SLAT Ph.D.

**PROGRAM DESCRIPTION**

The SLAT doctoral program is an interdisciplinary program with 81 faculty members located in 18 collaborating departments. The program is designed to provide rigorous advanced training for researchers, teachers, and administrators concerned with second language learning, and teaching.

The SLAT Program has been recognized nationally as a superior interdisciplinary program. Several of our participating departments have been ranked in the top ten in the country, including Anthropology, East Asian Studies, Linguistics, and Speech, Language and Hearing Sciences.

**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.

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

CENTER FOR ENGLISH AS A SECOND LANGUAGE
Nick Ferrandino, 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
Malcolm Yager-Dror, University of Pennsylvania

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

EAST ASIAN STUDIES
Wenhao Diao Ph.D., Carnegie Mellon University
Kimberly A. Jones, Ph.D., University of Michigan
Mariko Kazatsu, Ph.D., University of Minnesota
Feng-hsi Liu, Ph.D., University of California at Los Angeles
Sunyoung Yang, Ph.D., University of Toronto

EDUCATIONAL POLICY STUDIES AND PRACTICE
Francesca Lopez, Ph.D., University of Arizona

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

EDUCATIONAL TECHNOLOGY
Betfia Czerezeski, Ph.D., Hacettepe University

ENGLISH
Dwight Atkinson, Ph.D., U. of Southern California
Hayriye Kayi-Aidar, Ph.D., U. of Texas, Austin
Susan Miller-Cochran, Ph.D., Arizona State University
Jon Reinhardt, Ph.D., Pennsylvania State University
Shelley Staples, Ph.D., Northern Arizona University
Christine Tardy Ph.D., Purdue University

FRENCH & ITALIAN
Dahlia Ayoun, Ph.D., University of Florida
Giuseppe Cavataorta, Ph.D., U. of California at Los Angeles
Beatrice C. Dupuy, Ph.D., University of Southern California
Denis Provencer, Ph.D., Pennsylvania State University

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-Basset, Ph.D., Ruhr University

INFORMATION
Catherine Brooks, Ph.D., University of California, Riverside

LINGUISTICS
Diana Archangelis, Ph.D., Mass. Institute of Technology
Andrew Barsi, Ph.D., Mass. Institute of Technology
Thomas G. Bever, Ph.D., Mass. Institute of Technology
Andrew Carnie, Ph.D., Mass. Institute of Technology
Maryia Fedzechkina, Ph.D., University of Rochester

Sandiway Feng, Ph.D., Mass. Institute of Technology
Michael Hammond, Ph.D., U. of California at Los Angeles
Heinz-Dieter Marolt, Ph.D., University of Minnesota
Simin Karimi, Ph.D., University of Washington
Cecile M. McKee, Ph.D., University of Connecticut
Jeanne Sawyer, Ph.D., Mass. Institute of Technology
Diane Ohalia, 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 West, Ph.D., U. of California at Santa Cruz
Olelia 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
Sonia S. Hiri, Ph.D., The University of Edinburgh

PASSENGER & SLAVIC STUDIES
Alexandra Dankel, Ph.D., New York University
Grace E. Fielder, Ph.D., U. of California at Los Angeles
John R. Lealgren, Ph.D., University of Virginia
Ludmilla Klimanova, Ph.D., University of Iowa

SPANISH & PORTUGUESE
Ana Maria Carvalho, Ph.D., U. of California at Berkeley
Sonia Colina, Ph.D., U. of Illinois
Javier Duran, Ph.D., University of Arizona
Lillian Gorman, Ph.D., University of Illinois, Chicago
Anthony Olarela, Ph.D., University of Washington
Miguel /Simonet, Ph.D. of Illinois at Urbana-Champaign

SPEECH, LANGUAGE & HEARING SCIENCES
Mary Alt, Ph.D., University of Arizona
Leah Fabiano-Smith, Ph.D., Temple University
Brad Story, Ph.D., University of Iowa

TEACHING, LEARNING & SOCIOCULTURAL STUDIES
Patricia Anders, Ph.D., University of Wisconsin at Madison
Carol Brochini, Ph.D., University of Texas, San Antonio
Jill Castiek, Ph.D., University of Connecticut
Mary Carol Combs, Ph.D., University of Arizona
Leah Duran, Ph.D., University of Texas, Austin
Carol Evans, Ph.D., University of Texas at Austin
Perry Gilmore, Ph.D., University of Pennsylvania
Toni Griego-Jones, Ed.D., University of Colorado
Jill Koyama, Ph.D., Columbia University
Shehla Nicholas, Ph.D., University of Arizona
Iliana Reyes, Ph.D., University of California at Berkeley
Eliane 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 cooperating 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. This Series invites 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 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.