fall, S=Spring)	F	S	F	S	F	S	F	S	F	S	F	S	F	S
Preliminary Exam		X	X	X	X									
Predissertation Project			X	X	X	X	X	X						
Finish Coursework					X	X	X	X	X	X				
Comprehensive Exam					X	X	X	X	X	X				
Dissertation Overview							X	X	X	X	X	X		
Defend Dissertation								X	X	X	X	X	X	X

OVERVIEW OF COURSE REQUIREMENTS

The table below summarizes the course requirements for the *Language, Literacy and Culture* PhD.

LLC Major Field	24-27 credits Required: <ul style="list-style-type: none"> ○ 15 credits minimum at the 3000 level or equivalent (If a doctoral-level course from a department other than DIL is numbered in the 2000, it can count as a 3000 level course on the plan of studies.) ○ IL 3248: Critical Readings in LLC
Cognate (Supporting) Field	0, 9, or 18 credits outside of the School of Education
Research Methods	15 credits Required: <ul style="list-style-type: none"> ○ Qualitative 1 (EDUC 3104) ○ Quantitative 1 (EDUC 3100) ○ Quantitative 2 (EDUC 3105)
First Year Seminars	Required: <ul style="list-style-type: none"> ○ EDUC 3102 (Fall) ○ EDUC 3105 (Spring)
Research Practicum	3 credits
Teaching Practicum	3 credits
LLC Writing Workshops	Variable - one credit per semester starting in year 2
Electives	Variable
Dissertation	18 credits
TOTAL CREDITS	90-93 credits

DESCRIPTION OF COURSE REQUIREMENTS

Major Field

The purpose of the major field courses is to provide students with a solid knowledge base in LLC and in their area of specialization, to develop students' ability to understand and critically analyze research and scholarship, and to develop students' abilities to think and express themselves orally in their seminars and in writing course papers and reports.

The major field credit requirement is 24-27 credits. At least 15 credits must be at the 3000 level (doctoral level). If a doctoral-level course from a department other than DIL is numbered in the 2000, it can count as a 3000 level course on the plan of studies. Most of these major field courses will come from offerings in the Department of Instruction and Learning, although some courses in other departments in the School of Education can also count as major field courses.

Required Course

IL 3248: Special Topics in Language and Literacy: Critical Readings in Language, Literacy, and Culture (offered every other year)

This seminar focuses on in-depth readings of several key texts in fields related to language, literacy, and culture. Reading, writing, and discussion will examine original works by theorists and researchers who have made important contributions to fields related to language, literacy, and culture in education such as Michael Apple, Mikhail Bakhtin, Jerome Bruner, Paulo Freire, James Gee, Shirley Brice Heath, and bell hooks.

Other Courses for the Major Field

Other courses students may take to fulfill the major field requirement include, but are not limited to, the following:

IL 3045 Critical Race Theory

This course focuses on foundational scholarship, theories and germinal texts that inform critical race theory. By introducing central tenets, principles and tensions, we will provide an historical overview of critical race theory and consider how racial inequities are produced, reproduced, and maintained in education and society.

IL 3250: Special Topics in Foreign Language Education: Vygotsky

This course provides students with an introduction to the theories of Vygotsky and their application to educational research and practice.

IL 2267: International and Global Education

This course focuses on the critical examination of the contemporary theory and practice of global education, the teaching and curricular field concerned with globalization and learning about the world.

IL 3248: Social Cultural, and Historical Theories of Literacy

This course introduces students to foundational and current theories of literacy.

IL 3212: History of Reading Research and Instruction

This course provides students with opportunities to explore significant historical developments in reading and the representation of reading across time: from the invention of writing systems and innovations in book making to the teaching of reading and the schoolbooks and methods designed to support that teaching. The course is also an opportunity for students to consider the historical research perspective and the goals and methods of that perspective.

IL 3215: Language and Social Bases of Reading and Writing

In this course, students read and discuss research on the linguistic, social and cultural dimensions of reading and writing. Topics include theories of language, research methods, and educational practices.

IL 3002: Classroom Discourse

The purpose of this course is to introduce students to the theoretical underpinnings, methodological concerns, and pedagogical implications of the study of classroom discourse – the study of who can say what to whom, when and where, for what purposes, under what conditions, and with what outcomes in a range of classroom contexts. The course critically reviews empirical research on classroom discourse (both recent and classical investigations), and introduces methods for conducting research on classroom discourse including different approaches to collecting, recording, and analyzing both verbal and nonverbal discourse.

IL 3004: Identity in Educational Settings

Recent approaches to conceptualizing and studying identity in complex social environments are reviewed through course readings and discussions. The historical background of this work will also be addressed. Particular attention will be paid to the identity development of students who are often marginalized in educational settings. Qualitative and interpretive methods for studying identity will be discussed.

IL 3240: Research in Reader Response

This course addresses various theories of reader response while testing those theories against students' own responses to reading.

IL 3241: Advanced Research in Composition

This course provides perspectives on current basic and applied research on written composition and understanding of methods, procedures, techniques, and metrics used in composition research; students read and critically analyze published research and propose and critically analyze their own research.

IL 3250: Special Topics in Foreign Language Education: Current Research in Second and Foreign Language Teaching

IL 3005: International Perspectives on Teaching, Curriculum and Learning

This course investigates curriculum and teaching practices from different nations and regions across the world. The primary objective is to give students an understanding of

the ways that educational practices differ as a function of culture, economic conditions, and historical circumstances.

IL 3007: Culture and Cognition

This course introduces students to the field of cultural psychology and its perspective on the language and thinking of children, adolescents, and adults. Research conducted from a cultural psychology perspective will be reviewed and applied to the assessment of the thinking, speaking, and acting of people from diverse ethnic, racial, economic, and national backgrounds. Instructional practices that have been employed with multicultural populations will be reviewed and evaluated.

IL 3210: Psychological Research and Theory in Reading

This course has a flexible curriculum oriented to special research topics of faculty or current issue of concern to educators in Foreign Language Education research.

Cognate (Supporting) Field

Per university policy, PhD students in the School of Education are required to have 9-18 credits in a disciplinary area outside of the School of Education to meet the University cognate requirement. In the past, students have taken courses in sociology, library science, Chicano/a Studies, Africana Studies, English, history, linguistics, social work, and Gender, Sexuality and Women's Studies. The number of courses a PhD student must take outside of the School of Education depends on his or her academic background.

1. **If the student lacks a bachelor's degree in an appropriate academic discipline or interdisciplinary concentration**, a minimum of 18 credits must be taken outside the School of Education in one field (e.g., linguistics or history) or in an interdisciplinary concentration (e.g., Latin American studies or psycholinguistics) as approved by the program or department.
2. **If the student has a bachelor's degree in an appropriate academic discipline or interdisciplinary concentration**, a minimum of 9 credits must be taken outside the School of Education in one field or in an interdisciplinary concentration approved by the program.
3. **If the student has a master's degree (or equivalent number of credits toward a master's degree) in an appropriate academic discipline**, no additional credits outside the School of Education are required.

Research Methods

PhD students are required to complete a minimum of 5 research methods courses: Quantitative 1 (EDUC 3100) and 2 (EDUC 3103); Qualitative 1 (EDUC 3104); and 2 seminars in advanced quantitative or qualitative methods determined by the student and his or her advisor.

PhD students must complete 15 credits in research methods courses. It is recommended that students take courses in both qualitative and quantitative research methods. Some courses listed under the Major Field can be taken to fulfill the research methods requirement (e.g., IL 3002). However, any course can only be counted once in order to fulfill a requirement.

EDUC 3104: Introduction to Qualitative Methods (3 credits)

This course introduces students to different inquiry traditions (e.g. post-positivist, interpretive, critical, and post-structural) and modes of research (e.g. narrative, ethnographic, phenomenological, historical, rhetorical, linguistic) associated with qualitative research in the social sciences and humanities. In small-scale projects, students gain experience with various elements in the research process and research methods characteristic of qualitative research.

EDUC 3100: Introduction to Quantitative Methods: Descriptive & Inferential Statistics (3 credits) This first seminar in quantitative methods for PhD students provides an introduction to descriptive and inferential statistics, including confidence intervals and significance tests for means and proportions, contingency table analysis, and analysis of variance. Throughout the course students will apply quantitative statistical methods to real world data, moving from data preparation, to data display, to a polished results write-up. This course provides a foundation in the logic of statistical methods, which forms the basis for more advanced study and a framework for assessing quantitative educational research.

EDUC 3103: Intermediate Quantitative Methods: Regression Analysis (3 credits) This course focuses on single predictor and multiple regression analysis for binary, multi-category and continuous outcomes. Students will examine a variety of data sets, each of which can be used to address substantive research questions by fitting increasingly sophisticated regression models. Topics addressed include the regression model's purpose, mathematical representation, assumptions, implementation, interpretation, presentation, relationship to other statistical methods, implications for research design, and limitations. The course also will include "sneak peek" introductions to more advanced topics, such as: multi-level modeling, structural equation modeling, mediation analysis, regression discontinuity and propensity score matching to inform students about upper-level courses that they might consider taking in the future.

First Year Seminars

EDUC 3102: Fall First Year Seminar (1 credit)

This seminar addresses professional issues germane to doctoral skills and competencies. Topics addressed in the seminar, include social, ethical and legal issues pertaining to conducting research such as collaborating with research partners, determining authorship, obtaining clearances, and IRB requirements. [Note: This class meets every other week.]

EDUC 3105: Spring First Year Seminar (2 credits)

This seminar focuses on developing students' competencies toward completing a proposal for their pre-dissertation research project (Milestone 1). Topics addressed in the seminar include developing research questions and a literature review. [Note: This class meets every other week.]

Research Practicum

Students must complete a 3-credit research practicum. The research practicum should be completed during Year 2 of the program and should be tied to students' work on their pre-dissertation projects to promote timely and high-quality completion of this milestone (Milestone 2). Students may collect either a unique set of new data or use existing data from

a larger faculty project for this independent research project. Students should sign up for the research practicum course number that corresponds to the faculty member overseeing the research (usually the advisor).

Teaching Practicum

All PhD students are required to complete IL 3526: Practicum in College Teaching. Students will fulfill this requirement by registering for the teaching practicum course and by negotiating an agreement with the professor for specific tasks that they must complete. Generally, the student is expected to complete their teaching practicum in a teacher education course. The teaching practicum requirement can be completed by serving as a paid or unpaid TA to a professor for a course or serving as a paid GSA of one's own course at Pitt. The written agreement must include, at a minimum, two observations of teaching by the faculty member (in person or videorecorded), followed by faculty feedback/evaluation and student reflection.

Writing Workshops

Beginning in their second year, students also participate in ongoing writing workshops designed to support students' development of research articles and grant proposals (1-credit per semester for 6-8 credits). The writing workshops provide students with an opportunity to get regular feedback on manuscripts and milestone documents. These workshops will be located within individual ARCOS.

Electives

Students can take courses as electives that complement their area of specialization or address issues of interest. Courses must be approved by the advisor and put on the plan of studies.

Dissertation

PhD students must complete a minimum of 18 dissertation credits. All students register for dissertation credits during the terms in which they are preparing their overview document as well as during the terms in which they carry out and defend their research. Students must register for at least one credit during the 12-month period preceding their graduation. PhD students complete research to contribute to the knowledge and basic understandings in their specializations.

NOTE: Once students have completed 18 credits of dissertation research, they must register for full-time dissertation study, which provides for a reduced rate of tuition.

PROGRAM MILESTONES

PhD students across the ARCOs also complete a common set of planning and review documents, milestones, and professional experiences intended to 1) ensure that students have the requisite knowledge and skills needed for independent research, and 2) position students for success in the job market.

Plan of Studies (Year 1 Fall, updated each semester)

Students should meet with their advisors to develop a preliminary plan of study based on an evaluation of transcripts and interests. The plan of studies should include any transfer courses that will be applied to the PhD program. Although this plan will probably be revised based on a student's developing interests and course availability, the preliminary plan of studies provides a template for keeping requirements in focus.

Annual Report of Doctoral Study (each year)

Each summer, prior to the beginning of the new school year, each LLC PhD student is required to submit the Annual Report of Study. This report is a reflective self-evaluation structured as a letter to the student's academic advisor. Within this letter, the student should report on: accomplishments, timeline, and goals. (See Appendix C.)

The student's academic advisor will read this letter carefully, and it will be shared with the other members of the LLC faculty. The LLC faculty will discuss the student's report, stated accomplishments, and plan for the coming months. Then the advisor will consider the feedback received from the entire LLC faculty and construct a written response to the student that provides advice, scaffolding, and direction as deemed necessary.

Milestone 1: Preliminary exam (Year 1) – A proposal for an independent research project.

Students write a proposal that includes a well-defined research problem, relevant literature review, methodological approach and an analysis plan for an appropriately scoped second year research project. Students defend the proposal in a meeting of program faculty and staff. A committee of 3 faculty members, including the student's advisor, makes a final decision about the student's successful completion of the proposal based on faculty input. The purpose of this defense is to ensure that the proposed project is theoretically grounded, methodologically rigorous, and appropriate for submission to a peer-reviewed journal upon completion. The defense should begin with a 10-15 minute presentation, followed by Q&A with the committee. If the student does not pass this milestone on his or her first attempt, he or she has one opportunity to revise their work and attempt to pass before they are required to leave the PhD program.

Milestone 2: Predissertation Project (Year 2) – A completed manuscript of an independent research project.

A 3-member committee reviews a full manuscript (Abstract, Introduction, Method, Results and Discussion sections) in APA Style. The defense should begin with a 15-20 minute presentation followed by Q&A with the committee. *To complete this milestone, the committee should agree that the manuscript is ready (or will be ready with revisions suggested by the committee members) to be submitted to a journal.* If the student does not pass this milestone on his or her first attempt, he or she has one

opportunity to revise their work and attempt to pass before they are required to leave the PhD program.

Milestone 3: Comprehensive exam (Year 3) – Major Area Paper.

The Major Area Paper (MAP) and oral examination serves as a PhD student's comprehensive examination for all programs within the Department of Instruction and Learning at the University of Pittsburgh. It is designed to assess the student's mastery of the general field of doctoral study, the student's acquisition of both depth and breadth in the area of specialization within the general field, and the ability to use the research methods of the discipline. The student will write a systematic review of the literature in his or her specialized area of research and propose a study to address 2-3 significant remaining research questions in that area. The student will then give an oral presentation of the MAP, including the proposed study. If the student does not pass this milestone on his or her first attempt, he or she has one opportunity to revise their work and attempt to pass before they are required to leave the PhD program (see Appendix D).

Milestone 4: Dissertation overview (Year 4) - Proposal for a traditional dissertation or a two-paper dissertation.

After successfully completing the comprehensive examination, the student will invite faculty to serve as his or her dissertation advisor and committee members. The dissertation committee consists of the research advisor and at least three other members, including one member from another department outside the School of Education at the University of Pittsburgh or from an appropriate graduate program outside education at another academic institution. The chair of the dissertation committee as well as a majority of the dissertation committee must be members of the graduate faculty. For a list of graduate faculty members see:

<http://www.ir.pitt.edu/homepg.php>

Students may propose either a traditional dissertation or 2-paper dissertation. Students will defend their proposals to the committee. The defense should begin with a 10-15 minute presentation, followed by Q&A with the committee.

Milestone 5: Dissertation (Year 5) - PhD students complete dissertation projects that contribute to the knowledge and basic understandings in their specializations, and to the development of theory or methodology. A traditional five-chapter dissertation or a two-paper dissertation. The defense should begin with a 15-20 minute presentation, followed by Q&A with the committee for the full dissertation. For the PhD student, the doctoral committee consists of the research advisor and at least three other members, including one member from another department outside the School of Education at the University of Pittsburgh or from an appropriate graduate program outside education at another academic institution. Dissertation Defense: The Dissertation Defense will consist of a short public presentation by the candidate, followed by a committee-only session.

NOTE: Once students have completed all credit requirements, including 18 credits of dissertation research, they must register for full-time dissertation study, which provides for a reduced rate of tuition.

Professional Experiences

Below is a list of professional experiences that students should acquire for their curriculum vitae during their graduate training. Many of these experiences will involve intensive mentoring and assistance from students' advisors:

- Conference Poster Presentation
- Conference Paper Presentation
- First-Author Publication
- Co-Authored Publications
- Teaching Experience
- Grant Proposal (e.g., SOE, Dissertation, Advisor grants)
- Service (e.g., SOE or CGSE committees; hiring committees)

GENERAL ACADEMIC INFORMATION

Registering for Classes

The University of Pittsburgh uses online self-registration. To register for courses you will need to: Log onto my.pitt.edu and select the "Student Services" tab. Click the Link to Student Center, then click Self-Service, then Student Center.

Transfer Credits

In keeping with university-wide requirements, students will be able to apply a maximum of 30 post-baccalaureate credits from a master's degree awarded by another institution to meet the minimum credit requirement. Each course must meet the following conditions:

- The course grade must be at least **B** or its equivalent.
- The course must be judged relevant to a student's doctoral Plan of Studies by the program or department.
- The course must be approved for equivalent graduate degrees at the accredited institution, extension, or off-campus center of other institutions at which the course was taken.

Statute of Limitations

From the student's initial registration for doctoral study at the University of Pittsburgh, all requirements for the PhD must be completed within a period of 10 years (or 8 years if the student has received credit for a master's degree appropriate to the field of study).

Cross-Registration Credits

Students may register for graduate courses at Carnegie Mellon University, Duquesne University, the Pittsburgh Theological Seminary, and Robert Morris University. Such work, if approved in advance by the student's advisor, will not be considered as transfer credit and may be counted for credit toward a graduate degree; the grade earned will be used in computing the student's grade point average. Cross-registration is only available in the fall and spring terms. Only full-time students may cross-register.

Full-Time Study

All PhD students must register as full-time students in the fall and spring terms. Graduate students who register for 9 to 15 credits in the fall or spring term are full-time students.

Registration Status at Graduation

All graduate students must register for at least 1 credit or full-time dissertation study during the 12-month period preceding graduation (that is, must be on active status).

Inactive Status

Students who have not registered for at least 1 credit or full-time dissertation study (eligible doctoral students) during a 12-month period are transferred to inactive status and must file an application for readmission to graduate study (application fee required) before being permitted to register again. Students on inactive status cannot apply to graduate or take preliminary or comprehensive examinations. Also, students on inactive status are not eligible to use University facilities and should not expect to receive counseling from the faculty or active supervision by

their advisor and committee.

Adding and Dropping Courses

Students may add and drop courses only during the add/drop period. The dates for the add/drop period are listed in the University's Schedule of Classes, in course descriptions, on calendars (including the University's Academic Calendar at www.provost.pitt.edu/information-on/calendar.html), and in numerous other publications. Students who no longer wish to remain enrolled in a course after the add/drop period has ended may withdraw from the course or resign from the University.

Academic Standards

An average of at least B (GPA=3.00) is required in the courses that make up the program for any graduate degree. Students with full graduate status are automatically placed on probation whenever their cumulative GPA falls below 3.00. Each school determines the restrictions placed on a student on probation. A student on probation is not eligible to take the PhD preliminary or comprehensive examination, or to be graduated.

Additional information and policies concerning statute of limitations, leaves of absence, academic probation, and other related topics can be found on the SOE website under "current students" or at: <http://www.education.pitt.edu/CurrentStudents/PoliciesandForms.aspx>

SCHOOL OF EDUCATION AND UNIVERSITY OF PITTSBURGH INFORMATION

School of Education

Graduate Policies and Forms Website

<http://www.education.pitt.edu/CurrentStudents/PoliciesandForms.aspx>

Information for Current Students

<http://www.education.pitt.edu/CurrentStudents.aspx>

Admissions and Enrollment Services (AES)

5500 WWPH

AES should be your first stop for any administrative questions, such as: enrollment in courses, financial aid, add/drop/withdrawal of course, change of advisors, milestone forms, ETD dissertation process, graduation, Pitt calendar and deadlines. Most AES staff can help you with your questions, but questions specific to PhD degrees should be directed to Monique Davis, monique.davis@pitt.edu.

Department of Instruction and Learning (DIL)

5300 WWPH

Most DIL staff can help you with questions related to your office, copying, supplies, classrooms and other room reservations. For questions about milestones, employment paperwork, and required clearances, please contact the Departmental Administrator, Maria Wilson, mwilson1@pitt.edu, 5313 WWPH.

Council of Graduate Students in Education (CGSE)

5100 WWPH

The Council of Graduate Students in Education is the official student organization representing all students enrolled in the graduate division of the School of Education. You are automatically a member of CGSE.

SOE Technology Help

(412) [624-1414](tel:624-1414)/soetech@pitt.edu

5308 WWPH

Associate Dean for Students Affairs and Certification

Michael Gunzenhauser (mgunzen@pitt.edu)

5912 WWPH

University of Pittsburgh

My Pitt (my.pitt.edu)

This website gives you instant access to course self-registration, financial aid information, transcripts, and most of your official records at Pitt.

Graduate Studies Website (<http://www.pitt.edu/~graduate/>)

This website gives you access to all policies, information, and procedures governing graduate students.

Graduate Student Parental Accommodation Guidelines

http://www.pitt.edu/~graduate/Grad_Parental_Accommodation_Guidlelines.pdf

The Graduate Student Parental Accommodation Guidelines assists graduate students immediately following the birth or adoption of a young child. The purpose of these guidelines is to make it possible for a student to maintain registered full-time student status, along with all the benefits of such status, while facilitating the return to full participation in courses, research and teaching.

University Registrar 412-624-7660	G3 Thackeray Hall
University Library System http://www.library.pitt.edu	Hillman Library
Office of Disability Resource and Services 412-648-7890	140 WPU
Office of Affirmative Action 412-648-7860	500 Craig Hall
Office of International Services 412.624.7120	708 WPU
Student Health Services 412-383-1800	Nordenberg Hall, 2 nd floor
University Counseling Center 412-648-7930	Nordenberg Hall, 2 nd floor

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to be offered a program of studies as outlined in the University of Pittsburgh Graduate and Professional Bulletin: <http://www.bulletins.pitt.edu/graduate/>

Students have the right to be assigned an *academic advisor* whose responsibilities include helping those students to design a plan of studies and plan and prepare for their preliminary examination. Students have the right to change academic advisors if another faculty member agrees with the student that s/he may be better suited to guide the student in developing and carrying out an approved plan of studies. When it is time to assemble a comprehensive examination committee, students also have the right to seek a different faculty member within the program to serve as *research advisor*. However, the research advisor normally must be **a member of the Graduate Faculty of the University of Pittsburgh**. If the identified faculty member is part of the Graduate Faculty, and agrees to serve as research advisor, s/he is expected to chair both the comprehensive exam committee and the doctoral committee.

Students have the responsibility to be cognizant of those **University, School, and Departmental regulations** relevant to their program of study. These include crucial deadlines such as:

1. Statute of limitations requirements regarding the time allowed to complete a graduate program (<http://www.bulletins.pitt.edu/graduate/regulations2.htm#Anchor-Statute-23240>)
2. Registration requirements to maintain active status as a student and to be eligible to graduate (<http://www.bulletins.pitt.edu/graduate/regulations.htm#registration>)
3. The [Academic Calendar](#) for meeting classes, taking examinations, and applying for graduation (<http://www.provost.pitt.edu/information-on/calendar.html>)

Students have the responsibility to complete the annual student report of progress and submit it on time to their advisors.

Students have the responsibility to obtain a University of Pittsburgh e-mail account. You will receive Program materials and communications via your Pitt e-mail account. Use this account, whether directly through www.my.pitt.edu; or by forwarding the mail to your personal e-mail.

Students have the responsibility to abide by the University of Pittsburgh Student Code of Conduct, including the responsibility to be honest, to avoid plagiarism (i.e., the use of another author's words and phrasing without quotation marks and proper reference in any self-authored document or presentation), and to conduct him or herself in an ethical manner while pursuing academic studies.

Accommodations for students with disabilities – If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact your instructor and Disability Resources and Services (DRS), 216 William Pitt Union, 412-648-7890 or (TTY) 412-383-7355 as early as possible in the term. DRS will verify your disability and determine

reasonable accommodations for this course. Information about Pitt's services for students with disabilities can be found on www.drs.pitt.edu.

Act 33/34 & Federal Clearances

YOU MUST OBTAIN THE FOLLOWING CLEARANCES AS SOON AS POSSIBLE AFTER ENROLLING AT PITT, PREFERABLY BEFORE YOU BEGIN THE PHD PROGRAM.

Please submit these documents to Maria Wilson in DIL.

1. You can obtain the **PA State Criminal Record Check (Act 34) online** – the website for our (Pitt's) School of Education says that you have to mail the form (which is included in this packet), but you do not. You can more easily do it using a credit card to pay, online at: <https://epatch.state.pa.us/>

Once you enter all of your information (use your local address here in PA) online and click “search”, you will get search results with a “control number” link. Click on the “control number” link and that will bring up your results page. When you see the results page, print several copies of it because you cannot access it again later. Be **sure to always keep one copy for yourself – you can make more copies of it later if needed if you keep a copy of your own.**

Then show this results page as needed – this is your official PA State Criminal Record Check.

2. To complete the fingerprints (**FBI Criminal Background Check/Fingerprinting**), you MUST first register online at: <http://www.pa.cogentid.com/index.htm>

There is a location in Oakland (Univ. of Pittsburgh) for fingerprinting on Forbes Ave (the UPS Store) as well as locations around the state. Also, take note of the acceptable types of photo ID you may show at the fingerprinting location - these are the only accepted options.

Once you have finished the online registration process, PRINT your registration confirmation to take with you to have the fingerprints done. **When you go for the fingerprints, you will need to show the printed confirmation and a current & valid photo ID.** Accepted forms of ID are listed on the Cogent website when you register. When you get your fingerprints scanned, you can get a receipt that may be used as proof that you had the fingerprints done and are waiting for the results.

You will then receive the fingerprint (FBI/Federal) clearance paper in the mail. Make several copies of it to keep in your files, as well as keeping the original. **DO NOT** give away the original.

3. For the **PA Child Abuse History Clearance (Act 33)**, you need to fill out page 1 of the application (Pennsylvania Child Abuse History Clearance Form, Form CY-113) and mail it

in. Instructions are included on page 3 of the application. The application is included in this packet as well as available to download and print from:

<http://www.dpw.state.pa.us/findaform/childabusehistoryclearanceforms/index.htm>

This website also gives specific directions for completing the form. Use your current, local address for the main contact information. Select “School Employee” as the reason for the clearance. Note that you must mail payment with your form, and you cannot use a personal check. It **MUST** be a money order.

Be sure to list all of your addresses since 1975. Also, for “Household Members,” be sure to list ALL family members and/or friends/roommates with whom you have lived since 1975. If you leave out people (such as a roommate in college), it is possible the form will be returned for you to correct and re-submit.

OTHER REQUIRED TRAINING AND MODULES

In order to conduct most research during your time as a doctoral student, you must complete the research training offered through CITI. It is recommended that you complete this training in your first semester of study. More information can be found at: <http://www.irb.pitt.edu/training>

Depending on whether you are doing research with children or if you are a TA/TF/GSA/GSR, you may be required to complete other training modules through the university, such as the Protecting Children from Abuse Online Course and others. Check with Maria Wilson (mwilson1@pitt.edu) to find out what other training you may be required to do.

APPENDIX A

LIST OF MILESTONE FORMS

(Available in AES or from Maria Wilson, mwilson1@pitt.edu)

Preliminary Exam

1. Doctoral Plan of Studies
2. Doctoral Preliminary Examination
3. Advancement to Doctoral Study

Predissertation Project

4. Supervised Research Proposal Form
5. Supervised Research Evaluation Form
6. Doctoral Pre-Dissertation Defense

Comprehensive Exam

7. Doctoral Competency

Dissertation Overview

8. Proposed Doctoral Committee
9. Dissertation Overview Examination
10. Doctoral Candidacy

Dissertation Defense

11. Dissertation Defense

APPENDIX B

LLC PHD PLAN OF STUDIES

Name: _____ **PeopleSoft #:** _____ **Date:** _____

Advisor: _____ **Date of Admission:** _____

Statute of Limitations Date: _____

Area of Specialization: _____

Cognate Field: _____

Degrees Held

INSTITUTION	DEGREE RECEIVED	DATE	CREDITS	QPA	MAJOR

A maximum of 30 credits from the masters, plus nine post masters doctoral level courses may be applied to the plan of studies.

APPROVAL:

Student/Date _____

Academic Advisor/Date _____

Program Coordinator/Date _____

Department Chair/Date _____

Major Field (24-27 Credits – 15 credits minimum at 3000 level. (If a doctoral-level course from a department other than DIL is numbered in the 2000, it can count as a 3000 level course on the plan of studies.)

PROGRAM & COURSE NO.	TITLE OF COURSE	INSTITUTION	DATE COMPLETED & GRADE	CREDITS
IL 3248 (required)	Critical Readings in LLC	Pitt		3

Cognate Field (0, 9 or 18 Credits)

Courses in academic discipline studies supportive of the candidate’s area of specialization. These credits must be in coursework outside of the School of Education.

PROGRAM & COURSE NO.	TITLE OF COURSE	INSTITUTION	DATE COMPLETED & GRADE	CREDITS

Research Methods (15 credits)

PROGRAM & COURSE NO.	TITLE OF COURSE	INSTITUTION	DATE COMPLETED & GRADE	CREDITS
EDUC 3104 (required)	Qualitative 1	Pitt		3
EDUC 3100 (required)	Quantitative 2	Pitt		3
EDUC 3105 (required)	Quantitative 2	Pitt		3

First Year Seminars (3 Credits)

PROGRAM & COURSE NO.	TITLE OF COURSE	INSTITUTION	DATE COMPLETED & GRADE	CREDITS
EDUC 3102 (required)		Pitt		
EDUC 3105 (required)		Pitt		

Research Practicum (3 Credits)

PROGRAM & COURSE NO.	TITLE OF COURSE	INSTITUTION	DATE COMPLETED & GRADE	CREDITS
		Pitt		

Teaching Practicum (3 credits)

PROGRAM & COURSE NO.	TITLE OF COURSE	INSTITUTION	DATE COMPLETED & GRADE	CREDITS
IL 3526	Practicum in College Teaching	Pitt		

Electives (Credits Variable)

PROGRAM & COURSE NO.	TITLE OF COURSE	INSTITUTION	DATE COMPLETED & GRADE	CREDITS

Writing Workshops (Credits Variable)

PROGRAM & COURSE NO.	TITLE OF COURSE	INSTITUTION	DATE COMPLETED & GRADE	CREDITS

Dissertation (18 Credits)

SUMMARY AREA	PITT DOCTORAL CREDITS	PITT MASTER CREDITS	TRANSFER CREDITS
Major Field			
Supporting Field			
Research Practicum	3		
Teaching Practicum	3		
Research Methods			
Electives			
Dissertation	18		
TOTAL			

TOTAL CREDITS _____

MILESTONES	DATE COMPLETED
Initial plan of studies	
Preliminary examination	
Predissertation project	
Research practicum	
Teaching practicum	
Complete coursework	
Comprehensive examination	
Final plan of studies	
Dissertation Overview	
Dissertation Defense	

APPENDIX C

ANNUAL REPORT OF DOCTORAL PROGRESS

To document your progress in the doctoral program and to provide the opportunity to showcase your accomplishments, present future plans, and report any concerns, doctoral students are required to submit in writing the *Annual Report of Doctoral Study*. The Annual Report covers the period from Summer 20XX to Spring 20XX and needs to address three areas: (a) accomplishments over the past year toward the doctoral degree; (b) proposed timeline toward completion of the degree; and (c) goal statement for the upcoming year.

Accomplishments over the past year may include: courses completed, milestones achieved, research activity, publications, conference participation, and professional service.

NOTE: If you taught one or more courses for the University of Pittsburgh, you are required to include the following in your annual report:

- a reflection on your teaching experiences
- Address both your accomplishments and areas of your teaching you plan to improve on. Additionally, note when you began teaching at the University of Pittsburgh (semester and year).
- copies of OMET teaching evaluations for all the courses you taught
- Arranging for OMET evaluations for every course you teach is required by your contract. If you did not arrange to have one or more of your courses evaluated this academic year, please note this in your review and be sure to arrange for OMET evaluations for all of your courses in the future.

A **proposed timeline** should indicate semester plans leading toward completion of the degree. For example: Enrolling in specific courses on the plan of study or completing comprehensive examination requirements.

A **goal statement** should indicate briefly your plans for the coming academic year. You may also address any concerns you may have about attaining these goals based on past experience or anticipated need.

Appendix D

Comprehensive Examination

The Major Area Paper (MAP) and oral examination serves as a PhD student's comprehensive examination for all programs within the Department of Instruction and Learning at the University of Pittsburgh. The University of Pittsburgh's website provides basic guidelines regarding this milestone:

The Comprehensive Examination should be designed to assess the student's mastery of the general field of doctoral study, the student's acquisition of both depth and breadth in the area of specialization within the general field, and the ability to use the research methods of the discipline. In some programs, the comprehensive examination is combined with the overview or prospectus meeting. It should be administered at approximately the time of the completion of the formal course requirements and should be passed at least eight months before the scheduling of the final oral examination and dissertation defense. In no case may the comprehensive examination be taken in the same term in which the student is graduated. Examination results must be reported promptly to the dean's office but no later than the last day of the term in which the examination is administered. A student who is unable to complete all degree requirements within a five-year period after passing the comprehensive examination may be re-examined at the discretion of the department, program, or school (<http://www.pitt.edu/~graduate/regphd.html>).

Below are the specific guidelines and timetable that PhD students in the Department of Instruction & Learning should follow:

I. Identifying a "Major Area" of research

Construct **2-3 related research questions about a topic** that will frame a comprehensive review of the literature.

- a. Research questions must be approved by the advisor.
- b. The department also recommends identifying a target journal (e.g., *Review of Educational Research*) at the outset and writing the paper for publication in that outlet (which should also be approved by the advisor).

II. Writing the MAP

1. **Conduct a systematic review of the literature** with the goal of answering your questions:
 - a. The review should not simply catalog the literature. It should represent **a new synthesis and critique of an existing body of research**, highlighting themes and differences within that body with respect to attributes such as theoretical perspectives, historical context, ambiguities in language, methodology (and appropriateness of methods to the theoretical framing and research questions), findings, and limitations of the studies.
 - b. The review should conclude with an **explicit statement that synthesizes research findings**, indicates what is generally accepted to be the case and by whom, and what questions remain. If you discover a

classic ‘gap’ in the literature, discuss the nature of the gap, whether good reason exists for the gap, or whether the gap needs to be addressed.

2. Develop **2-3 research questions** that remain after the review of the literature and discussion in part 1b above. Motivate these questions by providing a rationale grounded in the literature for why the study needs to be conducted.
3. Propose a **brief design of at least one study** to address the questions in part 2. Discuss in some detail how and why your proposed design will address and answer the research questions. The design must include descriptions of participants, context, timeline, theoretical framework, data sources, possible analytical tools and methods, and possible findings that might derive from the study.
4. The MAP should (a) be written in a **style consistent with published review articles** in the student’s field (the department recommends using APA headings to guide the reader through the sections of the review); and (b) **not exceed 40 pages in length** (minus front and back matter, references, and text dedicated to the description of the studies).
5. While the MAP is be written independently, the faculty advisor (and, optionally, committee members or peers) may provide guidance before, during, and after the writing process. It is recommended that the nature and frequency of advisor feedback be made explicit at the outset. Should the student decide to pursue publication status for their MAP, they may write collaboratively with their advisor, committee members, and/or peers **AFTER** the defense.

III. *Defending the MAP*

1. With the approval of your advisor, **establish a committee** consisting of the academic advisor and at least two other full-time, faculty members (which can include faculty outside the department), who can provide substantive input during the MAP process and can potentially serve on the dissertation committee. The department recommends establishing a MAP committee by the end of the third year.
2. The student is responsible for scheduling the defense well before the anticipated date, and submitting the completed paper to the committee in sufficient time (e.g., two weeks).
3. Advisors are responsible for structuring the defense. In general, however, students should present a summary of the MAP’s major points and a full description of the study (or studies) being proposed, and then respond to questions from committee members.
4. Following successful completion of the MAP oral/written examination, students are considered doctoral candidates, and per School of Education guidelines, have

five years to complete a dissertation. If the committee decides that the student has not passed the MAP process, the student may revise the MAP and attempt the defense again. If the committee decides again that the student has not passed, the student is then asked to withdraw from the doctoral program.

Note: Students must be registered during the term in which they complete their MAP and oral defense.