



UNIVERSITY OF MARYLAND

UNIVERSITY SENATE

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SENATE LEGISLATION APPROVAL

Date:	April 8, 2011
To:	Wallace D. Loh
From:	Linda Mabbs Chair, University Senate <i>Linda Mabbs</i>
Subject:	PCC Proposal to Modify the Curriculum of the M.A. in Spanish Language and Literature by Adding a Concentration in Hispanic Applied Linguistics
Senate Document #:	10-11-47

I am pleased to forward for your consideration the attached legislation entitled, "PCC Proposal to Modify the Curriculum of the M.A. in Spanish Language and Literature by Adding a Concentration in Hispanic Applied Linguistics." David Salness, Chair of the Programs, Curricula, and Courses (PCC) Committee, presented the proposal. The University Senate approved the proposal at its April 7, 2011 meeting.

We request that you inform the Senate Office of your decision as well as any subsequent action related to your conclusion.

Enclosure: PCC Proposal to Modify the Curriculum of the M.A. in Spanish Language and Literature by Adding a Concentration in Hispanic Applied Linguistics
Senate Document # 10-11-47

LM/rm

Cc: Ann Wylie, Senior Vice President for Academic Affairs & Provost
Reka Montfort, Executive Secretary and Director, University Senate
Juan Uriagereka, Associate Provost for Faculty Affairs
Terry Roach, Executive Assistant to the President
Janet Turnbull, President's Legal Office
Elizabeth Beise, Associate Provost for Academic Planning & Programs

Approved: *Wallace D. Loh* Date: *4/14/11*
Wallace D. Loh
President



University Senate TRANSMITTAL FORM

Senate Document #:	10-11-47
PCC ID #:	10042
Title:	Proposal to Establish an Area of Concentration in Hispanic Applied Linguistics within the Master's Program in Spanish Language and Literature
Presenter:	David Salness, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	March 15, 2011
Date of Senate Review:	April 7, 2011
Voting (highlight one):	<ol style="list-style-type: none"> 1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	<p>The College of Arts and Humanities and the School of Languages, Literatures, and Cultures propose to establish a new Area of Concentration in Hispanic Applied Linguistics within the Master's Program in Spanish Language and Literature.</p> <p>This new concentration in Hispanic Applied Linguistics responds to current trends and future projections in education that call for Spanish language programs to address areas such as heritage language learning and US Latino/a Studies, and cross-cultural communication focused on Spanish and the Americas. This new option will provide students with rigorous training in advanced linguistic and sociocultural skills for researchers and professionals in education, government, and business, and may lay the foundation in pursuit of a Ph.D. in Hispanic Applied Linguistics.</p> <p>The Area of Concentration will require 12 credits in coursework in Hispanic applied linguistics. Along with these core requirements, students will be required to take 9 credits in Latin American/Spanish/Latino(a) literatures, 3 to 6 credits of electives, and either a 3 credit final project for the non-thesis option or 6</p>

	credits of thesis research for the thesis option.
Relevant Policy # & URL:	NA
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new degree program.
Committee Work:	<p>The Committee considered the proposal at its meeting on March 4, 2011. Gabriele Strauch, Associate Director for Academic Affairs of the School of Languages, Literatures and Cultures, and Beth Loizeaux, Associate Dean of Arts and Humanities, were present to discuss the proposal and answer questions.</p> <p>The Graduate PCC committee approved the proposal on February 22, 2011. The Senate PCC committee approved the proposal at its meeting on March 4, 2011.</p>
Alternatives:	The Senate could decline to approve the proposed program.
Risks:	If the Senate does not approve the proposed program, the University will lose an opportunity to serve the State of Maryland by training students in this emerging field of Spanish language study.
Financial Implications:	There are no significant financial implications with this proposal. The School of Languages, Literatures, and Cultures already has the faculty, courses, and infrastructure needed to create this option without requiring any new resources.
Further Approvals Required: <i>(*Important for PCC Items)</i>	If the Senate approves this proposal, it would still require further approval by the President, the Chancellor, and the Maryland Higher Education Commission.

THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

PCC LOG NO.

10042

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: ARHU 01202700

Department/Program: SPAN/SLLC 1274001

Type of Action (choose one):

- Curriculum change (including informal specializations) *New academic degree/award program*
 Renaming of program or formal Area of Concentration New Professional Studies award iteration
 Addition/deletion of formal Area of Concentration New Minor
 Suspend/delete program Other

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

The M.A. in Spanish is currently divided into two areas: Spanish literature and Latin American literature. We would like to add a third area, Hispanic applied linguistics. Students who wish to study Hispanic applied linguistics will take required courses in that area as well as in Latin American/Spanish/US Latino(a) literatures, and elective courses. No new resources or classes are needed at this time.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair Gabriele Strauch (Gabriele Strauch) 1/20/10
2. Department Chair Carol Mossman (Carol Mossman) 1/20/10
3. College/School PCC Chair James Fry James F 12/9/10
4. Dean Elizabeth Loizeaux STR 1/24/11
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC _____
7. University Senate Chair (if required) _____
8. Vice President for Academic Affairs & Provost _____

Proposal to Revise the Existing M.A. in Spanish to Include a Hispanic Applied Linguistics Option

Rationale

Introduction

The Department of Spanish and Portuguese proposes to revise the current MA in Spanish to provide another option within the present degree program. The new option will (1) address current trends and future projections in education calling for programs applied to areas such as heritage language learning, Spanish for the professions, US Latino/a Studies, cross-cultural communication focused on Spanish and the Americas; (2) merge the traditional literature areas with the new emphases (3) utilize flexible formats (e.g., hybrid programs which include face-to-face and electronic formats); and (4) take advantage of existing faculty expertise. The Department of Spanish and Portuguese already has the faculty, courses and infrastructure needed to create this option without requiring any new resources. (See discussion on page 5.)

At the present time the Department of Spanish and Portuguese offers a two-year full-time MA program focusing exclusively on literature and culture. There are two areas: Latin American literature and Spanish Peninsular literature. We propose to modify the existing program to include a third option, Hispanic applied linguistics. This option would provide high quality students with rigorous training in advanced linguistic and sociocultural skills essential for professionals and researchers in education, government, and business. The new option would also offer students (a) a foundation in Hispanic applied linguistics; (b) courses in Spanish, Latin American, and US Latino/a literatures and cultures; and (c) rich experiential learning experiences through internships in several well-known institutions in the greater D.C. area.

With its emphasis on the sociolinguistic and cultural characteristics of Spanish-speaking heritage communities in general, and in Maryland and the greater D.C. area in particular, this option would address one of the main recommendations recently made by the *Task Force on the Preservation of Heritage Language Skills in Maryland* – that local colleges and universities expand collaboration to ensure that heritage speakers and other near-native speakers have access to Masters of Arts in Teaching and alternative preparation programs (Recommendation Four, *Task Force on the Preservation of Heritage Language Skills in Maryland*, January 1, 2009, p. 33). The proposed option would also address the emphasis given by the University's new Strategic Plan to programs with important experiential and social ramifications: "The University of Maryland will sustain and significantly increase the breadth, quality, and impact of its intellectual and societal issues" (p. 22).

In addition, this initiative reflects the orientation called for in the Modern Language Association (MLA) 2007 report, *Foreign Languages and Higher Education: New Structures for a Changed World*, by combining the study of language and linguistics with literature and culture beyond the traditional language-literature divide. While the report refers to undergraduates, the model is equally appropriate for graduates: "Replacing the

two-tiered language-literature structure with a broader and more coherent curriculum in which language, culture, and literature are taught as a continuous whole, [emphasis ours] supported by alliances with other departments and expressed through interdisciplinary courses, will reinvigorate language departments as valuable academic units central to the humanities and to the missions of institutions of higher learning” (p. 3). The proposed MA option does exactly this: it combines expertise in literature and culture with knowledge in and of Hispanic linguistics and allows students to take electives in other disciplines (see enclosed letters of support) as well as to engage in valuable experiential learning opportunities, such as internships that promote the development of cultural competency in real environments.

In addition, the State of Maryland is interested in the areas of advanced language, literature and culture instruction, as well as developing expertise in the area of educating Spanish-speaking students. For example, the Maryland State Higher Education Commission has recently awarded two such grants to the University of Maryland (UMD). One, *Enhancing Language and Cultural Competencies for Spanish and French Teachers*, was implemented in 2009 by the College of Education and the School of Languages, Literatures and Cultures (SLLC) in the College of Arts and Humanities (ARHU). The other grant, *The New Majority: Maximizing the Success of Latino Students in the Classroom: A Professional Development for Public School Teachers* was developed between 2006-2008, also as a result of the collaboration between the College of Education and the School of Languages, Literatures and Cultures.

The proposed option will also present opportunities for students to pursue an alternative graduate program in Spanish with both theoretical and applied dimensions. In the past, students had the option to pursue an MA in Spanish Second Language Acquisition and Application (SLAA). The MA in SLAA interdepartmental program was discontinued in Spring 2009 due to issues of validity (graduate programs in multiple languages required a minimum number of students per language in order to ensure sufficient course enrollment) and focus (program focus among the languages was variable, making learning outcomes for graduates unpredictable across unit lines). Furthermore, the loss of the MA in SLAA was one of the direct causes for the conceptualization of this option. As noted by the *Report of the External Review Committee for the SLLC* (May 2007, p. 9), “The positive dimension to this is that at a later time, with no preconceived notions that need to be followed, faculty could propose a new MA with a greater focus and one that builds upon the expertise of the faculty involved.” This reference was also included in p. 5 of the *Provost’s Summary Report on the SLLC Periodic Review* of August 1, 2008.

The Strategic Plan recommends that “program quality [be kept] in line with program resources and market demands for graduates” (p. 16), and that the size of each graduate program correspond to “metrics of quality and resources and a plan to reach that size” (p. 17). We anticipate 20-30 applications and an enrollment of 5-8 students in the first year (AY 2011-2012), and 40-50 applications each year thereafter, with 10-12 admitted, keeping in mind (a) the above figures related to the former M.A. in SLAA/SPAN; (b) the reputation of the existing graduate programs in the Department of Spanish and

Portuguese; and (c) the growing demand at a local and national level for quality graduate programs in Spanish focused on applied linguistic and cultural skills. Full-time students would complete the program in two years, and part-timers, in three to four years.

Utilize flexible formats

One of the current trends in education deals with providing students with different models for learning: in person, on line distance courses, and a combination of the two, called blended or hybrid learning. We would like to convert two or more of the classes into a hybrid format. Prof. Roberta Z. Lavine is teaching a hybrid class in EDCI this semester, and could use this expertise in the new MA option.

Take advantage of faculty expertise

The Department of Spanish and Portuguese has two faculty members who specialize in areas other than literature. Dr. Manel Lacorte is an applied linguist with expertise in Spanish linguistics, sociolinguistics, teaching methodology, and heritage learning. Dr. Roberta Z. Lavine works in the areas of pedagogy, technology, and cross-cultural communication within Hispanic environments. These faculty are unable to fully participate in the current Spanish graduate program because the main focus for the Department is literature. They do teach undergraduate classes in their areas, and did formerly participate in graduate education in the MA in SLAA. At the present time, Dr. Lacorte teaches a one-credit graduate seminar (SLLC 601, “Teaching Foreign Languages in Higher Education”) for new teaching assistants in the SLLC; aside from this one-credit course he has been unable to teach graduate courses in his specialty since 2003. In order to participate in graduate education, Dr. Lavine teaches MA classes in the College of Education in areas related to Teaching English as a Second/Foreign Language. In addition, the Department has a specialist, Dr. Ana Patricia Rodriguez, who is an expert in US Latino/a Studies, an area that would receive a stronger emphasis in the new program.

Resources

The Department of Spanish and Portuguese already has the faculty, courses and infrastructure needed to create this option without requiring any new resources. All the courses except one (Span 611, Applied Linguistics) have been offered in the program on a regular basis cross-listed with a 400-level version.

Spring 2008 Spanish 426/626 (Introduction to Hispanic Linguistics II: Language in Use)	Summer 2008 Spanish 401 (Advanced Composition I)	Fall 2008 Spanish 425/625 (Introduction to Hispanic Linguistics I: Basic Concepts)
Spring 2009 Spanish 426/626 (Introduction to Hispanic Linguistics II: Language in Use)	Summer 2009 Spanish 401 (Advanced Composition I)	Fall 2009 Spanish 425/625 (Introduction to Hispanic Linguistics I: Basic Concepts) Spanish 401 (Advanced Composition I)

Spring 2010	Summer 2010	Fall 2010
Spanish 426/626 (Introduction to Hispanic Linguistics II: Language in Use)		Spanish 425/625 (Introduction to Hispanic Linguistics I: Basic Concepts)

Bearing in mind that 1) Dr. Lavine can substitute two courses per year in Spanish for the two courses she has been teaching in Education, and 2) Dr. Lacorte will no longer be the instructor for SLLC 601 (“Teaching Foreign Languages in Higher Education”) from Fall 2011, there will be no problems covering the target classes. (Note: Dr. Lavine is appointed in Spanish; she does not have a joint appointment. Education has been buying 50% of her time for the past several years; however, she has no permanent contractual arrangement with Education.) (See Table 5 for a proposed faculty rotation.)

Target Audience

Students for the proposed option in Hispanic applied linguistics would come from a variety of populations from both on and off-campus. The target audience includes:

- Pre-service and in-service Spanish language teachers in the private, public, and government sectors in need of advanced training in language related areas.
- In-service Spanish language teachers in the private, public, and government sectors who are interested in pursuing a graduate degree based in a variety of academic areas, not only literature.
- Teachers, curriculum designers and supervisory staff in the many state, local and federal government agencies providing linguistic and cultural services to the Spanish-speaking community in Maryland and the greater D.C. area.
- Individuals who are interested in pursuing a career change, and who have decided to focus on teaching languages, or working with Spanish-speaking clients.
- Employees in language consulting firms in the Washington Metropolitan area.
- Learners who wish to pursue a PhD in Hispanic Linguistics, Spanish Applied Linguistics, Foreign Language Education, Cross-Cultural Communications, etc.

The MA in Spanish applied linguistics option is designed to provide a well-rounded and challenging education in Spanish language, linguistics, literature and culture. It is not to be confounded with a degree in Professional Studies, although both programs might share a similar target audience. We understand a degree in Professional Studies to be a more targeted program focusing on the development of skills for specific professional activities (e.g., advanced grammar and communication skills for translators and interpreters, advanced Spanish for healthcare providers and social workers, advanced courses/workshops on language variation in the Spanish-speaking world for local and federal government employees, etc.). The proposed MA option in Hispanic applied linguistics offers a broader and more integrated view of the field, thus complementing the Department’s current graduate programs and making the most of all its faculty members’ expertise. With an MA option in Hispanic applied linguistics, the student also has a wider variety of courses to choose from since all the Department’s regular offerings are

available to them – along with electives in other programs in UMD – and the possibility to carry out an internship in a variety of sites.

Thesis and Non-Thesis Options

Equivalent to the M.A. in literature, the proposed option in Hispanic applied linguistics will offer a thesis and non-thesis option. Students who wish to pursue a Ph.D. will be encouraged to select the thesis option. We anticipate the non-thesis option will attract students who are interested in a terminal M.A., as is the case with the current literature M.A. degree.

Comprehensive Exams

Equivalent to the M.A. in literature, students in the proposed option in Hispanic applied linguistics will have comprehensive exams. The exams will serve as a summative assessment with the purpose of demonstrating that students understand and can clearly articulate the main issues of the Hispanic applied linguistics field as well as one literature/culture area. Comprehensive exams will follow the same schedule as those in the literature options and will be written in Spanish.

Effect on Current Graduate Programs and Financial Support

We anticipate that the new M.A. track will have a positive impact on the present M.A. programs. The M.A. students who wish to pursue the Hispanic applied linguistics option have a minimum of 9 credits of literature/culture classes, thus providing additional enrollment in graduate courses. They will provide new and diverse views to the program.

Based on informal inquiries and students previously enrolled in the now defunct Second Language Acquisition and Application program in Spanish (please see Appendix 1, “Job placement for MA in SLAA/SPAN degree alumni”, for further details), we anticipate 20-25 applications and an enrollment of 4-5 students in the first year (AY 2011-2012), and 30-40 applications each year thereafter, with 8-10 admitted. Since students will choose among the literature and culture courses, there might be 2 or 3 additional students in the classes. The required linguistics classes are offered on a regular basis, cross-listed with a 400-level version (please see p. 3 of this proposal).

At the present time, Ph.D. students are given priority for financial support. M.A. students are then considered if there is any additional funding. The M.A. students who wish to pursue the Hispanic applied linguistics option will be considered in the pool of all M.A. students. However, although some students may be full-time and seek financial support, we anticipate that the majority of students in the new option will not seek financial support, and will receive monies from their employers for tuition.

Specific Changes

The specific changes are explained below. Tables 1-7 provide additional details. See **Table 1** for a comparative chart of the old and new proposed M.A.

1. Provide **three options to the already existing M.A.**, adding the option of Hispanic applied linguistics to Latin American and Spanish Peninsular Literatures. See **Table 2** for a comparison of the non-thesis and thesis degree program for the old and new options.

2. The Hispanic applied linguistics field will have the following required courses:

- Advanced Composition I (Span 401)
- Applied Linguistics (Span 611)
- Introduction to Hispanic Linguistics: Basic Concepts (Span 425/625)
- Introduction to Hispanic Linguistics: Language in Use (Span 426/626)

Table 3 shows sample structure and course requirements. **Table 4** demonstrates a sample program by semesters. **Table 5** provides a sample course schedule with faculty rotation for AY 2011/2012-2015/2016. **Table 6** contains a list of existing relevant required and elective courses.

The fields of Spanish (Peninsular) Literature and Latin American Literature remain the same.

3. **Add an optional internship** (ARHU 786, 3 cr., “Leadership and Professional Development Internship”). Students will be able to have the opportunity to do an internship in institutions with which we have an successful ongoing relationship such as the National Foreign Language Center, the Center for Applied Linguistics, and the Latin American Youth Center.

4. **Add a final project** (SLAA 779, 3 cr., “Directed Research in Second Language Acquisition and Application”) to help student synthesize information and engage in original research (in the non-thesis option).

5. **Add and encourage interdisciplinary learning.** Students will have the option to take electives in another department; the current M.A. in Literature states that all courses must be taken in the Department of Spanish and Portuguese.

6. **Add work from linguistics courses as part of the admissions process for any M.A. in Spanish** as noted by the following language in the information on graduate programs in Spanish. (See changes below in bold. **Table 7** shows catalog and web descriptions for M.A. programs with changes.)

To be considered for admission to the M.A. program candidates:

- Must have a minimum of four (4) courses at the advanced undergraduate level in either Spanish an/or Latin American literature, **Hispanic linguistics or a combination;**
- Submit a paper in Spanish written for an undergraduate literature/**linguistic course;**

- Submit a Statement of Purpose;
- Submit three letters of recommendation from professors in related fields;
- Submit official transcripts;
- Candidates on the "short list" will be interviewed by the Graduate Director in person or by phone.

The new option will not require any additional resources as the necessary courses are currently offered.

Table 1¹

Summary of Changes in New and Old M.A. in Spanish

	NEW M.A.	OLD M.A.
Number of options	3 options: Latin American Literature Peninsular Literature Hispanic applied linguistics	2 options: Latin American Literature Peninsular Literature
Course fields	<p>Hispanic applied linguistics (required)</p> <ul style="list-style-type: none"> ○ Advanced Composition I (SPAN 401) ○ Applied Linguistics (SPAN 611) ○ Introduction to Hispanic Linguistics I: Basic Concepts (SPAN 425/625) ○ Introduction to Hispanic Linguistics: Language in Use (SPAN 426/626) <p>Possible electives from the following:</p> <p>Spanish Literature</p> <ul style="list-style-type: none"> ○ The Medieval Period ○ The Golden Age ○ Eighteenth and Nineteenth Century ○ Twentieth Century <p>Latin-American Literatures</p> <ul style="list-style-type: none"> ○ The Colonial Period ○ Nineteenth Century 	<p>The courses for Hispanic applied linguistics exist, but are offered as electives. The literature M.A. has two required courses: History of the Spanish Language and Literary Theory.</p> <p>Spanish Literature</p> <ul style="list-style-type: none"> ○ The Medieval Period ○ The Golden Age ○ Eighteenth and Nineteenth Century ○ Twentieth Century <p>Latin-American Literatures</p> <ul style="list-style-type: none"> ○ The Colonial Period ○ Nineteenth Century ○ Modernism and Avant-garde ○ Contemporary ○ Literatures of the Portuguese-Speaking World ○ U.S. Latina/o Literatures and Cultures

¹ Course prefixes and numbers for courses in Spanish Literature and Latin-American Literatures may vary according to the specific content of each course.

	<ul style="list-style-type: none"> ○ Modernism and Avant-garde ○ Contemporary ○ Literatures of the Portuguese-Speaking World ○ U.S. Latina/o Literatures and Cultures ○ Indigenous Cultures ○ Caribbean Cultures 	<ul style="list-style-type: none"> ○ Indigenous Cultures ○ Caribbean Cultures
Optional internship	Student can choose an optional internship (ARHU 786, “Leadership and Professional Development Internship”)	No internship
Addition of a final project for Hispanic non-thesis applied linguistics option	Add a final project for Hispanic applied linguistics non-thesis option (SLAA 779, “Directed Research in Second Language Acquisition and Application”). A thesis (SPAN 799, “Thesis Research”) will fulfill this requirement in the thesis applied linguistics option.	No final project
Option to take electives in another department	Option to take electives in another department	All courses taken in Department of Spanish & Portuguese
Add work from linguistics courses as part of the admissions process for any M.A. in Spanish	<p>Must have a minimum of four (4) courses at the advanced undergraduate level in either Spanish an/or Latin American literature, Hispanic applied linguistics or a combination</p> <p>Submit a paper in Spanish written for an undergraduate literature/linguistics course</p>	<p>Must have a minimum of four (4) courses at the advanced undergraduate level in either Spanish an/or Latin American literature</p> <p>Submit a paper in Spanish written for an undergraduate literature course</p>
Comprehensive exams	Comprehensive exams are taken in two fields: Latin American/ Spanish/ Latino(a) literatures and cultures, and Hispanic applied linguistics.	Comprehensive exams are taken in one field: Latin American/Spanish/Latino(a) literatures and cultures.

Table 2
Comparison of M.A. (Spanish Literature Option) and M.A. in Spanish
(Hispanic Applied Linguistics Option)

M.A. in Spanish (Literature, Non-Thesis Option)	M.A. in Spanish (Hispanic Applied Linguistics, Non-Thesis Option)
3 credit hours in The History of the Spanish Language (SPAN 610)* (required)	12 credit hours in Hispanic applied linguistics (required)
3 credit hours in literary theory and/or criticism (required)	9 credit hours in Latin American/Spanish/Latino(a) literatures
15-18 credit hours in the main area (Spanish or Latin American Literatures)	6 credit hours in elective courses (to be determined by the student and advisor)
6-9 credit hours in the secondary area	3 credit hours in a final project (SLAA 779, "Directed Research in Second Language Acquisition and Application")
Comprehensive exams	Comprehensive exams
<i>Total =30 credits</i>	<i>Total =30 credits</i>
M.A. in Spanish (Literature, Thesis Option)	M.A. in Spanish (Hispanic applied Linguistics, Thesis Option)
3 credit hours in The History of the Spanish Language (SPAN 610)	12 credit hours in Hispanic applied linguistics
3 credit hours in literary theory and/or criticism	9 credit hours in Latin American/Spanish/Latino(a) literatures
12 credit hours in the main area (Spanish or Latin American Literatures)	3 credit hours in elective courses (to be determined by the student and advisor)
6 credit hours in the secondary area	6 credit hours of thesis research (Spanish 799, "Thesis Research")
6 credit hours of thesis research (Spanish 799, "Thesis Research")	
Comprehensive exams	Comprehensive exams
<i>Total =30 credits</i>	<i>Total =30 credits</i>

Table 3
M.A. in Spanish, Hispanic Applied Linguistics Option
Structure and Course Requirements

I. Students in the M.A. Spanish (Hispanic applied linguistics non-thesis option) would take the following courses:

- 4 required courses (12 credits) in Hispanic applied linguistics. Students would enroll in the following existing courses², all taught in Spanish:
 - Span 401: Advanced Composition I
 - Span 611: Applied Linguistics
 - Span 625: Introduction to Hispanic Linguistics: Basic Concepts
 - Span 626: Introduction to Hispanic Linguistics: Language in Use
- 3 required graduate courses (9 credits) in Latin American / Spanish / US Latino/a literatures and cultures in the Department of Spanish and Portuguese (students can take any of the already existing courses in Spanish Literature and/or Latin-American Literatures listed in Table 1).
- 2 elective courses (6 credits) in Education, Linguistics and/or Latin American/Spanish/US Latino/a literatures and cultures, or other relevant areas; e.g., EDCI 634 (“Methods of Teaching ESOL”). Courses will be chosen with consultation with the student’s advisor. As one of the elective courses, students would be offered the opportunity to carry out an internship (ARHU 786, “Leadership and Professional Development Internship”) (3 credits) under the approval and supervision of their academic advisor. Possible internship sites would include: Center for Applied Linguistics, Washington DC (CAL), National Foreign Language Center, UMD (NFLC), Latin American Youth Center (LAYC), CASA de Maryland, etc.
- 1 required final project (SLAA 779 “Directed Research in Second Language Acquisition and Application”, 3 credits) related to any of the required courses in Hispanic applied linguistics and Latin American/Spanish/US Latino/a literatures and cultures. After consultation with his/her supervisor, students would propose a topic for his or her final project and begin work on the project under the direction of the individual faculty specialized in the topic chosen by each individual student. During the semester that the student is completing the project, s/he registers for the 3-credit master’s non-thesis research course (SLAA 779, “Directed Research in Second Language Acquisition and Application”) with the individual section number of his/her advisor (e.g., section 0101—Lavine, etc).

² None of these classes are presently required for the Spanish M.A. Spanish 625 and 626 are currently cross-listed with Spanish 425 and 426. Spanish 425 and 426 are required for the Linguistics and culture undergraduate major. Since there are few majors in this option, we can set caps on the number of undergraduate non-major students in the classes. We therefore do not believe there will be any impact on resources.

In order to receive a M.A. degree in Hispanic applied linguistics (non-thesis option) students would also have to:

- Take comprehensive exams in two fields of examination, one for Hispanic applied linguistics and one for Latin American/Spanish/Latino(a) literatures and cultures. Students are examined in the two areas at one of the three scheduled examination dates (January, May and August).

II. Students in the M.A. Spanish (Hispanic applied linguistics thesis option) would take the following courses:

- 4 required courses (12 credits) in Hispanic applied linguistics. Students would enroll in the following existing courses, all taught in Spanish:
 - Span 401: Advanced Composition I
 - Span 611: Applied Linguistics
 - Span 625: Introduction to Hispanic Linguistics: Basic Concepts
 - Span 626: Introduction to Hispanic Linguistics: Language in Use
- 3 required graduate courses (9 credits) in Latin American / Spanish / US Latino/a literatures and cultures in the Department of Spanish and Portuguese. (students can take any of the already existing courses in Spanish Literature and/or Latin-American Literatures listed in Table 1).
- 1 elective course (3 credits) in Education, Linguistics and/or Latin American/Spanish/US Latino/a literatures and cultures, or other relevant areas; e.g., EDCI 634 (“Methods of Teaching ESOL”). The course will be chosen with consultation with the student’s advisor. As one of the elective courses, students would be offered the opportunity to carry out an internship (ARHU 786, “Leadership and Professional Development Internship”, 3 credits) under the approval and supervision of their academic advisor. Possible internship sites would include: Center for Applied Linguistics, Washington DC (CAL), National Foreign Language Center, UMD (NFLC), (Latin American Youth Center, Washington DC (LAYC), CASA de Maryland, etc.
- 2 required courses in thesis research (6 credits of SPAN 799, “Thesis Research”). After consultation with his/her supervisor, students would propose a topic for his or her MA thesis and begin work on the project under the direction of the individual faculty specialized in the topic chosen by each individual student.

In order to receive a M.A. degree in Hispanic applied linguistics (thesis option) students would also have to:

- Take comprehensive exams in two fields of examination, one for Hispanic applied linguistics and one for Latin American/Spanish/Latino(a) literatures and cultures. Students are examined in the two areas at one of the three scheduled examination dates (January, May and August).

Table 4

The course cycles for full time and part time students will vary, but the courses will be available for all students on a regular basis. The main difference is the time to completion. We have projected 2 years (4 semesters) for full time students, and 2 and a half years (5 semesters) for part time participants.

Course Cycle for Incoming Students, Non-Thesis Option (30 credits) Part-time 2 classes per semester

Semester 1, Fall	SPAN 625 (“Introduction to Hispanic Linguistics I: Basic Concepts”)	SPAN Literature and Culture 1
Semester 2, Spring	SPAN 626 (“Introduction to Hispanic Linguistics II: Language in Use”)	SPAN 401 (“Advanced Composition I”)
Semester 3, Fall	SPAN 611 (“Applied Linguistics”)	Elective 1
Semester 4, Spring	SPAN Literature and Culture 2	Elective 2 (may be an internship–SLLC 786, “Leadership and Professional Development Internship”)
Semester 5, Fall	SPAN Literature and Culture 3	Final project (SLAA 779, “Directed Research in Second Language Acquisition and Application”)

Course Cycle for Incoming Students, Thesis Option (30 credits) (2 classes per semester)

Semester 1, Fall	SPAN 625 (“Introduction to Hispanic Linguistics I: Basic Concepts”)	SPAN Literature and Culture 1
Semester 2, Spring	SPAN 626 (“Introduction to Hispanic Linguistics II: Language in Use”)	SPAN 401 (“Advanced Composition I”)
Semester 3, Fall	SPAN 611 (“Applied Linguistics”)	Elective 1 (may be an internship–SLLC 786, “Leadership and Professional Development Internship”)
Semester 4, Spring	SPAN Literature and Culture 2	Thesis 1 (SPAN 799, “Thesis Research”)
Semester 5, Fall	SPAN Literature and Culture 3	Thesis 2 (SPAN 799, “Thesis Research”)

Table 5

Sample Course Schedule with Faculty Rotation for AY 2011/2012-2015/2016

Courses are offered on a regular basis. The chart shows 5 academic years; this rotation will repeat in the subsequent years.

Semester	Core courses and electives		
Fall 2011	Span 625: Introduction to Hispanic Linguistics I: Basic Concepts Lacorte	Span Lit & Cult 1* SPAP faculty	Elective 1**
Spring 2012	Span 626: Introduction to Hispanic Linguistics II: Language in Use Lacorte	Span 401: Advanced Composition I Lavine	Span Lit & Cult 2 SPAP faculty
Fall 2012	SPAN 611: Applied Linguistics Lavine	Elective 2	
Spring 2013	Span Lit & Cult 3 SPAP faculty	Final project SPAP faculty	
Fall 2013	Span 625: Introduction to Hispanic Linguistics I: Basic Concepts Lacorte	Span Lit & Cult 1 SPAP faculty	Elective 1
Spring 2014	Span 626: Introduction to Hispanic Linguistics II: Language in Use Lacorte	Span 401: Advanced Composition I Lavine	Span Lit & Cult 2 SPAP faculty
Fall 2014	SPAN 611: Applied Linguistics	Elective 2	

	Lavine		
Spring 2015	Span Lit & Cult 3 SPAP faculty	Final project SPAP faculty	
Fall 2015	Span 625: Introduction to Hispanic Linguistics I: Basic Concepts Lacorte	Span Lit & Cult 1 SPAP faculty	Elective 1
Spring 2016	Span 626: Introduction to Hispanic Linguistics II: Language in Use Lacorte	Span 401: Advanced Composition I Lavine	Span Lit & Cult 2 SPAP faculty

* These courses are already existing options for graduate students in the Department of Spanish and Portuguese (see list of courses in Latin American and Spanish literatures in Table 1).

** After consultation with their supervisor, students can take these elective courses either in the Department of Spanish and Portuguese or other academic units within UMD. In any case, these courses would have to be existing options for other graduate students.

Table 6

Existing courses in Spanish language/linguistics and Latin American, Spanish, and US Latino/a literatures and cultures (<http://www.gradschool.umd.edu/catalog/courses/span.htm>)

Required Courses for MA in Hispanic Linguistics

SPAN 401 Advanced Composition I (3 credits)

Compositions and essays with emphasis on stylistics, idiomatic and syntactic structures. Organization and writing of research papers.

SPAN 611 Applied Linguistics (3 credits)

Nature of applied linguistics and its contribution to the effective teaching of foreign languages. Comparative study of English and Spanish, with emphasis on points of divergence.

SPAN 625 Introduction to Hispanic Linguistics I: Basic Concepts (3 credits)*

Introduction to basic terms and definition in Hispanic Linguistics. Fundamental aspects of phonology, morphology, syntax, semantics, sociolinguistics, and pragmatics.

SPAN 626 Hispanic Linguistics II: Language in Use (3 credits)*

This course will focus on issues related to language variation and use with a more in-depth analysis of the semantics, pragmatics, and sociolinguistics of Spanish. Students will be introduced to current research in the fields of dialectology, bilingualism and language policy, and the social aspects of language change. This course will include an analysis of current research as it relates to the field of linguistics and other social sciences.

Possible Electives in the Spanish & Portuguese Department

SPAN 402 Advanced Composition II (3 credits)

Compositions and essays with emphasis on stylistics, idiomatic and syntactic structures. Organization and writing of research papers.

SPAN 470 United States Latino Literature (3 credits)

Introduction to U.S. Latino literature through exploration of narrative, poetry, and drama by Chicano, Nuyorican, and Cuban American writers. Discussion of socio-historical issues involved in construction of Latino cultural identity in literature.

SPAN 471 United States Latina Fiction (3 credits)

An introduction to United States Latina fiction through the study of short stories, novels, poetry, etc. It explores strategies of representation by women of color.

SPAN 472 Latin American Perspectives on the United States (3 credits)

Latin Americans have grappled with the looming and often conflicting presence of the United States in the Western Hemisphere and as a world power. Latin American discursive responses to the United States will be examined.

SPAN 473 U.S. Latino Performance (3 credits)

An introduction to United States Latino Performance texts by Chicano, Nuyorican, Cuban-American, Dominican, Central American and others.

SPAN 474 Central American Literatures, Cultures, and Histories (3 credits)

An overview of Central American history and cultural production, focusing primarily but not exclusively on literary texts.

SPAN 478 Special Topics in United States Latino Cultures (3 credits)

Explores special topics in US Latino Cultures, ranging from Chicano, Nuyorican, Cuban-American, Dominican, Central American and other border cultural identities.

SPAN 610 The History of the Spanish Language (3 credits)

SPAN 612 Comparative Romance Linguistics (3 credits)

SPAN 698 Masterpieces of Hispanic Literatures (3 credits)

Masterpieces of the Hispanic literatures, topics, areas of literature and works to vary.

SPAN 708 The Eighteenth Century (3 credits)

Specific authors, genres, and literary movements studied in depth.

SPAN 718 The Nineteenth Century (3 credits)

Specific authors, genres, and literary movements studied in depth.

SPAN 719 The Nineteenth Century (3 credits)

Specific authors, genres, and literary movements studied in depth.

SPAN 728 The Twentieth Century (3 credits)

Specific authors, genres and literary movements studied in depth.

SPAN 729 The Twentieth Century (3 credits)

Specific authors, genres and literary movements studied in depth.

SPAN 738 The Drama of the Twentieth Century (3 credits)

Specific authors and movements studied in depth.

SPAN 750 Workshop in Essay Writing (3 credits)

Different genres of writing in Spanish including essays, articles, reviews, biographies, etc. Students will analyze models of a genre, produce their own version, edit and revise.

SPAN 798 Open Seminar (3 credits)

Table 7
The Graduate Program in Spanish³

Our M.A. graduates are mentored by our faculty, engage in substantive research projects, and benefit from rigorous training in the teaching skills required by the profession. They are prepared to meet the professional demands of highly competitive academic positions in the United States and Latin America.

Areas and Fields

The M.A. graduate studies in Spanish are divided into three areas: Spanish literature, Latin American literature, and Hispanic applied linguistics.

Students in Spanish literature and Latin American literature must choose either option as their main area. The student will also select three sub-fields in that area. For example, a student specializing in Latin American literature may choose Colonial literature, Contemporary literature, and Indigenous Cultures. From these three sub-fields, the student will elect one as his/her focus. The student will also choose an additional (4th) sub-field from his/her secondary area. For instance, the abovementioned student could choose The Golden Age as the fourth field.

Students in Hispanic applied linguistics will take required courses in Hispanic applied linguistics and Latin American/Spanish/US Latino(a) literatures, as well as elective courses in several areas.

Spanish Literature

- The Medieval Period
- The Golden Age
- Eighteenth and Nineteenth Century
- Twentieth Century

Latin-American Literatures

³ Please note that the information about the current graduate program is shown as it appears in the official website. This proposal only presents new information relevant to the proposed new MA option.

- The Colonial Period
- Nineteenth Century
- Modernism and Avant-garde
- Contemporary
- Literatures of the Portuguese-Speaking World
- U.S. Latina/o Literatures and Cultures
- Indigenous Cultures
- Caribbean Cultures

Hispanic applied linguistics

- Advanced Composition and Stylistics
- Applied Linguistics
- Introduction to Hispanic Linguistics: Basic Concepts
- Introduction to Hispanic Linguistics: Language in Use

The Master of Arts Program

Purpose

To provide the opportunity for the candidate to prepare for the acquisition of knowledge and skills in Hispanic languages, literatures, and cultures to:

- To prepare for admission to a doctoral research program leading to the specialized degree of Doctor of Philosophy.
- Teach in secondary schools or community or junior colleges (note that certification from the State is necessary to teach in the public schools);
- Work in fields, which require knowledge of Spanish language and cultures such as community outreach, translation, diplomacy, etc;
- Utilize these abilities in such other fields that the candidate may elect;

To be considered for admission to the M.A. program candidates:

- Must have a minimum of four (4) courses at the advanced undergraduate level in either Spanish an/or Latin American literature, Hispanic applied linguistics or a combination.
- Submit a paper in Spanish written for an undergraduate literature/linguistic course;
- Submit a Statement of Purpose;
- Submit three letters of recommendation from professors in related fields;
- Submit official transcripts;

- Candidates on the "short list" will be interviewed by the Graduate Director in person or by phone.

Special Information for Foreign Students

In addition, non-native speakers of English are required to take the TOEFL examination prior to admittance. Candidates must meet the minimum TOEFL Standards established by the University of Maryland Graduate School. For information students should contact the campus Office of International Education Services.

Applications by foreign students should be received by the Graduate School by January 5, for the Fall Semester. The application should include English translations of secondary school and college records as well as the original documents. In addition to the regular procedure for academic approval, applications by foreign students are also subject to approval by the Office of International Education Services of the University of Maryland. The latter procedure refers specifically to the student's proficiency in English, his/her financial resources and his/her immigration status. The Test of English as a Foreign Language (TOEFL) should be taken in the student's home country. Information about this test is available at U.S. Embassies throughout various parts of the world. Additional proof of competency in English is also required upon arrival at the university. All international Teaching Assistants must take the Test of Spoken English when they arrive on campus. In addition, all non-native speakers of English who will hold teaching assistantships are required to attend the evaluations given by the Maryland English Institute (MEI). Students who do not achieve the minimum scores set by the university may not be allowed to teach. These students may also be required to take courses in English as a Second Language in MEI. The Department is not responsible for paying MEI's tuition if students must take English courses.

Course Requirements

M.A. candidates specializing in literature are required to take a total of thirty credits and to pass four comprehensive examinations in the sub-fields chosen by the student as noted earlier.

M.A. students specializing in Hispanic applied linguistics are required to pass comprehensive exams in the fields of Hispanic applied linguistics and their chosen literature option, as well as complete a final project (Non-Thesis M.A.) or a thesis (M.A. with Thesis).

All students have two options for obtaining a Master's degree: a Non-Thesis M.A. or an M.A. with Thesis.

Course requirements for the Non-Thesis Option in literature are (30 credit hours total):

- 3 credit hours in History of the Spanish Language
- 3 credit hours in literary theory and/or criticism
- 15-18 credit hours in the main area (Spanish or Latin American Literatures)*
- 6-9 credit hours in the secondary area*

*3 credit hours from the Writing Workshop may be applied towards either the main or the secondary area credit requirement.

Course requirements for the Thesis Option in literature are (30 credit hours total):

- 3 credit hours in History of the Spanish Language
- 3 credit hours in literary theory and/or criticism
- 12 credit hours in the main area (Spanish or Latin American Literatures)*
- 6 credit hours in the secondary area*
- 6 credit hours of thesis research (Spanish 799)

*3 credit hours from the Writing Workshop may be applied towards either the main or the secondary area credit requirement.

No more than six credits (two courses) can be earned from 400 level courses. With the approval of the Graduate Director, students who have passed courses equivalent to the Department's offerings in History of the Spanish Language and Literary Theory, may replace these credits with other classes. Note that all courses in the M.A. degree must be taken in the Department of Spanish and Portuguese.

Course requirements for the Non-Thesis Option in Hispanic applied linguistics are (30 credit hours total):

- 12 credit hours in Hispanic applied linguistics
- 9 credit hours in Latin American/Spanish/Latino(a) literatures
- 6 credit hours in elective courses (to be determined by the student and advisor) *
- 3 credit hours in a final project **

*3 credit hours may be obtained through an internship under the supervision of the academic advisor.

** Final project:

- At least a semester prior to the written examinations, the student will meet with his or her advisor or professor supervising the project to determine the

theme of the final project. A revised version of a paper (written for a class) is required as proof of research quality in the field of specialization chosen by the student.

- The final project consists of an original study in Spanish of a linguistics topic or author within a selected theoretical, historical, or cultural framework. The major area essay (15 to 20 pages, plus notes and bibliography) can be an extended and substantially revised version of a seminar or course paper.
- The student must present the research essay fourteen (14) days after the last written M.A. examination is submitted.

Course requirements for the Thesis Option in Hispanic applied linguistics are (30 credit hours total):

- 12 credit hours in Hispanic applied linguistics
- 9 credit hours in Latin American/Spanish/Latino(a) literatures
- 3 credit hours in elective courses (to be determined by the student and advisor) *
- 6 credit hours of thesis research (Spanish 799) which substitute for the 6 elective credits.

*3 credit hours may be obtained through an internship under the supervision of the academic advisor.

The M.A. Thesis: Procedures

The Graduate School has established criteria for eligibility to present an M.A. Thesis as well as deadlines for presentation of the thesis. Information is detailed in the General Forms and Publication Guidelines for Graduate Students.

Required M.A. Comprehensive Examinations

The M.A. examination is given three times a year: in January, May and August and is based on reading lists for the Spanish, Latin American, and Hispanic applied linguistics areas. These lists are periodically revised by the faculty, and copies are available online, or from the Director of Graduate Studies.

Sixty days prior to an examination date, the candidate must inform the Director of Graduate Studies of his/her intention to take the M.A. examination. This notification should be submitted in writing, specifying the main area of the examination as well as the secondary fields.

Incompletes

The grade "I" (Incomplete) is given only if the student has experienced an unexpected hardship during the course (e.g., accident, illness, death in the family).

Students who hold a grade of "I" (Incomplete) in two courses may be prevented from enrolling in the following semester or from holding a teaching assistantship. Students have a maximum period of one year to complete pending courses; thereafter, the Department will change the "I" to an "F." Students who have an incomplete cannot take the Comprehensive Examinations.

Application for Diploma

Students are responsible for filing an Application for Graduation with the Registrar at the beginning of the semester in which the degree is to be conferred. Please consult the Graduate School for deadlines. The Department is not responsible for late applications.

Approved Program of Study

Students must meet with the Graduate Director to approve their program of study for the following semester and must register immediately.

Certification of Completion

The Certification of Completion for the degree is signed by the student's advisor and the Graduate Director or by the Chair of the Department after the student presents the Approved Program Form. The Certification is then sent to The Graduate School by the published deadlines for the semester in which the degree is to be conferred.

Time Limit

The student must obtain the M.A. within five years from the beginning of his/her graduate study.

Procedures for the Comprehensive Examinations

Masters Examination

Spanish and Latin American Literature

This examination is given three times per year, on designated days in, January, May and August. The examination is based on reading lists (one for each area), which are prepared

and periodically revised by the faculty. Copies may be obtained from the departmental website.

The candidate must notify the Director of Graduate Studies, at least 60 days in advance of the examination date, that he/she will take the examination. This notification should be submitted in writing and outline the areas in which the student will be examined (three in the major area and the fourth in the minor area).

Should a student fail, he/she may repeat it once.

In conjunction with an advisor, the M.A. student selects four fields of examination; three in the major and one in the minor area.

1. Students are examined in all four areas at one of the three scheduled examination dates (January, May and August).

2. Students who hold a TA and plan to pursue doctoral studies in this Department must take the examination in their third semester. Exceptionally, a delay to the fourth semester might be considered.

3. Main area of specialization:

- In the semester prior to the written examinations, the student will meet with his or her advisor to determine the theme of the major field essay. A revised version of a paper (written for a class) is required as proof of research quality in the field of specialization chosen by the student.
- This essay consists of an original study in Spanish of a topic or author within a selected theoretical, historical, or cultural framework. The major area essay (15 to 20 pages, plus notes and bibliography) can be an extended and substantially revised version of a seminar or course paper.
- The student must present the research essay fourteen (14) days after the last written M.A. examination is submitted.

4. Sub-areas of specialization (three):

- Students are required to develop a critically informed essay on each of the three selected sub-fields (two in the main area of specialization and one in the secondary area of specialization) from a close reading of one or a few texts; (e.g. taking as a point of departure Poem(s) X by Sor Juana Inés de la Cruz; elaborate an essay on the Baroque in Latin America).
- Students will take the three exams in only one week (on Monday, Wednesday and Friday) during the dates close to the beginning of the fall

and spring semesters and immediately prior to the beginning of the first summer session. The professor in charge will determine the exact dates.

- Students will receive each question on the same day in which examination will take place at 9:00 am. Professors will provide students with two questions from which students will pick one and then students will have four hours before the exam to brain-storm, prepare, gather quotes, organize thoughts, etc. Each exam will last four hours from 1:00 pm until 5:00 pm. The student will write the answer in Spanish in a room provided by the Department staff. No notes or bibliography may be consulted, although the use of a language dictionary is permitted.
- Secondary field of specialization: It will be based on a comprehensive list of texts for either Latin American (from the Colonial period to the 20th Century) or Spanish (Medieval period to the 20th Century) literature.

5. Students will take exams in field/areas explored in previous classes and with professors who have supervised the students work in such fields. It is required that students meet with the professor responsible for each field/area prior to the exam (a) to review the list of required texts for the specific field, and (b) to confirm the date of examination.

6. Evaluation:

- After reading the written examinations and the main area essay, a committee of departmental faculty members will evaluate the student's progress toward the granting of the M.A. degree.
- The Director of Graduate Studies will notify the student of the results, in writing, within two months of taking the first sub-field examination.
- Students who fail the examination(s) will have the option of re-taking the failed examination(s) only once.

Hispanic Applied Linguistics

This examination is given three times per year, on designated days in, January, May and August. The examination is based on reading lists (one for each area), which are prepared and periodically revised by the faculty. Copies may be obtained from the departmental website.

The candidate must notify the Director of Graduate Studies, at least 60 days in advance of the examination date, that he/she will take the examination. This notification should be submitted in writing and outline the areas in which the student will be examined (three in the major area and the fourth in the minor area).

Should a student fail, he/she may repeat it once.

In conjunction with an advisor, the M.A. student selects two fields of examination, one for Hispanic applied linguistics and one for Latin American/Spanish/Latino(a) literatures and cultures.

1. Students are examined in the two areas at one of the three scheduled examination dates (January, May and August).
2. Sub-areas of specialization (three):
 - Students will take the exams in only one week (on Monday and Friday) during the dates close to the beginning of the fall and spring semesters and immediately prior to the beginning of the first summer session. The professor in charge will determine the exact dates.
 - Students will receive each question on the same day in which examination will take place at 9:00 am. Professors will provide students with two questions from which students will pick one and then students will have four hours before the exam to brain-storm, prepare, gather quotes, organize thoughts, etc. Each exam will last four hours from 1:00 pm until 5:00 pm. The student will write the answer in Spanish in a room provided by the Department staff. No notes or bibliography may be consulted, although the use of a language dictionary is permitted.
 - Students will take exams in field/areas explored in previous classes and with professors who have supervised the students' work in such fields. It is required that students meet with the professor responsible for each field/area prior to the exam (a) to review the list of required texts for the specific field, and (b) to confirm the date of examination.
3. Evaluation:
 - After reading the written examinations and the main area essay, a committee of departmental faculty members will evaluate the student's progress toward the granting of the M.A. degree.
 - The Director of Graduate Studies will notify the student of the results, in writing, within two months of taking the first sub-field examination.
 - Students who fail the examination(s) will have the option of re-taking the failed examination(s) only once.

Financial Assistance

Admission to a graduate degree program is a prerequisite for consideration for financial assistance. Resources are limited, and all awards are highly competitive. Likewise, applicants requesting financial aid should make certain that the Application for Admission, transcripts, recommendations, and all supporting materials are received in the Department of Spanish and Portuguese by January 5 for admission in the fall.

Language House Mentor

Graduate students may also be employed as the Department's mentor in the Language House. The mentor lives in an apartment in St. Mary's Hall, the Language dorm, and supervises all the students in the Spanish cluster. The mentor is also responsible for coordinating activities for the cluster. A stipend, plus free board, is awarded to the mentor. For further details, please contact Karen Krausen, the Language House liaison.

Graduate Student Representatives

Graduate students will elect two representatives (one from the M.A. program and one from the Ph.D. program) for one-year terms, and act as liaisons. Students may not participate in decisions concerning current or prospective students. Students may attend meetings dealing with confidential matters, as appropriate. Responsibilities of the Graduate student representatives are:

1. Calling a meeting of all graduate students once each semester.
2. Discussing general concerns of the graduate students as a whole with the Director of Graduate Studies, the Director of Undergraduate Studies, and the Associate Chair and/or Chair. Graduate students with specific, personal concerns, should bring those concerns directly to the Director of Graduate Studies, the Director of Undergraduate Studies, or the Associate Chair or Chair.
3. Organizing and publicizing, along with other designated graduate students, the annual Graduate Student Conference.
4. Coordinating and editing, along with other designated graduate students, the graduate student publication, Ojo de Buey.

Miscellaneous Information

Career Development Center

This Center, located in the Hornbake Library, offers assistance and advice on employment opportunities. Students who need letters of recommendation from their

professors are urged to use the Center's Credentials Service. Special forms, available at the Center, are to be handed to the professors who will complete them and return them to the Center. In this way, the student will have a credentials file ready to be sent to prospective employers.

Full-time status

Students who need certification of full-time status should consult the Graduate Catalogue under "Full Time". Students renting University-maintained apartments must meet the full-time status requirements. Regulations on full-time status for Teaching Assistants are set forth in the Graduate Catalog under "Full Time".

Housing

Limited housing on campus is available to graduate students on a first-come, first-served basis. For specific information and an application visit the Department of Resident Life online. The Off-Campus Housing Service maintains an extensive and up-to-date computerized list of rooms, apartments and houses (both vacant and to share) that are for rent in the area. With proof of current registration, students may request searches of the list. Students may also search the online listing.

Independent Study

Spanish or Portuguese 699 (Independent Study) can be used only for research projects in subjects not covered by courses regularly offered by the Department, and only with the approval of the Graduate Director.

Student Responsibilities

It is the student's responsibility to find out about and observe the various deadlines for the procedural steps to complete the degree.

Transfer of credits

Transfer of credits from other universities is possible prior to or after matriculation in the M.A. program. No more than 6 credits may be transferred. These credits may be applied only if 1)they were earned within the five years allowed for obtaining the degree, 2)were not used to meet the requirements for a degree at the other institution, and 3)were not used as prerequisites for admission into the Department's M.A. program. Transfer credits

can normally be applied only toward the course requirements of the 400 level even if the course(s) in which the credit was earned was (were) at a higher level.

Appendix 1

Job placement for MA in SLAA/SPAN degree alumni

Ana Acedo (Fall 2001/Spring 2003)	Full-time lecturer in Spanish Linguistics, UMD
Luciana Donato (Fall 2001/Spring 2003)	Spanish instructor, Centro Universitario de Idiomas, University of Buenos Aires, Argentina
Susan Gardiner (Fall 2001/Spring 2004)	CEO, Cultural Connections
Milvia Hernández-Brunal (Fall 2001/Spring 2005)	Spanish teacher, Baltimore Public Schools
Mary Belknap (Fall 2001/Spring 2003)	Development Coordinator, Samaritan Ministry
Ivonne Bruneau-Botello (Fall 2002/Spring 2005)	Spanish teacher, The National Cathedral School
Helen Méndez (Fall 2002/Spring 2004)	Spanish teacher, St. John's College High School, Washington DC
Fabián Faccio (Fall 2002/Spring 2005)	Spanish instructor, Montgomery College Staff Assistant, Office of International Programs
Doris Morales-Shepherd (Fall 2003/Fall 2007)	Spanish teacher, Fairfax County
Fabiola Kastenhuber (Fall 2003/Spring 2006)	Spanish teacher, Rocky Hill, Montgomery County Public Schools
Elise Fasick (Fall 2004/Spring 2006)	Spanish teacher, Centreville HS, Fairfax County
Kim Pinckney (Fall 2004/Spring 2006)	Education system designer, Learning Team, Booz Allen Hamilton
Megan Kroll (Fall 2004/Spring 2006)	Faculty Research Assistant, Center for Advanced Language Studies, UMD
Carrie Ewachiw (Fall 2005/Spring 2007)	Spanish Instructor, Columbus State University
Elizabeth Roegler (Fall 2005/Fall 2008)	Senior Research Assistant, Center for Advanced Language Studies, UMD
Inge Siggelkow (Fall 2005/Fall 2008)	Research Assistant/Business Coordinator, Center for Applied Linguistics Spanish instructor, Montgomery College
Judith Reyes (Fall 2006/Spring 2008)	No information available
Fernanda López (Fall 2006/Spring 2008)	Faculty Research Assistant and SLA specialist, National Foreign Language Center
Cristina Maíllo (Fall 2006/Spring 2008)	Intern, Communications Department, National Soccer League
Ashley Lenker (Fall 2006/Fall 2008)	Program Manager, Joint National Committee for Languages/National Council for Languages and International Studies (JNCL-NCLIS)
Gladys Kelley (Fall 2006/Fall 2010)	Spanish Teacher, George E. Peters Elementary School



UNIVERSITY OF MARYLAND

DEPARTMENT OF CURRICULUM AND INSTRUCTION
COLLEGE OF EDUCATION
Office of the Chairperson

2311 H.R.W. Benjamin Building
College Park, Maryland 20742-1175
301.405.3117 TEL 301.314.9055 FAX

MEMORANDUM

To: Department of Spanish and Portuguese PCC Committee
From: Linda Valli, EDCI Interim Chair
Date: March 11, 2010
Re: Support of Hispanic Applied Linguistics Option

I am writing to support the Spanish MA proposal for including a Hispanic Applied Linguistics Option. This option sounds like a focus that is relevant to the EDCI Second Language Education and Culture (SLEC) program.

Both Dr. Lavine and Dr. Lacorte, the faculty who are proposing the program, have collaborated with SLEC on different occasions. Moreover, Dr. Lavine is affiliated with SLEC and teaches two SLEC graduate courses per academic year.

In addition, I believe it may benefit SLEC to have access for students enrolled in our M.Ed in Spanish to have the opportunity to take relevant courses in Spanish.

Please do not hesitate to contact me should you require additional information.

Date: Wed 24 Feb 12:04:42 EST 2010
From: Manel Lacorte <mlacorte@umd.edu> [Add To Address Book](#) | [This is Spam](#)
Subject: [Fwd: MA]
To: Gabi Strauch <gstrauch@umd.edu>
Cc: Roberta Lavine <rlavine@umd.edu>

Dear Gabi:

Per your request in relation to the concerns conveyed by the ARHU PCC committee, please find enclosed a copy of a message by Prof. Juan Uriagereka, Department of Linguistics. Please let us know should you have any questions or doubts. Best. M.

--

Manel Lacorte
Assoc. Professor of Spanish Applied Linguistics
Director, Spanish Language Program
Coordinator of Instruction and Professional Development
Spanish and Portuguese/SLLC JMZ 2202
University of Maryland, College Park MD 20742
Tel. 301/405 8233. Fax. 301/314 9752
<http://www.languages.umd.edu/SpanishPortuguese/>

Attachment: MA (2k bytes) [Open](#)

Date: Wed, 24 Feb 2010 11:46:46 -0500
From: Juan Uriagereka <juan@umd.edu>
Subject: MA
To: mlacorte@umd.edu

Dear Manel:

Thank you for your message with regard to the new MA option in Hispanic Applied Linguistics as part of your graduate program in Spanish. So long as we find offerings at the appropriate level, I am sure students from this MA option could fit in our graduate courses in Linguistics as electives for their MA degree in Hispanic Applied Linguistics. As a matter of fact, as you know we have done this more or less informally in the past, and it has always been a pleasure. On a more personal note, I would be delighted to help you in any way that you may find appropriate, as I think this is a very important initiative, particularly when Spanish is rapidly becoming the second language in this country. Regards,

Juan Uriagereka

Subject: RE: MA Hispanic Applied Linguistics-Internships

From: Joy Peyton <JPeyton@cal.org>

Date: Sat, 2 Jan 2010 17:14:46 -0500

To: Manel Lacorte <mlacorte@umd.edu>

CC: "Roberta Z. Lavine" <rlavine@umd.edu>

Hello, Manel. Happy New Year! Congratulations on submitting your proposal! As you know, I believe that your proposal outlines a very strong program.

If your project is accepted, we at the Center for Applied Linguistics (CAL) would love to accept interns from your program. We have been very happy with the interns who have worked with us in the past and are eager to be able to work with more. You have a strong program and a strong set of students, who are interested in the work that is done at CAL.

I wish you all the best with this very important program and look forward to working with you and University of Maryland interns in the future.

Sincerely,

Joy Peyton
Center for Applied Linguistics
Washington, DC
202-355-1545
jpeyton@cal.org

-----Original Message-----

From: Manel Lacorte [<mailto:mlacorte@umd.edu>]
Sent: Friday, December 18, 2009 5:20 PM
To: Joy Peyton
Cc: Roberta Lavine; Manel Lacorte
Subject: MA Hispanic Applied Linguistics-Internships

Dear Catherine:

I hope everything is going all right for you these days. I arrived in Barcelona yesterday with my wife and daughter, and so far we're having a great time!

The reason for this message is to let you know that Roberta and I have submitted a proposal to the PCC committee in SLLC to create a new track in Hispanic Applied Linguistics within our graduate program in Spanish. So far it looks like our colleagues have given very positive feedback. One of the things that they have suggested to make the proposal stronger prior to sending it to the next level is to get a message from possible internship sites like CAL showing willingness to take interns coming from our program. I would really appreciate if you could send me a note to this effect at your convenience. Needless to say, let us know should you have any questions about this request.

Thank you very in advance for your consideration. I look forward to hearing from you soon. Saludos. M.

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