APPLICATION PROCEDURES

Links to the online SLAT Ph.D. application can be found on our website: slat.arizona.edu

Applicants are asked to submit:

- The completed online application for SLAT
- A statement of purpose
- GRE scores
- An example of scholarly writing
- Three letters of reference
- Transcripts from all post-secondary institutions.
- International students also must submit TOEFL scores.

More information on applying to our Ph.D. program may be obtained directly from the SLAT Program Office (GIDP-SLAT@email.arizona.edu, 520-621-7391) or http://slat.arizona.edu/prospective-students/degree-requirements.

The application deadline for both domestic and international students is December 15 of the year preceding desired entry into the program.

FOR ADDITIONAL INFORMATION

SLAT GIDP
1103 East Second Street
Harvill Building 241
P.O. Box 210076
Tucson, AZ 85721-09976
Phone: 520-621-7391
Fax: 520-626-3313
http://slat.arizona.edu

DEGREE REQUIREMENTS

All students entering the program hold a master’s degree or its equivalent. Some post-baccalaureate coursework completed prior to admission is typically substituted for a portion of the degree requirements in consultation with the graduate advisor. Candidates are required to complete 27 units of core courses (including courses in second language acquisition theory, linguistics, psycholinguistics, sociolinguistics, research methods and statistics) and choose an 18-unit specialization from among the four SLAT specializations: L2 Analysis, L2 Use, L2 Processes and Learning, and L2 Pedagogical Theory and Program Administration. Detailed descriptions of major specializations may be found online at: http://slat.arizona.edu/prospective-students/areas-specialization.

In addition, students select a minor (9-15 units in most cases) from among the four SLAT specializations, technology, or from related fields such as specific foreign languages/literature (e.g., Spanish, French, German); Cognitive Science; Teaching, Learning & Sociocultural Studies; Educational Psychology; etc. Students must also complete a dissertation for a minimum of 18 additional units.
2015-2016 SLAT FACULTY

ANTHROPOLOGY
Jennifer Roth-Gordon, Ph.D., Stanford University
Qing Zhang, Ph.D., Stanford University

CENTER FOR ENGLISH AS A SECOND LANGUAGE
Nick Ferdinandsd, Ed.D., University of St. Thomas
Sumayya Granger, Ph.D., University of Arizona
Suzanne Panferov, Ph.D., Ohio State University
Eddy White, Ph.D., Macquarie University

CLASSICS
Cynthia White, Ph.D., Catholic University of America

COGNITIVE SCIENCE
Malcah Yaeger-Dror, University of Pennsylvania

DISABILITY & PSYCHOEDUCATIONAL STUDIES
Shirin Anta, Ph.D., University of Pittsburgh
Todd V. Fletcher, Ph.D., Oregon State University
Samuel J. Supalla, Ph.D., University of Illinois

EAST ASIAN STUDIES
Wenhua Dai, Ph.D., College Mellon University
Kimberly A. Jones, Ph.D., University of Michigan
Mariko Karatsu, Ph.D., University of Minnesota
Feng-hsi Liu, Ph.D., University of California at Los Angeles

EDUCATIONAL PSYCHOLOGY
Mary McCaslin, Ph.D., Michigan State University

EDUCATIONAL TECHNOLOGY
Betal Gerekchik, Ph.D., Hacettepe University

ENGLISH
H. Douglas Adams, Ph.D., Georgetown University
Dwight Atkinson, Ph.D., U. of Southern California
Jon Reinhart, Ph.D., Pennsylvania State University
Christine Tardy Ph.D., Purdue University

FRENCH & ITALIAN
Robert A. Arwe, Ph.D., University of Illinois
Dalia Ayoun, Ph.D., University of Florida
Giuseppe Cavatorta, Ph.D., U. of California at Los Angeles
Beatrice C. Dupuy, Ph.D., University of Southern California

GERMAN STUDIES
Peter M. Ecke, Ph.D., University of Arizona
David J. Gramling, Ph.D., University of California at Berkeley
Chantelle Warner, Ph.D., University of California at Berkeley
Mary E. Wiedner-Basset, Ph.D., Ruhr University

LINGUISTICS
Diana Archangeli, Ph.D., Mass. Institute of Technology
Andrew Barzilay, Ph.D., Mass. Institute of Technology
Thomas G. Bever, Ph.D., Mass. Institute of Technology
Andrew Carnie, Ph.D., Mass. Institute of Technology
Sandiway Fong, Ph.D., Mass. Institute of Technology
Michael Hammond, Ph.D., U. of California at Los Angeles
Heidi Harley, Ph.D., Mass. Institute of Technology
Simin Karimi, Ph.D., University of Washington

Cecile M. McKee, Ph.D., University of Connecticut
Janet Nol, Ph.D., Mass. Institute of Technology
Diane Ohal, Ph.D., University of Arizona
Adam Ussishkin, Ph.D., U. of California at Santa Cruz
Natasha Warner, Ph.D., University of California at Berkeley
Andrew Wedel, Ph.D., U. of California at Santa Cruz
Mary Ann Willer, Ph.D., University of Arizona
Olefia Zepeda, Ph.D., University of Arizona

MIDDLE EASTERN & NORTH AFRICAN STUDIES
Mahmoud Azar, Ph.D., University of Arizona
Samira Farwaneh, Ph.D., University of Utah
Sonja S`hiri, Ph.D., The University of Edinburgh

PSYCHOLOGY
Kenneth I. Forster, Ph.D., University of Illinois
Louanna Gerken, Ph.D., Columbia University

RUSSIAN & SLAVIC STUDIES
Alexander Dunkel, Ph.D., New York University
Grace E. Fielder, Ph.D., U. of California at Los Angeles
George Gutsche, Ph.D., University of Wisconsin
John R. Leaegren, Ph.D., University of Virginia

SPANISH & PORTUGUESE
Ana Maria Carvalho, Ph.D., U. of California at Berkeley
Sonia Colina, Ph.D., U. of Illinois

TEACHING, LEARNING & SOCIOCULTURAL STUDIES
Betul Czerkawski, Ph.D., Hacettepe University
Mary McCaslin, Ph.D., Michigan State University

EDUCATIONAL RESOURCES IN CULTURE, LANGUAGE AND LITERACY
SPEECH, LANGUAGE & HEARING SCIENCES
Mary Alt, Ph.D., University of Arizona
Gayle DeDe, Ph.D., Boston University
Leah Fabiano-Smith, Ph.D., Temple University
Edwin Maas, Ph.D., San Diego State University and UCSD

TEACHING, LEARNING & SOCIOCULTURAL STUDIES
Patricia Aurelia, Ph.D., University of Wisconsin at Madison

SPEECH, LANGUAGE & HEARING SCIENCES
Mary Carol Combs, Ph.D., University of Arizona
Carole Evans, Ph.D., University of Texas at Austin
Perry Gilmore, Ph.D., University of Pennsylvania
Norma Gonzalez, Ph.D., University of Arizona
Toni Griego-Jones, Ed.D., University of Colorado

SPANISH & PORTUGUESE
Ana Christina DaSilva Idilgen, Ph.D., U. of Nevada, Las Vegas
Shelah Nicholas, Ph.D., University of Arizona
Liana Reyes, Ph.D., University of California at Berkeley
Eliane Rubenstein-Avila, Ed.D., Harvard University

TEACHING, LEARNING & SOCIOCULTURAL STUDIES
Kathleen Short, Ph.D., Indiana University

FINANCIAL SUPPORT
Sources for financial aid include: teaching positions in one of the language departments or the Center for English as a Second Language; graduate associate positions with the Center for Educational Resources in Culture, Language and Literacy; research associate positions with SLAT; and scholarships for in-state and/or out-of-state tuition. Decisions on the awarding of teaching positions are made by the cooperating departments in consultation with the SLAT chair. Awards are usually made in March and early April for the forthcoming academic year.

EVENTS AND RESOURCES
SLAT’s collaborative environment culminates in a number of ongoing activities, including:

• The weekly SLAT Colloquium Series. The Series invites speakers from within and outside the UA and the UO communities.

The SLAT Interdisciplinary Roundtable, a two-day student-run conference held each spring. A major national figure in second language acquisition/teaching is brought in to give the keynote speech each year, and the conference includes a poster session in addition to talks by students and faculty from the UA and other institutions.

• SLAT also collaborates closely with the Center for English as a Second Language (CESL) and Center for Educational Resources in Culture, Language and Literacy (CERCLL), providing research opportunities for students and faculty. More information on these opportunities can be found at cercll.arizona.edu and cesl.arizona.edu.

College of Humanities                CESL            CERCLL            College of Social and Behavioral Sciences            College of Education            College of Science

LOCATION
The University of Arizona is located in Tucson, a culturally lively and ethnically varied city of just over 1 million inhabitants in the metropolitan area. Situated in the Sonoran Desert in Southeastern Arizona at an altitude of 2,600 feet, Tucson provides easy access to many outdoor activities in the desert and in the mountains that surround the city. The 391-acre campus of the University of Arizona is conveniently located in the center of the city. The University is an active and expanding institution of more than 40,000 graduate and professional students enrolled in over 150 master’s and professional programs and 95 doctoral programs. The University is a Research 1 institution which has been ranked among the top 50 universities in the nation. Its library has also been ranked by the Association of Research Libraries as one of the largest research libraries in North America. Moreover, the University houses nationally and internationally recognized organizations in the study of language, such as the Bureau of Applied Research in Anthropology; the Federal Court Interpreter Certification project; the Center for English as a Second Language; the Center for Educational Resources in Culture, Language and Literacy and the American Indian Language & Development Institute.