

Department of Second Language Studies (SLS)

Graduate Handbook

For MA, AGC, and PhD students of SLS

REVISED APRIL 2021

Please send comments or corrections to the SLS Program Specialist
(sls@hawaii.edu).



SLS Graduate Handbook

This handbook sets forth selected policies, requirements, and procedures for graduate students in the following programs: MA, AGC, and PhD in Second Language Studies. It is an outline of your responsibilities as a student and the responsibilities of the program to you. If you have any questions about the topics presented herein, please ask the SLS Graduate Chair (grdchr@hawaii.edu). We recommend that you clarify any concerns as early as possible. This handbook cannot cover all details, and policies may change over time. Please note that University of Hawai'i at Mānoa and Graduate Division policies also apply for your degree or certificate progress. In case of any conflicts between this document and official University policies, regulations as set out in the UH Catalog and Board of Regents and Executive Policies will be the ultimate authority.

University of Hawai'i at Mānoa Catalog

<http://www.manoa.hawaii.edu/catalog>

Graduate Division Policies

<http://manoa.hawaii.edu/graduate/content/current-students>

Graduate Assistant Information

<http://manoa.hawaii.edu/graduate/content/graduate-assistants>

Graduate Academic Grievance Procedures

<http://manoa.hawaii.edu/graduate/content/graduate-student-grievances>

UH Mānoa Student Conduct Code

http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/

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To Students of the Department of Second Language Studies:

The Department of Second Language Studies welcomes you to its program of studies leading to the Master of Arts in Second Language Studies, the Advanced Graduate Certificate in Second Language Studies, or the PhD in Second Language Studies.

The curriculum has been designed by the Graduate Faculty to meld the theoretical with the practical. As with any such curriculum, there will be some students who feel that it is too theoretical, some who will feel that it is not theoretical enough, and some who will feel that a proper balance has been achieved. The same arguments probably apply for every curriculum ever designed. Students will develop their own programs of study with their advisors from among the many course offerings each semester. Faculty and students will work together to ensure that their programs of study provide the necessary foundation for high-quality research in the area of the student's interest. From the students' perspective, the curriculum may seem a static entity; indeed, it usually doesn't change much during the few years that most students engage with it. However, a careful inspection of curricula over the years in the Department clearly shows that there have been many changes, changes that reflect the growth and development of the second language teaching profession and its associated disciplines and fields. Students busy with their studies are often not privy to the sometimes agonizing discussions on the curriculum that faculty engage in on a frequent basis. In this connection, suggestions from students for curricular change and improvement are always welcome, especially from those students who have completed the program, and gone into the second language profession and discovered areas where training during their studies would have been particularly helpful.

One of the major tasks facing new and continuing students is synthesis of academic study so that they emerge from the program with a balanced view of the field as a whole. While part of the responsibility for making the links between one course and another, or between course work and "real life," is clearly the role of the instructors teaching the courses, the student also has a responsibility for establishing relationships. Thus, the student should actively try to tie together the material presented in the different courses into a coherent whole, rather than looking at courses independently and checking off each one as a completed requirement.

Graduates of SLS find themselves working in a variety of jobs when they leave the department. Clearly, it is impossible to predict the type of job each and every graduate will fill, and the requirements of those diverse jobs. Therefore, in designing the curriculum, the faculty has to make some educated guesses; as in the past, and undoubtedly in the future, faculty will lean in the direction of the theoretical, predicated upon the axiom of the scientist and philosopher Blaise Pascal, who said, "Chance favors the prepared mind." An emphasis on practice alone could easily be achieved in our curriculum, but we prefer to educate students so that they realize that elements of practice are subject to change as a function of new knowledge and theoretical developments gained through study and research. We would prefer that our students remain a bit apprehensive about the whole area of second language studies rather than absolutely confident that they have the answers. In this field, the profession has many more questions than we do answers. Of course, we are not alone; all disciplines are very much alike in this respect.

Graduates of the PhD in SLS have found high-level university positions and represent the department well through their numerous publications and awards. Graduates of the AGC in SLS program have also succeeded in their professional endeavors, or gone on to study at the doctoral level. Graduates of the MA program are to be found in responsible positions around the entire world.

There are many resources available to graduate students at the University of Hawai'i at Mānoa. The most obvious of these is the faculty. The faculty is a valuable resource—exploit it. The holdings of Hamilton Library represent another valuable resource—exploit them. The SLS-Linguistics Reading Room is yet another valuable resource, and it, too, should be exploited to the fullest. An important resource some students overlook is their fellow students, many of whom have had rather extensive experience with second/foreign languages in a variety of places around the globe, and who will likely be their colleagues, co-authors, and lifelong friends in the future. The Second Language Studies Student Association (SLSSA) provides a rich opportunity for students to get to know one another and to talk over common concerns and interests.

In addition to the classroom aspects of the program, and the resources just mentioned, there are other ways in which the graduate student can experience educational growth during graduate education. The SLS Thursday Colloquium (“Brown Bag”) series, which includes both research presentations and those directed at professional concerns, is one. SLSSA meetings are another resource. Listed in the weekly online News of the University of Hawai'i System at <http://www.hawaii.edu/news/> are many other presentations on a variety of subjects, open to the university public, to which graduate students are welcome. Attendance at thesis and dissertation defenses is yet another means of broadening one's education. Finally, the activities of the Hawai'i TESOL affiliate and the Hawai'i Association of Language Teachers, the College Graduate Student conference, and various language-related conferences, workshops, and professional meetings all benefit the graduate student's apprenticeship into the field of second language studies.

Once you have completed your formal program of studies, we hope that you will keep in touch and send us word of what you have been doing, so that we can include reference to it as we communicate with other alumni and the general public, through our webpages and social media. Moreover, we are always happy to welcome graduates back and to hear of your experiences should you chance to find yourselves back in these Hawaiian Islands.

With best wishes in your program,
The Faculty of the Department of SLS

Department of Second Language Studies Overview

Department of Second Language Studies
Moore Hall 570
1890 East-West Road
Honolulu, Hawai'i 96822

SLS Office Hours: 7:45 a.m.–4:30 p.m., Monday–Friday; closed on State Holidays
Phone: 808-956-8610

Roles in the Department

The following list is an overview of the administrative responsibilities for certain roles in the department. See <http://www.hawaii.edu/sls/people/> to learn who's who.

Department Chair

SLS Department organizational and general employment matters, SLS Brown Bag, DPC, DPPC

Graduate Chair

SLS graduate student academic matters

Undergraduate Chair

SLS undergraduate student academic matters

Undergraduate Program Coordinator & ELI Director

BA in SLS organizational and academic matters, BA in SLS advising, ELI organizational and academic matters

English Language Institute (ELI) Associate Director & Undergraduate Advisor

ELI organizational, employment, and academic matters, BA in SLS academic matters, BA in SLS advising

Hawai'i English Language Program (HELP) Director

HELP organizational and employment matters

SLS Program Specialist & Employment Officer

BA in SLS internship, graduate admissions and degree progress, local and international volunteer and employment opportunities for SLS, SLS scholarship fund applications, SLS website, alumni

SLS Secretary

Departmental and Graduate Assistant personnel documents, course overrides, SLS scholarship fund reimbursements

SLS Student Helpers

Assist SLS Secretary and ELI Secretary in supporting departmental activities

Departmental Communication

UH Username

Newly admitted students can find information on obtaining a UH Username at this link:

<http://www.hawaii.edu/askus/1783>

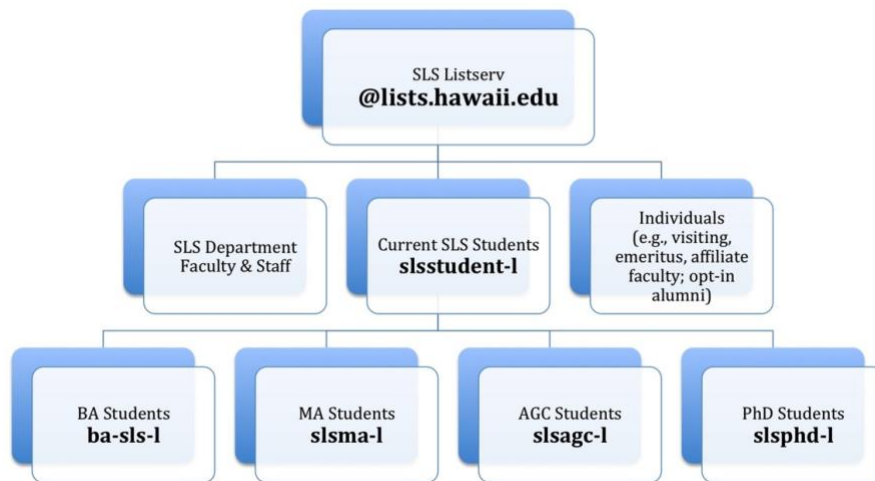
Your UH email account is the official channel of communication between the University and you (UH policy: [<http://manoa.hawaii.edu/records/policies.html>]). Therefore, from the time that you are admitted until the time you graduate, all SLS communications will be sent to your UH email. Please check it every weekday, respond with promptness, and exercise netiquette (<http://www.albion.com/netiquette/corerules.html>):

- Clearly title the subject heading of your message, especially for matters other than general academic, departmental, and university operations.
- Avoid including extensive addressee lists and embedded messages in replies.

Departmental Listservs

The department also administers several listservs. The overarching listserv is SLS-L@LISTS.HAWAII.EDU, which is a moderated list that includes ALL faculty, staff, students, and affiliates of the department. If a message is not directly related to everyone, it is requested that other lists be used.

Listsers	Who Can Send to It
sls-l@lists.hawaii.edu	Anyone - moderated list
slsstudent-l@lists.hawaii.edu	All Current Students; SLS Faculty & Staff; SLSSA Social VPs
ba-sls-l@lists.hawaii.edu	List Members; SLS Faculty & Staff; BA in SLS Instructors
slsma-l@lists.hawaii.edu	Current Graduate Students; SLS Faculty & Staff
slsagc-l@lists.hawaii.edu	
slsphd-l@lists.hawaii.edu	
eslj-l@lists.hawaii.edu	List Members



Students entering the Department of SLS are automatically added to the appropriate student listserv. Upon graduation, students are automatically deleted from the current student list and added to the SLS Alumni listserv. Listserv subscription preferences and change requests can be sent to sls@hawaii.edu.

The department also offers the eslj-l@lists.hawaii.edu listserv, which has frequent postings for employment opportunities in SLS. Newly admitted students are automatically added to this list. SLS alumni may email sls@hawaii.edu to be added to the list.

To unsubscribe: Send an email to listserv@lists.hawaii.edu with a blank subject line and ONLY the following line in the body of the message:
signoff eslj-l

Information for Incoming Students

Initial Student Advising & Registration

Newly enrolled MA students correspond with the Graduate Chair for initial advising. AGC and PhD students correspond with their assigned Advisor for advising and planning their certificate or degree plan. Registration for newly enrolled students begins in accordance with the Office of the Registrar Academic Calendar. See UHM academic calendar:

<http://manoa.hawaii.edu/records/calendar/index.html>

SLS Orientation

The SLS Fall Orientation is typically held on the Thursday afternoon prior to the first day of class, from 2:00 p.m. to 4:30 p.m. Run by the SLS Department Chair, the orientation contains introductions by faculty and new and continuing students, updated information on courses, and contributions by student representatives. Immediately following the session, there is an informal social gathering organized by the Second Language Studies Student Association (SLSSA).

Second Language Studies Student Association (SLSSA)

The department's student organization is called Second Language Studies Student Association (SLSSA). Members of SLSSA participate in various roles within the department, including arranging occasional student-faculty panels, advising incoming students formally and informally both at the SLS Orientation and "Cooler" and through a buddy system ("Peeps"), as well as participating in a student-run graduate conference for the College of Languages, Linguistics, and Literature. For the past 30 years, SLSSA has organized a faculty-student retreat, held in early or late in September. Useful information for new students is also found on SLSSA's website: <http://blog.hawaii.edu/slssa>

SLSSA Retreat

Each year, the Second Language Studies Student Association organizes a departmental retreat some time in September. The primary purpose of the retreat is to provide a congenial environment for the discussion of items of interest to students, faculty, and alumni. A secondary purpose is to provide an opportunity for students, faculty, and alumni to become better acquainted through community sharing, sports, swimming, and related activities. A major event every year at the retreat is the SLS Auction, which raises funds supporting departmental scholarships for students.

Enrolled BA, MA, AGC, and PhD students; instructors and staff in the ELI and HELP programs; alumni; past and present SLS faculty members; and significant others and family are all invited. SLSSA provides details about the time, location, activities, and cost of the scheduled event.

English Language Proficiency Requirements

All students who have English as an additional language must clear the ELI. The English Language Institute exemption criteria and information can be found at this link:

<http://www.hawaii.edu/eli/>

Admission with Exception

Admission with exception is rare. The UHM admissions standards require a minimum GPA of 3.0 (A = 4.0) in the last two years of undergraduate study and in all post-baccalaureate work. A student whose grade point average falls below 3.0 can only be admitted by exception.

A student offered admission with exception who fails to meet the minimum requirement of 3.0 GPA after completing one semester (minimum 9 credits) of degree-related course work will be placed on academic probation for the following semester. All grades for courses taken during the probationary semester, as well as the grades for all previously taken classified credits, will be included in calculating the GPA at the end of the probationary semester. No extensions of the probationary semester may be granted due to incompletes (grade I).

A student on academic probation who fails to attain the minimum standards at the end of the probationary semester will be denied further registration in the MA in SLS program. For the purposes of these rules, *semester* refers to the academic time period, not the number of credit hours taken.

"Exemptions"

From time to time students are "exempted" from certain of the course offerings or other requirements. This is generally because they have taken similar courses or have similar experience elsewhere. All requests for exemption should be discussed with the Graduate Chair.

Typically, two types of "exemptions" exist: (1) course substitution and (2) transfer of credits. See details in the following sections for relevant procedures.

Students who have been exempted from particular courses must still plan on taking a total of at least 36 credits to satisfy the requirements for the MA. In other words, if a person is exempted from SLS 441, this does not mean that the student can take 33 credits and satisfy the requirements for the MA. A further 3 credits of course work must be completed on another topic.

Note. The term "exemption" is used to refer to cases of *course substitution* and *transfer of credits*. Graduate Division does not use this term.

Course Substitution

If a student has already completed coursework equivalent to a course in the required 15-credit core of the MA program, the SLS Graduate Faculty may permit the student to substitute another SLS course to fulfill the 15-credit core requirement.

Students who wish to request a course substitution should make an appointment with their advisor within the first semester of enrollment and bring a copy of the catalog description, the syllabus, the list of texts used in the course, and any relevant course work. The advisor will then identify the appropriate faculty member who can evaluate the request.

Transfer of Credits

Please refer to the Credit Acceptance Policy and Credit Petition Procedure provided on this webpage: <http://manoa.hawaii.edu/graduate/content/transfer-pbu-credits>

Post-baccalaureate courses include graduate-level coursework that were not applied toward any other degree, including coursework for minors or certificates, which may be considered for transfer. Please note that it is the responsibility of the student to demonstrate the potential for transfer through showing the requirements of the original institution, such as through copies of the official transcript, undergraduate degree requirements, and university course catalog.

MA in SLS – Up to 17 credits may be transferred.

AGC in SLS – Transfer credits from other institutions are NOT applicable. However, up to six UHM Post-Baccalaureate Unclassified (PBU) credits may be applied.

PhD in SLS – Transfer credits and UHM PBU credits are NOT applicable.

The Petition to Transfer Credits must be completed within the first semester of a student’s enrollment; specific supporting documents are required (see p. 1 of the form:

http://manoa.hawaii.edu/graduate/sites/manoa.hawaii.edu.graduate/files/documents/forms_page/transfer.pdf)

Students who wish to request credit transfers make an appointment with their advisor and bring a copy of the official transcript and transcript guide, the syllabus, the list of texts used in each course, and any relevant course work. The advisor will let the student know of the next steps.

The SLS Graduate Faculty does not consider course substitutions or transfer of credits prior to enrollment; these matters are handled during the first semester in the program.

Graduate Credit for Seniors at the University of Hawai‘i

Undergraduate seniors at UHM may earn credits toward master’s degrees for certain courses completed during the final two semesters of their undergraduate study, provided that the credits are in excess of the bachelor’s degree requirements. Please find the policies on this webpage:

<http://manoa.hawaii.edu/graduate/content/undergraduate-excess-credits>

During the semester of registration in the applicable course(s), the undergraduate student completes the Petition to Submit Undergraduate Excess Credits toward a Master’s Degree:

http://manoa.hawaii.edu/graduate/sites/manoa.hawaii.edu.graduate/files/documents/forms_page/ugcredit.pdf

Upon enrollment in the graduate program, the UHM student completes the Petition to Transfer Credits:

https://manoa.hawaii.edu/graduate/sites/manoa.hawaii.edu.graduate/files/documents/forms_page/transfer.pdf

Please note that the Petition to Transfer Credits can only be filed after the Petition to Submit Undergraduate Excess Credits toward a Master’s Degree has been approved.

Admission as an Unclassified Student

A student may attend the University as a Post-Baccalaureate Unclassified (PBU) student. An unclassified student has not been admitted to any advanced degree program and is thus not seen as a degree-seeking student. Unclassified students sometimes enroll in SLS graduate courses (if there is space), and sometimes they later apply to the MA in SLS program. A maximum of 17 credits for our 36-credit MA could be taken in this status and potentially transferred in to the MA. International applicants on an F-1 Student Visa are not eligible to apply.

For information on admission as a PBU student, contact Graduate Division:

<http://manoa.hawaii.edu/graduate/content/applying-pbu-student>

Student Responsibilities

Advisors and Advising

Preliminary Conference

New **AGC** and **PhD** students are assigned an advisor at the time of admissions, and they should also consult with their advisors regarding their plan of studies, along with consulting the Graduate Chair regarding any SLS regulations.

New MA students first consult the Graduate Chair for their Preliminary Conference. This may be done remotely prior to the student's arrival in Hawai'i. At the preliminary conference, the Graduate Chair also makes the initial assignment for students' faculty member advisor, which can change at a later time.

Changing Advisors

As students progress in their programs, they may find that they wish to change advisors. The change should not be a source of worry. Students should communicate with both the old and new advisors for their consent before requesting the change to the Graduate Chair. Students shall notify the Graduate Chair of the advisor change by email to grdchr@hawaii.edu cc-ing the old and new advisors. Students should change advisors whenever appropriate and should not feel obliged to stay with their initially assigned advisor. It is most appropriate that a student's advisor should eventually be the one most closely involved in supervising his/her research projects.

Advisor-Advisee Relationship

Throughout the program of studies, it is incumbent on each student to initiate contacts with his/her advisor (each semester, and whenever problems or questions arise). During the first few days of the student's first semester, the student makes an appointment to see his/her advisor. In the advising appointment, there is a discussion of the courses to be taken in the current semester, courses for the following semester, summer courses, the student's overall schedule (including electives), areas and ideas for research, and any other matters pertinent to the student's progress through the program. Each semester, students must make an appointment to see their advisor prior to registration to discuss their program and lay out their course of study. At this time, the advisor updates the appropriate departmental student progress form:

<http://www.hawaii.edu/sls/graduate/documents-forms/>

MA Advising Form

AGC Advising Form

PhD Advising Form

For **MA** students, fulfillment of the Language Experience Requirement; the Scholarly Paper (for Plan B/C students) or the Thesis for Plan A students; and other issues should be discussed. **AGC and PhD** students should see their advisors regularly as they plan their course of study and develop their research goals. Basic preparation and language requirements are among the first points for **PhD** students to discuss.

Students are encouraged to ask their advisor to go over the advising form with them, to make sure that there are no errors. Also, students are encouraged to keep a copy of the advising form and refer to it as they plan their course of studies.

Academic Records

A file is kept on each student in Laulima. This file contains university paperwork related to degree progress. Please be informed of your rights with respect to your education records under FERPA (<http://manoa.hawaii.edu/records/policies.html#ferpa>).

Enrollment Verification

The Office of the Registrar can verify your current and past enrollment status for semesters you are or have been officially registered at UH Mānoa, including: anticipated graduation date, semester(s) of attendance, start and end dates for each semester, number of credits carried, grade point average (GPA), or other pertinent information regarding your academic record. Please find more information and the request form on this page: <http://manoa.hawaii.edu/records/verification.html>

Should you need the enrollment verification earlier than the Office of Registrar is able to provide it, please draft the memo of the information requiring verification and submit it to the SLS Secretary so that she can verify the information and ask SLS Department Chair to sign.

Brown Bags

The SLS Thursday Brown Bag is an important part of your academic experience at UH Mānoa. It is a space where students, faculty, and staff of the department come together to listen to and discuss ideas new and old. Be a part of the ongoing conversations and the SLS community. For a list of Brown Bag presentations, visit <https://www.hawaii.edu/sls/thursdaybrownbag/>. All PhD students and visiting colleagues are expected to give at least one Brown Bag presentation before graduating/departing. It is often beneficial to give presentations early in the research process as this provides an opportunity to involve others in your research and/or get valuable feedback. PhD students and visiting colleagues should consult with their advisor or sponsor before contacting the Brown Bag Coordinator about a presentation date.

Conferences

Students at the University of Hawai'i at Mānoa have the great opportunity of taking part in conferences that come to the UHM campus and Honolulu. Participate as attendees or volunteer to help. Additionally, students enjoy incredible student rates to attend conferences locally, nationally, and internationally. Take advantage of your student status!

Professional Memberships

The faculty members of SLS also strongly encourage students to join in the field as scholars and professionals through memberships in professional organizations (such as TESOL or AAAL, etc.). These provide opportunities to interact with future colleagues, particularly at conferences; student rates are much less expensive than regular memberships.

Letters of Recommendation

Students should solicit letters of recommendation (for future employment or studies) from faculty members who have something meaningful to say about them, such as faculty members with whom students have taken courses, thesis committee members (especially the committee chair), and supervisors or faculty members with whom students have worked closely as graduate assistants or as members of the Second Language Studies Student Association. It takes time to write letters of recommendation. Students should allow sufficient lead-time to the person writing the letter. If a student

expects to use the same letter from the same person for more than one application, then the writer should also be informed so that copies may be kept in the writer’s files. Many faculty members find it helpful if the student provides background information about the position being applied for, the ad itself, a résumé-like summary of coursework, titles of research studies under the professor’s supervision, with dates, and a CV. All things considered, the better a faculty member knows a student, the more meaningful (and useful) the letter of recommendation is likely to be to a prospective employer. See more information under [Career Services](#) in this Handbook about opening a "credential file" to store letters of recommendation.

Graduate Coursework Overview

Graduate students in the Department of Second Language Studies typically take 9 graduate-level credits per semester.

For further details and additional information related to degree progress, please refer to the following.

Core Courses and Electives

Course requirements for MA, AGC, and PhD can be found at the following links:

MA: <https://www.hawaii.edu/sls/graduate/ma/ma-program/course-requirements/>

AGC: <https://www.hawaii.edu/sls/graduate/agc/agc-program/courserequirements/>

PhD: <https://www.hawaii.edu/sls/graduate/phd/phd-program/program-of-study/>

MA Plan A	MA Plan B	MA Plan C	AGC	PhD
36 credits total: 4 core courses*; 1 700-level seminar; and 7 electives	36 credits total 4 core courses*; 1 700-level seminar; 5 electives; and 2 Thesis Research courses	Individually planned coursework for select MA students	15 credits of relevant graduate coursework	24 credits total: Minimum of 2 graduate courses ⁺ in 3 subfields; 2 graduate courses ⁺ in research methods; and 2 of the courses taken must be at the 700 level

* = The four core courses are 441, 600, 650, and 660.

⁺ = Graduate courses are 600-level or above. Exceptions may be requested with advisor and Graduate Chair approval.

Regarding electives, any course offered by the Department of SLS that is not required, is not a prerequisite, and which is numbered 408 or above (except for the SLS 480-Alpha series, SLS 485, and SLS 499V, and 400-level courses that have a 600-level equivalent—e.g., 418-->618), may be taken as an elective. See the MA advising form ([SLS departmental documents & forms](#)) for the list of possible SLS electives.

The graduate seminars (SLS 730, SLS 750, and SLS 760) are repeatable. They can be taken more than once because the topics vary. The second time a student takes one of these seminars, it may be counted as an elective. A student *can* take more than one section of a seminar in a given semester. (A duplicate/repeat course override code is needed when registering for separate sections of the same course number within a single semester.)

Elective courses taken outside of the Department of SLS that are deemed relevant to the field of SLS must be approved by the student's academic advisor. In this connection, there are many courses offered by other departments (especially departments such as Anthropology, East Asian Languages and Literatures, Educational Psychology, Linguistics, and many others) that would be suitable electives for interested students.

Approval consists of annotation included in the comments section of the student's Advising Form, which is kept in the student's academic record.

Ineligible Courses for Graduate Work

Undergraduate level directed reading courses (399V, 499V) cannot be counted for graduate credit.

Language courses (except those concerned with the structure of the language, its phonology, or syntax) do not qualify as electives. Thus, advanced language learning courses (i.e., skills courses) cannot be counted as electives.

Courses taken outside of the department and numbered below 400 are generally not approved for use as electives, as there are usually courses on similar topics offered at the graduate level. Students should consult their advisors and the Graduate Chair about individual questions.

Directed Reading/Research (SLS 699V)

The V in SLS 699V means that the course is offered for variable amounts of credit, usually ranging from one to three. SLS 699V credits are graded credit-no credit (CR/NC).

The purpose of the SLS 699 option is to provide a registration credit to an MA or AGC student who may wish to study a topic relevant to SLS in greater depth than it might be covered in a regular course. Another application of the 699 option is when an MA or AGC student may have a research question he or she wishes to answer, but that research project doesn't quite fit into existing course offerings.

Once an MA or AGC student has decided to elect the SLS 699 option, the next step is to find a faculty member to guide and direct the work. This should be done prior to the semester of SLS 699 coursework. After a faculty member has been located who is willing to direct the SLS 699, the student should obtain an SLS 699V Directed Reading/Research Approval Form (from this webpage: <http://www.hawaii.edu/sls/graduate/documents-forms/>).

The faculty member then discusses with the MA or AGC student how the SLS 699 will be conducted, makes suggestions for compiling a bibliography, establishes how often the faculty member and student will meet to discuss the 699, and specifies what is expected in terms of a final product (e.g., paper, report, etc.). *The final product of an SLS 699 cannot be the MA or AGC Scholarly Paper.* The details of the discussion are transferred onto the form and signed by the faculty supervisor. Completeness ensures that both the faculty and student can maintain a clear goal and outcome for proper credit to be given.

SLS 699 is listed on the student's transcript as "Directed Reading/Research." There is no limitation to the nature of topic pursued. Students in the MA or AGC graduate program may take SLS 699 as an elective. For the MA and AGC in SLS programs, up to 3 credits of SLS 699 may count toward the required 36 credits. PhD students cannot count SLS 699 towards their coursework requirements.

Steps for Registering for SLS 699V

Complete in the term PRIOR to the semester of study/research.

1. Determine topic of study/research
2. Identify a faculty supervisor for the study/research
3. Complete the SLS 699V Directed Reading/Research Approval Form after full discussion with faculty supervisor about expectations and final product
4. **During registration period:** Make a copy for your own records, and submit the signed approval form to sls@hawaii.edu to include in student's Lulima file
5. The CRN needed for the student to register for SLS 699 can be obtained from the faculty member or the Program Specialist.

Teaching Practicum (SLS 690)

SLS 690 is intended to provide the student with a combination of supervised language teaching experience and graduate-level coursework in related content. SLS 690 students are observed extensively and receive feedback on their teaching from their peers in the Practicum class, their cooperating teacher, and the Practicum instructor. In addition, they video-record their own teaching at the Practicum site at least once during the semester. The video recordings serve as a source of information to reflect on and possibly include in their teaching portfolio. The department has two ways of offering this course. One is using local sites in Honolulu. Recently, we have used an overseas site. This is likely to continue depending on student interest and faculty availability (to travel), and administrative flexibility and interest in the receiving overseas university. The details below pertain only to the local offering. Students should consult their advisor to find out which of these two instantiations of the Practicum is likely to be available during their studies.

Advance Planning

SLS 690 requires a considerable time commitment. Advance planning for this course is advisable, as the most important component of the Practicum is practice teaching. With the help of the course instructor, students locate an ESL class where they can work with a cooperating teacher for around 40 hours during the semester. They begin their time on-site by observing, then acting as a teacher's aide, and subsequently taking over the class.

The Practicum instructor is responsible for approving students' sites. It is, however, to students' advantage to become familiar with a program, and possibly a potential cooperating teacher through informal personal contacts and observational visits in the semester(s) before they do the Practicum. If they have established contacts with a program or a teacher, they will have some idea of what to expect in terms of materials used, students, teachers, and school/program culture. In addition, the potential cooperating teacher will have formed some idea of whom they will be working with (and thus will be more willing to accede to the department's request to be a cooperating teacher).

The student's cooperating teacher is a major resource for the student teacher and provides an extensive quantity of observation and feedback, as well as ideas and general guidance. Cooperating teachers receive only a token of gratitude from the department rather than a proper recompense for the time and effort they put into working with Practicum students. The department is dependent on their goodwill and responsibility to the profession and to their colleagues for the continuing existence of the Practicum.

Students who hold a full-time teaching position outside the ELI/HELP while completing their degree should consult with Practicum instructors about their situation in advance of the semester they plan to take the Practicum.

Practicum Sites

The diversity of Hawai'i and the Honolulu area offers a range of student populations that SLS students may wish to work with:

- Local emergent bilingual children, often from immigrant families, learning in public schools
- Adult immigrants, some with minimal literacy skills and little familiarity with U.S. or local cultures, attending programs supported by private, state, and/or federal funds
- Local young adults preparing to enter the job market
- International students attending private and state universities, or branches of foreign universities
- International students attending language schools or short-term intensive programs

ELI and HELP

Additionally, the Department of Second Language Studies administers two English Language Programs: the English Language Institute (ELI) and the Hawai'i English Language Program (HELP). SLS students who are Graduate Assistants or Lecturers of ELI or HELP and who wish to take SLS 690 may elect to use the ELI or HELP as their practice teaching site, since substantial observation and feedback are built into those programs.

Because of the extra workload of the Practicum, it is usually recommended that the student take no more than 9 credits of total coursework for the semester of Practicum.

Apprenticeship in Teaching SLS 799

PhD students may take SLS 799 (Apprenticeship in Teaching) for Credit/No Credit, and up to three credits may count towards PhD course requirements. This course is an experienced-based introduction to college-level teaching where PhD students serve as student teachers to professors. Responsibilities may include supervised teaching and participation in planning and evaluation. The CRN needed for the student to register for SLS 799 can be obtained from the faculty member or the Department Secretary.

Graduate Division Policy on Course Loads & Full-Time Definition

<http://manoa.hawaii.edu/graduate/content/course-loads-full-time-definition>

Graduate Division Overload Policy

<http://manoa.hawaii.edu/graduate/content/course-loads-full-time-definition>

With permission of the GA Supervisor, Academic Advisor, Graduate Chair, and the Dean of Graduate Division, graduate assistants may take 12 credits, including courses being audited. Graduate Assistants wishing to take in excess of 9 credits should first consult their Academic Advisor to initiate seeking permission. Note that Graduate Assistants must enroll in at least 2 degree-related courses.

UHM Catalog Course Descriptions

<https://manoa.hawaii.edu/catalog/category/arts-sciences/lang-ling-lit/sls/>

SLS Detailed Course Descriptions

<https://www.hawaii.edu/sls/course-descriptions/>

Course Schedules by Semester

<http://www.hawaii.edu/sls/courses/>

Course Overrides

When registering for courses online, a student may receive an error message and find that they need an “override”. (See Registration Override Codes Chart on this webpage:

https://manoa.hawaii.edu/records/fac_staff/overrides_chart.html)

The student needing a course override should consult the faculty member teaching the course (by email) and request one, including the following information:

1. Student's UH ID or UH Username
2. Course Reference Number (CRN)
3. The exact Error Message the student received (copy and paste if possible)

With express email approval by the professor for the student, the Department Secretary may also be able to enter the override.

Online Coursework

It is not possible to complete the MA, AGC, or PhD program in Second Language Studies by only taking summer courses. Occasionally, some graduate courses have been offered online, in blended or hybrid formats. There are currently no graduate courses that are regularly offered online.

Contact the Department Chair regarding your interest in future online course offerings.

Summer Session

The Department of SLS offers a small number of courses in the summer through the UHM Outreach College Summer Session, which offers in-state tuition rate during the summer. Summer course offerings, however, depend on both student enrollment and faculty availability. (All regular faculty members are typically off-duty during this period.)

If a group of students is interested in a particular course for Summer Term, it would be best for the students to make this known to the Department Chair by the January preceding the summer.

SLS 699 may also be taken during the summer; again, if a faculty member is available.

Other departments may also offer relevant elective courses in the summer.

Admission to Summer Session

It is possible to take undergraduate or graduate courses during the summer without having been admitted to the Department of Second Language Studies or prior to admission. For this possibility, interested parties can apply as Visiting Students through Outreach College (<http://www.outreach.hawaii.edu/summer/students/visiting.asp>).

Application materials are usually available by January.

Summer Session Courses To Be Applied toward a Degree

Credits taken through a summer session prior to admission to Graduate Division and the Department of Second Language Studies may be transferable toward a degree in SLS at the recommendation of the SLS Graduate Chair. It should be noted that admission to Summer Term does not imply or guarantee eventual admission to the University of Hawai'i at Mānoa (though occasionally a student admitted to the SLS graduate programs may begin studies through taking summer classes.

Incoming students who have taken courses in the summer session prior to their semester of admission must follow the instructions for [Transfer of Credits](#).

Summer Session Tuition Support

The Achievement Scholarship Tuition Award administered by the department does not apply to summer course costs. Graduate Assistants employed at 0.50FTE for two consecutive semesters prior to the summer session (i.e., prior fall and spring) or the prior spring and future fall term can apply for Graduate Assistant Tuition Exemption. Interested students should check the summer session website for more information: <http://www.outreach.hawaii.edu/summer/myuh/finaid.asp>.

Graduate Assistants with a summer Graduate Assistant Tuition Exemption can only register for summer courses during the late registration period, which typically begins on the first day of class.

Master of Arts in Second Language Studies

For an overview of the Plans of Study, Course Requirements, Tracks, Elective Courses, and Transfer of Credit and Course Substitutions, please refer to the SLS Website:

<http://www.hawaii.edu/sls/graduate/ma/ma-program/>

The following are detailed guidelines for the language experience requirement and completion of thesis and scholarly papers.

Language Experience Requirement

All students in the MA program are expected to have **substantial, diverse experience of multilingualism and language learning**. Students who have not had such experience before entering the program are required to take at least one semester of language study, which does not count towards the 36-credit MA. Students should discuss their language experience with their advisor during their first semester in the program.

We define **substantial, diverse experience of multilingualism and language learning** as the simultaneous or sequential learning of second, heritage, and/or foreign languages under any context and with a range of outcomes and degrees of success. Examples include:

- Attaining L2 competence for functioning successfully in an L2 academic context (as, for example, international students achieving a language proficiency score sufficient for admission to graduate studies in English-speaking institutions)
- Attaining some degree of competence in an L2 through formal instruction (as, for example, many students do when they take a foreign language in school or university)

- Attaining some degree of competence in an L2 through prolonged exposure in natural contexts (for example, as the result of elective or circumstantial life events such as studying, working, or living abroad for extended periods, intercultural marriage, immigration, and so on)
- Growing up with two or more languages or dialects (as may be the case of heritage language users who have developed comprehension and/or production grammars in the ancestors' language; or as is the case in bilingual and multilingual contexts such as Catalonia, Hawai'i, or Switzerland)
- Teaching a language (or in a language) other than the mother tongue/first language (as is the case for non-native speaking language teachers)
- Engaging in research that involves extensive analysis of data in another language (by choice for any SLS course; or to fulfill the requirements of a language typology course, such as LING 750G)
- Completing a primary, secondary, or higher education degree in a language other than the mother tongue/first language (as, for example, many English Language Learners and 1.5 generation students do in schools in the United States; and as many students do in countries which have more than one official language, such as Canada, or in countries where the medium of instruction can be a language different from the mother tongue, such as India or South Africa)

The outcomes and success for each language learned can vary, and may include learning, forgetting, and/or re-learning a language or fossilizing or attriting in a language (as well as attaining advanced degrees of competence in a language).

Thesis Guidelines (MA Plan A)

What Is a Thesis?

The thesis is a major scholarly undertaking whereby the MA student demonstrates competence in the field of SLS and the ability to prepare an effectively written professional report. The thesis may involve the application of a method of scholarly, scientific or professional analysis, research or experimentation on any aspect of second language studies; it may be the preparation and evaluation of materials of significance to language teaching, or the design and application of a policy or program in a language teaching situation, usually with some component of evaluation included in the study. The above only suggest some possibilities. Many others exist and should be discussed with the student's academic advisor or some other member of the Graduate Faculty.

The department, wishing to maintain consistently high quality research that leads to new knowledge in the field of SLS, proposes that theses demonstrate original and relevant conceptualization of issues, and applications of those concepts to specific problems. Theses can be regarded as falling in one of three major categories: hypothesis-generating, hypothesis-testing, or qualitative.

1. Hypothesis-generating theses propose to make a significant contribution to knowledge in the field in areas that have yet to be investigated fully, where exploratory research is appropriate. A proposal to review the current research in an area is not sufficient; the candidate should already have done such a review and be able to propose and implement the exploration of further problems, with strong justification for the value of that research.
2. Hypothesis-testing theses propose to test well-motivated hypotheses, such as whether a particular testing or teaching method is effective, whether the course of language acquisition

would follow path x or y, whether conditions A favor language comprehension over conditions B, etc.

3. Qualitative research begins with a conceptual framework and involves the cyclical process of data collection, data analyses including the formation of hypotheses, and further more focused data collection intended to test hypotheses.

Steps to Follow

- The student declares *at entry* to the program which Plan (“A” in the case of a thesis) she/he will follow. This decision can be modified at a later time.
- Selection of thesis advisor. Students identify a substantial topic and approach a faculty member who has expertise in the area with a request that s/he consider being their thesis committee chair. A thesis advisor should be selected before the end of the second semester in the program.
- A student should consult with his/her academic advisor on the choice of the type of thesis most appropriate for the individual’s expressed professional goals and preparation. The early choice of topic is encouraged and permits the student time to obtain any preparation needed in a particular method of investigation such as qualitative research or statistical analysis.
- Thesis committee. Each thesis is guided and supervised by a committee of three faculty members, one of whom serves as chair. The thesis chair will also be the student's academic advisor. All members of the thesis committee must be members of the Graduate Faculty, with a majority from SLS. Other members of the faculty may serve as consultants and may be asked to attend the thesis conference (V. below) even though they are not members of the thesis committee. Under the academic advisor’s guidance, the candidate asks each professor if s/he is willing to serve as a committee member or consultant. The thesis committee is officially constituted when **Master’s Plan A – Advance to Candidacy (Form II)** is filed with Graduate Division. It is the student's responsibility to keep the committee informed of progress made and to consult them on problems as they arise.

Following the agreement of the committee members, the student drafts a proposal for the thesis. The proposal would consist of the following parts.

1. Introduction
2. Context of the problem, culminating in a clear statement of the problem or conceptual framework, culminating in research questions. Statement of the specific research questions. Quantitative studies should include a clear rationale for each question. It is assumed that the rationale for qualitative research questions will be included in the conceptual framework.
3. Methods for investigating the problem/research questions
4. Outline of the thesis chapters (for quantitative studies)
5. Timetable for completion of the thesis (including submission of drafts)
6. Relevant coursework taken

7. Annotated bibliography of relevant background research (Optional)
- The proposal must be approved by the committee chair prior to its presentation to the thesis committee.
 - **Thesis Conference.** The candidate's proposal must be presented and approved by the thesis committee at a formal proposal conference. When the committee and other Graduate Faculty members present at the thesis conference agree that the candidate has proposed an acceptable thesis and has the necessary qualifications to carry it through successfully, they indicate their approval. A report of this action and a copy of the candidate's thesis outline are filed in the department office. The office in turn will file Master's Plan A – Advance to Candidacy (Form II) with Graduate Division. The candidate may register for SLS 700 only after the proposal for the thesis has been approved.
 - **SLS 700.** Students undertaking the writing of a Masters thesis (Plan A) should try to allocate their SLS 700 work among the semesters during which it is anticipated that the thesis will be completed. Candidates who accumulate the maximum number of thesis research credits (SLS 700), but fail to complete all degree requirements (e.g. the final thesis defense and approved copy of the document) in a given semester, **MUST** be registered for a minimum of one credit of thesis research during the semester in which the degree is awarded. (This means that a student can go over the 6 credits of SLS 700, if necessary.) The grade of S (Satisfactory) is used for SLS 700. The grade is assigned automatically after the thesis has been accepted. During the term in which the degree will be awarded, the candidate must be registered for a minimum of one credit of SLS 700.
 - **Revision of the proposal.** The thesis committee may recommend revisions of the proposal, which the candidate would incorporate before final approval.
 - **IRB Approval:** If human subjects/participants are involved in the SP work, exemption or approval must be obtained in advance of beginning data collection, from the UH-Mānoa Office of Research Compliance (<https://researchcompliance.hawaii.edu/>).
 - After approval of the thesis plan (and approval from the Office of Research Compliance, when applicable), the candidate carries out the procedures specified in the proposal under the guidance of the thesis committee. When the procedures are completed, drafts of the thesis chapters are prepared and presented to the committee chair for critique and recommendations. In writing these initial drafts, the candidate should refer to the guidelines on the Graduate Division website (<http://manoa.hawaii.edu/graduate/content/thesis-dissertation>). Drafts, as well as the final submission, are to be written in accurate, academic English. All writers, regardless of their language backgrounds, should have their drafts and final versions carefully proofread in advance of submitting them to faculty. After the student has made one or more revisions of the drafts, the committee chair will advise the student when it is ready to be read by other members of the thesis committee.

- **Preparation for the Final Oral Examination.** The purpose of the oral examination is to determine the acceptability of the thesis and to assess the need for revisions prior to preparation of the final copy. When the committee chair determines that the thesis is complete and in final draft, the candidate may request an oral examination. This examination must occur by the deadline set by the UH-Mānoa Academic Calendar (<https://manoa.hawaii.edu/records/calendar/index.html>).
- Not less than two weeks before the examination date, the candidate will submit a copy of the draft of the thesis to each member of the thesis committee. After the committee chair has approved the request, the candidate is responsible for arranging a date, hour and room convenient to the examiners.
- At the oral examination, the committee chair generally, but not always, asks the candidate to make a brief summary of the thesis for the audience. Oral examinations are open events. The presentation is followed by questions to the candidate from the committee chair, other members of the thesis committee, members of the Graduate Faculty present, and other members of the audience. When the committee chair determines that the examination is sufficient and complete, the audience is dismissed and the committee determines whether to accept the thesis. Oral examinations will generally not be held during Summer Session.
- Thesis committee acceptance of the thesis. If the thesis committee agrees by majority vote that the thesis is acceptable or can be made acceptable with minor changes approved by the committee chair, the candidate may proceed with the preparation of the final copy. If the thesis committee by majority vote accepts the examination but requires substantial changes in the thesis, the revised thesis must be approved, prior to the preparation of the final copy, by the chair and one other member of the thesis committee designated by the examiners at the time of the oral examination. If the oral examination is judged unsatisfactory, the candidate may have the privilege of another examination only by permission of the thesis committee. No more than two oral examinations are allowed. Upon satisfactory completion of the oral examination, **Master's Plan A Form III - Thesis Evaluation** will be submitted to Graduate Division.
- Preparation of final copies of the thesis. When a revised draft of the thesis, incorporating any changes required at the oral examination, has been completed, a candidate arranges to have it produced in final form and submitted to Graduate Division, with **Master's Plan A Form IV - Thesis Submission**. Throughout the entire degree progression, continued reference should be made to Graduate Division guidelines and regulations (<http://manoa.hawaii.edu/graduate/>). The dates that theses are due in Graduate Division each semester will be found in the UH-Mānoa Academic Calendar. An electronic copy of the thesis should also be submitted to the SLS Graduate Chair (PDF sent to grdchr@hawaii.edu).
- "The student must be the sole author of his or her thesis or dissertation, a co-authored manuscript is not permitted. While contributions from others are allowed, the principal contribution to the manuscript must originate from the student. For example, contribution from a faculty adviser should not exceed the student's own contribution." [<http://manoa.hawaii.edu/graduate/content/authorship-acknowledgement>]

“It is the joint responsibility of the graduate student and the faculty they work with to discuss their expectations concerning assignment of authorship of publications resulting from theses, dissertations, or other collaborative research projects.” [Policy statement on assignment of authorship approved by Graduate Council on October 18, 1990]

Scholarly Paper Guidelines (MA Plans B and C; Advanced Graduate Certificate)

What Is a Scholarly Paper?

Purpose: The main purpose of the SP requirement is for the faculty to assess a student’s ability to engage in scholarly writing that is beyond that normally required in a term paper. In order to do this evaluation, the Graduate Faculty requires each student to prepare one paper that is of sufficient quality to be submitted to a refereed journal. Thus, the standard set by the Graduate Faculty is papers that could be given serious consideration for publication by journal editors. In fact, a number of UH SLS SPs have been published later in one form or another.

Content: SPs can deal with any issue in the field of second language studies. There are two principal types of paper: empirical research exploring a significant issue in the field, and a conceptual or theoretical paper comprising an original literature review and discussion. Whatever topic or issue is chosen, it should be of some general importance, making a contribution to the field.

The following are general guidelines that can be used in preparing your scholarly paper.

Steps to Follow

Research Report

1. An introduction that includes a description of the phenomenon or issue investigated along with a review of relevant research and theory; the introduction should lead to a justification for the research along with a statement of hypotheses or research questions
2. A description of the methods used, and a justification for them; methods include subjects/participants, materials, data collection procedures, and analysis (e.g., statistical or inductive/qualitative analyses and procedures)
3. Presentation of the findings
4. A discussion of the findings, their significance and their relationship to other research findings and to theory

Conceptual or Theoretical Paper

1. Identify and define the main issues and/or variables to be discussed. Both theoretical and operational definitions (i.e., the way the issues/variables are identified and measured for research purposes) should be considered.
2. Review the main points of view and research studies pertaining to the issue under discussion; include critical comments of theoretical issues and of any relevant research
3. Attempt to reconcile, integrate or choose between alternative points of view or findings
4. Propose an original point of view or interpretation of the issues or research results. The final “statement” can be 1) an original theoretical point of view; 2) a new interpretation of old research findings; 3) new directions for research; 4) pedagogical implications; or 5) a combination of the preceding.

IRB Approval: If human subjects/participants are involved in the SP work, exemption or approval must be obtained in advance of beginning data collection, from the **UH-Mānoa Office of Research Compliance** (<https://researchcompliance.hawaii.edu/>).

Preparation and Consultation with Faculty: There are several steps by which students typically plan and develop an SP.

1. First, the student should consult with her or his advisor or other faculty members about the topic of interest. Ideally, the student should begin this discussion in the second semester, and at the very latest in the semester prior to the expected graduation date.
2. One possibility is a paper extending the work done in one or several courses, perhaps with a replication of a pilot study, or an extended theoretical essay on a topic covered by earlier term papers. A second possibility is a thorough rewriting and editing of a paper that has been previously submitted as a term paper. Students should be aware that it is rare for a course term paper to be sufficiently rigorous to pass as an SP without substantial revisions. Students should expect several iterations of drafting and revision in the process of working on their scholarly papers.

3. The writing of an SP may be viewed as an independent exercise. However, a student typically approaches a SLS graduate faculty member to be the first reader. While it is common, it is not required that the student's academic advisor and the first reader be the same faculty member.
4. The role of the first reader is to serve as the primary guide throughout the process of producing the SP, from the formulation of issues and questions, through the development of appropriate design and/or procedures, where appropriate, development of data collection instruments, and up to and including the reading and commenting on various drafts of the paper.
5. The first reader and the student will also select the second reader who should be a member of the SLS graduate faculty (i.e., core, cooperating, or affiliate faculty). The only exception to this is when the target language of the SP research is a language other than English in which the first reader does not have sufficient expertise to evaluate the study. In that exceptional case, the first reader must contact the Graduate Chair to ask for approval of a UH faculty member from another department with the relevant expertise as second reader.
6. Other faculty may also be recommended for consultation on appropriate points in the development of the SP. Faculty will not assist in the preparation of SPs by calculating statistics, however.
7. Students are encouraged to consult with one another at all stages of preparation—share ideas and drafts of the paper before submitting it. It is also advisable to consult recent SPs that have been published in SLS Papers.
8. Students may benefit from taking at least one research methods course appropriate to the nature of their study.

Style and Format: Each paper should follow APA format. Journals that may be considered for the appropriate level of content include, but are not limited to, *Applied Language Learning*, *Applied Linguistics*, *Applied Psycholinguistics*, *ELT Journal*, *Foreign Language Annals*, *IRAL*, *Language Learning*, *Language Teaching Research*, *Language Testing*, *The Modern Language Journal*, *The Reading Teacher*, *Reading in a Foreign Language*, *The Reading Matrix*, *RELC Journal*, *Second Language Research*, *Studies in Second Language Acquisition*, and *TESOL Quarterly*. The paper should be between 20 to 30 pages (5,000 to 7,500 words), excluding footnotes, references, appendices, tables and figures, etc., along with a 200-word (approximate) abstract.

All papers must be written in accurate, academic English. All writers, regardless of their language backgrounds, should have their SP drafts and final versions carefully proofread in advance of submitting them to faculty.

Joint Authorship: Joint authorship of an SP by two students is permitted. All SP authors file an attestation as to the authorship of the paper. In cases of joint authorship, each student must attest to an equal contribution to the paper. Students wishing to submit co-authored papers must receive permission from the Graduate Chair. Evaluators will take double authorship into account in judging the overall quality of the submission.

Submission: The version of an SP that is to be officially read and given an evaluation should be submitted to the two SP readers for final approval. This may be done at any time in the academic year. However, the following deadlines have been established to ensure that papers which are sufficiently well prepared may be read by the faculty and evaluated positively in time for a recommendation for graduation, that is, prior to deadlines set by Graduate Division during a particular semester.

Semester of Graduation	Complete Draft of SP Submitted to the 1st Reader	Final Version Submitted to Both Readers	Submission of Approved Version to Graduate Chair** (as PDF) (grdchr@hawaii.edu)
Fall	October 10	November 1	November 15
Spring	March 10	April 1	April 15
Summer	By agreement with readers	By agreement with readers	July 1

**Students should discuss with both readers what the timeline should be for sending the draft to the 2nd reader.*

***Due dates that fall on weekends and holidays are automatically rolled to the following business day.*

These deadlines allow the 1st reader two weeks to read and comment on the complete draft, and one week for the student to revise and prepare the final version submitted to both readers for evaluation. Readers may request revisions prior to submission of the approved version to the Graduate Chair. This copy will then be kept in the department files. Students should be aware that faculty are not officially on duty during the summer sessions and, hence, are normally not available to read SPs. Thus, SP submissions during the summer are to be negotiated with both the first and second readers.

Evaluation of Papers: Each final SP will receive a grade of Acceptable or Unacceptable. For exceptionally well-done papers, the grade of Acceptable with Honors may be given. Readers' comments may make specific recommendations that the student can use in rewriting the paper. Or, the readers may determine that the paper should not be rewritten, and that another paper on a different topic must be submitted.

The members of the Graduate Faculty have approved the following criteria by which SPs will be evaluated. In writing SPs, students are advised to keep them in mind.

1. Significance of the problem
 1. Is the topic or issue significant to the field?
 2. Does the treatment of the material demonstrate this significance?
2. Scholarship and objectivity
 1. Are all relevant sources and information reviewed?
 2. Are sources and materials used accurately and effectively?
 3. Are interpretations of theoretical perspectives and research findings appropriately critical, accurate, and cogent?
 4. In the case of research reports, are research methods and data analyses and procedures appropriate and accurate?
3. Clarity of presentation
 1. Are the issues, points of view, findings and conclusions presented clearly?
 2. Is the overall organization of the paper appropriate and effective?
 3. Is the paper well written and readable?
4. Insight and perspective

1. Does the paper take an original approach?
2. Does the student demonstrate original insights into the topic or material discussed in the paper?
3. Do the conclusions, implications, or outcomes of the paper make an original contribution to the field?
4. Does the paper acknowledge its own limitations?
5. Are future directions for the field stemming from the study indicated?

Directions to Students:

1. Send a complete draft of your scholarly paper to your 1st Reader by March 10 (Spring) / October 10 (Fall). For summer graduates, consult with your Readers about due dates.
2. Your 1st Reader will advise you concerning subsequent steps (i.e., revisions and submission to the second reader).
3. When both readers have approved the paper, submit a PDF file of the paper to the Graduate Chair (grdchr@hawaii.edu).*
4. Confirm with the readers that they have sent a grade to the Graduate Chair.

*Note: The notification of degree completion to Graduate Division will not be done until after the receipt of your final PDF file.

Directions to Readers:

1. Provide a grade for the scholarly paper to the student via email.
2. Notify the Graduate Chair of the grade (using the Google Form sent out each semester).

Changing Degree Plans

In order to change degree plans, the student meets with her or his advisor to discuss the change, and the advisor will notify the Graduate Chair.

From Plan A to Plan B. A student may change from Plan A to Plan B at any time.

From Plan B to Plan A. Changing from Plan B to Plan A should be done as early as possible in the student's academic career, before too many electives have been taken. Before requesting such a change, a student wishing to change to Plan A must work out a thesis topic and a plan of research and must establish a tentative thesis committee, including a chair. The student then works with his/her advisor and proposed thesis supervisor to complete the change.

Note. Students are not permitted to change from Plan B to Plan A if they have submitted a scholarly paper that has been judged unsatisfactory.

Advanced Graduate Certificate in Second Language Studies

For an overview of the Objectives, Course Requirements, Resources, and Sample Student Programs, please refer to the SLS Website: <http://www.hawaii.edu/sls/graduate/agc/agc-program/>

The Advanced Graduate Certificate (AGC) is also offered with a focus on Spanish Applied Linguistics. Program information about the AGC in SLS – Spanish Applied Linguistics can also be found on the SLS Website: <http://www.hawaii.edu/sls/graduate/agc/agc-spanish-applied-linguistics/>

If 699 credits are taken, these credits can be SLS 699 or SPAN 699, depending on the individual case.

Refer to the previous section, Scholarly Paper Guidelines, for details on completing the scholarly paper.

Doctor of Philosophy in Second Language Studies

For an overview of the Objectives, Programs of Study, Comprehensive Exam, Dissertation, and PhD in SLS Faculty, please refer to the SLS Website: <http://www.hawaii.edu/sls/graduate/phd/phd-program/>

Language Experience Requirement

Substantial, diverse experience in multilingualism and language learning (as well as teaching and researching) is a critical element in the intellectual and personal development of SLS specialists pursuing a doctoral degree. Acquiring and reflecting upon such experience is a crucial supplement to the scholarly knowledge obtained through a PhD in SLS.

Accordingly, we require doctoral students to document and reflect on their substantial, diverse experience with at least three languages, including their native/first language(s). This requirement is fulfilled by submitting a 3-to-5-page reflective essay to the student's advisor any time during the first two years of study and before advancement to candidacy. In the 3-to-5-page essay, the SLS doctoral candidates should reflect on their experience in multilingualism and language learning involving (at least) three languages or dialects and discuss this experience as informed by relevant academic constructs and theory. Fulfillment of the language learning experience requirement must be approved by the student's advisor.

We define **substantial, diverse experience of multilingualism and language learning** as the simultaneous or sequential learning of second, heritage, and/or foreign languages under any context and with a range of outcomes and degrees of success. Examples include:

- Attaining L2 competence for functioning successfully in an L2 academic context (as, for example, international students achieving a language proficiency score sufficient for admission to graduate studies in English-speaking institutions)
- Attaining some degree of competence in an L2 through formal instruction (as, for example, many students do when they take a foreign language in school or university)
- Attaining some degree of competence in an L2 through prolonged exposure in natural contexts (for example, as the result of elective or circumstantial life events such as studying, working, or living abroad for extended periods, intercultural marriage, immigration, and so on)
- Growing up with two or more languages or dialects (as may be the case of heritage language users who have developed comprehension and/or production grammars in the ancestors' language; or as is the case in bilingual and multilingual contexts such as Catalonia, Hawai'i, or Switzerland)

- Teaching a language (or in a language) other than the mother tongue/first language (as is the case for non-native speaking language teachers)
- Engaging in research that involves extensive analysis of data in another language (by choice for any SLS course; or to fulfill the requirements of a language typology course, such as LING 750G)
- Completing a primary, secondary, or higher education degree in a language other than the mother tongue/first language (as, for example, many English Language Learners and 1.5 generation students do in schools in the United States; and as many students do in countries which have more than one official language, such as Canada, or in countries where the medium of instruction can be a language different from the mother tongue, such as India or South Africa)

The outcomes and success for each language learned can vary, and may include learning, forgetting, and/or re-learning a language or fossilizing or attriting in a language (as well as attaining advanced degrees of competence in a language).

The following section includes guidelines for the completion of the dissertation.

Brown Bag Presentation Requirement

All PhD students are expected to give at least one Brown Bag presentation before graduating. It is often beneficial to give a presentation early in the research process as this provides an opportunity to involve others in your research and/or get valuable feedback. PhD students should consult with their advisor before contacting the Brown Bag Coordinator about a presentation date.

Degree Progress Guidelines

	Milestone	Ideal Timeline
Form I	Preliminary Conference	Semester 1, Week 2
Form II	Form Dissertation Committee	Semester 4
	Language Experience Essay	Semester 4
	Comprehensive Exam	Semester 4
	Proposal Defense	Semester 4
SLS Requirement	Prospectus Defense	Often combined with Proposal Defense*
Form III	Dissertation Defense	Semester 7
Form IV	Dissertation Submission	Semester 8

*See section on Combining the dissertation proposal and dissertation prospectus *below*.

Comprehensive Exam

Following successful completion of the required course work during residency, a comprehensive examination is prepared before the dissertation proposal. The comprehensive examination, taken only with the consent of the appointed doctoral committee, is based on three of the following: second language analysis, learning, use, pedagogy, and research methods. Approximately one semester prior to the tentative date of the examination, the student must submit to the committee chair an indication of

the areas to be covered and specify the topic within each of the three areas, including a list of references. The committee must approve any description and may require modifications.

The examination consists of written and oral components:

1. **Written:** For the written portion of the comprehensive exam, the candidate is given two weeks to answer three questions based on the specified topics approved by the committee. The two-week duration is strictly enforced. Answers for each question will usually be from 15 to 30 pages in length. The committee then takes two weeks to evaluate the candidate's answers.
2. **Oral:** The committee convenes with the candidate for the oral portion of the examination. Here, the examinee clarifies and amplifies topics addressed in the written portion.

A student who does not pass the comprehensive examination may take it only once more (see [UHM Graduate Division Degree Requirements](#)).

The Dissertation

After completion of all course requirements, language requirements, and the comprehensive examination, students must develop and successfully defend a dissertation proposal and prospectus in two stages. The defense will be in the presence of their doctoral committee.

The dissertation proposal is a requirement of Graduate Division and must be approved at an oral defense attended by all members of the dissertation committee. The dissertation proposal should include the following:

1. A clear statement of the topic of the dissertation
2. A clear statement of the research questions to be addressed in the dissertation
3. A clear statement of the research methodology to be used in answering the research questions
4. Approval from the UH Institutional Review Board to conduct any research involving human subjects
5. A proposed timeline for completion of the dissertation

It is expected that the proposal will be from 5 to 10 pages in length (APA format). With the approval of the dissertation committee, the proposal may be defended at the time of the comprehensive examination defense. When the proposal is approved, Form II: Advancement to Candidacy will be submitted to Graduate Division and students may register for dissertation research (SLS 800) during the next registration period.

The dissertation prospectus fulfills the function of the traditional dissertation proposal. The dissertation prospectus must contain a detailed discussion of the relevant literature, the research questions, and research methods. It will contain a detailed description of any pilot results and of any experiments or treatments to be used in the dissertation study. The dissertation prospectus will generally be 30 to 50 pages in length (double spaced, APA format). The prospectus must be approved at an oral defense attended by all members of the dissertation committee. After the prospectus is orally defended, a PDF copy must be placed in the candidate's file by the committee chair.

Combining the dissertation proposal and dissertation prospectus. A candidate may, with dissertation committee approval, opt to bypass the dissertation proposal process and submit a dissertation

prospectus that meets the requirements of both documents. In this event, Graduate Division will be informed that the University dissertation proposal requirement has been met.

The dissertation itself is expected to be a scholarly presentation, based on independent research, of an original contribution to knowledge in the field of second language studies. The final examination in defense of the dissertation may cover related subjects as well as the content of the dissertation. The final oral defense of the dissertation is open to the public.

Additional Information from Graduate Division

UHM Graduate Division regulations and guidance concerning the preparation and writing of doctoral dissertations may be found at: <http://manoa.hawaii.edu/graduate/content/thesis-dissertation>

For further details, doctoral students should consult with their advisors.

Degree Completion & Commencement

Each fall and spring semester in the week before the first day of classes, an email is sent to all graduate students with information about the timeline and requirements for students planning on graduating in the relevant semester. Students are also advised to refer to the Path to Graduation Checklist available at this webpage (<http://www.hawaii.edu/sls/graduate/documents-forms/>), to keep on top of the due dates for graduation.

Any questions related to the Graduate Application for Degree should be addressed to Graduate Division: <http://manoa.hawaii.edu/graduate/content/contact-us>

Any questions related to the commencement ceremony should be addressed to the Commencement Office: <https://manoa.hawaii.edu/commencement/graduates.php>

All additional questions should be addressed to the SLS Program Specialist: sls@hawaii.edu

Advanced Graduate Certificate students completing their certificate will only need to complete the online AGC in SLS Certificate Completion Check form and the AGC Advising Form.

Enrollment in Semester of Graduation

All students must be enrolled in at least one credit for the semester in which they wish to graduate. Students who have completed all regular coursework and are only working on their final research project can enroll using the following course numbers:

- MA Plan A: SLS 700
- MA Plan B: SLS 695
- MA Plan C: SLS 695
- AGC: SLS 695
- PhD: SLS 800

MA in SLS Plan B, Plan C, and AGC students should register for 1 credit of SLS 695. Such registration is required in order to maintain enrollment and remain eligible for graduation, *only so long as no other courses are taken, in which case SLS 695 is not necessary.*

How to Register for SLS 695, SLS 700, and 800

SLS 695 appears on the regular course schedule every semester, including the summer, and is registered for in the usual way (through MyUH). MA in SLS Plan A students register in SLS 700 after defending their thesis proposals, by obtaining the CRN from their advisors. MA in SLS Plan A students may register for SLS 700 after completing all Plan A requirements including the required six SLS 700 credits (https://manoa.hawaii.edu/graduate/sites/manoa.hawaii.edu/graduate/files/documents/forms_page/petition_enrollment_grad_700f.pdf). PhD students register in SLS 800, by obtaining the CRN from their committee chairs.

Grade Assignments for SLS 695, 700, 800

SLS 695, SLS 700, and SLS 800 *do not carry credit toward meeting total credit hours requirements, but payment of one credit worth of tuition will be necessary*. SLS 695 involves no meetings or contacts, and the Graduate Chair is the nominal faculty supervisor.

SLS 695, SLS 700, and SLS 800 are mandatorily graded Satisfactory/No Grade. Graduate Division changes the notation from NG (No Grade) to S (Satisfactory) in the student's academic record (including STAR) at the conclusion of the semester of graduation.

Full-Time Designation for International Students

International students in the thesis/dissertation stage may take full-time equivalent courses such as one credit of SLS 700 (Master's Plan A) or SLS 800 (PhD). See:

<http://manoa.hawaii.edu/graduate/content/course-loads-full-time-definition>

Master's Plan B, Master's Plan C, and AGC students in their final semester of study may seek out "Reduced Course Load" from International Student Services under special circumstances. See:

https://www.hawaii.edu/issmanoa/wp-content/uploads/ISSForms/RCL_Application.pdf

For all matters related to full-time designation for international students, international students should confirm their understanding with their international student advisor.

University of Hawai'i at Mānoa Policies

Policies noted here are consistent with those stated in the University Catalog and other university regulations. In many cases we have noted these in brief, for your information. In case you need to look into these matters in more detail, consult your Advisor, and review the Catalog, and approach the Graduate Chair.

Academic Integrity

The integrity of a university depends upon academic honesty, independent learning and research. Academic dishonesty includes cheating and plagiarism, and may result in suspension or expulsion from the University.

Two practices that not all students realize may fall into the category of academic dishonesty are: (1) using the same material for more than one course, and (2) turning in work done by several students in a joint project as one student's own work.

If a student wishes to use the same material in papers or projects for more than one course, the student must obtain the advance permission of both instructors. Instructors will often give such permission, but

if the student neglects to get permission, there may be serious consequences, including failing grades in the courses involved, or even expulsion from the program. The rules apply equally to papers for courses taken during the same semester and to courses taken in different semesters.

The same holds for joint projects. Instructors frequently permit, even encourage, joint projects, but if advance permission is not obtained, it may be treated as a violation of academic honesty. Most students are aware of what constitutes academic dishonesty in its most blatant form, for example: falsifying documents, turning in work as one's own that was done by another student or taking material from published sources without complete and proper acknowledgement, falsifying or making up research results, and so on. However, we strongly recommend that each student read the statement on academic integrity in the University Catalog very carefully (<https://manoa.hawaii.edu/catalog/about-uh/campus-policies/>).

Auditing Courses

https://manoa.hawaii.edu/records/register/add_drop.html#audit

An auditor is a student who has an instructor's permission to attend a course but does not fully participate in the course, in particular does not usually do grade-bearing work. Some instructors do not permit auditors in their classes, so the student must check first with a particular instructor to be sure that auditing is permitted.

Approved audit courses are entered on student transcripts and are included when tuition is calculated. The cost of auditing a course is usually the same as taking it for a grade. Audit courses may not be used for purposes of determining enrollment status, graduate assistantship eligibility or fulfillment of degree requirements. Auditors contribute to the minimum number of enrollments for a course to run. Registration for audit courses is allowed only during the regular and late registration periods. After the late registration period, changes from audit status to regular status or vice versa will not be allowed. Withdrawal from audit courses is not permitted.

In some cases, an instructor may allow, upon request, a student to "sit in" a course without signing up for and paying for approved audit status.

Concurrent/Consecutive Master's Degrees

The University permits a student to take two master's degrees at the same time or immediately following one another (concurrent or sequential; <http://manoa.hawaii.edu/graduate/content/requirements-concurrent-or-sequential-degrees>).

Continuing Enrollment Policy

After admission, students must be enrolled each semester (excluding summer session) for course work, or thesis research credit, unless the student is on an officially approved leave of absence (LOA; see section on Leave of Absence).

WARNING: Students who are not enrolled and not on approved leaves of absence will be regarded as withdrawn from their degree programs by the Graduate Division, and from the University as a whole. They will be required to apply for readmission if they wish to resume their studies.

The University's enrollment policies apply to all graduate students. Please be sure to refer to this webpage when considering changes to your enrollment: <http://manoa.hawaii.edu/graduate/content/enrollment-policies>

For **Plan A students** who have completed all course work, the continuing enrollment policy means that a student must continue to register for at least 1 credit of SLS 700 each semester (including the semester in which the degree is awarded).

For **Plan B students** who have completed all course work but still have some requirements outstanding (for example, the Scholarly Paper), the continuous registration policy means that a student must either apply for a leave of absence or register each term for one credit of SLS 695 (“Directed Studies”) until all degree requirements are met. Note: SLS 695 does not carry credit toward meeting total credit hours requirements, but payment of one credit work of tuition is necessary. SLS 695 is mandatorily graded Satisfactory or Unsatisfactory (S or U).

WARNING: Only the SLS 700 thesis credits count towards “full-time” enrollment, whereas SLS 695 credits do not. This may influence eligibility for employment, visas, and student loan qualifications. International students who wish to drop below full-time enrollment must consult with International Student Services about their options for a final semester of study.

Double-Counting Policy

Refer to the following webpage for the University’s policy on double-counting credits including for two master’s degrees and a graduate degree and graduate certificate:

<http://manoa.hawaii.edu/graduate/content/double-counting-credits>

Grades

Please find University policy on grades in the UH Catalog:

<https://manoa.hawaii.edu/catalog/graduate/#grades>

A+ = 4.0	B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0.0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7	

The University of Hawai’i at Mānoa uses letter grades, with pluses and minuses. Grades and your unofficial transcript can be viewed on STAR <https://www.star.hawaii.edu/studentinterface/>.

IMPORTANT: Any required course (core or elective) for SLS graduate degree/certificate for which a student receives a grade less than a C must be retaken for a grade of C or better.

Good Academic Standing

To be considered in good academic standing (to remain in a graduate program and to receive a graduate degree), a graduate student is required to maintain a cumulative GDGPA (Graduate Degree Grade Point Average) of 3.0 or above. See details at this link: <http://manoa.hawaii.edu/graduate/content/required-gdgp>

Letter Grade Required for Degree/Certificate-Related Coursework

Except in the case of SLS 699 and 799, **only grades of A, B, and C** may be applied toward graduate degree/certificate-related coursework. For SLS 699 and 799, only the grade of CR (Credit) may be applied. If a student receives a grade of C, D, or F in a course and retakes that course to improve his/her grade, all grades will be included when computing the GPA.

Credit from classes taken in Spring 2020 may be applied to SLS graduate degree/certificate without a letter grade. (COVID-19 exception)

Credit/No Credit Option

All **SLS 699s and 799s** must be taken on a credit-no credit (CR/NC) basis. Courses other than SLS 699 and 799s taken on a CR/NC basis may not be applied toward graduate degree/certificate-related coursework.

A language course taken to satisfy the Language Experience Requirement may be taken under the CR/NC option.

The CR/NC option must be exercised at the time of registration.

Courses taken under the CR/NC option are not computed in the student's grade-point ratio.

S Grade

The S (Satisfactory) grade is given for acceptable thesis or dissertation work. Graduate Division enters this automatically upon submission of the thesis or dissertation.

I Grade

For graduate courses, an I (Incomplete) grade "may be issued to a student who fails to complete a small but important part of a course before the semester grades are issued, if and only if the course instructor believes that the failure is due to reasons beyond the control of the student, and not due to carelessness or procrastination on the part of the student" (see <http://manoa.hawaii.edu/graduate/content/grading-policies>).

Key points to note are that an Incomplete grade should be made up the following semester (but can be deferred upon consultation with the faculty member and the student's advisor), a graduate student can graduate with an Incomplete outstanding (when not counted toward required number of credits); and that advisors will look with concern on the accumulation of more than one or two I grades, unless there are extenuating circumstances.

Institutional Review Board – Human Studies Guidelines

Almost all research projects conducted at UHM need to be reviewed in some way by the relevant Institutional Review Board, under the auspices of the University Office of Research Compliance. Procedures for review alter from time to time; consult your Academic Advisor before you prepare to conduct any such research, and review details on the website of the Office of Research Compliance, under the heading Programs > Human Studies:

<https://researchcompliance.hawaii.edu/programs/human-studies/>

Leave of Absence

A student who wishes to take a leave of absence (LOA) obtains a [Petition for Leave of Absence](#) form from Graduate Division

Please note:

- Students who must maintain full-time enrollment due to their status as international students, guaranteed loan recipients, East-West Center grantees, or veterans need to obtain approval from the respective offices before petitioning for leave.
- LOAs are not granted for more than one year.
- Students on LOA do not pay tuition or fees.
- Students on LOA do not have access to the library or other UH facilities.
- The time spent on a LOA is not counted against the seven-year limit for completion of degree programs.

See details at this link:

http://manoa.hawaii.edu/graduate/sites/manoa.hawaii.edu/graduate/files/documents/forms_page/leave.pdf

WARNING: The date for return from a LOA must be set at the time the leave is requested. Students not returning from LOAs on time will be required to apply for readmission to the University in accordance with established regulations.

Research Sites within the Department of Second Language Studies

Within the Department of Second Language Studies, two programs that provide ESL instruction may also be conveniently used as research sites. These are the English Language Institute (ELI) and the University of Hawai'i English Language Program (HELP). Students who wish to conduct research in these programs will need to plan well in advance with the administrators if they intend to use classes to evaluate methods, materials, tests, etc. Graduate students should be aware that it takes a considerable amount of manipulation to implement research procedures in a class which has a specified goal, a syllabus which spells out that goal, materials to implement the goal, and a set of teaching procedures designed for the class—hence the need for careful planning well in advance.

All requests for use of classes should be made through the appropriate administrators who will then guide and/or direct the student to the appropriate instructor(s). Guidelines for making such requests to these units can be found on their respective websites:

HELP

http://manoa.hawaii.edu/eslhelp/wordpress/?page_id=1746

ELI

<http://www.hawaii.edu/eli/> (See "Research in the ELI" in the right-hand column.)

Guidelines for Applications to Investigate Programs of the Department of SLS

These guidelines apply when some aspect of the department (faculty, students, teaching techniques, relationship with the community, curriculum, etc.) is to be studied. The department consists of five units: the English Language Institute, the Hawai'i English Language Program, with a director in charge of each: the BA program, the MA program, the Advanced Graduate Certificate in Second Language Studies, and the PhD program. The Graduate Chair is in charge of graduate programs; the Undergraduate Chair is the primary overseer of the undergraduate program. The administrator in charge of the unit will approach department committees that deal with the content of the proposed research. IRB approval will be obtained. After completion of the research, a copy of the report or study will be provided to the appropriate unit. The report will acknowledge the participation or support of the individuals/units involved.

- a. Methodological. The proposal should be well designed. Standard criteria exist for both “quantitative” and “qualitative” proposals. Reference should be made to published guidelines for such proposals.
- b. Ethical. The proposal should meet standard ethical considerations, concerning informed participation, debriefing, human subjects review, etc. Reference should be made to published guidelines in this area.
- c. Feasibility. The study's demands on faculty, staff, students (and/or other departmental resources) should be realistic and viable. Proposals may be turned down if they do not satisfy this criterion.

Opportunities for Creating and Offering New Courses in the BA Program

One of the unique things about our BA program is the 480-Alpha series of “variable topics” courses. The 480-Alpha series allows faculty and PhD students the opportunity to create and offer a new course on a temporary basis, without having to go through the usual levels of university bureaucracy.

There are five possible alphas available:

- 480**P** = Second Language **P**edagogy
- 480**R** = Second Language **R**esearch
- 480**U** = Second Language **U**se
- 480**N** = Second Language (**A**)**N**alysis
- 480**E** = Second Language (**L**)**E**arning

The reason that this spells “PRUNE” is because “A” (Analysis) is reserved for Honors courses, and “L” (Learning) is reserved for science lab courses.

Faculty and PhD students can create an undergraduate-level course in an area where they have current interest, particularly if there appears to be a potential gap in the undergraduate curriculum that their course could fill. This is especially attractive for PhD students: when you are about to graduate and are applying for faculty positions, it can set you apart from other applicants if you are able to say that not only did you teach in the undergraduate program, you also designed and taught an SLS course in an area where you have expertise!

Eligibility to Teach a 480-Alpha Course

SLS requires that a PhD student teach at least one course in the undergraduate program prior to proposing a 480-Alpha course. The primary reason is that we want you to be familiar with the undergraduate program, making it much easier to select readings and design tasks and projects that are appropriate to the range of academic levels, knowledge, and academic maturity of the BA student population. There may be exceptions to this policy, but keep in mind that these are quite rare (e.g., there was a PhD student whose GAship involved serving as the managing editor of *Reading in a Foreign Language*, and thus was unable to teach in the BA program during the Fall and Spring semesters, but wanted to offer a 480-Alpha course in Summer).

PhD students are encouraged to plan ahead to ensure that you will have an opportunity to propose and teach a 480-Alpha course.

Procedures and Timeline

SLS 480-Alpha courses proposed by PhD students must be approved by the SLS Departmental Personnel and Policy Committee (DPPC). To make the approval process easier (for you and for the DPPC), the following procedure is followed:

1. Discuss your ideas for the course with a relevant faculty member (sometimes this will be your faculty advisor; other times it will be a faculty member who has expertise related to the course you want to create).
2. Create a syllabus (including the readings, videos, etc. that will be assigned) and have the relevant faculty member review it. Revise as necessary until that faculty member feels comfortable approving the course and syllabus.
3. Send an electronic copy of the syllabus to the Department Chair (currently Graham Crookes <crookes@hawaii.edu>) and the SLS Undergraduate Coordinator (currently Kenton Harsch <kenton@hawaii.edu>), cc'ing the relevant faculty member that you worked with. Revise as necessary.
4. Once the Chair is satisfied that your course is ready, s/he will send the syllabus electronically to all members of the DPPC, informing them of the review and revisions that have already taken place, and asking for their approval of the course.
5. After the DPPC gives its approval, the course and instructor information is added to the Class Availability list.

It is important that final DPPC approval comes prior to the publication of the Class Availability list for the semester in question.

With that in mind, here is a recommended timetable:

	<i>For Fall</i>	<i>For Spring</i>	<i>For Summer*</i>
Discuss your ideas with a relevant faculty member	During the previous Fall	During the previous Spring	During the previous Spring
Develop your course syllabus and submit it to the relevant faculty member for review	Feb 15 (or earlier)	Sept 20 (or earlier)	Sept 20 (or earlier)
Submit your syllabus to the Chair and Undergraduate Coordinator for review	March 5 (or earlier)	Oct 10 (or earlier)	Oct 10 (or earlier)

	<i>For Fall</i>	<i>For Spring</i>	<i>For Summer*</i>
Chair submits the syllabus to the DPPC for final approval	March 15**	Oct 20	Oct 20
Class Availability list is made public	Last week of March	Last week of Oct	Mid Dec or early Jan

* It's more efficient (and courteous) if the Chair, Undergraduate Coordinator and DPPC can review the Spring and Summer proposals at the same time

** Takes into account Spring break, when many faculty and students are not actively checking email

Access to Audiovisual Equipment

Most “general use classrooms” at UHM are equipped with computers and LCD projectors.

Department-Owned Equipment

General departmental (and ELI) equipment is available to be borrowed. This includes microphones, cameras, audio recorders, and a few items of legacy technology. Equipment and materials may be reserved and checked out under the following priorities:

1st—scheduled classroom use (SLS, ELI, and HELP classes)

2nd—faculty research projects

3rd—student projects (approved by regular faculty members or the department chair)

4th—in some special circumstances, non-SLS faculty members or students

Consult the ELI Associate Director <faucette@hawaii.edu>.

Reminder

Reserve equipment well in advance to ensure that it is available. Return items promptly after you are finished with them so that others can get them in plenty of time. If you notice anything wrong with a piece of equipment, please inform the ELI Specialist (including what it is that doesn't work properly).

Note. HELP also has some equipment of its own, available to teachers at HELP.

Center for Language and Technology (CLT)

Moore 256

The Center for Language and Technology also has equipment that can be checked out. And within it, its Faculty Development Lab has Windows and Mac computers, a scanner, and other equipment or software for faculty and GA use. For more information, see:

<https://clt.manoa.hawaii.edu/facilities/reservations/>

Language Analysis and Experimentation Laboratories (LAE Labs)

<https://sites.google.com/a/hawaii.edu/laelabsedit/research-resources>

LAE Labs offer physical labs, virtual labs, hardware, software, and corpora to support research by students, faculty, and visiting researchers.

Center for Instructional Support (CIS)

Kuykendall Hall 103, 956-8075 <cis@hawaii.edu>

<http://www.cis.hawaii.edu/>

CIS provides the university community with support for instruction through the use of technology and technology-related services.

Career Services

ESLJ-L Listserv

New and current students are automatically subscribed to the ESLJ-L Listserv, which is a service provided by the Department of Second Language Studies that forwards job announcements in the field. If you are a current student and do not receive emails from eslj@hawaii.edu, email the SLS Job Officer at sls@hawaii.edu to subscribe to the list.

Teacher Portfolio & Preparation Series (TiPPS)

<http://nflrc.hawaii.edu/tipps/>

The Teacher Portfolio & Preparation Series (TiPPS) is designed to help future educators (specifically graduate students in language or literature departments at the University of Hawai'i at Mānoa) prepare for the job market they will face upon graduation.

Each semester, the 7-part TiPPS workshop will focus on helping participants develop a teacher portfolio (statement of teaching philosophy, documentation of their teaching) and prepare for their job hunt (tips for job searches, tailoring curriculum vitae, writing effective cover letters, and interviews). Registration is limited to 12 participants per semester. TiPPS is typically offered twice a year (during summer session and fall semester).

The TiPPS website also offers many resources on its website for language educators in at all stages in their job search.

Mānoa Career Center

<http://manoa.hawaii.edu/careercenter/>

The Mānoa Career Center offers many services such as workshops, resume critique, and the credential file, which allows you to store original letters of recommendation for future academic studies or employment.

After Graduation

Stay Connected!

Help the department keep in touch with you by updating your contact information:

<http://www.hawaii.edu/sls/alumni/connect/>

The easiest way to do this is by joining our Facebook group:

<https://www.facebook.com/groups/119838615404/>

Your fellow-graduates constitute a valuable networking resource!

UH Alumni Association, SLS Chapter

<https://uhalumni.org/uhaa/chapters/sls>

UH Username & Email

Notify UH ITS in the weeks after you graduate that you wish to retain your UH email address. You have 180 days to do this, and must thereafter renew annually.

<http://www.hawaii.edu/askus/563>

Giving

As always, the department strives to support student research and professional development through funds available from the generous donations of our alumni.

We hope that you have benefited from the support of our SLS Community, and will look to continue this support of future language professionals.

Please check the following webpage for current fundraising drive information:

<http://www.hawaii.edu/sls/alumni/giving/>