



**Department of Spanish and Portuguese
(SPAP)**

GRADUATE HANDBOOK

Located next to the political capital and diverse cultural center of the Washington, D.C. metropolitan area, the Department of Spanish and Portuguese at the University of Maryland, College Park, offers students the unique opportunity to engage with the complex literatures, cultures, and linguistics of the Spanish and Portuguese-speaking world. Our goal is to foster learning, develop critical perspectives, and promote intellectual growth. We teach across interdisciplinary fields such as literature, film, popular and visual culture, theater, history, philosophy, critical theory, gender and queer studies, philology and linguistics in different cultural and geographic contexts. We strive for the creation and discussion of new forms of knowledge and the effective engagement of our students and faculty with the world, preparing students to become promising professionals in their chosen career paths.

The Faculty of the Department of Spanish and Portuguese is committed to excellence in teaching and mentoring, along with the production of new knowledge that is the hallmark of a strong department. We are known for our Ph.D. and MA Programs in Literature and Culture, as well as our MA Track in Hispanic Applied Linguistics. Renowned intellectuals and professors from Latin America, Spain, and the American Academy have trained many generations of our students. Literary figures such as Juan Ramón Jiménez taught at UMD between 1943 and 1951, and after being nominated by the Department and Professor Graciela Palau de Nemes (1943-1998), he received the Nobel Prize for Literature in 1956, Maryland's first Nobel Laureate. His legacy, as well as that of cultural critic Ángel Rama (1982-1983), award-winning poet José Emilio Pacheco (1984-2006), and distinguished writer Jorge Aguilar Mora (1981-2010), continue to guide our thought, vision, and mission.

The signature of our department is its ability to put into play the singularity of literary and linguistic experiences in relation to politics and philosophy. By rethinking conventional historical, cultural and language boundaries across disciplines, our undergraduate and graduate programs critically engage different practices across the Americas, the Latina/o United States, the Luso-Brazilian world, and Spain in its Iberian and Transatlantic contexts. Our intellectual agenda involves diverse forms of community and civic engagement. With a hemispheric and international perspective, our programs foster both critical and creative work.

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1. Spanish Graduate Programs

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

1.1. Application Process

The University of Maryland's Graduate School accepts applications through its ApplyYourself/Hobsons application system. Before completing the application, applicants are asked to check the Admissions Requirements site for specific instructions.

SPAP does not require **GRE** scores.

All application materials must be submitted electronically.

Completed applications are reviewed by an admissions committee in each graduate degree program. The recommendations of the committees are submitted to the Dean of the Graduate School, who will make the final admission decision.

Applicants are encouraged to contact the Hobsons online application's helpdesk for any technical issues. For questions related to the admissions process, prospective students may contact the Graduate School.

Admission to a graduate degree program is a prerequisite to be considered 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 by the Graduate School before the January deadline (for admission in the Fall).

For applicants to the Spanish graduate program who are non-native Speakers of Spanish, a phone call is needed to make sure his/her level of Spanish is adequate for a Ph.D. program in Spanish. Professor Manel Lacorte will conduct this informal interview over the phone and evaluate the student's proficiency based on his ACFTL training.

1.2. Information for International Graduate Students

The University of Maryland is dedicated to maintaining a vibrant international graduate student community. The office of International Students and Scholars

Services (ISSS) is a valuable source of information and assistance for prospective and current international students.

International graduate students will be required to submit TOEFL, IELTS or PTE scores if you do not hold a degree from a U.S. institution or from one of the English-speaking countries. If you are a U.S. citizen or permanent resident with international credentials, you will still be required to submit English test scores if you do not hold a degree from one of the countries on the list included here <https://gradschool.umd.edu/admissions/english-language-proficiency-requirements>

1.2.1. Options for providing evidence of English proficiency

Test of English as a Foreign Language (TOEFL) Score

- For the University of Maryland to receive your TOEFL score, please use the reporting code 5814.

Pearson (PTE) Score

- PTE test takers can send their score reports to the University of Maryland through their Pearson Account.

International English Language Testing System (IELTS) Score

- The University of Maryland downloads IELTS scores that have been transmitted to our e-download account. IELTS test takers should contact their IELTS test center directly to request electronic test scores be sent to the following IELTS e-download account:

If your TOEFL/IELTS/PTE score falls within the range for conditional enrollment, the Graduate School may admit you with an [English language condition](#). If so, you will be notified of this requirement in your official admission letter issued by the Graduate School.

Please note that the new TOEFL requirement is 96 or above to be fully admitted to our program. Beginning in August 2019, we will accept TOEFL Superscores.

BT TOEFL Requirements (Effective Fall 2020)

iBT TOEFL	Requirements for Full Enrollment	Requirements For Admission to English Bridge Program	Requirements for Admission to Intensive English
Total	96	88-95	87 and below
Speaking	22	18	18
Listening	24	18-23	18-23
Reading	26	20-25	20-25
Writing	24	20-23	20-23

More English Proficiency information

<https://gradschool.umd.edu/admissions/english-language-proficiency-requirements>

Please note that an applicant cannot be considered for admission to the University if their TOEFL, IELTS or PTE scores do not meet the minimum requirements for admission to Intensive English. If the scores fall in the range of needing one of the English courses, one of the following will apply:

Intensive English:

- Graduate students whose English test scores are in the range of Intensive English must enroll in and successfully complete the Intensive language course at the Maryland English Institute during their first semester.
- During their first semester they will only be permitted to enroll in Intensive English. No academic coursework will be permitted.

English Bridge Program:

- Graduate students whose English test scores are in the range of the English Bridge Program must enroll in and successfully complete the Semi-Intensive language course at the Maryland English Institute during their first semester.
- They can take up to two academic courses in addition to this English study.

Advanced English Writing Class:

- Graduate students whose TOEFL or IELTS meets the sectional score requirements for full admission, with the exception of the writing score, will be admitted with the condition that they successfully complete the Advanced English Writing Class at the Maryland English Institute in their second semester of study.

Exempt from Submitting TOEFL, IELTS or PTE Scores:

- Students who have received a degree from a regionally accredited institution in the U.S. (with the exception of Puerto Rico) or a nationally recognized university in one of the countries on the subsequent list do not need to submit TOEFL, IELTS or PTE scores. This exemption also applies to students who are currently studying for a degree at an institution in the U.S. or one of the countries on the list, but will receive their degree before enrolling at the University of Maryland.
- Note that you must have studied in the country and not at a foreign branch campus to be granted the exemption. Students who have done a dual degree Bachelor's program and earned a degree from an institution in a country on the list and a degree from a country not on the list, must have spent at least 2 years studying in the country on the waiver list to be eligible for an exemption from submitting an English score.
- Students from any of the countries on the subsequent list are not required to submit TOEFL, IELTS or PTE scores.

1.3. Academic Calendar

The [academic calendar](#) contains important information regarding registration. Graduate students preparing to graduate should refer to the [Deadlines for Graduate Students](#).

Deadlines for Graduate Students

<https://gradschool.umd.edu/calendar/deadlines/academic-deadlines>

1.4. Funding

The Department of Spanish and Portuguese provides two different types of funding to selected graduate students:

1.4.1. Graduate Assistantships

Employment (teaching or administrative) offered at time of admission to selection of applicants, renewable, at Ph.D. level, for up to 4 years total. Funding for students at the M.A. level may be available. Graduate Assistantships include stipend, tuition remission, and health insurance eligibility.

In SLLC,

Teaching Assistants (TAs) are what the University calls teachers of record. Trained and mentored by faculty experts, they teach in a classroom as the instructor. The list of duties is included in [Appendix A](#).

Graduate Assistants (GAs) are students who have an administrative position, not a teaching one. In SPAP, a PhD. student in his or her 3rd year will be selected to serve as the Departmental GA. The list of duties is included in [Appendix B](#).

1.4.2. Fellowship funds

Funding that includes no work responsibilities and varied tuition remission. Some are granted as part of an in-coming support package, some are the result of an application, and some are awarded across time according to merit.

Graduate School Dean's Fellowship

The Graduate School's Dean's Fellowships are offered by graduate programs in order to create greater flexibility in creating overall support packages for students. Graduate School Dean's Fellowships may be used as recruitment tools for prospective students or as awards for currently enrolled students. Current Graduate School guidelines for fellowship [tuition awards](#) remain in effect.

General guidelines:

- DFs are intended for full-time students.

- DF awardees will be reported to the Graduate School (GS) at the beginning of each fiscal year (ex. Summer 2018 for FY19).
- Multiple DFs may be awarded concurrently and/or serially to a student, distributed in multiples of \$2,500, but may not be awarded in an amount smaller than \$2,500 in any one year.
- DFs may be part of the base package to a student (e.g. fellowship, half fellow/half assistantship) or be used to enhance an assistantship and/or fellowship package, but may not supplant base package funding.
- DFs are to be used to create/enhance a support package, not to merely provide additional funds to students.
- Multiple DFs to one student may not be extended over a period of more than four years unless it is part of a Conversion of DF to UF award that extends to a fifth year.
- There is no ceiling on the number/amount of DFs offered to one student, the intention is for it to be large enough to impact recruitment or enable a student's ability to progress.
- If a DF is declined or a student withdraws, the DF(s) may be offered to another student (new or currently enrolled) in the same year. If necessary, multiple DF offers may be redistributed in \$2,500 increments to more than one student; however, any unused funds will revert to the GS – no exceptions.

Graduate School Fellowships

Graduate Fellowships are available on a competitive basis. Fellows are nominated by the department and fellowships are awarded by the Graduate School: <https://gradschool.umd.edu/funding/student-fellowships-awards>

SPAP: The Rand Fellowship

The late Marguerite C. Rand was a Professor of Spanish Literature in the University of Maryland's Department of Foreign Languages from 1948 to 1968. She became an associate professor in 1959 and a full-professor in 1963. She received her Ph.D. from the University of Chicago in 1951. Her thesis, *The Vision of Castile in the Works of Azorín,* was published in Spanish as *Castilla en Azorín* (1956) with a prologue by Azorín himself. She also published a monograph on *Ramón Pérez de Ayala* (1971). In 1981, Professor Rand established a Trust to provide financial support for graduate students specializing in modern Spanish literature.

The Department of Spanish and Portuguese is deeply grateful to Marguerite C. Rand for the Fellowship that carries her name; it has successfully supported generations of graduate students in their drive to excellence. Students of 19th-, 20th-, and 21st-century Spain are eligible to receive the Rand Fellowship for research purposes and often combined with Teaching Assistantships.

1.4. Tuition vs. mandatory fees

Your TAship covers the cost of courses (tuition), but it does not cover mandatory fees. You will be responsible for paying the fees, which cover other UMD services,

such as the use of the library, gym, etc. (see chart below). More information about fees <https://gradschool.umd.edu/funding/tuition-and-fees>

Sample of fees (Fall 2019-Spring 2020). Please take into consideration that you will be taking around 10 credits per semester, so you will be responsible for paying the higher fee.

GRADUATE STUDENT (SEE ALSO SPECIAL GRADUATE TUITION RATES)	(9 OR MORE CREDITS)	(1 - 8 CREDITS)
Technology Fee - flat rate	\$153	\$76.50
Auxiliary Fees - flat rate (unless noted):		
Athletics	\$66.50	\$66.50
Shuttle Bus	\$111.50	\$55.50
Student Union	\$171.50	\$85.50
Student Activities	\$19	\$19
Recreation Services	\$199	\$99.50
Performing Arts & Cultural Center	\$43.50	\$21.50
Health Center Fee	\$45	\$22.50

courses do not generate graduate units and cannot be used in calculating full-time or part-time status.

The number of graduate units per credit hour is calculated in the following manner:

- Courses in the series: 000-399 carry 2 units per credit hour.
- Courses in the series: 400-499 carry 4 units per credit hour.
- Courses in the series: 500-599 carry 5 units per credit hour.
- Courses in the series: 600-897 carry 6 units per credit hour.
- Master's Research course: 799 carries 12 units per credit hour.
- Pre-candidacy Doctoral Research courses: 898 carries 18 units per credit hour. Post passing comprehensive examinations and prior to advancing to candidacy, doctoral candidates should be registered for at least 3 credit hours.
- Doctoral Dissertation Research: 899 carries 18 units per credit hour. All doctoral candidates that have advanced to candidacy (post dissertation proposal defense) must pay candidacy tuition for which they will be registered for six (6) credit hours of 899; this defines all currently registered doctoral candidates as full-time.

Note for International students. Non-immigrant F-1 and J-1 students and their dependents must maintain legal immigration status at all times. Students with F-1 or J-1 visas must be enrolled full-time every term (semester or 12-week) at the University while they remain in the United States. The only possible exception that might allow a student to remain in the United States while on an approved leave of absence might be a serious illness or medical condition. Students are advised to consult with [International Student and Scholar Services](#) for more information when considering a leave of absence.

1.7. Continuous Registration Requirements

All graduate students must register for courses and pay associated tuition and fees each term (semester or 12-week term), not including summer and winter sessions for semester-based programs, until the degree is awarded.

A student who fails to register and who has not requested and received a waiver of registration or "Leave of Absence for Childbearing, Adoption, Illness or Dependent Care" will be notified by the Graduate School after the first day of classes that he or she must register for the current term (semester or 12-week term). The Graduate School will also inform the Graduate Director of the graduate program that the student is in jeopardy of termination. If the student does not register, he or she will be dismissed from the Graduate School at the end of the term (semester or 12-week term) for failure to comply with the continuous registration requirement.

A student who is dismissed for non-registration may appeal dismissal during a 30-day period following the end of the semester or during a 10-day period following the end of a 12-week term of non-registration. If the student does not appeal, or if

the appeal is denied, and the student wishes to continue in the Graduate School, the student must apply for readmission. In this case, readmission does not alter the initial requirements for time to complete the degree or advance to candidacy.

1.7.1. Waiver of Registration for Master's, and Pre-Candidacy Doctoral Students

Master's, and pre-candidacy Doctoral students who will be away from the University for a term (semester or 12-week term) or for two terms (a year on the semester system or two 12-week terms) may request a waiver of continuous registration and its associated tuition for the term(s) granted. Waivers of registration will be granted only if the student is making satisfactory progress toward the degree and can complete the degree requirements within the required time limits. Interruption of registration cannot be used to justify a time extension.

Permission for non-registration is obtained from the Graduate Director of the student's program and the waiver must be filed with the Graduate School. Students who are not registered may not use any University facilities, including the library, and should expect to consult with members of the Graduate Faculty seldom or not at all.

A request for a waiver of registration should be filed 30 days before the beginning of the term (semester or 12-week term) for which the waiver is sought. Tuition waiver requests will be granted only when the student affirms in writing that he or she will not be using any University resources, including the time of faculty members, during the waiver period.

1.7.2. Waiver of Registration for Doctoral Candidates

Doctoral Candidates are not eligible for Waivers of Continuous Registration. Each doctoral Candidate must maintain continuous registration in 899 (Doctoral Dissertation Research) until the degree is awarded. As of Fall 2019, the amount to be paid is the following:

- Ph.D. Candidacy In-State Tuition - per semester \$1,209
- Ph.D. Candidacy Out-of-State Tuition - per semester \$2,377

Waivers of Registration may be granted only under the University's policy for Leave of Absence for Graduate Students for Childbearing, Adoption, Illness or Dependent Care (see below).

1.7.3. Waiver of Mandatory Fees

A waiver of Mandatory Fees may be granted to any graduate student, including Doctoral Candidates, if the registered student will be away from the University for a term (semester or 12-week). An application for waiver of Mandatory Fees must be submitted to the Graduate School 30 days before the beginning of the term (semester or 12-week) for which the waiver is sought.

1.7.4. Leave of Absence for Childbearing, Adoption, Serious Health Condition or Dependent Care

In recognition of the effects that childbirth, adoption, serious health condition (mental and/or physical), and caring for incapacitated dependents (such as children, ill or injured partners, or aging parents) may have on the time and energy that graduate students have to devote to their educational programs, the University allows students in such circumstances to apply for a leave of absence of up to two semesters or up to three 12-week terms during which time they do not intend to make academic progress toward the completion of their degree. The time taken on an approved leave of absence is not included in the time limitations for degree completion and advancement to candidacy. For the Graduate Student Parental Accommodation Policy, which enables students to maintain full-time enrollment status rather than take a leave of absence, see the [Parental Accommodation Policy](#).

1.8 New Credit Transfer Policy

All graduate study credits offered as transfer credit must meet the following criteria:

- The student must have earned a grade of "B-" or better in the course.
- The credit must not have been used to satisfy the requirements for any other degree. Credits Earned at Another Institution
- No more than six credit hours of graduate work may be transferred from another institution, unless the program has special approval by the Dean of the Graduate School.

The courses must be graduate level and have been taken for graduate credit at a regionally accredited U.S. institution or foreign university. If the latter, evaluation by the staff of the International Student and Scholar Services and the Graduate School is required. The student must furnish an official transcript to the Graduate School. Graduate credit transferred from another institution will not be included in the calculation of the grade point average.

Credits Earned at the University of Maryland • When changing programs within the University of Maryland, the student may request inclusion of graduate credits earned at the University of Maryland.

When moving from non-degree to degree-seeking status, Non-Degree-Seeking Students may transfer up to nine (9) graduate credits to the degree program (students admitted as non-degree seeking prior to Fall Term 2017 may transfer up to twelve (12) graduate credits to the degree program), subject to the approval of the Graduate Program.

Master's Students • Transfer work satisfies only the 400-level requirements for the master's degree and does not apply to the upper-level requirements. • The transfer course work must have been taken within seven years of the award of a University of Maryland master's degree for which the student is currently enrolled (all other

course work outside of UMD must be taken within five years of the award of master's degree.)

Doctoral Students • Programs may determine that coursework taken at another institution satisfies any or all precandidacy coursework requirements. In such cases, transfer of credit is not required. Students must take at least one regular course (not 898 or 899) for a grade at the University of Maryland.

Approval Process • The advisor and Graduate Director will need to certify that transfer courses are applicable to the student's program and, for non-University of Maryland courses, that the courses have been re-validated. • A student seeking acceptance of transfer credit is advised to submit the necessary transcripts and certification of program approval to the Graduate School as promptly as possible for its review and decision.

It should be noted that programs may impose more stringent requirements and time limitations concerning the transfer of credits. In such cases the Graduate School must be notified accordingly. A form for Transfer or Inclusion of Credit is available online on the Graduate School's Forms webpage.

1.8.1 CREDIT FOR ALTERNATIVE LEARNING The Graduate School supports alternative learning experiences that advance graduate students' programs of study and aid in developing skills that prepare them to be successful for a broad range of career paths. Alternative learning experiences include internships, practicums, or field experiences taken while a student is enrolled in a degree at the University of Maryland. Graduate programs may establish their own courses for alternative learning (e.g., internship courses), or may provide for individual alternative learning experiences through an independent study course (e.g., 798). In other cases, credit for alternative learning can be provided by examination or by petition. The graduate program in which the student is enrolled may establish a limit on the number of credits that may be earned in this manner, as long as it is at or below the Graduate School limit (see below). Courses replaced by alternative learning credit cannot be repeated for credit. Alternative learning credit will not be included in the calculation of the grade point average, but credit for alternative learning can count toward the completion of a student's degree program.

1.8.2. Other Credit by Petition.

Programs may determine that certain courses completed at organizations other than accredited colleges or universities, such as the Smithsonian Institution, are equivalent to graduate-level courses and qualify for other credit. Other credit is not earned through traditional coursework or examination, and does not fall within the Graduate School's Transfer of Credit policy. The quantity and type of work to be considered for other credit (such as contact hours, lectures, labs, and workshops) must correspond with the Graduate School's policy on Criteria for Courses to be Accepted for Graduate Credit. Students can petition for up to six hours of other

credit toward the completion of their degree, with the exception of thesis and dissertation research credits (799, 898, and 899). Other credit is not available to students in certificate programs.

1.9 Required Health Insurance

Health insurance is important for maintaining physical and mental well-being while in graduate school. Unexpected healthcare expenses can be disruptive to students' academic progress. Beginning with the Fall 2020 semester, all students enrolled full-time in a master's or doctoral program at the College Park campus must have health insurance coverage. Full-time students are those who are enrolled for at least 48 units for the semester or 36 units for a 12-week term. Part-time students, non-degree-seeking students, and students enrolled in certificate programs, exclusively on-line programs, and/or programs at the Shady Grove campus are encouraged but not required to have health insurance, unless required by immigration status.

Students holding a graduate assistantship can choose to 1) enroll in a Maryland State Employee Health Insurance Plan, 2) enroll in the University's Student Health Insurance Plan (SHIP), or 3) enroll in an external plan.

Students not holding a graduate assistantship can choose to 1) enroll in the University's Student Health Insurance Plan (SHIP) or 2) enroll in an external plan. Students who enroll in an external plan, including under someone else's plan (a parent or a spouse), will be asked to provide insurance information to the Graduate School.

Information about the Maryland State Employee medical, prescription drug, and dental plans available to graduate assistants can be found at <https://uhr.umd.edu/benefits/medical-insurance/>. Information about the Student Health Insurance Plan (SHIP) available to all students can be found at <https://umd.myahpcare.com/>. More information and resources about health insurance are available on the Graduate School Health Insurance webpage at <https://gradschool.umd.edu/health-insurance>.

Policy Compliance: Students who are not enrolled in the Maryland State Employee Plan and who are not enrolled in SHIP will be asked to complete the External Health Insurance Reporting Form that will be available by June 1 on the [UMD AHP Website](#). Students in need of a health insurance plan are strongly encouraged to buy SHIP, if they cannot be covered on a parent's or spouse's plan.

Ending a GAship appointment: Students who end their assistantship can continue the health coverage through COBRA for up to 18 months, but this is very expensive—four to six times more expensive than SHIP. Students can enroll in SHIP during Open Enrollment or if they have a qualifying event (loss of GAship is a qualifying event).

2. Graduate Program: General Guidelines

2.1. Who to Contact for What

- **Director of Graduate Studies (DGS):** Laura Demaría (ldemaria@umd.edu) oversees initial academic orientation (program and university requirement and processes), advising (course registration, path to candidacy, progress to degree) and is available for answering questions and providing guidance in an array of matters, including problem-solving.
- **Graduate Coordinator:** Brandie Shackelford (bshackel@umd.edu) is in charge of administrative questions from applicants and current students. She deals with graduate forms, and administrative deadlines.
- **Payroll and Benefits coordinator:** Aric Darroe (adarroe@umd.edu)
- Questions regarding visa status, renewal, etc. should be directed to **International Student & Scholar Services (ISSS)** in H.J. Patterson. <https://globalmaryland.umd.edu/offices/international-students-scholar-services/about-issv>

2.2. Mentorship

(Section adapted from UMD English Program, Ph.D. Handbook)

Mentoring vs. Academic Advising. All graduate students participate in the department's comprehensive mentoring program. Please note the difference between academic advising and mentoring: academic advising offers information on program requirements, course registration, departmental and university deadlines, and matters of policy. Mentoring is primarily designed to engage with and further your professional goals, to help you choose a plan, and to offer suggestions for academic opportunities and development. Mentoring discussions may also engage interpersonal issues and work/ life balance.

Academic advising for SPAN Ph.D. and M.A. students is done by the Director of Graduate Studies (DGS); Mentoring is provided by the advisor in the field you have chosen to guide you throughout the program. Make sure to choose a mentor as soon as possible to help you navigate the demands in your field. Academic Advising for HAL M.A. students is provided by Professor Lacorte or Professor Gironzetti, depending on the semester.

2.3. Faculty Mentoring

2.3.1. M.A. Program

SPAN M.A. students will choose a faculty mentor during the second semester of their arrival. The faculty member will act as your mentor. You should meet with your mentor at least once a semester. The purpose of these meetings will not be a discussion of your progress in the fulfillment of the program requirements (for

which you should continue to meet with the graduate director); rather, the purpose will be to discuss your intellectual experience and progress in the program relevant to your particular field(s) of interest, your participation in the department's intellectual life as relevant to your field(s) of interest, as well as your professional plans for the remainder of the program and beyond.

The faculty mentor will be available to discuss any questions or concerns with regard to your professional and intellectual development. We intend this program to be a service to you, not an additional requirement.

2.3.2. Ph.D. Program

As a SPAN Ph.D. Student, you will choose a faculty mentor on arrival. You should meet with your mentor on a regular basis. The purpose of these meetings will not be a discussion of your progress in the fulfillment of the program requirements (for which you should continue to meet with the DGS); rather, the purpose will be to discuss your intellectual experience and progress in the program relevant to your particular field(s) of interest, your participation in the department's intellectual life as relevant to your field(s) of interest, as well as your professional plans for the remainder of the program and beyond. The faculty mentor will be available to discuss any questions or concerns with regard to your professional and intellectual development.

2.3.3. Basic Expectations for Student Mentees

As students, you are expected to meet with your mentor at least once every semester. It is up to you to contact your mentor (via email) to set up these meetings. If you have difficulties making contact with your mentor, please contact the DGS. It is also a good idea to take your program's plan of study and share it with your mentor so that everyone is on the same page about timelines and expectations. Meetings will be most productive when you accept responsibility for leading the meeting. Your role is to raise the issues and questions, while the professor's role is to respond.

2.3.4. Basic Expectations for Faculty Mentors

Mentoring is consistently cited by graduate students as an important aspect of graduate programs. A good faculty mentor will take an active interest in all aspects of the professional life of their mentees. Faculty mentors should meet frequently with students, at least once a semester, preferably more often. This is a time to discuss the student's goals, to share fellowship opportunities, information about conferences and publication opportunities, new library resources, etc. as well as to offer intellectual guidance in terms of how to carve out a research and/or professional niche.

To have some systematic procedure across the board, Faculty have voted for the following maximum timeframes for feedback to graduate students:

15 days for exams,
1 month for a dissertation chapter.

2.3.5. Pedagogical Mentoring

If you have a funding package that includes teaching, you will also be assigned a pedagogical mentor and course coordinator during those semesters when you are teaching. During your first semester, as you begin teaching Spanish at UMD, you will take SPAN 605 (1 credit) or SLLC 601.

SPAN 605 - Teaching Spanish I

The goal of this seminar is to provide you with (1) an understanding of the teaching methods used in the Spanish language courses at UMD, (2) a forum for discussing teaching-related questions and bridge theory and classroom practice, and (3) an opportunity to reflect on your own teaching, including your attitudes towards language learning and teaching. This hands-on seminar links the theory of our Spanish language program to its in-class practice.

A key component of SPAN 605 and your continuous professional development is to observe others' classes regularly. Seeing and reflecting on how other instructors organize the classroom, review old material, present new material, use the board or audio-visual resources, engage students in a variety of communicative activities, and allocate time for all of the above, will help you gain the knowledge and self-assurance essential for leading your own class. Observing other teachers' classes also gives you the opportunity to take a detached, observational stance and reflect on why certain practices seemed to work better than others did.

In addition to observing others' classes, as part of this seminar you will engage and reflect on recent pedagogical models and approaches, develop a bilingual teaching philosophy, and design classroom materials (for teaching and assessing student progress).

2.3.6. Questions or Concerns about the Mentoring Process

You may find that the faculty member initially assigned to you or chosen by you may not end up being the best for advising or chairing your research project. If this turns out to be the case, please contact the DGS in order to discuss the situation and/ or to change your mentor.

For more information on what to expect from the mentoring experience, please read the document prepared by the Graduate School entitled "Mentoring Up: A Guide for Graduate Students", included as an Appendix C.

2.4. Grading Systems

The University's A through F grading system is used in graduate level courses. A "Satisfactory or Failure" (S-F) grading system may be used for certain types of graduate study at the discretion of the graduate program. These include courses that require independent fieldwork, special projects, or independent study.

The "Pass-Fail" grading system is not available for graduate students. However, a graduate program may allow, in certain cases, a graduate student to use the Pass-Fail option for 100-300 level courses. Graduate credit may not be earned for these courses.

The S-F grading system must be used for **Master's thesis (799) and Doctoral dissertation (899) Research**. A grade of S indicates satisfactory progress towards the completion of the thesis or dissertation; a grade of F indicates failure to make satisfactory progress. A grade of F will trigger a review to determine whether the student's enrollment should be terminated. Determinations of satisfactory progress occur at the graduate program level. A grade of I (incomplete) may be assigned if the advisor is unable to determine that the student is making satisfactory progress. The grade of I should be used sparingly and only after the advisor has spoken with the student about concerns regarding satisfactory progress. For 799 and 899 there are no incomplete contracts. Advisors should change grades of I to S when the student has demonstrated satisfactory progress, or to F if the advisor determines the student is incapable of making satisfactory progress. Upon successful completion of all degree requirements and the award of the degree, any remaining I grades for 799 and 899 will automatically be changed to S.

2.5. Course Numbering System

Courses at UMD are designated as follows:

- 000-099: Non-credit courses
- 100-199: Primarily first-year courses (not acceptable for credit toward graduate degrees).
- 200-299: Primarily sophomore courses (not acceptable for credit toward graduate degrees).
- 300-399: Junior and senior courses (not acceptable for credit toward graduate degrees).
- 400-499: Junior and senior courses acceptable for credit toward some graduate degrees. The number of such credits is limited by policies of the Graduate School and by the graduate program.
- 500-599: Professional school courses (Dentistry, Law, Medicine) and post-baccalaureate courses not for graduate degree credit.
- 600-898: Courses restricted to graduate students (see above for exceptions).
- 799: Master's thesis credit.
- 899: Doctoral dissertation credit.

Note Graduate students in the Spanish Department are required to take 600 level courses or higher. 400 level seminars are designed for undergraduate Majors and Minors. In very exceptional cases, a M.A. student can take 400 level seminars with the approval of the Graduate Director.

2.6. Required Courses for Ph.D. and M.A. students

The Spanish Graduate Program requires the following courses of all graduate students (Ph.D. and M.A.). These courses are:

- History of the Spanish Language: Words in History (3 credit course)
- Critical Theory (3 credit course)
- Spanish 605 or SLLC 601 (1 credit course) (only for TAs)

For specific HAL M.A. requirements, please contact Professor Lacorte.

2.7. Auditing of Courses

Students will be asked to register for courses as an auditor. You will be responsible for attending a course you are auditing on a regular basis, for keeping up with the readings, and participating in class. However, you will be excused from writing all written assignments, including final paper or taking a final exam. No grades are given for audited courses, nor are any credits earned.

2.8. Independent studies

Independent studies are typically opportunities for students to work with their thesis or dissertation director or second reader, for example in case there is a need to cover an essential field not otherwise covered in offered seminars. Independent studies must have a class program (syllabus) similar to a seminar, with weekly readings and assignments. The professor must meet at least every 15 days with the student for a period of 2 hours. The final research paper is equivalent to a final paper in a graduate seminar (15+ pages). The professor decides whether to include other relevant assignments.

2.9. Event Participation

Students are also expected to participate in all the special activities (talks, colloquia, conferences, symposiums, workshops) organized or sponsored by the Department during the semester especially when visiting speakers are featured. These activities are designed to foster dialogue, intellectual growth, and are part of the graduate student's intellectual formation and professional interaction within the Department.

3. The Master of Arts Program

3.1. Areas and Fields

The M.A. in Spanish is divided into three areas: Latin American literature, Spanish literature, and Hispanic Applied Linguistics.

Students in Latin American literature and Spanish 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 above-mentioned student could choose the Spanish literature of 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 other areas.

3.1.1. Latin American Literatures

Colonial and Early Modern Studies
Emancipation and Nation Building (Nineteenth Century)
Modernismo and Avant-garde
Contemporary (Twentieth & Twenty-First Centuries)

Latin American Reading List
<http://slc.umd.edu/sites/slc.umd.edu/files/LaMAlist.pdf>

3.1.2. Spanish Literature

The Medieval Period
The Golden Age
Eighteenth and Nineteenth Centuries
Contemporary (Twentieth & Twenty-First Centuries)

Spanish Reading List
<http://slc.umd.edu/sites/slc.umd.edu/files/SpanishMAlist.pdf>

3.1.3. Hispanic Applied Linguistics

Hispanic Linguistics II: Structures of Spanish
Hispanic Linguistics III: Language in Use
Spanish and Spanish-Speaking Communities in the US
Bilingualism & Biculturalism in Spanish Speaking Communities

Intercultural Communication & Negotiation
 Current Trends in Hispanic Applied Linguistics
 Latina/o Communities and Language Struggles

Hispanic Applied Linguistics reading list

https://sllc.umd.edu/sites/sllc.umd.edu/files/images/spanish/reading_list_2_pages.pdf

3.2. Purpose of the M.A.

To provide the opportunity for the candidate to acquire knowledge and skills in Hispanic languages and literatures in order 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 public schools);
- Work in fields that 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.

3.3. Courses – M.A.

The Department of Spanish and Portuguese encourages M.A. students to expose themselves to a variety of courses. The more courses students take or audit the better prepared they will be for the M.A. exams. In order to get an M.A. (regardless of track chosen) students need 30 credits from regular courses. However, if students are planning to continue their graduate studies and apply for the Ph.D. program, they will be encouraged to take 6 extra credits in the form of audited courses; one course can be in a related field outside of the department. This new policy will start in Fall 2020.

Sample Course of Study for a Full-Time Lit. M.A. Student 30 credits + (6 audited credits only for prospective Ph.D. students)

Year 1	Semester 1 Take 2 three-credit-courses + Spanish 605 (1 credit) + *Audit 1 course = 7 credits	Semester 2 Take 3 three-credit courses = 9 credits
Year 2	Semester 3 Take 3 three-credit courses = 9 credits	Semester 4 Take 2 three-credit courses + *Audit 1 course = 6 credits MA EXAMS OR THESIS + EXAM

*Audit 1 course = Only for prospective Ph.D. students

Note for HAL M.A. students: due to the specificity of the program, not all courses towards the M.A. degree must be taken in the Department of Spanish and Portuguese.

3.4. Course Requirements

M.A. candidates specializing in literature are required to take a total of 30 credits and to pass four comprehensive examinations in the sub-fields chosen by the student as noted earlier. M.A. students who would like to continue their graduate studies are expected to take 6 audited credits.

M.A. students specializing in Hispanic Applied Linguistics are required to take a total of 30 credits and 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).

Spanish 605 - During their first semester, students with a funding package that includes teaching will also take SPAN 605 (1 credit) or SLLC 601.

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

3.4.1. Non-Thesis Option in literature

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

- 3 credit hours in History of the Spanish Language: Words in History
- 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
- Expected for Prospective Ph.D. students: 6 audited credits in your field of study or related field

3.4.2. Thesis Option in literature

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

- 3 credit hours in History of the Spanish Language: Words in History
- 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)
- Suggested for Prospective Ph.D. students: 6 audited credits in your field of study or related field

In very exceptional cases, a M.A. student can take 400-level seminars with the approval of the Graduate Director. However, no more than six credits (two courses) can be earned from 400-level courses.

Note that all courses in the M.A. degree must be taken in the Department of Spanish and Portuguese.

3.4.3. Non-Thesis Option in Hispanic Applied Linguistics

Course requirements for the Non-Thesis Option in Hispanic applied linguistics are (30 credit hours total, see [a sample degree plan](#)):

- 15 credit hours in Hispanic applied linguistics
 - 6 credit hours in Latin American/Spanish/Latino(a) literatures
 - 6 credit hours in elective courses (to be determined by the student and advisor) *
 - 6 audited credits in your field of study or related field
 - 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 (45 to 50 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.

3.4.4. Thesis Option in Hispanic Applied Linguistics

Course requirements for the Thesis Option in Hispanic applied linguistics are (30 credit hours total, see [a sample degree plan](#)):

- 15 credit hours in Hispanic applied linguistics
 - 6 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; S/F grade policy) which substitute for the 6 elective credits.
- *3 credit hours may be obtained through an internship under the supervision of the academic advisor.

3.5. 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.

A student interested in writing an M.A. thesis must seek approval from the graduate committee, ideally **in the first half of the second semester**. To seek approval, it is advised that the student first approaches the DGS.

The M.A. thesis should be about 50 to 60 pages long, not including bibliography.

3.6. 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.

Sixty days prior to an examination date, the candidate must inform the Director of Graduate Studies as well as the professor assigned to administer the exam 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.

3.6.1. 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.

3.6.2. 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 website for deadlines. The Department is not responsible for late applications.

3.6.3. 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.

3.6.4. 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.

3.6.5. Time Limit

Full-time students must obtain the M.A. within two years from the beginning of his/her graduate study.

3.7. Procedures for M.A. Comprehensive Examinations

3.7.1. 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, or secondary, field.

Students are examined in all four areas at one of the three scheduled examination dates (January, May and August). The exam will consist of questions submitted to the DGS by the professors who correspond to each area.

Students who hold a TA appointment 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.

Main area of specialization: Students are required to develop a critically informed essay on a question submitted in the main area of specialization.

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) on questions by corresponding professors.

Students will take the four exams spanning roughly ten days (on Friday, Monday, Wednesday and a subsequent 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 student will work together with the DGS to 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 brainstorm, 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/21st Century) or Spanish (Medieval period to the 20th Century/21st Century) literature.

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.

Evaluation: After reading the written examinations 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 one month of taking the first examination.

Students who fail the examination(s) will have the option of re-taking the failed examination(s) only once.

3.7.2. M.A. Exam for Students Who Write a Thesis

Students whose option to write a thesis has been approved by the graduate committee will take a modified form of the exam. It will consist of two questions, to be distributed and answered in the same fashion as the normal, non-thesis exam.

The exam will take place during one week, on a Monday and a Wednesday, the dates to be determined in the same fashion as the normal, non-thesis exam. One question will be from the major field, but from a different sub-field from the sub-field corresponding with the thesis topic. For example, if a thesis is about twentieth-century Latin America, the M.A. exam question will be from a sub-field that is not twentieth-century, for example colonial or nineteenth-century. The second question will be from the secondary, or minor, field. In the case of a student who writes a

thesis about Latin America, for example, the second question would be about Peninsular literature.

M.A. on Thesis Track Defense Committee. Students, in consultation with advisor, should choose a committee for their M.A. thesis defense. Besides the Advisor, the committee should include 3 professors as members. A Nomination Thesis Committee Form should be completed after the committee members have been confirmed. Please see Graduate Coordinator for this form.

3.7.3. Hispanic Applied Linguistics: M.A. examinations

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.

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

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 or 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 brainstorm, 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 or in English (depending on the course the question may be related to) 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 fields/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.

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.

4. The Ph.D. Program

4.1. Objectives and Requirements

The Ph.D. is primarily a research and specialization degree, culminating in the writing of a dissertation.

Prior to admission to candidacy the student must demonstrate/fulfill the following:

- A thorough knowledge of the literary and cultural production in the main area of study;
- An in-depth knowledge of research tendencies in the field of specialization;
- At least two courses in the secondary area;
- A graduate course in the History of the Spanish Language (Words in History);
- A minimum of one course in literary theory and/or criticism;
- A total of 30 credits of coursework (new policy starting Fall 2020: 30 course credits + 6 audit credits during 3rd year)
- Reading proficiency in a third language other than Spanish or English, appropriate to the student's field of study.

4.2. Qualifying Examination: Procedures and Evaluation

Students who obtained their M.A. at another institution must take a qualifying examination after their first semester in the Ph.D. program. The goal of the exam is to ensure that students have both the specific field knowledge and the theoretical and/or critical background to continue in the program.

A student must declare her/his intention to take the qualifying examination in writing to the Director of Graduate Studies at least **60 days** prior to the examination date, and at this time s/he should select the areas or fields and faculty advisor with whom s/he wants to work in preparation for the qualifying. The exam will be given every **January**, before the beginning of the spring semester. A committee consisting of two Department faculty members (including the advisor) will meet to evaluate the examination and discuss the student's overall progress in the Ph.D. program. Written notification of the results will be sent to the student within one month of completing the exam. In the event that the student does not pass the exam, her/his advisor and the Director of Graduate Studies may recommend that the student retake the examination in **May**. If a student does not pass the retake exam, s/he will not be allowed to continue in the Ph.D. program.

The examination is based on a list of **ten (10) primary texts** in the fields of Latin American and/or Spanish literature chosen by the student in consultation with her/his faculty advisor. The list of ten books should focus on the student's specific area of interest, as the purpose of the exam is to evaluate a student's reading and writing skills as s/he continues to pursue a doctoral degree. The Director of Graduate Studies must receive and approve the list of ten texts as soon as the

decision is made. Once the list is approved by the DGS, the student will have a maximum of **ten (10) business days** to select **five (5) books** from the list of ten primary texts to prepare for the exam and inform the DGS and her/his faculty advisor of her/his decision. The DGS will establish the exact date of the examination in January (or May in the event of a retake).

The examination will be formulated by the faculty advisor and will include the following: (a) a close reading of a **passage** of no more than 500 words **from one (1) book** from the student's list of five, which would lead to (b) an extrapolation to a wider set of ideas pertaining to the whole book and/or to the **five (5) books selected**. The student will receive the examination question by hand at the time of the exam and will have 4 hours to answer it in a room on a computer provided by the Department with no Internet access. The exam will be written in Spanish, with the exception of English for students who are specialized in U.S. Latina/o Studies. No notes or bibliography may be consulted, although a bilingual dictionary may be used.

The exam will be proctored by the Director of Graduate Studies, Professor in charge of administrating the exams, or the SLLC Graduate Coordinator.

4.3. Courses – Ph.D.

The Department of Spanish and Portuguese encourages Ph.D. students to expose themselves to a variety of courses. The more courses a student takes or audits will help them to be better prepared for their comprehensive exams. Ph.D. students are required to take a total of 30 credits, plus they will be required to have a minimum of 6 extra credits from audited courses during 3rd year. This new policy starts Fall 2020. Note, that students can and are encouraged to audit courses throughout their stay at UMD.

Students would take 6 audited credits on 3rd year (two extra seminars, one in Fall and one in Spring). One of the audited classes can be outside of SPAP, as long as it is relevant to their projects, and approved by the advisor.

Sample Course of Study for a Full-Time Ph.D. 30 credits + 6 audited credits

Year 1	Semester 1 Take 2 three-credit courses + Span 605 + Audit one course = 7 credits <u>January: Qualifying Exams</u>	Semester 2 Take 3 three-credit courses (Critical Theory or Words in History required) = 9 credits
Year 2	Semester 3 Take 3 three-credit courses = 9 credits	Semester 4 Take 2 three-credit courses + Audit One = 6 credits

		<u>May/August: COMPS EXAMS</u>
Year 3	Semester 5 Audit one three-credit Courses + Span 898 Prepare for Comps or Dissertation Proposal + <u>Language Exam</u>	Semester 6 <u>January: COMPS EXAM</u> Audit one three-credit course + Span 898 <u>Prepare your Dissertation Proposal+ Defense Dissertation Proposal</u>
Year 4	Semester 7 Span 898 + Write your Dissertation	Semester 8 Span 898 + Write your Dissertation
Year 5	Semester 9 Span 898 + Write your Dissertation <u>Prepare MLA/Job Search</u>	Semester 10 Span 898 + Write your Dissertation <u>Ph.D. DISSERTATION DEFENSE</u> - GRADUATION!!!

Note: Beyond the 5th year funding and/or employment in the department is subject to availability and/or need.

4.4. Route to Ph.D. Candidacy

After PhD coursework has been completed, students proceed through a pre-candidacy stage consisting of three components: the Comprehensive Examination, the Language Reading (or “Translation”) Exam, and the Dissertation Proposal and Defense. Following successful completion of these three elements, students are advanced to candidacy, and are considered “ABD” (all but dissertation).

4.4.1. Comprehensive Examination

The Comprehensive Examination consists of three essays written over a span of three weeks. The essays are based on the courses a student has taken and on reading lists tailored to his or her sub-fields of focus (two in the main area and one in the secondary area). The three reading lists are created in consultation with faculty specialists in the areas of examination.

The Comprehensive Examination is offered three times per year, in January, May, and August. On three consecutive Mondays, the student will receive a question to be answered in essay form, each related to a particular sub-field. These essays will be due by 3:00 p.m. on the Thursday of each respective week.

Sixty days prior to the desired examination start date, the candidate must inform the Director of Graduate Studies as well as the professor assigned to administer the exam of his/her intention to sit for the examination. This notification should be submitted in writing, outlining the areas and sub-fields in which the student will be examined.

NOTE: the three reading lists should be approved by the DGS. Therefore, a copy of the final lists should be presented for evaluation during those sixty days prior to the desired exam start date.

Exams will be evaluated by a committee consisting of two faculty members per subfield. Where appropriate, and in only one instance per student, the same faculty member may be called upon to evaluate two of the essays.

In the case of an unsuccessful examination, the student's PhD advisor and the Director of Graduate Studies may recommend that the student sit a second time for the Comprehensive Examination. Continuation in the PhD Program depends on successful outcome of any second attempt.

The Department of Spanish and Portuguese encourages students to take their Comprehensive exams at the end of their fourth semester (second year) either in May or August. However, students can extend their preparation into the Fall of their third year and take their exam at the beginning of their sixth semester (January).

4.4.2. Advancement to Candidacy: Comps Prep and Proposal Prep

Ph.D. students in the third year must be enrolled in **Spanish 898 Pre-Candidacy Research** (3 credits, minimum; S/F grade policy) per semester while preparing for their Comprehensive Exams and Dissertation Proposal. A student should check his or her advisor's code (see chart below), as it is needed to register for 898 credits.

Benito	3220
Demaría	3225
Gironzetti	3202
Lacorte	3235
Long, R	3215
Merediz	3245
Naharro	3250
Penrose	3256
Quintero	3260
Rodríguez	3270
Sánchez	3285
Sosnowski	3290

During the third year, students are required to audit two three-credit courses (one in fall, one in spring). These classes should help students with their comprehensive

exams or with their field of study. One of these two classes can be taken outside the Spanish Department.

After defending the Dissertation Proposal, Ph.D. students will be enrolled directly by the Graduate School in **SPAN 899 - Doctoral Dissertation Research** (6 credits maximum; S/F grade policy) while writing the dissertation. Please, assure that your advisor's code is added correctly.

SLLC Procedure to request Advancement to Candidacy. Note the following procedure implemented by SLLC as students are responsible to start the process. Please, make sure you follow these steps:

- The students apply for advancement and should be doing so in contact with SLLC's Student Affairs Coordinator (Brandie) so she can track the request, and in some cases, help by identifying the appropriate form.
- The students receive a letter from the Graduate School Dean. Share it with, SLLC's Student Affairs Coordinator (Brandie) who will as of now be setting up reminders to those who have applied, as it can take between 2 and 6 weeks for the approval letters to arrive.
- In cases of TA/GAs, SLLC's Student Affairs Coordinator (Brandie) then gives SLLC's Payroll and Benefits Coordinator (Aric) a copy of the approval letter so he can put their Step III increase into the system, along with their status.
- SLLC's Student Affairs Coordinator (Brandie)'s receiving of a copy of the approval letters also makes it possible for the School to write appropriate renewal letters for students and to assist with any issues connected to registration.

Term limit: Doctoral requirements must be accomplished within four years after advancement to candidacy or within nine years after admission to the program, whichever is greater.

Extensions of time for doctoral students must be requested from the Graduate School by the doctoral program. The first request for an extension of the deadline for admission to candidacy or completion of the doctoral dissertation requires a letter of support from the Graduate Director. The letter must include a timetable listing specific goals to be accomplished at various points during the extension period. Normally, the extension will be for a maximum of one year.

4.4.3. Language Reading Examination/Translation

This examination consists of a "for sense" translation from a third language into English or Spanish. The topic of the text will be related to the student's field of specialization. The choice of the language will be determined by its usefulness as a

tool for the student's dissertation research. This exam may be repeated once. The student will choose a book or a long article together with a professor qualified to evaluate the third language (the examiner) and then notify the DGS of when the exam is to take place. The examiner will select a passage from the book or long article, which must be between 1000 and 1500 words. The examiner must submit the passage to the DGS for review at least two weeks prior to the exam. The student will have three hours to complete the exam, which will take place on campus and be proctored. Please note that only a printed dictionary (not an electronic source) is allowed to assist with the translation exam. For your information, please note that professors Igel and Lima are authorized to conduct examinations in Portuguese; and professors Naharro and Benito-Vessels are authorized to conduct examinations in French. Any questions about who is qualified to conduct the exam should be directed to the DGS. Please note also that dissertation advisors are not allowed to administer exams to their advisees. The examiner evaluates the exam and communicates the result directly to the DGS, who will then advise the student. The reading exam can be taken at any point prior to advancement to candidacy.

4.4.4. Dissertation Proposal and Defense

The final stage of the pre-candidacy period is focused on preparing to write the dissertation. In consultation with an advisory committee consisting of the dissertation director and three additional members of the faculty, the student will write a dissertation proposal that aims to give a clear sense of the intended corpus of study, intellectual aims, and methodology. The proposal should include a review of the literature, an outline of projected chapters, and a selected bibliography. Proposals should be about 25-30 pages in length and are expected to be completed within four months to one year after the Comprehensive Examination. The advisory committee and the candidate will then convene for the defense of the proposal. All faculty in the Department are welcome to attend the defense.

Ph.D. Proposal Defense. Students, in consultation with their advisor, should choose a committee for their proposal defense. Besides the Advisor, the committee should include 3 professors as members. For the Ph.D. Dissertation Defense, please see below, note that a Dean's Representative from outside the department/School should be added. A Nomination Thesis Committee Form should be completed after the committee members have been confirmed. Please see Graduate Coordinator for this form.

It is necessary to keep the same committee that works with the proposal for the dissertation defense. Changes should be made only if members are absent or with well documented exceptions.

Second Reader: The 2nd reader should be named at the proposal defense in consultation with the student and should be involved with the dissertation from the

start. Students are expected to engage in a close dialogue with the second reader throughout the writing of the dissertation.

4.5. Apply for Advancement to Candidacy

Once the student has completed all three requirements of the pre-candidacy period, he/she applies for advancement to candidacy. See graduate coordinator for administrative assistance.

N.B. Department Benchmarks assume that students will have advanced to candidacy by the end of their third year in the program.

4.6. Ph.D. Students in the 5th year

It is expected that students apply for jobs advertised by the MLA or the *Chronicle* during the fall. By the time of the interviews in December and January, at least two chapters should be finished, ideally three. By now students should have sufficient experience in teaching language at all levels plus some experience in teaching literature and culture.

If an alternative career path is chosen, other advertising venues should be consulted.

Publications and presentations at conferences are highly desirable. In the summer before their fifth year, students should also work on developing a CV, a writing sample, teaching philosophy, and syllabi relevant for their field.

The School's Graduate Committee will continue to provide students with workshops to help them through the process of job seeking.

4.7. Angel Rama Dissertation Award

This is a Dissertation Writing award of \$5,000.00 for a Ph.D. student in the 5th year. Doctoral graduate students will be selected by the Graduate Committee to receive the Rama Fellowship to take effect during their fifth year. In order to be eligible, by May 15th of their fourth year of studies, students must have defended their dissertation proposal. By August 1st after their fourth year, they must have written one chapter, approved by the dissertation advisor and the second reader. The DGS and graduate committee will examine written materials and assess student progress before the award. The annual award is determined during the summer recess.

4.8. The Dissertation

As stated previously, the Ph.D. is essentially a research degree. This means that courses taken for the Ph.D. are intended as a preparation for the dissertation. It is therefore of the utmost importance that students identify their field of interest as soon as possible. Early in the first semester, students should consult with one or more professors and explore the research possibilities in the field, period, genre, author(s) of their particular interest and select an academic advisor accordingly.

Dual degree seekers with Spanish/Latin American universities. A dissertation can only be used for one degree from one university.

4.9. Human Subject Research

Although SPAP research projects deal greatly with printed and archival materials, students must be aware that the opportunity to conduct research using human subjects is a professional privilege that comes with responsibilities. Ethical principles include respect for persons, which means recognizing that the person can and should freely make decisions and that researchers must respect these decisions and protect people with reduced autonomy. Any interviews, interaction, or general research that involves human subjects must involve obtaining informed consent from participants or legal guardians. We encourage you to seek advice when dealing with students, visiting scholars, and emeriti professors. For more information, see <https://research.umd.edu/rcr-human-subjects>.

4.10. Dissertation Defense

When the candidate has completed the dissertation, the Director of Graduate Studies notifies The Graduate School of its completion. The Dean of the Graduate School, upon the recommendation of the Director of Graduate Studies, appoints an Examining Committee for the candidate. This Examining Committee will include four members (one advisor + three professors) and one member from another academic unit who acts as the Graduate Dean's Representative. The Committee will be chaired by the dissertation director. The students, in consultation with their mentors, will choose the committee's members.

The Dean's Representative cannot be from the student's department or the advisor's department. It can be from a different program in that college. Therefore, the Dean's Representative cannot be a member of the Department of Spanish or the School of Languages, Literatures, and Cultures.

All members of the Examining Committee will read the dissertation in its final form and take part in an oral examination in which the candidate defends his/her findings. Copies of the dissertation must be given to members of the Examining Committee at least ten working days before the date set for the oral examination. The Graduate School has established procedures for the Dissertation Examination. For details on these and all other aspects regarding the dissertation, please see the [Thesis and Dissertation Forms and Guidelines](#). In addition, the student must provide the Department with one copy of the final version of his/her dissertation. Students are expected to defend the dissertation within 4 years of advancing to candidacy. The Director of Graduate Studies may approve an extension of up to one year in cases of extenuating circumstances.

4.11. Special Members – Ph.D. Dissertation Defense

Special Members of the Graduate Faculty are scholars who have no official affiliation with the University of Maryland. Appointment is by approval of the Dean of the Graduate School. Nomination for Appointment to Special Member of the Graduate Faculty is made by the Head of the home unit, on the recommendation of the Full Members of the Graduate Faculty in the unit. Each nomination will include a letter of support from the Head of the home unit, confirmation of approval of the Full Members of the Graduate Faculty in the unit, and current curriculum vitae. The term of appointment is five years and is renewable upon re-nomination by the Head of the home unit after appropriate review within the unit. The appointment is terminated upon resignation or retirement.

The Nomination to the Graduate Faculty Form is available here: https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/Forms/nomination_to_graduate_faculty_form.pdf

4.12. Application for Graduation

Students must apply for a graduate diploma early in the semester in which they intend to receive their degree. Deadlines are published in the [Schedule of Classes](#). Note: Once students are done, they MUST file an EXIT form with the Graduate School and, if applicable, an address change form.

4.13. The Hispamérica Doctoral Award

Thanks to the generosity of a faculty member, Ph.D. students with a Latin American specialization who successfully defend their dissertation and file for graduation will receive \$ 1,000.00. Starting in Spring 2020.

5. Graduate Student Professionalization and Resources

5.1. Conferences

Ph.D. students are encouraged to present their papers at academic conferences in their field. SLLC, ARHU, and occasionally the Spanish Department provide limited funding to support travel expenses. Before sending an abstract to a conference, talk to your advisor about the conference and receive feedback. Also, make sure your advisor reads and approves your abstract. Do not hesitate to ask your professors to help you improve the abstract. Before attending the conference, once your paper has been accepted, work with your advisor to make sure your paper is ready to be presented.

5.1.1. SLLC Funds

SLLC Graduate Students will be allotted up to \$750 in SLLC funds per academic year for reimbursement of 50% of the total approved cost of travel for conference presentations. In practice this means that single trips over \$1,500.00 will be granted the maximum \$750.00. Trips that cost under \$1,500 will be reimbursed at less than the maximum of \$750.00. For example, if the approved cost of a single trip is \$1,000.00, the reimbursement will be \$500.00. If the approved cost of a single trip is \$400.00, the reimbursement will be \$200.00. You may apply multiple times during the year, up to the maximum reimbursement of \$750.00. Unspent allotted funds do not carry over to successive years.

To apply for funds, students must complete the SLLC Travel Approval Request Form (TAR) and the Supplemental Travel Approval Request Form for Graduate Students (from the SLLC home page, click on "Graduate Students" and then the links to TAR and Supplemental TAR under SLLC Graduate Student Travel Resources. Fill out PDF forms electronically). Please note that the Supplemental TAR requires signatures from the Department Head and Director of Graduate Studies; make sure to obtain these signatures BEFORE submitting the application. Both forms should be saved as PDF (be sure to include your name in the file name), and emailed to sllc-travel@umd.edu at least one month prior to the intended travel date.

Please include proof of acceptance (translated into English, if need be), the title of your paper, and documentation of any external funding sources in the email application. If you would like Administrative Affairs to book and prepay any of your travel expenses (hotel, airfare), you must apply six weeks prior to your travel date.

Only actual expenses with original receipts will be reimbursed. Membership dues will not be reimbursed.

More information: <https://sllc.umd.edu/info/graduate>

Although matching funds are not required to receive SLLC travel support, graduate students are highly encouraged to seek additional funding in support of conference travel from their departments, ARHU, and the Graduate School.

5.1.2. Graduate School Awards

Jacob K. Goldhaber Travel Grant. The Goldhaber Award is a matching grant and requires that students secure funding from an internal or external source prior to submitting an application.

Please see complete guidelines for additional information:

<https://www.gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/goldhaberapplication.pdf>

5.1.3. International Conference Student Support Award (ICSSA)

The ICSSA pays for the registration fee for conferences located outside of the United States.

Please see complete guidelines for additional information:

<https://www.gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/Awards/icssaguidelinesapplication.pdf>

5.1.4. ARHU Awards

To support the professional development of our graduate students through the presentation of original research, the College of Arts and Humanities awards grants for travel to significant national and international conferences. There will be three competitions per year: the committee recommends that students apply for the round of travel award that immediately precedes the date of travel. The online application system will open usually in September.

The application process proceeds in two stages. First, the student submits the required materials online at <http://apply.arhu.umd.edu/>. Second, as soon as possible, graduate directors will access the online applications from their unit and offer their ranking and recommendations. I'm attaching an instruction sheet about the process of entering DGS recommendations. Aside from the DGS recommendations and ranking, all the application materials for Travel Awards are submitted by the students.

Graduate students applying for Travel Awards should alert the DGS to their application. They are instructed by ARHU to do so. Unfortunately, the online application system will not notify the DGS automatically of the students from the unit who have applied for support. Students are encouraged to seek assistance on improving their applications either from their advisor when applying to the Travel Award. The ARHU committee may not be able to award travel funds to applications that do not include DGS input.

Eligible expenses include transportation, lodging, registration fees and per diem for food; up to \$500 for travel within North America and up to \$700 for international travel.

For more information, visit

<https://www.arhu.umd.edu/graduate/fellowships/travelawards>

5.1.5. Pedagogical Research support

(FUNDS PROVIDED BY SPAP TRANSLATION AND INTERPRETATION SERVICES)

Support given once a semester of a maximum of \$500 for graduate students, lecturers, or visiting professors to cover travel and lodging costs to present original pedagogical research projects at specialized academic conferences.

Requirements: Develop a pedagogical research project working with a mentor from the department. Must have an abstract accepted at a local, national, or international conference, and present their findings as a professional development workshop for SPAP or SLLC community.

Dates: Support will be given in fall and spring semesters to one or more colleagues subject to the availability of funding.

5.2. Useful tips and resources

5.2.1. Library resources

If you have questions about using the library, you may ask questions to our subject specialist:

Kelsey Corlett-Rivera at kcr1@umd.edu

Two very useful services that the library provide for your research are:

1- Scan and Deliver

<https://www.lib.umd.edu/access/scan-deliver>

The Scan & Deliver service delivers digital copies of journal articles and book chapters to you within three business days of your request. In the event that an article or chapter you request is not available on campus; Scan & Deliver will automatically refer the request to Interlibrary Loan. This service is free of charge.

2- Interlibrary Loan/ UBorrow

<https://www.lib.umd.edu/access/ill>

Interlibrary Loan Services is your connection to a network of institutions around the globe. Interlibrary Loan Services is about getting you the material you need. This service is free of charge.

5.2.2. Online Resources and Databases

TESTUDO

www.testudo.umd.edu

Here you will find the schedule of classes for each term. The course offerings for the upcoming semester are posted on TESTUDO around the middle of each term. Check the course offerings, but be beware that the actual offerings get revised and updated. Be sure to check the course offerings periodically as the current term progresses to ensure that the curricular offerings are finalized.

ELMS

<https://elms.umd.edu/>

Courses post the readings, and other materials on CANVAS accessed through the ELMS (elms.umd.edu) platform. Once you are officially registered for a course, your name will appear on the instructor's roster in CANVAS, which then permits a student to access the course content and submit projects. You will also use this platform in the classes you teach.

If you have specific questions about CANVAS, please contact Janel Brennan at brennanj@umd.edu

6. Summer/Winter Employment Application

Selection of instructors for the summer and winter terms will be made based on the priorities and the criteria explained below. The assignment of 3 and 4 credit courses is made in relation to experience with classes previously taught. In order to be considered, an application form needs to be submitted to professor Manel Lacorte in advance.

6.1. Priority of Selection

First consideration is given to students who did not teach during the previous Summer as follows:

1. Ph.D. students in their first and second year who meet the criteria outlined below.
2. Ph.D. students in their third and fourth year who meet the criteria outlined below.
3. Ph.D. students in their fifth year and beyond who meet the criteria outlined below.
4. M.A. students who meet the criteria outlined below.

5. Any remaining positions will be filled following the above order a second time.
6. Changes to assignments may be subject to Departmental programmatic needs.

6.2. Criteria for Instructor Selection for Summer Term

1. All Applicants: Satisfactory Academic and Teaching Performance based on consultation with graduate advisor and the language program director.
2. Students who are not TAs at the time of application must:
 - a. Present evidence of prior teaching experience (e.g., at another U.S. university; in the native country).
 - b. Have attended the various orientation sessions for new TAs.
 - c. Have completed SLLC 601 before the Summer in which you would like to teach.

NOTE: Students with no teaching experience will not be considered for summer instructorships. Graduate students and lecturers who are not currently teaching at the Department may be considered for classes only if there are openings available at the end of the selection process.

Please consult Manel Lacorte should you have any questions about the process.

6.3. Criteria for selection of instructors for Winter 2020 courses

These guidelines are based on the Department's policy to give lecturers preference to teach courses in the winter sessions.

- FIRST TIER → Lecturers who are not PhD students.
- SECOND TIER → Lecturers who are also advanced PhD students.
- THIRD TIER → Advanced TAs, i.e., 4th year PhD students.
- FOURTH TIER → Advanced TAs, i.e., 3rd year PhD students.
- FIFTH TIER → TAs, , i.e., 2nd and 1st year PhD students.

For Tiers 3-5, preference will be given to those graduate students who did not teach in Winter 2019 and/or Summer 2020.

Note: For Spanish 103, 203, and 204, assignments will prioritize candidates who have taken Spanish 605-Teaching Spanish I, and therefore are familiar with the new textbook program for these courses, and/or have developed supplemental materials related to the new textbook.

7. Education Abroad

The field of education abroad has been expanding for many years. The numbers of participating students and sponsoring institutions, the variety of destinations and program offerings, and the complexity of the field itself have all increased rapidly. Having teaching and administrative experience in education abroad can be an important part of curriculum building.

SPAP is fully committed to providing students with a variety of opportunities to study abroad in a Spanish and/or Portuguese-speaking country. Being exposed to the target language in immersion settings is a fundamental part of becoming a proficient speaker in the language. We offer Winter, Summer, and Semester programs in Spain and Latin America that fulfill Spanish major and minor requirements. In addition to Spanish instruction, we also offer short-term programs taught in English for general education (GEN ED) to engage a wider community of students who are developing language skills and/or have limited time before graduation. Our programs provide a unique opportunity to foster the type of cross-fertilization that is an integral part of participating in and experiencing the Humanities. Thus, our Ph.D. students, depending on qualifications, interests and availability, are given the opportunity to become Faculty Resident Directors in a variety of short-term programs that allow them to earn additional income and valuable experience to build a 21st-century curriculum.

- [UMD-Winter: Cuba: Critical Cultures in Contemporary Cuba \(SPAN/LASC\)](#)
- [UMD-Winter: Ecuador: Andean Spaces - The Colonial City and the Natural World \(SPAN/LASC/ARTH\)](#)
- [UMD-Summer: Spain: Culture, Language, and Literature in Salamanca and Barcelona \(SPAN\)](#)

Directing a program or serving as a Teaching Assistant in a program requires specific training and time commitment.

- Maryland-in-Seville: <https://globalmaryland.umd.edu/offices/education-abroad/program/10249>
- Maryland-in-Buenos Aires: <https://globalmaryland.umd.edu/offices/education-abroad/program/11462>

SPAP also supports two semester programs that are not faculty-led but that are specially designed for our majors and minors. All graduate students should be well informed about the programs sponsored by the department to guide your undergraduate students.

8. Health Insurance Policy

On October 15, 2019, the Graduate Council unanimously passed a new policy requiring all fulltime enrolled graduate students to have health insurance, effective in the Fall 2020 semester. The full policy is below, and can also be found in the Graduate Catalog.

Health insurance is important for maintaining physical and mental well-being while in graduate school. Unexpected healthcare expenses can be disruptive to students' academic progress. Beginning with the Fall 2020 semester, all students enrolled full-time in a master's or doctoral program at the College Park campus must have health insurance coverage. Full-time students are those who are enrolled for at least 48 units for the semester or 36 units for a 12-week term. Part-time students, non-degree-seeking students, and students enrolled in certificate programs, exclusively on-line programs, and/or programs at the Shady Grove campus are encouraged but not required to have health insurance, unless required by immigration status. Students holding a graduate assistantship can choose to 1) enroll in a Maryland State Employee Health Insurance Plan, 2) purchase the University's Student Health Insurance Plan (SHIP), or 3) enroll in an external plan. Students not holding a graduate assistantship can choose to 1) purchase the University's Student Health Insurance Plan (SHIP) or 2) enroll in an external plan. Students who enroll in an external plan, including under someone else's plan (a parent or a spouse), will be asked to provide insurance information to the Graduate School.

The Graduate School has developed a Health Insurance page on the Graduate School website that includes information about insurance requirements, timelines, and resources for making decisions regarding coverage, including a detailed FAQ section. Please go to the Graduate School website <https://gradschool.umd.edu/health-insurance>.

APPENDIX A - Responsibilities for Graduate Teaching Assistant (TA). Document prepared by the School of Languages, Literatures and Cultures

The following is a list of duties and responsibilities that TAs are contractually obliged to follow. Failure to comply with these norms may jeopardize renewal of the TA contract.

- *All new and returning TAs must attend Fall and Spring Orientations meetings and workshops. This requires a return to campus 1-2 weeks before the first day of classes. Schedules will be distributed well in advance. During the academic year there will also be periodic lectures, workshops and brown bag lunches at which your participation is expected.*
- *All new TAs are required to enroll in SPAN 605 or SLLC 601: Teaching Foreign Languages in Higher Education for 1-credit during the Fall semester of their first year of teaching.*

Classroom Duties

1. Classroom Protocol:

TAs must meet their classes on time and in the assigned room. Under no circumstances may TAs change classrooms without going through the formal process of applying for a room change with the Office of Administrative Affairs. The department chair and TA supervisor/course coordinator must also be notified of the change.

TAs must vacate their own classroom in time for the next assigned class to gather and get settled in that room. Please also erase the blackboard, return the chairs and tables to their original position, etc. as a courtesy to the next teacher.

If a TA holds a class in another venue, (e.g. the AT&T Lab, or the library) for a particular day, the TA supervisor/course coordinator should be notified of that change.

2. Communicating Expectations at the Beginning of the Semester:

TAs must distribute and review the syllabus thoroughly on the first day of class, clarifying all policies and procedures for homework, lab work, grading, academic integrity and student performance, office hours, etc. Syllabi must include dates for major exams and projects.

TAs should review their personal classroom policies, including absences and tardiness, with their students on the first day of class. Personal policies cannot conflict with School policies. Policies should be presented to the students in written form to avoid any misunderstandings.

TAs are required to announce and post specific times (office hours) and places when they will be available for consultation. TAs must hold two (2) office hours per week. Office hours must be on different days and/or times to accommodate students (e.g., Monday at 10, Tuesday at 11). TAs should inform their students, their Department, and the Office of Academic Affairs, of these hours. TAs are expected to be in their offices at these times.

3. Classwork Policies:

Homework assignments should be given daily (as per syllabus), and in keeping with the objectives of that class day. No individual extra credit assignments are allowed. There is an expectation that all students will do the same assigned work for the course in order to receive regular credit.

All assignments are to be graded and returned promptly. This usually means by the next class session. Late work does not usually receive credit. (Each language program has its own policies on late work and absences; please check with the TA supervisor/course coordinator).

TAs are responsible for covering the material on the syllabus in a timely manner, leaving one review day before a major test (this should be noted on the syllabus). New material may not be introduced on the day before a major exam.

All major assessment-related worksheets, rubrics and guidelines are provided by the course chair, but may be updated in cooperation with the other TAs. These updated materials should always be submitted to the TA supervisor as well.

4. Exam Writing and Administration:

TAs must administer exams on the day noted on the course syllabus (as determined by the TA supervisor, adhering strictly to the policy on retakes (also noted in the syllabus). If any extensive absences or extraordinary circumstances lead to a student missing a test, this should be discussed with the TA supervisor and the student, and may require further documentation.

All major exams must be coordinated between teachers of the same section. The goals and approach of each test should match those of the course, as well as the specific abilities and skills of the students. No unfamiliar material or techniques should be included on the exam.

The final draft of each exam should be handed in to the TA supervisor/course coordinator at least 4 days in advance. Course coordinators (or TA supervisor) are responsible for the exams, and therefore make the final decisions regarding the content and format, in consultation with the appropriate member of the Language faculty. Final versions of exams must be approved by the course coordinators (or TA supervisor) and must be handed in by the author(s) of the exam for copying to the main office at least 2 days before the scheduled exam date. If exams are handed in late, there is no guarantee that exams will be ready for distribution. If you submit your exam to the main office (3215) for copying, please enclose it in an envelope and ask that it be returned to you the same way.

Administrative and Other Duties

1. Coordination Meetings and Observations:

TAs are required to attend regularly scheduled meetings with TA supervisors/course coordinators throughout the academic year.

Peer observations are required from each TA during each semester of teaching. Observation report forms will be provided by the TA supervisor(s). Reports must be copied to the TA supervisor(s) within 2 weeks. As a general rule, new TAs complete 3 observations in their first semester of teaching (these are turned in for the 1-credit hour course) and returning TAs complete 1 observation per semester. Please consult with your TA supervisor(s) for details.

2. Record-keeping and Grading:

TAs will maintain careful, complete and accurate records of student assignments, projects, exams, quizzes, etc., for all enrolled students, including absences. TAs must make appropriate adjustments to final semester grades, according to each language program's policy on attendance

Because of past inconsistencies in grading, TAs must have their grade sheets approved and signed by one of the Language Faculty. If you submit grades electronically, the appropriate faculty member must review the grades before you send them in. (Spanish TAs are expected to calculate their grades in either the EXCEL format or another electronic format. This includes documentation for missed classes and class work.). Failure to do so will jeopardize the renewal of the TA contract.

No grades of "I" (Incomplete) may be given without permission from the TA supervisor or department chair. Note that the University maintains strict guidelines about when an incomplete may be given: "It is given only to a student whose work in a course has been qualitatively satisfactory, when, because of illness or other

circumstances beyond the student's control, he or she has been unable to complete some small portion of the work of the course. In no case will the mark "I" be recorded for a student who has not completed the major portion of the work of the course" (See Undergraduate Catalog, p. 39).

TAs may not post grades publicly in any form, nor may they discuss a student's grade with anyone except the student, the course supervisor, or the department chair.

All student records must be saved; final exams must be saved for a period of two years. If you are leaving the Department or the University, you must give your grade books / records and your final exams to your TA supervisor.

3. TA Substitution Policy:

At the beginning of every semester, each TA must find 2 potential substitute-TAs who agree to serve as a substitute in case of emergency or illness. No TA should agree to substitute for more than 2 other TAs, and under no circumstances should anyone substitute for another TA more than twice in a given semester. Under normal circumstances (non-emergency), absences should also be covered by giving the substitute any materials needed: books, handouts, homework, attendance sheets, etc. For anticipated events (conference attendance, for example), at least 1 week's notice is required. In all cases of substitution, the TA supervisor/course coordinator should be notified in advance. Please remember that classes should not be cancelled except for situations of extreme emergency.

4. Professionalism:

TAs are expected to behave and dress professionally and to fulfill their teaching and administrative obligations in a timely manner. Failure to do so will result in jeopardizing the renewal of the TA contract.

If you have any questions during the semester regarding curriculum, teaching approach, or assessment, please see your Supervisor. The responsibilities outlined here are considered an integral part of teaching in your Department and the School of Languages, Literatures and Cultures, and play an important role in determining subsequent teaching assignments.

For more information, see Teaching at UM at:
<http://www.faculty.umd.edu/TeachUM/index.htm> and Teaching Policies and Guidelines for Faculty at:
<http://www.faculty.umd.edu/teach/InstructionalGuide.htm>.

APPENDIX B - List of Responsibilities for SPAP Graduate Assistant (GA)

Among doctoral students in their 3rd year, one will be selected to carry the duties of SPAP's administrative graduate assistant and will be exempted from teaching duties. This post is 20 hours per week and you will report to work on the week of orientations for the fall semester. A detailed and updated list of responsibilities with passwords and sensitive information will be provided to each GA before reporting for work. General responsibilities include:

- 1) Assisting the Head of SPAP with all administrative work.
- 2) Assisting organizing, planning and promoting all activities sponsored by the department.
- 3) Creating all promotional materials (posters, flyers, etc.) related to SPAP activities (lectures, José Emilio Pacheco Series, SPAP courses, etc.)
- 4) Disseminating electronically or post all promotional materials around SLLC and other key Schools/Departments around campus (Knight Hall, Tawes, Benjamin, Woods Hall, among others).
- 5) For most events, tasks include: create poster and flyers, in charge of promoting, organizing and purchasing food and refreshments as well as setting up and cleaning up prior to each event. GA will be aided by faculty and graduate students. Weekly hours will be adjusted.
- 6) Assisting with the José Emilio Pacheco Series, the Juan Ramón Jimenez Series or any major speaker event. This will involve paperwork for honorarium and/or travel and lodging arraignments. GA will work closely with SLLC Administrative Assistants. Weekly hours will be adjusted.
- 7) Scheduling rooms for all the programmed events. A list of contacts will be provided.
- 8) Submitting and following up all purchases with SLLC Administrative Assistants. For ALL activities there has to be a sign-in sheet. This is extremely important because it is required by the administration to justify any expenses on food or drinks. Sign-in sheets are to be turn in the next day after the activity or soon after.
- 9) Keeping the SPAP web page and Facebook page updated with the latest news and announcements. Ordering new departmental merchandise, book, any or needed equipment.

- 10) Reserving the Pacheco Room for all Faculty Meetings. Please, reserve the Pacheco Room every Wednesday from 12-2 PM for SPAP use, subcommittees meetings, workshops, etc. Please, make sure the Pacheco Room is also reserved for SPAP
- 11) Each semester, creating a list of Professors, TAs and lectures' offices hours. Also, for the SPAP volunteer Spanish tutors.
- 12) Making sure the bulletin boards are clean, orderly, updated, and all clutter is removed; keeping the brochure area neatly arranged within the department.
- 13) Neatly keeping the Pacheco Room (2215F) organized:
 - a. Arranging the chairs and clean the table
 - b. Making sure the blinds are all raised evenly and the rest of the room is clean and in good order
 - c. Checking over bookshelf and making sure there are no stray books hanging out.
 - d. Making sure it is kept clean.
- 14) Watering plants and keeping desk and general area in order and clean.
- 15) Mail – getting mail for Head of SPAP.
- 16) Checking phone messages weekly.
- 17) Printer / Cabinet
 - a. Making sure there are at least 2 packs of paper in the drawers under the printer
 - b. Making sure there are envelopes in the cabinet and letterhead
 - c. Requesting new ink cartridges and working closely with Nicco Cooper, ncooper@umd.edu, in all matters related to space, furnishings, or supplies.
- 18) Refrigerator and Microwave
 - a. Keeping the outside area clean
 - b. From time to time, cleaning the fridge and microwave. Trash everything that has been left passed its due date every two weeks or so.
- 19) As needed, requesting to the student workers on the 3rd floor or Nicco to please bring a new water bottle for the cooler. Also, making sure to replace it before it is completely empty to prevent damages to the equipment.
- 20) Completing any other projects or tasks assigned by the Head (the DGS, the DUS or other professors if cleared by the Head).

21) Please, make sure to have proper training with CITL personnel and previous GA by or on the first day on the job.

This list is a meant to be a general guide but GA should work in close collaboration with SPAP Head to address different needs that may arise in any particular semester. After one academic year, GAs return to their teaching duties similar to their cohort.

APPENDIX C - Mentoring Up: A Guide for Graduate Students

UMD – The Graduate School

Vibrant and intellectually dynamic relationships between graduate students and faculty mentors lie at the heart of graduate education. A successful mentoring relationship is based on the principles of honesty, integrity, collegiality, mutual respect, responsibility, and accountability; in other words, trust. Mentors play a significant role in the lives of graduate students that can help shape the academic experience and future career of students.

Mentoring is a two-way street; an effective mentoring relationship takes effort from both parties. Being mentored requires good communication, attentive listening, self-awareness, and problem solving. Students must learn the necessary technical and research skills to become an independent researcher, both through a mentors' guidance and using previously attained knowledge.

For many students, a single mentor cannot be effective in all roles. First and foremost is the student's academic advisor, who helps the student adapt to the culture of the department and the discipline and to navigate important relationships for professional success. A mentor provides advice and guidance on formulating research questions and on acquiring the skills needed carry out the research. Students are encouraged to seek our additional mentors to provide career guidance and professional development advice, or to provide personal support in times of difficulty.

The key elements of being mentored are listed below.

- **Maintaining effective communication.** Students must learn how to communicate with their mentors, even those with differing backgrounds, and ask for clarification when necessary. Students should feel comfortable asking questions, providing their ideas, and being direct when communicating with their mentors. Key skill sets include preparedness, active listening, and the ability to accept and incorporate constructive feedback.
- **Aligning expectations.** A critical element of the relationship is two-way communication to minimize misunderstandings about expectations. Because expectations can change as students advance, these conversations should occur frequently—at least several times per semester. Mentors should communicate clear goals and consider how personal and professional differences may affect expectations. Expectations about the nature of the mentor-student relationship must also be clearly communicated with the input from both the mentor and the student. Alignment of mentor and student expectations will create a productive and functional relationship.

- **Multidimensional Mentoring.** Students should identify mentors that can be most effective in each area of their lives. A student's faculty mentor should be able to provide support in preparing for and carrying out thesis and dissertation research and scholarship, but other mentors may be better able to provide support in professional and personal development.
- **Self-Efficacy.** Students should understand that mentors play a critical role in shaping the research experience to increase student's self-efficacy and, ultimately, student performance. There are four factors that build self-efficacy beliefs: past accomplishments, vicarious modeling, social persuasion, and positive affective states. Students should learn how to be their own advocates by making their needs clear to the mentor.
- **Promoting Professional Development.** Students should work with their mentors to identify and strive for academic and professional success. Students should develop a written strategy for professional development with concrete milestones and review it with their mentors. Students should engage in an open dialogue with mentors about balancing competing demands, needs, and interests of both mentor and student (e.g., teaching, research productivity, grant funding, creativity and independence, career preference decisions, non-research activities, personal development, work-family balance, etc.).
- **Cultivating Ethical Behavior.** Students should demonstrate ethical behavior and expect it from others, including their mentors. Mentors should model ethical behavior in the conduct of research, the drafting of presentations and publications, the fair assignment of authorship, and the treatment and evaluation of students. In particular, mentors must not abuse their position of power and influence.
- **Creating Healthy Spaces.** Mentors should be sensitive to the possibility that students could be facing serious non-academic issues, including physical or mental health challenges; financial stress; family tensions; caregiving responsibilities; or personal distress, such as grief over the death of a loved one or sadness from being away from home or apart from a partner. Students may or may not feel comfortable discussing these issues with their mentors, and mentors should be sensitive to the fact that students may not want to discuss specifics with their mentors. Mentors should, however, create an atmosphere that encourages students to share information about mitigating circumstances and reassures them that such challenges will be taken seriously and accommodated. While mentors should be open to learning about challenges faced by their students, they should not overstep professional boundaries by asking overly personal questions or making inappropriate personal requests. While faculty mentors should be understanding and supportive, students should bear in mind that faculty are experts in their academic field and are not trained counselors. Students should make use of counseling, legal, and other resources available on campus as appropriate.

- **Providing Feedback.** Students should receive clear, prompt, and regular feedback regarding their skills, progress, and potential. Providing students with constructive feedback is a crucial part of the mentor’s job and contributes significantly to the student’s to academic and professional development.

Mentoring Resources

For Students:

- [“Mentoring Up: Learning to Manage Your Mentoring Relationships”](#)
- [“Making the Most of Mentors: A Guide for Mentees”](#) Judy T. Zerzan, Rachel Hess, Ellen Schur, Russell S. Phillips, Nancy Rigotti
- [“Introduction to Mentoring: A Guide for Mentors and Mentees”](#) (APA)
- [“Creating Psychological Safety in the Workplace”](#) Amy Edmondson

For Mentors:

- [UMD Graduate Statement of Mutual Expectations](#)
- [Individual Development Plan](#)
- [Office of Civil Rights & Sexual Misconduct](#)
- [Office of Diversity & Inclusion \(Diversity Training & Education\)](#)
- [Office of Graduate Diversity & Inclusion](#)
- [National Research Mentoring Network](#)
- [Entering Mentoring](#), Christine Pfund , Janet L. Branchaw , Jo Handelsman
- [Effective Mentoring in STEM: Practice, Research, and Future Directions](#)
- [Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty](#)