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.

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.

College of Letters, Arts and Science
College of Humanities
College of Science
College of Social and Behavioral Sciences
College of Education

slat.arizona.edu

Graduate Interdisciplinary Program
2016-2017 SLAT FACULTY

ANTHROPOLOGY
Jennifer Rodriguez, Ph.D., Stanford University
Qing Zhang, Ph.D., Stanford University
CENTER FOR ENGLISH AS A SECOND LANGUAGE
Nick Ferdinandt, 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 Yaezer-Dror, University of Pennsylvania
DISABLED & PSYCHOEDUCATIONAL STUDIES
Shinrin Aonta, Ph.D., University of Pittsburgh
Todd V. Fletcher, Ph.D., Oregon State University
Samuel J. Supalla, Ph.D., University of Illinois
EAST ASIAN STUDIES
Wen-hao Xiao, Ph.D., Carnegie 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 POLICY STUDIES AND PRACTICE
Francesca Lopez, Ph.D., University of Arizona
EDUCATIONAL PSYCHOLOGY
Mary McAlin, Ph.D., Michigan State University
EDUCATIONAL TECHNOLOGY
Beto Czerkowski, Ph.D., Hacettepe University
ENGLISH
Dwight Atkinson, Ph.D., University of Southern California
Hayriye Kaya-Adar, Ph.D., University of Texas, Austin
Jon Reinhardt, Ph.D., Pennsylvania State University
Christine Tardy Ph.D., Purdue University
FRENCH & ITALIAN
Robert A. Ariev, 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. Wildner-Bassett, Ph.D., Ruhr University
LINGUISTICS
Diana Archangelo, Ph.D., Mass. Institute of Technology
Andrew Bars, Ph.D., Mass. Institute of Technology
Thomas G. Bever, Ph.D., Mass. Institute of Technology
Andrew Carne, Ph.D., Mass. Institute of Technology
Sandiwy Fong, Ph.D., Mass. Institute of Technology
Michael Hammond, Ph.D., University 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 Nicol, Ph.D., Mass. Institute of Technology
Dianna A. DePrie, Ph.D., University of Arizona
Adam Ussishkin, Ph.D., University of California at Santa Cruz
Natalia Warner, Ph.D., University of California at Berkeley
Andrew Wedel, Ph.D., U. of California at Santa Cruz
Ofeilia Zepeda, Ph.D., University of Arizona
MIDDLE EASTERN & NORTH AFRICAN STUDIES
Mahmoud Azad, Ph.D., University of Arizona
Samira Farwaneh, Ph.D., University of Utah
Sonia Shiri, Ph.D., The University of Edinburgh
Karen Talatoff, Ph.D., University of Michigan
PSYCHOLOGY
Kenneth I. Forster, Ph.D., University of Illinois
Lois Geren, Ph.D., Columbia University
Rebecca Gomez, Ph.D., New Mexico State University
RUSSIAN & SLAVIC STUDIES
Alexander Dunkel, Ph.D., New York University
Grace E. Fielder, Ph.D., University of California at Los Angeles
George Gutsche, Ph.D., University of Wisconsin
John R. Leafrg, Ph.D., University of Virginia
Ludmia Klimanova, Ph.D., University of Iowa
SPANISH & PORTUGUESE
Ana Maria Carvalho, Ph.D., University of California at Berkeley
Sonia Colina, Ph.D., University of Illinois
Javier Duran, Ph.D., University of Arizona
Lillian Gorman, Ph.D., University of Illinois, Chicago
Antonio Olareaga, Ph.D., University of Washington
Miguel Simonet, Ph.D., University of Illinois at Urbana-Champaign
SPEECH, LANGUAGE & HEARING SCIENCES
Mary Alt, Ph.D., University of Arizona
Leah Fabiano-Smith, Ph.D., Temple University
TEACHING, LEARNING & SOCIOCULTURAL STUDIES
Patricia Anderson, Ph.D., University of Arizona
Carol Brochin, Ph.D., University of Texas, Austin
Carolyn Brochin, Ph.D., University of Texas, Austin
Perry Gilmore, Ph.D., University of Pennsylvania
Toni Grego-Jones, Ed.D., University of Colorado
Ana Christina DaSilva Idlings, Ph.D., University of Nevada, Las Vegas
Sheilah Nicholas, Ph.D., University of Illinois
Ilanna Reyes, Ph.D., University of California at Berkeley
Elane Rubenstein-Avila, Ed.D., Harvard University
Kathleen Short, Ph.D., Indiana University
Leisy Wyman, Ph.D., Stanford University
David B. Yaden Ph.D., University of Oklahoma

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 includes speakers from within and outside the UA community.

• 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 faculty and graduate students.

• 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 cercl.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 the Desert in Southeastern Arizona at an altitude of 2,600 feet, Tucson provides easy access to 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 with 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 best large 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 Language & Development Institute.

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