Academic Program Review
Department of Hispanic Studies
Texas A&M University

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Academic Program Review
Department of Hispanic Studies
Texas A&M University

I. HISTORY AND BACKGROUND

In the United States as a whole, the number of students studying Spanish is greater than for any other language—by 1999 there were over 600,000 at the post-secondary level, representing 55% of the total foreign language registration. It is not surprising, then, that students graduating with a bachelor’s degree in Spanish increased dramatically between 1987 (3,496) and 2006 (8,727)—an impressive 149% growth. Moreover, data from the National Center for Educational Statistics (NCES) on B.A. recipients for 2004-5 in 44 language programs shows that Spanish is overwhelmingly the dominant language, with 47.8% of the 17,433 graduates. According to a recent report in the Chronicle of Higher Education, Spain also ranks as the third most popular study abroad destination after Britain (1) and Italy (2)—with two other Spanish-speaking countries in the top ten: Mexico (7) and Costa Rica (10). In a state such as Texas that has a border with Mexico and a long history of Spanish-English bilingualism, it is both unsurprising and entirely appropriate that Spanish is the favored second language.

The Department of Hispanic Studies (HISP) at Texas A&M University was created in 2004 out of the reorganization of the former Department of Modern and Classical Languages (MOCL) into two units: HISP (Department of Hispanic Studies) and EURO (Department of European Studies). As in many similar multi-language departments, there was a marked asymmetry between student demand for Spanish and for the other languages offered: French, German, Greek, Italian, Latin, and Russian. To date, the administrative reorganization appears to have worked to the benefit of both units. Historically, it would not be unfair to say that advanced study in languages has been a low priority at Texas A&M University. But the recognition in VISION 2020 of the urgent need for greater international awareness and involvement encourages us to believe that the tide is turning. Moreover, Hispanic students now represent 15% of the College (CLLA) student population (though only 8.3% of the TAMU population) and demographic evidence suggests that the numbers will grow appreciably. HISP is home to the Cervantes Project under the direction of Eduardo Urbina. Established in 1995, it enjoys support from the NEH and from the Universidad de Castilla-La Mancha and is a component part of the Digital Humanities initiative. The department sponsors a book series, the Biblioteca Cervantes
15 vols. published) and a book prize, the Miguel de Cervantes International Research Prize; it also houses three vibrant journals, *Anuario de Estudios Cervantinos*, *Cine y . . .* and the *Hispanic Poetry Review* (HPR), all of which receive modest funding support from the department.

II. ADMINISTRATIVE STRUCTURE

The department operates under a set of bylaws first formulated and approved in 2004 and last revised in 2008. The department head is appointed by the Dean of the College of Liberal Arts, in consultation with the faculty, and serves at his/ her pleasure. The head is the chief executive officer of the department and appoints other HISP officers in consultation with the faculty. The Director of Graduate Studies and the Director of Undergraduate Studies are appointed by the head in consultation with the faculty and normally serve a term of four years. The department also has an academic advisor, Rosalinda Aregullín, now also interim coordinator of upper division courses, and a coordinator of lower division courses, Patricia Timmons, who is an instructional assistant professor (a new rank). The major standing committees of the department are the Annual Review Committee (for tenure-track faculty), the Annual Review Committee Plus (for lecturers), the Graduate Admissions Committee (an intra-system committee), the Graduate Committee (for “domestic” policy) and the Undergraduate Committee.

III. BUDGET

The total FY10 base budget of Hispanic Studies amounts to $1,717,517, of which faculty and staff salaries account for $1,552,376 (90%). In FY10, $75,997 of this amount is available as salary savings to fund non-tenure-track faculty to teach required lower division courses. In addition, $135,141 is set aside for graduate student support (GAT and GAR) and the college provides $84,000 annually in additional graduate student support. That leaves a modest $30,000 for operating expenses that would obviously be inadequate without other revenue sources. Placement testing administered by Measurement and Research Services (MARS) yields approximately $25,000 a year that supplements the operating budget and helps pay for a variety of incidental expenses. Finally, carefully monitored student fees on select classes—so-called “instructional enhancement/equipment fee funds” (IEEF)—yield around $94,000 to pay for classroom support activities such as grading, tutoring, and the Language Support Office (LSO).


IV. SPACE ALLOCATION

We have 26 faculty offices in the Academic Building and 10 carrels in Coke for graduate assistants (GATs). In addition, we have full control of 5 rooms for labs (ACAD 124-128) and 2 for conferences, special lectures, etc (206 and 211). In a recent audit of space allocation and computed space needs, it was determined that we had 10, 212 square feet of space and that, according to university wide norms for various categories (administrative and faculty offices, conference rooms etc), we ought to have 11,062. Though 92.3% of our computed space needs have technically been satisfied, the audit does not reflect the impact of problems caused by the takeover of space by the Registrar’s Office. For example, ACAD 224 was designed and equipped by the department as a graduate seminar room set up for TTVN transmission that could also be used for faculty meetings. Under the new guidelines, we have lost control of this crucial location and must seek permission to book our faculty meetings through the Registrar’s Office. In addition, because there were no available faculty offices, we have been obliged to locate our most recent faculty hire temporarily within the suite assigned to the Cervantes Project.

V. TECHNICAL SUPPORT

All technical support for departments in the Academic Building is centralized by the College in the IT Support Center (ACAD 122) under the direction of Eric Willson. His team is responsible for maintenance of all classroom/ lab computers as well as media equipment in seminar rooms e.g. the set-up for TTVN transmission. They also research and purchase computer software licensed through Computing Information Systems (CIS) and the purchase of computers from outside vendors. Currently Hispanic Studies controls 129 computers in total, most of them Dell PCs, but some Macintosh machines. Faculty workstations are replaced every four years from a central fund and labs are funded through student fees (Institutional Enhancement Fund or IEF). This year we have experienced multiple problems with TTVN transmission of our graduate courses, some of which appear to have been precipitated by unilateral changes in hardware and software at system schools (Kingsville and Laredo).

VI. FACULTY

The new department is a fairly large one, with 23 full-time faculty members, seventeen of whom are tenured or tenure-track. The current breakdown by rank is: full professors = 6 (+ 1 vacancy); associate professors = 6; assistant professors = 5. In addition, there are 3 full-time lecturers and 1
instructional assistant professor (a newly created category with administrative responsibilities). Two of our current assistant professors (Misemer and Moyna) have been approved for tenure and promotion to associate professor this year. Since the founding of the department we have been able to hire five colleagues in a number of areas critical to program development: Sarah Misemer (Hispanic Theater, Gender Studies, 2004); Irene Moyna (Sociolinguistics, 2006); Esther Quintana (Mexican-American Literature, 2006); Alain Lawo-Sukam (Afro-Hispanic, 2008); Verónica Loureiro-Rodríguez (Applied Linguistics, 2009).

Our faculty is committed to a trans-cultural and trans-national approach to Hispanic Studies. We have specialists in Peninsular Literature, with particular strength in Cervantes and the Golden Age, in modern Latin-American literature and culture, in historical and sociolinguistic aspects of the Spanish language, in Mexican-American literature and culture, and in film. Faculty have demonstrated commendable productivity as scholars, publishing books in England (Routledge, Tamesis), Canada (Editions Canada, Toronto UP) and the USA (Bucknell UP, Juan de la Cuesta, University of Chicago Press, University of Pennsylvania Press, Yale UP) as well as with scholarly and trade presses in Argentina (Planeta), Mexico (Aldus, UNAM), Peru (IEP, Peisa), Spain (Anthropos, Editorial Pliegos), and Uruguay (Editorial Graffiti, Linardi y Russo). Five of our faculty serve on editorial boards; four hold positions as editors or co-editors of scholarly journals; four have won book awards; five are officers/members of professional associations; three have won significant external grants or awards; and one is Director of the Catedra Cervantes at the University of Castilla-La Mancha.

Comparative salary data need to be used with caution. But the university, in cooperation with each college, tracks “peer group” salary trends that allow each unit to see how its average salaries compare. As a group, our assistant professors fared best, ranked at the 94th percentile of their peers with an average salary of $53,762; associate professors fared worst, ranked at the 89th percentile of their peers with an average salary of $64,359; and full professors came in between, ranked at the 90th percentile of their peers with an average salary of $91,415. No conclusions can be drawn from such average numbers, of course, without factoring in other important variables: number of faculty, time in rank, number of years since first hired, counter-offers, etc. But it is generally true that assistant professors are closest to their peers in most institutions because their salaries reflect recent market conditions. And in departments such as ours where some associate professors have been in rank a good many years the average salary is often lower than the peer group. Nonetheless, it is clear that there is plenty of room for improvement in salaries, particularly in the associate and full professor ranks.
VII. DEPARTMENTAL STRENGTHS AND CHALLENGES

A. Departmental Strengths:

1. Productive scholars in all ranks

2. A tradition of good teaching (almost a third of our faculty have won AFS teaching awards)

3. The Cervantes Project

4. Three well-regarded journals: *Anuario de Estudios Cervantinos, HPR* and *Cine y . . .*

5. Significant special collections in Cushing Library e.g. Mexican Colonial Imprints, Don Quixote collection

6. Centrality of department to the missions and goals of TAMU and Texas

7. Considerable potential for growth in all areas

B. Departmental Challenges:

1. Integrating data collection and analysis into decision-making

2. Building the doctoral program to reach our target number of 24 funded students

3. Reducing the teaching load for graduate assistants from 3-2 to 2-2

4. Stabilizing the transmission of our TTVN graduate seminars

5. Increasing substantially the number of undergraduate majors and eliminating the “bottleneck” of courses required for majors and minors

6. Developing a culture of service and the next generation of departmental administrators

7. Fostering more interdepartmental and multidisciplinary initiatives
VIII. UNDERGRADUATE PROGRAM

A. Undergraduate Majors

Since 2004, Spanish majors in Hispanic Studies have increased, albeit at a far more modest rate than nationally. Over the last five years, the number of undergraduate majors exclusively in Spanish has fluctuated between a high of 109 in 2005 and a low of 81 in 2007—a range of approximately 25%. Currently, we can claim 98 majors and about 60 double majors—a total of 158. We also have a few double degrees—five from INST (Education), three from BIMS (Bio-Medical Sciences), and two from BUAD (Business), and one from BIOL. For a research university of our size (48, 703), these numbers are certainly modest. Nonetheless, based upon OISP data from 2008, our total number of undergraduate majors still surpasses three other majors within CLLA: PRFM (93), PHUM (82), and EURO (41). The existence of an attractive International Studies major, some of whose students typically double major in Spanish, may contribute to the modest numbers, but does not fully explain them. One departmental policy (now changed)—the requirement that Spanish majors offer both a minor and 18 hours of supporting courses—very likely impeded any more rapid growth of the major, since most departments had stopped requiring a minor some years ago. The wide availability of B.S. degrees—which do not require a foreign language—within the College of Liberal Arts appears to be another relevant factor too.

With recent revisions in degree requirements, the B. A. in Hispanic Studies now requires 33 credits and either 18 hours of supporting courses or a minor. Majors who have transferred into Hispanic Studies from other colleges tend to opt for the minor in order to capitalize on credits earned in their former major, e.g. Biology. Meanwhile, the newly formed undergraduate committee has begun to review other aspects of the curriculum that have remained relatively unchanged for a good many years so that we can best serve the needs of contemporary students and provide our majors and minors with the kind of “deep translingual and transcultural competence” called for in the report on the future of language education in the 2007 MLA report. Indeed, we have already begun to engage with the recommendations of the report. Three new courses in linguistics have been approved by the department and are now working their way through the university system; a fourth, in sociolinguistics, is in development. The undergraduate committee has also discussed the creation of a large-enrollment lower-division course to be taught in English—a general overview of Hispanic Culture (Art, Film, Literature, Music, Sport etc) that could satisfy distributional and/or diversity requirements and
expects to complete a draft proposal by the first summer semester, 2010. And we are reaching out to other departments too—Alain Lawo-Sukam has a joint appointment with African Studies and Eduardo Espina is teaching a creative writing course in English this Spring with an eye to developing the sub-field in Hispanic Studies.

Relatively few of our majors begin as freshman majors; so the route by which they become majors warrants scrutiny. According to OISP data, 61 of our current single 98 majors (62%) are transfer students—most of them internal transfers (51), but 10 came to us from other institutions. Of the internal transfers, the majority was from elsewhere in the college (14) or from General Studies (14). The remainder transferred from six other colleges: Education (9); Science (5); Agriculture (5); Engineering (2); Architecture (1); and Veterinary Medicine (1). These students were not, it is worth noting, merely marginal students seeking a major of last resort; for their average GPR was a respectable 2.695.

B. Undergraduate Minors

The department offers two minor concentrations: “Hispanic Studies” and “[Spanish] Literature.” Together, these show a substantial (42%) increase in popularity, from 171 in 2004 to 243 in 2009. Some students, especially “heritage” speakers, are understandably eager to capitalize on their oral proficiency in Spanish and thus seek a minor in Hispanic Studies. In fact, 100 of the current 243 minors (41%) are minority, and overwhelmingly Hispanic, students. As a result, we have almost twice as many minors (243) as majors (158). Given the common upper-division requirements for majors and minors, (notably SPAN 302 and SPAN 303), it has become increasingly difficult to offer enough sections of these key courses to satisfy the demand. The current configuration of prerequisites appears to be a significant component of the problem: SPAN 302-303-320 must all be taken before admission to upper-division literature courses. Despite the fact that we increased our offerings of SPAN 302 (Contrastive Grammar) to 5 sections each semester, we still had a waiting list of 28 in Fall 2009. This “bottleneck” problem has developed precisely because of the growing popularity of our minor—which attracts students from outside the college as well as from within. Of the two concentrations within the minor, the “Hispanic Studies” option is overwhelmingly the more popular, with about 80% selecting it. This imbalance also has an impact upon the numbers in certain upper-division classes: while some literature courses, especially pre-twentieth century courses, consistently show modest to low enrollment, language courses (e.g. SPAN 310: Oral Expression; SPAN 306: Business Spanish) and “culture” courses (e.g. SPAN 410: Hispanic Film) are always in high demand. The hiring of a new faculty member in Applied Linguistics (Verónica Loureiro-Rodríguez) should help satisfy some of the
current demand; but some revision of the requirements for minors may be necessary. Absent further modifications in our modus operandi, however, the gap between student demand / preferences and available course offerings is likely to grow and exacerbate the problem.

C. Lower Division

Lower division (LD) courses in Spanish (101, 102, 201, 202) have been very much in demand, even among students in other colleges such as Business and Engineering who are in B.S. degree programs that have no language requirement. Although we would like to believe that the popularity of these courses reflects a growing recognition of the importance of Spanish in the world at large, patterns of enrollment and other evidence suggest that the numbers are in part driven by more pragmatic concerns. Anecdotal evidence (which is consistent with findings in other institutions) also indicates that a number of students appear to be motivated primarily by the belief that inclusion of Spanish on their transcript will prove an asset in the job-search or merely by the desire to raise their GPR.

In a tight-money economy such as exists currently, many institutions are beginning to reassess the need to offer 100-level courses except in the most minimal way. The University of North Carolina, for example, is converting all its 100-level language courses (including Spanish) to online courses, purely as a cost-saving measure; and the University of Texas at Austin has approved a reduction in the language requirement from 4 semesters to 3 semesters. At TAMU, we have no such radical “solutions” in mind, but we are evaluating, in a very measured way, where our limited resources should go. It seems increasingly clear that we are serving two rather different—and barely overlapping—populations: on the one hand, our burgeoning population of majors and minors; and on the other hand, a substantial number of students who seek lower-division credits almost exclusively. Since this latter group includes upper-division students from other colleges, we are phasing, in over two years, a requirement that lower-division courses be made available for the most part only to lower division students (U1 and U2). This change is consistent with institutional imperatives in a funding environment in which the state funds by course-level, not by student status. A single course, SPAN 140 (with multiple sections), will remain available to students at any level (e.g. juniors or seniors) willing to commit to a one-semester intensive course equivalent to SPAN 101 and 102.
Our 100-level courses—about 30 per semester—are taught almost exclusively by graduate students and our 200-level courses primarily by lecturers—with some sections taken by experienced graduate students and a few by tenure-track faculty.

Since 2007 our 100-level courses have been so-called “hybrid” courses, with two days scheduled for regular classroom meetings and two days for lab work. Under this system, each instructor is responsible for two sections one semester and three the next, with a maximum of 18 students per section. In some ways, this appears to be a cost effective approach in that a single instructor (.50FTE) teaches 90 students over two semesters, with only 10 contact hours. In a traditional class, an instructor would only teach two sections a semester, meeting four days a week, to 72 students over two semesters, with 16 contact hours. While we have as yet no comprehensive data about which system (hybrid or traditional) is the more effective for our students, we have begun an informal study (see appended survey) of the effectiveness of the current system and have solicited the assistance of Measurement and Research Services (MARS). However, the current workload is more onerous than initially planned (see the 2003 PhD proposal), particularly in the semester when graduate students are teaching three courses and taking three courses (a university requirement). One of our goals is to reduce the teaching load under the current system to 2-2 in the short-term and to 2-1 in the long-term. Until we can initiate such changes, neither the workload nor the stipends will be competitive with those offered by peer institutions and we risk impacting time-to-graduation and increasing the dropout rate. Obviously, there are budgetary implications that must be addressed effectively.

D. The Language Support Office (ACAD 124)

This is directed by the lower-division coordinator (Instructional Assistant Professor Patricia Timmons) who has overall responsibility for operations, including room scheduling; textbook selection; creation of composition themes; media synchronization (textbook and online textbook tutorials, quizzes, workbooks, chapter videos etc); and classroom visitation. The LSO employs eight to ten graduate and undergraduate students to teach the labs, to provide tutoring, and to be available for other types of “walk-in” consultation. The efficient administration of these services is manifestly critical to the success of the hybrid courses. At the same time, it is the responsibility of students to take full advantage of the services provided and the data available suggest that the LSO itself is still distinctly underutilized. The log for Fall 2009 shows that the registered attendance was 312 students. Since there were 30 sections of SPAN 101, 102, and 140, each with 18 students, there were 540 students who could have visited the LSO.
The actual attendance of 312/540 represents only 58% of the total. In reality, some students probably returned more than once, so the percentage of all those enrolled in beginning Spanish who took advantage of the LSO must have been considerably smaller.

Each semester the LSO is open ten hours a day for five days a week—a total of fifty hours. If we divide the total attendees (312) by the number of weeks in a term (15), it becomes apparent that only about 21 students a week or about 4 students a day are visiting the LSO for any reason. On the average day, then, 1 student visits every 2.5 hours. It is not clear how these data should be interpreted. Do they reflect the low motivation of students? Is it a function of the success of classroom teachers and the lab sessions? Or are the courses just not sufficiently demanding for the students, many of whom must have studied Spanish in High School? Analysis of the Fall 2009 data shows that help with compositions (50%) is overwhelmingly the major motivation for a visit to the LSO, followed by quiz and test review (22%), homework (9%), vocabulary / conversation (8%), general help (8%), and reading (3%). But this information does not help us understand why so many students apparently feel it unnecessary to seek help from the LSO.

E. Academic Advising

All undergraduate advising is under the direction of a single full-time advisor, Rosalinda Aregullín. Her workload is heavy because she must deal not only with some 400 majors and minors, but also with the many other students seeking courses in Spanish who are referred to her by their own departments. In addition, the centralization of Study Abroad has increased rather than reduced the number of students seeking pre-approval of their planned study-abroad courses. In normal circumstances (and until last summer), we had a tenured faculty member as a half-time Director of Undergraduate Studies. For budgetary reasons and because of conflicting needs, we have functioned without anyone in this position, thereby increasing the advisor’s workload.

F. Study Abroad

We have organized traditional study abroad sessions in Spain—first in Salamanca and, more recently, in Toledo. For some years too, we have also offered study abroad in Cuernavaca, Mexico. These summer offerings have largely catered to lower division, non-majors, who want the experience of studying abroad, often as an attractive way of
fulfilling some portion of their two-year language requirement. A more innovative alternative has been the “Camino de Santiago” an intensive and demanding five-week program under the direction of Dr. Nancy Joe Dyer. This coming summer we will, for the first time, offer a series of upper-division courses in Cuernavaca organized by Dr. Víctor Arizpe. Until now, our majors have selected their own location for the required ten-week experience abroad—the favorites being Barcelona, Madrid, and Seville in Spain and Buenos Aires (Argentina), Valparaíso (Chile), Quito (Ecuador), and Oaxaca (Mexico) in the Americas—but we would eventually like to formalize relations with at least one institution in Spain and one in Latin America that could accommodate our majors on a regular basis.

G. Assessment (WEAVE)

The first assessment cycle for 2008-09 has been completed and we met our achievement targets. We tracked our majors throughout the academic year, utilizing an “achievement certification form” for each. The results are as follows:

- **Writing competence**: Of our 40 majors who graduated in the period, 100% met the writing requirement by taking a Writing Intensive (W) course; in addition 57.5% also had to write substantial papers as part of their study abroad; 30% took upper division literature course with a long paper requirement.

- **Oral skills**: 97.5% satisfied the experience abroad requirement in a variety of ways. 62.5% negotiated their own independent study abroad; 30% did an internship; 17.5% participated in a reciprocal exchange with a foreign university; 12.5% were part of a faculty-led program; and 12.5% served as community volunteers. The total amounts to more than 100% because some students participated in multiple ways. Four of them, for example, did four different activities.

- **Reading in four genres**: 100% of our majors easily satisfied this requirement by taking our Introduction to Literature (320) that always includes a range of genres including novel, poetry, short story, and a miscellaneous set of sub-genres (ballads, corridos, jarchas, etc). Fiction proved to be the most popular genre with over 80% of our majors selecting it. The film course (410) was also popular, with 60%, followed by contemporary Spanish literature with 32.5%. Next came early Spanish-American literature (25%) and Spanish culture through art (25%).
• **Dialects**: Knowledge of dialectal differences in Spanish came from a variety of sources. Although not required, 77.5% of our majors opted to take Spanish phonetics where they studied phonological and lexical differences (e.g. s-lenition; tuteo and voseo; leísmo etc). Most majors chose to take two culture courses, with 85% taking post-conquest culture and 80% also selecting early peninsular culture. In addition 50% took an advanced culture course. In all these culture courses, some attention is paid to language variation and its cultural manifestations. For example, the focus of 412 is the language and culture of Cubans, Mexican-Americans / Chicanos, and Puerto Ricans, etc.

• **Spanish-speaking community experience**: 97.5% of our majors had at least one form of experience abroad and all of these actually took courses (either reciprocal exchanges, independent study, or faculty-led); 47.5% also had internships, community service or work experiences. In fact, two-thirds of them had multiple experiences abroad.

**H. Action Plan: Curricular review**

The newly formed Undergraduate Committee is now undertaking a long overdue review of the UG curriculum as a whole. The new sociolinguistic and applied linguistic courses will allow for a more rigorous treatment of linguistic variation in Spanish, while expanding and enriching our curriculum. In addition, we are considering practical ways to resolve the bottleneck problem whereby the insufficient availability of two required courses (SPAN 302 and SPAN 303) impedes access to upper division courses in culture and literature. We recently approved SPAN 320 (“Introduction to Spanish Literature”) as a second “W” (writing) course, a recently implemented University requirement. Thus we will soon need to provide other “W” courses to prevent SPAN 320 from exacerbating the bottleneck problem. More ambitiously, we must develop effective strategies for attracting and retaining more majors.

**IX. GRADUATE PROGRAM**

**A. History**

The Department of Hispanic Studies offers two graduate degrees: an MA in Modern Languages (Spanish) and a Ph.D. in Hispanic Studies. The MA degree was approved in April 1969 and it was the only graduate degree offered by the former Department of
Modern and Classical Languages until 2004, when the new department of Hispanic Studies was created. The interdisciplinary Ph.D. in Hispanic Studies, a Step 1 cooperative program with Texas A&M International University in Laredo, Texas A&M University in Kingsville and Texas A&M University in Corpus Christi, was developed in the late 90s and was approved by the Texas Higher Education Coordinating Board in January 2003. The first students were admitted into the program in the Fall of 2004 and the program is now in its 6th year. We currently have 48 graduate students (26 on assistantship): 34 Ph. D. students (13 of them registered in absentia and/or at one of the affiliate campuses) and 14 MA students.

As stated in the 2003 Proposal document, our Ph.D. program is unique in its conception, scope, and structure: “it incorporates into the curriculum, in an inclusive and collaborative manner . . . the study of language, history, literature, art, folklore, and culture, as well as policy, health issues, and the political and social history of the Spanish-speaking people throughout the world.” Two elements set our Hispanic Studies degree apart from other Spanish Ph.D. programs; it is interdisciplinary and collaborative. As an interdisciplinary degree it integrates the traditional study of language and literature with other areas, including history, sociology, education, and “focuses attention on transcultural and transnational issues.” The cooperative element of the degree is achieved through the participation of the other System institutions using state of the art teleconferencing and distance learning technology, thus giving students in those campuses the opportunity to earn a Ph.D. degree while remaining close to home and minimizing expenses. At the same time the degree optimizes educational resources and the opportunity to recruit quality minority students and faculty.

The Department of Hispanic Studies, and in particular the Graduate Program, was the subject during the Spring of 2007 of a midterm self-study and external evaluation (Appendix 3.2). At that time, the external evaluators made a series of observations regarding the early development of the Ph.D. program in Hispanic Studies, largely positive in nature, and advanced some recommendations to achieve the goals and objectives outlined in the original proposal. It is worth noting, for instance, that the reviewers were particularly impressed with the quality of the faculty and the level of satisfaction among the graduate students, concluding in their report that the department had “high potential to distinguish itself as one of the premier venues for pursuing Hispanic Studies in the United States.”

Some of the recommendations made at that time in the area of curriculum and staffing have by now been addressed, such as the need to add an appointment in Applied Linguistics, which was realized this year with the hiring of Dr. Veronica Loureiro-
Rodríguez, a specialist in second language acquisition and bilingualism. In this connection, the reviewer’s advice to offer more robust TA training has also been achieved with the refocusing of HISP 675 (Spanish Language Teaching Methods), which has been renamed and designated as a required course for all incoming students working as graduate teaching assistants (GATs), starting next Fall, 2010.

Similarly, we have also implemented the recommendation to better integrate the graduate students in the governance of the program by inviting the President of the HISP graduate students association to attend faculty meetings as a nonvoting member. Furthermore, the department responded to the need to achieve better planning of the graduate offerings by creating a four-year rotation of courses and a Graduate Studies Committee to oversee the program which included a graduate student representative.

Finally, other administrative measures have been implemented to achieve recruitment goals, better interaction with graduate students, and the daily administration of the program: a clerical staff position has been created to assist the Director of the Graduate program; the doctoral stipend has been increased by $1,000 from $12,000 to $13,000 (8.3%); additional funding for graduate research and travel to conferences has been made available; a graduate seminar was offered in the summer and scholarships and fellowships have been created to support graduate students during the summer term.

B. Administration

The Hispanic Studies graduate program is led by a Director who reports to and advises the Department Head. The current director of Graduate Studies, Professor Eduardo Urbina, is in his second year of service, following a term of four years by Professor José Villalobos. The Director chairs the Graduate Studies Committee and the Graduate Admissions Committee (with representation from the affiliate institutions). He approves all preliminary examination lists, dissertations proposals, proposals for directed studies, degree plans, and MA thesis proposals. The Director also serves in the College Graduate Instruction Committee.

The Graduate Studies Committee is composed of three elected members, one from each rank, in addition to the Director and a representative of the HISP graduate student association. The committee consults on curriculum and assessment issues and assists in recruitment and promotion of graduate students, including admissions to the MA degree.

The Graduate Admissions Committee is composed of six elected members, three from TAMU College Station and one each from TAMU Laredo, TAMU Kingsville and...
TAMU Corpus Christi, in addition to the Director. This group oversees the admissions to the Ph.D. cooperative degree program and consults in all manners pertaining to the administration and implementation of the cooperative Ph.D. program, as stated in the proposal document.

Ms. Kara García, the recently hired Lead Office Assistant, will be working with the Graduate program to provide critical assistance with the daily administration of the program and to help students comply with university policies and procedures.

C. Graduate recruitment and supervision

The key factor in the recruitment of graduate students into our program relates to its uniqueness both as an interdisciplinary degree and as cooperative distance learning degree specially created to provide access to Ph.D. studies to students in the south campuses of the TAMU System, most of them of Hispanic heritage. For this reason, regular interaction with faculty, administration, and students at those campuses is a critical matter, mainly achieved through yearly visits to each of campus and through regular meetings and consultations via teleconferences (TTVN). In addition, each of the participating institutions has developed promotional materials and web pages to publicize the program and the opportunity for obtaining advanced degrees in Hispanic Studies via distance learning.

The second most effective and productive strategy for recruitment so far has been the personal contact of faculty members with potential students at professional meetings and conferences, particularly international conferences. As a result, the program has attracted the interest of students looking for an alternative to traditional degrees in Spanish, and thus enjoys the participation of a very select, diverse, and international group of students that have found in our program the focus, access and flexibility not found anywhere else.

Upon admission to the program and at the beginning of each semester, all students meet with the Director to assess their academic interests and needs. In addition to the regular orientation offered by the Office of Graduate Studies, the department organizes in the Fall a week long graduate orientation covering all administrative and program matters. This information is further reinforced and distributed through the Graduate Student Handbook, which is provided to all incoming graduate students.

During the course of each academic year, the graduate Director meets with the graduate students in conjunction with the activities and meetings of the Hispanic Studies Graduate Student Association (HSGSA), sometimes informally over lunch to discuss
matters of interest to them, sometimes through organized activities and workshops led by Dr. Sarah Misemer on grant writing, student paper presentations, and preparation for job interviewing.

D. Graduate support, benefits, and funding opportunities for graduate students

A graduate assistantship may include grading, teaching, and/or research duties. Students cannot hold an assistantship both in Hispanic Studies and in another department without the permission of the Office of Graduate Studies (OGS); the limit on a second assistantship is an additional ten hours per week. MA stipends are currently $10,000 per nine-month academic year, and doctoral stipends are $13,000. However, the $1,000 of the doctoral stipend comes from salary savings only and is not included in the gold-plate budget.

**Scope of Assistantships:**

Graduate Assistants-Teaching (GATs) usually teach 2 to 3 course sections during the academic year, most often beginning and intermediate Spanish (other courses are available to assistants with experience, training, and seniority). All new GATs are required to take HISP 675 the first semester they teach. HISP 675 is offered in the Fall semester only. Exemptions from 675 must be approved by the Director of the Graduate Program.

Graduate Assistants Not Teaching (GARs) focus either on research, grading for a professor, and/or working in the language laboratory. Research assistants work for professors on a variety of projects, including individual research projects, long-term projects (such as the *Cervantes Project*) and journals (such as *Hispanic Poetry Review*). Grading assistants work closely with the professor to whom they are assigned and typically grade for advanced composition, and intermediate and advanced grammar courses.

**Benefits:**

Stipends: All appointments are budgeted at 20 hours per week and include health insurance benefits. Stipends are competitive and are awarded for 9 months; additional 1 month summer awards are sometimes available.

Tuition waiver: All Assistantships include a waiver of out-of-state tuition and fees. This is not a full tuition waiver and must be renewed each semester. The University covers tuition for all GATs and GARs registered for 9 hours per semester, but they do not cover fees.
Requirements:

**Course load:** All assistants must enroll in 9 hours per semester. Students who have not completed course work must get the approval of the Director of the Graduate Program before registering for 691. Students must be registered for 9 hours in Spring and Fall and at least 3 hours in the appropriate summer session to be eligible for assistantship support.

**Grade Point Ratio:** All assistants must maintain a cumulative grade point ratio (GPR) of 3.25 or better. Those who fall below this level are placed on one semester probation to get their grades back up.

**Tenure:** Assistantships are annual appointments. All assistants are reviewed annually by the Director of the Graduate Program, in consultation with the Graduate Studies Committee, and are reappointed, reappointed on probation, or terminated (criteria for reappointment include grades, incompletes, progress toward a degree, teaching performance). Master’s students may hold assistantships for a maximum of two years; Ph.D. students for a maximum of five years. Students who earn both degrees in our program are limited to a total of seven years of funding.

**Summer teaching:** Assistants who receive summer appointments teach or grade for one class and must take 3 credit hours during the same summer session. Because appointments are competitive, students usually receive assistantships for only one of the two summer sessions. Appointments are made by the Director of the Graduate Program following the same criteria used for reappointment.

E. **Graduate Student Study Abroad Fellowship**

There is a yearly, intradepartmental competition held early in the Spring semester for the Spanish Graduate Student Study Abroad Fellowship. The winning student serves for six weeks as assistant to the Director of the Summer Study Abroad Program in Spain or Mexico during the late May-early June period of the first summer session. The award includes all expenses, airfare, and a stipend.

F. **College and University Fellowships**

Graduate Merit, Regents, and Diversity Fellowships are available to entering students only. Qualified students are automatically nominated at the time of application.
G. Fellowships and Research Grants

All fellowship students must stay enrolled for 9 hours in each of the Fall and Spring semesters (6 hours in the summer). Awards are normally for 12 months, so students attend classes continuously during the term of the fellowship.

Fellowships and Grants Available To Ph.D. Students Only

Research and Conference grants: The Department has limited funds available to cover research and conference travel. The amount of this award can be up to $500. Preference is given to students who have not received this award in the past.

Dissertation Research Award: Ph.D. students in good standing who have passed prelims and filed a dissertation proposal may apply for a $1,000 account for research expenses (e.g., to cover a trip to a library or conference, computer equipment, books, or supplies). At least one such award is made each year. Applications are reviewed by the Graduate Studies Committee and evaluated according to the student’s GPR, teaching performance, progress through the program, and quality of dissertation proposal.

Post-Doctoral Appointments: Students who have completed all requirements for a Ph.D. may apply to the Department Head for appointment as a post-doctoral lecturer. Appointments may be full-time (12 hours) or part-time. They are made according to the individual’s qualifications, the department’s needs and available funds. These are normally limited to a maximum of two regular semesters; summer appointments are subject to availability.

H. Graduate Curriculum

The graduate curriculum developed from the M.A. only curriculum that constituted the evolving course offerings from the 1970s in the former Department of Modern and Classical Languages until the simultaneous creation of the Department of Hispanic Studies and Ph.D. program in Fall, 2004. Starting with this date 25 courses offered at TAMU in College Station, 4 courses offered at TAMIU, and 1 course offered at TAMUK constitute the course listings in the graduate program. The courses are in Spanish and general linguistics, Latin American, U.S. Hispanic and Spanish Peninsular culture and literature.
The M.A. Curriculum

The M.A. curriculum has thesis and non-thesis options. The thesis option is available to students majoring in anthropology, English, history, modern languages, philosophy, political science or sociology. Twenty-four credit hours of course work in more than one area of specialization are required. These may be contained within the course offerings of a single department. A maximum of 6 credit hours for thesis research may be counted for the minimum of 30 semester hours required for M.A. degree. Linguistics, Latin American, Latino and Peninsular literature and culture are the most commonly emphasized areas of study (Appendix 3.6).

The Ph.D. Curriculum

The Ph.D. curriculum of the interdisciplinary, collaborative Program consists of the 29 HISP courses mentioned above, as well as the courses in supporting areas of the humanities, social sciences and education.

Students entering the Program with a M.A. must take 4 required courses, each at 3 SCH: HISP 600 (Introduction to Hispanic Studies), 601 (Research, Theory and Writing), 620 (Studies in Critical Theory), and 625 (U.S. Hispanic Literature and Culture). In one of the 4 areas of concentration described below: 15 SCH. Prescribed elective courses in Hispanic Studies: 12 SCH. Free elective courses: 6 SCH (See Appendix 3.3). Dissertation hours: 19 SCH. Course work total hours for this group of students: 64 SCH.

Students entering the Program with a baccalaureate degree accumulate an additional 30 SCH, and have the same 4 required courses, 15 SCH in one concentration, 12 SCH of prescribed courses, and 6 SCH of free elective courses as do those students entering the Program with a M.A. This group of student has 21 SCH of dissertation hours. Course work total hours for this group of students: 90 SCH.

The four areas of concentration in course work identified when the Program was conceived and subsequently approved by the Coordinating Board at the conception of the program were four: Hispanic Cultural Studies; Hispanic Linguistics and Pedagogy; Hispanic Literature (Spanish Peninsular; Latin American; U.S. Hispanic); and, Bilingual/Bicultural Studies (Spanish-U.S.).

1: Hispanic Cultural Studies

HISP 618 Hispanic Folklore and Popular Culture
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HISP 640</td>
<td>History of Ideas in the Hispanic World</td>
</tr>
<tr>
<td>HISP 646</td>
<td>Cultural Encounters and Border, from the Baroque to the Present</td>
</tr>
<tr>
<td>HISP 664</td>
<td>Hispanic Theatre</td>
</tr>
<tr>
<td>HISP 672</td>
<td>Hispanic Film and Performance Arts</td>
</tr>
<tr>
<td>HISP 6339</td>
<td>Seminar in the History of Spain (TAMIU)</td>
</tr>
<tr>
<td>HISP 6343</td>
<td>Special Topics in Hispanic Literature and Culture (TAMIU)</td>
</tr>
<tr>
<td>HISP 6311</td>
<td>Hispanic Film Studies (TAMUK)</td>
</tr>
<tr>
<td>HISP 6350</td>
<td>Hispanic Cultural Studies (TAMUK)</td>
</tr>
</tbody>
</table>

**2: Hispanic Linguistics and Pedagogy**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>HISP 602</td>
<td>Applied Linguistics for Teachers of Spanish</td>
</tr>
<tr>
<td>HISP 603</td>
<td>Development of the Spanish Languages</td>
</tr>
<tr>
<td>HISP 606</td>
<td>Spanish of the Southwest</td>
</tr>
<tr>
<td>HISP 607</td>
<td>Seminar in Spanish Linguistics (may be repeated for credit)</td>
</tr>
<tr>
<td>HISP 614</td>
<td>Hispanic Dialectology</td>
</tr>
<tr>
<td>HISP 650</td>
<td>Methods of Study in Spanish Linguistics</td>
</tr>
<tr>
<td>SPAN 5340</td>
<td>Seminar in Spanish Linguistics (Texas A&amp;M-Corpus Christi)</td>
</tr>
<tr>
<td>SPAN 6300</td>
<td>Topics in Spanish (TAMUK)</td>
</tr>
</tbody>
</table>

**3: Hispanic Literature (Spanish Peninsular; Latin American; U.S. Hispanic)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>HISP 618</td>
<td>Hispanic Folklore and Popular Culture</td>
</tr>
<tr>
<td>HISP 630</td>
<td>Studies in Latin American Literature</td>
</tr>
<tr>
<td>HISP 640</td>
<td>History of Ideas in the Hispanic World</td>
</tr>
<tr>
<td>HISP 645</td>
<td>Hispanic Women Writers</td>
</tr>
<tr>
<td>HISP 646</td>
<td>Cultural Encounters and Borders, from the Baroque to the Present</td>
</tr>
<tr>
<td>HISP 653</td>
<td>Don Quixote and the Hispanic Novel</td>
</tr>
</tbody>
</table>
HISP 665  Studies in Spanish Literature  
HISP 667  Hispanic Genre Studies  
HISP 670  Studies in U.S. Hispanic Literature  
HISP 671  Bilingualism in Hispanic Literature  
HISP 6305  Seminar in Golden Age Literature (TAMIU)  
HISP 6313  Seminar in Modern Peninsular Literature (TAMIU)  
HISP 6343  Special Topics in Hispanic Literature and Culture (TAMIU)  
HISP 6344  Seminar in Modern Spanish-American Literature (TAMIU)  
SPAN 5320  Seminar in Peninsular Literature (TAMU-CC)  
SPAN 5330  Seminar in Spanish-American Literature (TAMU-CC)  
SPAN 6310  Hispanic Feminist Theory and Writing (TAMUK)  
SPAN 6360  Studies in Spanish-American Literature (TAMUK)  
SPAN 6361  Spanish-American Vanguardism (TAMUK)  
SPAN 6362  Spanish-American Postmodernism (TAMUK)  

4: Bilingual/Bicultural Studies (Spanish-U.S.)  
HISP 606  Spanish of the Southwest  
HISP 608  Folklore and Material Culture  
HISP 618  Hispanic Folklore and Popular Culture  
ANTH 622  Folklore Forms and Methods  
ANTH 623  Folk Narrative  
HISP 646  Cultural Encounters and Border, from the Baroque to the Present  
HISP 671  Bilingualism in Hispanic Literature  
SPAN 6341  Topics in Translation (TAMUK)  
EDCI 612  Bilingual/ESL Content-Area Instruction
EDIC 613    Spanish/English Reading for Bilinguals  
EDIC 616    Teaching in Spanish in the Bilingual Classroom  
EDIC 620    Bilingual Special Education  

I. Summary Remarks Concerning the Graduate Curriculum

Now in its sixth year, the Graduate Curriculum has had successes and challenges. Among the successes is that the M.A. curriculum continues to produce secondary school teachers of Spanish who mainly pursue career opportunities in Texas. In this same line the curriculum produces students who apply to and are accepted by various state and U.S. governmental agencies, as well as to Ph.D. programs requiring a M.A. degree. From the perspective of the Ph.D. in Hispanic Studies, the M.A. curriculum is performing the vital role of preparing interested students, who did not major in Spanish and related fields at the undergraduate level, for successful entrance into the Ph.D. Program.

The Ph.D. program, which produced its first graduate in 2008, and which has several students in the late stages of ABD status, has been successful in providing the course work necessary for the creation of interesting dissertation proposals. The curriculum is also attracting students concentrating in linguistics, literature and culture that could be in any Ph.D. program in the country. Finally the recruitment of two new colleagues in linguistics in 2005 and 2009 at TAMU has increased the ability of the Program to service at a high level the concentration in Hispanic Linguistics and Linguistics.

Curricular challenges to the Program as a whole center around the full implementation of its collaborative dimension. While TAMU is a tier one research university, the collaborative institutions are primarily teaching schools. This means the collaborative colleagues work with heavy teaching loads and are evaluated according the prevailing guidelines at their home institutions. As a result, during the five and one-half years of the Ph.D. Program, there has been a turn-over of more than 50% among the tenured-tenure track faculty of the three collaborative institutions. Another curricular problem with the collaborative effort has been frequent breakdowns in the connections and hardware used to deliver courses to distant campus via the Texas Television Network (TTVN). When the equipment works and the connections are maintained, the inclusion and participation of students at distant locations in class meetings is basically seamless; when they do not, both TTVN and on-site students lose time as the professor sees to the resolution of the problem. At times the distant students simply miss a significant portion of the class.
In light of experience gained from the implementation of the Ph.D. Program and the hiring of new faculty, the following, extremely positive changes have occurred or are being implemented in the curriculum: the team teaching of HISP 600 by professors specializing in linguistics on one hand, literature and culture on the other; the team teaching of HISP 601 by specialists in medieval and/or Golden Age literature and culture on one hand, and contemporary literature and culture on the other. These team-taught courses, coming early in the students’ Ph.D. career, provide for a better introduction to Hispanic Studies and methods of research by exposing students to a more complex and full view of the concentrations within the field.

J. Technology

Availability of technology

A variety of technological resources are available in the graduate program, both in the courses that our graduate students take and in those that they teach. The following sections describe the types of resources available, the training offered, and the troubleshooting and support available. Finally, the report discusses how the department uses technology to communicate with current and prospective graduate students.

1.a. Technology available for faculty teaching graduate classes

The department customarily schedules its graduate classes in three rooms, two in the Academic Building (ACAD 224 and 211), and one in the Library Evans Annex Building (407-3). All three of these classrooms are fitted with TTVN technology (see http://ttvn2.tamu.edu/home/?), which provides real time closed circuit connection with students in the affiliated campuses. This means that students in remote locations are seen by their classmates and teacher on a TV screen. They, in turn, can see their instructor, classmates, and/or the classroom whiteboard, depending on what screen the instructor chooses to show. The highest number of simultaneous remote connections so far has been three campuses (TAMIU Laredo, TAMU Corpus Christi, and TAMU-Kingsville).

The students in the remote campus can carry out almost all activities in conditions that closely resemble those of the classroom. They participate in discussions, ask questions, and do oral presentations aided by PowerPoint from their campus computers. The one thing that causes some complications is involving those students in small group discussions, since remote students can only be paired easily with other remote students.

Of the three rooms, two (ACAD 224 and Annex 407-3) are also fitted with a computer console that allows for a variety of content delivery methods. In those consoles, the
instructor can choose to show all students the contents of his/her computer screen, as well as show DVDs/VCRs. In room 211, on the other hand, there is only one screen available in the room, and the classroom computer is not fitted with a console. As a consequence, it is very difficult to show PowerPoint, videos, or any other visuals to the remote campuses.

1.b. Technology available to graduate student assistants

In their capacity as teachers-in-training, graduate students who teach in the lower division program are engaged with technology in different ways. For example, they teach in smart classrooms with a full array of technologies available, such as computers hooked up to overhead projectors, smart boards, and so on. Additionally, because the 100 level courses have a hybrid format, they acquire internet skills which enable them to use the internet textbook interface and manage the course online. For example, some of the activities are graded online. In future, graduate students may be expected to submit their grades online to their supervisors.

In most graduate classes, students have to use technology to carry out their class assignments. For example, they need to carry out library searches and become familiarized with the databases specific to their fields (MLA, LLBA, etc.). Additionally, some courses teach specifically how to handle certain subject-specific databases. For example, in HISP 607, students have to use lexicographical databases such as CORDE/CREA and Corpus del Español. There are similar databases for specific literature classes [faculty in literature: please provide concrete examples]. Finally, graduate students are all expected to produce conference-quality presentations, often with the help of PowerPoint. Most students receive feedback on their presentations skills as well as on the content of their talks. A few students have also been hired in the department to work on specific projects that require training with specific digital skills, e.g., for text digitization, etc.

2. Training

In the past, training for faculty in the use of the TTVN system has been done in an ad hoc manner, since there are a limited number of new faculty that require help every semester. This training normally covers the use of classroom technology that is needed specifically to operate the room the professor has been assigned. There are no written reference guides that can be consulted, which makes it impossible to self-train, or to solve problems, or refresh one’s memory without the presence of the technology administrator, Eric Willson.

The training of graduate students in the use of the hybrid course is more structured. Students in charge of these courses receive two days of training before they start teaching.
Outside of the department, there are other opportunities for training that are not specific to the program but offer valuable ancillaries. For example, instructors who teach graduate students in various campuses often find that it is advantageous to have their courses set up in PowerPoint Vista. This interface allows for the easy posting of documents, such as the PowerPoint presentations, handouts, pdf files, and other materials that all students need to have access to during the class. The students can download and print those materials and bring them to class. Help with WebCT Vista is available on campus through Educational Technology Services (ETS). Additionally, the Employee & Organizational Development office (EOD) offers periodic training in several Office programs that are of use to graduate faculty, such as PowerPoint.

3. Troubleshooting and technical support

The courses taught through TTVN normally have a technician who offers support at the start of class period. His/her job is to make sure that the computer and console are in working order by the time the class is scheduled to start. Normally, their presence is enough for the class to start smoothly. However, when a major breakdown occurs the technician may be unable to fix the problem on time. This is because many problems aren’t discovered until the students at the remote location are actually in the classroom, when the class period is due to start. Also, something may happen once the class is already underway, and then the faculty has to attempt to solve the problem by calling various campus locations until help is forthcoming. In the Academic Building, the departmental senior technician is often available right away, but in the library annex, it is harder to obtain effective assistance.

If a connection with a remote campus fails, a number of issues could be the root cause (problems on campus, in the remote site, or somewhere in between). Identifying these causes often requires the presence of the technical support personnel in the classroom, and impedes the progress of the class not just for the students who have been disconnected, but also for his classmates on campus. This situation is highly stressful for the faculty, who feels responsible for the ultimate success of the classroom, and it can be frustrating for the students, who lose valuable quality learning time.

In contrast, the hybrid courses taught by graduate students tend to run quite smoothly, save for a few glitches which are resolved quickly by the textbook provider. Routine troubleshooting is normally related to individual undergraduate students making mistakes with their passwords, etc. When problems arise in the classroom in connection with the computer/projector equipment, graduate students have recourse to the same technical support as graduate faculty.
4. Communication with graduate students

Individual faculty members who are teaching graduate courses communicate with their students in a number of ways. They may set up circular contact lists in their email accounts to send circular announcements, reminders, notifications, comments, etc. They may also communicate through email with individual students on their specific projects. WebCT Vista also allows the teacher to communicate with one or several students at the same time and to set up discussion threads. Through WebCT, students can also communicate with each other to share drafts and class materials. With the students in the remote campuses, email has to be supplemented with phone calls, which provide an alternative to face-to-face interaction in office hours. However, the department has blocked long distance calling from faculty offices, so unless the faculty is willing to use their private cell phones, they have to request students to call them.

The department as a whole communicates with its graduate students through a listserv, which is used to notify students of important deadlines and procedures, upcoming conferences, grant deadlines, and other matters of interest. The departmental website also has some information for graduate students, such as the courses, the general structure of the Ph.D. and MA programs, and the faculty profiles. However, our website is underutilized both as a means to communicate with current students and as a means to recruit new students.

Some ways in which the website could improve would be by adding a rotating menu with upcoming events, which would keep everyone informed of activities taking place in the department and on campus. The website could also post reminders of important deadlines, as well as information about upcoming exams, thesis defenses, and seminars, and graduate student activities. This would increase traffic to the website and make it more useful. In general, the website does not place much emphasis on the activities and achievements of our graduate students. Right now, it only contains an incomplete and somewhat dated list of graduate student profiles. It would be more attractive to prospective students if the site included pictures of recent events, student achievements, and the like.

Another way to communicate with graduate students and with the community at large is through individual faculty pages. These contain a template with a picture of each faculty member, contact information, a brief biopage, and a longer personal webpage. However, current information that would be of use to students is missing from this template. For example, there is no information about office hours or courses taught in a given semester. Moreover, biopages are still not available for all faculty members, and those that are posted have not been updated since January 2007. The longer personal webpage could be a
powerful recruitment tool, since it gives a clearer picture of the academic and personal profile of a faculty member. However, most of our faculty does not have personal WebPages, probably because instructors do not have the expertise needed to create them. The faculty profiles could be improved by including some practical information such as current availability and courses taught, by making sure that everyone’s biopage is included and updated regularly, and by providing faculty with assistance in creating and modifying their personal pages independently.

K. Assessment of Student Learning, Student Outcomes

1. Assessment of students

The efficacy of the program and its curriculum is measured by the assessment of its students. Assessment of student performance is done in terms of learning objectives established in order to guide not only instruction, but the very process of assessment itself.

Assessment occurs at different levels and at different junctures of the student’s progress through the graduate programs. Students are first assessed when they apply for admission to the program. At this juncture, a graduate admissions committee comprised of faculty from each of the program member schools evaluates admissions packets which include the actual application (which includes an important personal statement of purpose), transcripts, letters of recommendation, and writing samples. In making a decision to admit, the committee evaluates the level of academic achievement as well as the student’s promise/probable success.

At the level of discrete courses within the graduate curriculum, assessment of student performance is done in a number of ways including evaluation of their individual performance tasks (oral presentations, interviews, data collection), scholarly writing (weekly reaction papers, research writing, etc.) and professor-created take-home or in-class tests (See Appendix 3.13 with sample syllabi detailing assessment modes).

Once students who are enrolled in the masters program under the non-thesis option reach their final semester of coursework, they are subject to evaluation through a final M.A. examination. The exam is administered by the students’ graduate committees, normally made up of three members of the graduate faculty. This final examination consists of a 2-hour oral examination in which students must respond to questioning based on the coursework done in their degree plans. Testing with this questioning targets not only the students’ knowledge of discrete items but also their ability to make connections and generalizations. (See Appendix 3.12 for sample questions.)

Masters students may be enrolled in a thesis-option track. In these cases, final assessment is achieved through evaluation of their research and the resulting written thesis, as well as the oral presentation/defense of the thesis. Again, it is the individual student’s graduate
committee is responsible for assessment of student achievement. The committee applies its knowledge of disciplinary standards to determine student success in thesis production.

Once doctoral students have completed their coursework, and prior to beginning research for the doctoral dissertation, their achievement and readiness are evaluated through Ph. D. preliminary exams administered by their graduate committee in a two-phase process. The first phase in the Ph.D. preliminary exam is a four-hour written examination. Questioning for this portion of the Ph.D. preliminary exam is typically structured thus: one 1-hour question, two 45-minute questions, and three 30-minute questions. One of the 30-minute questions is based on the course work required of all doctoral students (600, 601, 620, and 625). (See Appendix 3.11 for sample.)

Normally ten days after the written portion of the preliminary examination, doctoral students meet with their committees for the oral phase. This portion, lasting two hours, serves to clarify, comment and expand on the written answers.

In the first five years of the Ph.D. program, all students who have taken their preliminary examinations have demonstrated knowledge commensurate with programmatic and disciplinary expectations and have passed on to the status of ABD.

Confirmation of student achievement also can come from external sources. In this regard, graduate student participation in professional conferences and publication of their scholarship are positive assessment indices. With support from the Office of Graduate Studies, the Department, the Glasscock Center, and other sources, our graduate students have presented at regional, national, and international conferences. In more limited numbers, graduate students have been able to have their scholarship published (see Appendix 3.8-3.9).

2. Learning outcomes

As the program moves forward, and under imperatives put forth by the University administration, student assessment, and by extension program assessment, will be done within the context of publicly stated learning outcomes. The Department has created an initial statement of learning outcomes for graduate (both levels) and undergraduate students. See http://app.weaveonline.com/assessment/mission.aspx (See also Appendix 3.8-3.9). Outcomes target professional areas such as research, credentials, teaching, linguistic and cultural competence, and achievement.

While this activity promises greater clarity and precision for future assessment exercises, some areas are already being addressed as is shown by evidence adduced in this section and its appendices. For example, one stated learning outcome listed under “Professional Engagement” for doctoral students is “Students will provide evidence of professional engagement.” As stated earlier, student participation in professional conferences is a clear that the program is positively preparing and encouraging its students towards achievement of this learning outcome.

Texas A&M University | Department of Hispanic Studies
3. Assessment of program

One index of a program’s success is its ability to retain qualified students admitted to the program. Retention of Ph.D. students has been good during the first 5 ½ years of the Ph. D. program in Hispanic Studies. Student retention can be appreciated in the following table.

<table>
<thead>
<tr>
<th>Year</th>
<th># of students entering</th>
<th># of students leaving</th>
<th># of students inactive</th>
<th>% retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>2005</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>75%</td>
</tr>
<tr>
<td>2006</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>83%</td>
</tr>
<tr>
<td>2007</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>2008</td>
<td>7</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>2009</td>
<td>4</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Another index of an academic program’s efficacy is the amount of time students take in order to complete their degree. Due to its shorter time span and the longer history of the program itself, time to degree statistics for MA students are more readily available.

<table>
<thead>
<tr>
<th>Enter year</th>
<th># of students approved</th>
<th>Grad. after 4th sem.</th>
<th>Grad. later</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2008</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Because the doctoral program in Hispanic Studies is a new program, we do not have a long history to use in order to reflect real student progress through the program. In addition, 50% of the students admitted the first two years were non-traditional students already holding full time teaching or administrative positions. To date, one student has graduated with a Ph.D. in Hispanic Studies. It is expected, however, that four more students will receive their doctoral degrees before/by May of 2010. Time-to-degree profiles can be appreciated by looking at students’ progress through major steps towards their preliminary exams, dissertation proposal, dissertation, and graduation.

<table>
<thead>
<tr>
<th>Enter year</th>
<th># of students</th>
<th>Committee formed</th>
<th>Degree plan approved</th>
<th>Prelims</th>
<th>Dissertation prop.</th>
<th>Grad.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>2005</td>
<td>8</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Another index of a program’s efficacy is the degree of satisfaction which program participants express with it. In the Spring of 2008, the Director of the Graduate Program conducted a survey of the graduate students enrolled in the program. In general students express satisfaction with their professors and course content, while there is dissatisfaction expressed about TTVN problems and the excessive teaching expectations placed on graduate teaching assistants. The results of that survey are available in Appendix 3.10.

L. Strengths, Challenges and Recommendations

The implementation and delivery of a new collaborative interdisciplinary Ph.D. among four institutions through distance learning represents a unique set of challenges both in terms of teaching and administration. After only six years, we think we have met those challenges successfully and have achieved to a large extent the goals and objectives proposed. Some adjustments have been made in both curriculum and administration to accommodate to unforeseen circumstances such as the departure of faculty and the
actual interests and needs of the students admitted to the program. Our objectives were high, but the overall progress and satisfaction of the students shows that we have indeed met their expectations: that we are on the right track at the right moment. The strengths of the program reside precisely on its uniqueness and flexibility, on its interdisciplinary nature and accessibility, and those aspects also are part of the challenges we face. How to better use technology to improve the quality of interaction among students and professors in the classroom, how to best interact with colleagues in other departments, how to maximize the academic results of distance learners and how to mainstream study options and develop the full potential of the degree.

First and foremost we need to develop a smooth and uniform protocol to implement in a seamless manner all the administrative aspects of the program, from course scheduling and registration to transfer of hours and allocation of fees and credits. With the support of the office of the Dean of the College of Liberal Arts and the office of Graduate Studies, we are in the process of developing for approval a Memorandum of Understanding at the level of the Presidents to resolve those issues.

Secondly, the availability of reliable and compatible technology needs to be examined and improved so that students can experience better interactions and develop a more positive sense of community among all four institutions.

Thirdly, to achieve its projected goals and optimal growth level the program needs to receive from the administration additional funding for graduate assistantships, recruitment, and to cover the extra costs involved derived from the collaborative and distance learning aspects of the degree in order to improve learning opportunities and closer interactions among students and instructors at the four participant institutions.

Finally, to expand its visibility, quality, and effectiveness the program needs to look at the possibility of adding new institutional participants, i.e., TAMU Commerce, and to increase collaborative activities and projects with existing Centers and Institutes dedicated to Hispanic Studies.
Javier A. Aldape

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2000 Kazmeier PLZ. Apt. 1 
Bryan, TX 77802 
(830) 776-9876 
javieraldape@neo.tamu.edu

Permanent Address: 
820 Bibb St. Apt. C2 
Eagle Pass, TX 78852 
(830) 776-9876

OBJECTIVE  
To be a College Advisor/Recruiter

EDUCATION  
MASTER OF ARTS, IN Modern Languages (Spanish), May, 2009 
Texas A&M University, College Station, TX 77840 
Area of Concentration: Hispanic Cultural Studies and Linguistics. 
GPA: 3.6/4.0 
• Study Hispanic culture in Latin America, Spain, and The United States 
• Study Hispanic Cultural Studies, and Spanish Linguistics through Film 
• Study Spanish Linguistics and its variations.

INDEPENDENT STUDY ABROAD, Guatemala city, Guatemala, summer 2008 
• Study the Mayan Civilization in the pre-Columbian era 
• Study Guatemala culture and influences 
• Study History of Central America

BACHELOR OF ARTS, HISPANIC STUDIES, August, 2007 
Texas A&M University, College Station, TX 77840 
Minor – History Overall GPA: 3.0/4.0

EUROPE RUDDER (NORMANDY SCHOLARS PROGRAM), Caen, France, Otzenhauzen, Germany, Summer, 2006 
• Studied Modern European History, History of World War II. 
• Traveled to Luxembourg, Belgium, Germany, France, Netherlands, and British Isles (Jersey Island) Studying World War II.

HIGH SCHOOL DIPLOMA, Eagle Pass High School, May, 2003 
Eagle Pass, Texas, 78852.

LANGUAGE  
• Native Spanish and English Speaker 
• Proficient Russian Speaker

SKILLS
RELATED EXPERIENCE

ASSISTANT LECTURER, Texas A&M University
August, 2009-Present
- Teach Intermediate Spanish Language
- Teach Hispanic Culture, Literature, Linguistics

GRADUATE ASSISTANT TEACHER, Texas A&M University
August, 2008-May, 2009
- Taught Beginning Spanish

SUPPLEMENTAL INSTRUCTOR, Texas A&M University
- Supplemental Instructor for the Department of Hispanic Studies
- T.A. (Teaching Assistant) to Mexican History

ADVISOR’S ASSISTANT, Texas A&M University
- Served as an advisor’s aide
- Assisted students with questions about majors, minors, and double majors.
- Served as an Advisor’s representative during Eagle Pass High School College Road Trip.
  During that visit, my duties were:
  - Recruit
  - Answer questions about financial aid, scholarships, student life, and regulations.

OTHER EXPERIENCE

Security Guard, Texas A&M University College Station, TX Spring 2006-Present.
- Patrolled the complex during night times in weekends, weekdays, and holiday basis.

ACTIVITIES
- Sigma Delta Pi National Hispanic Honor Society Treasurer, 2009
- Intramural Basketball captain, 2008
- Elementary English Instructor (Guatemala city, Guatemala) Summer 2008
- Rio Grande Valley Hometown club Vice President Fall 2005
CURRICULUM VITAE

PERSONAL DATA

Name: Norma Adame Arizpe
Title: Senior Lecturer
Permanent Address: 714 Willow Loop
College Station, Texas 77845
Telephone: (979) 571-2964
Office Address: Texas A&M University
Department of Hispanic Studies
College of Liberal Arts
College Station, Texas 77843-4238
Office phone: (979) 845-4639
E-mail: n-arizpe@tamu.edu

EDUCATION

1978 Four hours short of a second M.A. University of
Michigan, Ann Arbor.
1977 M.A. University of Michigan, Ann Arbor.
1971 B.A. Pan American University, Edinburg, Texas

TEACHING EXPERIENCE

1999 - present Senior Lecturer, Department of Hispanic Studies,
Texas A&M University
1985-1998 Lecturer, Depart. of Modern & Classical
Languages, Texas A&M University
1989 Participated as Instructor of Spanish in a
workshop for area teachers of Spanish.
MODCL, Texas A&M
1983-1985 ESL Instructor, English Language Institute,
Texas A&M
1973-1975 ESL Instructor. Detroit, Michigan
1972 ESL Instructor. San Juan, Texas
1971 Junior High School teacher. Donna ISD.

RELATED PROFESSIONAL EXPERIENCE

1998-1999 Translation into Spanish of “Read Naturally”
an educational reading program for bilingual
students. Also recorded the stories at TAMU
recording studio.
June-July 1997 Created, directed and taught (w/Victor Arizpe)
a Sensitivity Training Course for the Texas
A&M Physical Plant mid-management.
1987-1990 Consultant for Writing Evaluations, Inc.
Conducted workshops at various schools
Throughout Texas on how to evaluate compositions.

HONORS / AWARDS / RECOGNITIONS
Fall 2009  Received The Association of Former Students Distinguished Award in Teaching-College Level
1996     TAMU-T Camp “Arizpe”
1992     TAMU Fish Camp “Arizpe”

COMMITTEES
2005-2006  Chair of university wide advisory committee: “¡Siempre!” exhibit, 130 years of Hispanics at Texas A&M.
2001-2002  University wide advisory committee, “Intended for All: 125 Years of Women at Texas A&M”
1996-1997  Served on the Faculty Senate Ad Hoc Committee on “Definition and Role of Lecturers”
1992     Served on the Faculty Senate Ad Hoc Committee on “Definition and Role of Lecturers”

STUDY ABROAD EXPERIENCE
1990     Co-director, MODCL Spain Study Abroad Program

SERVICE TO DEPARTMENT
Mentor for Graduate Students
Seminar for Teaching Assistants on “How to evaluate compositions”

SERVICE TO UNIVERSITY
2009-Served as a reader for the University Scholar ’12 Selection
Aggie Mentor
Serve as language evaluator on the L. T. Jordan Institute Committee for the Dominican Republic study abroad program
Gave lecture in the College of Education on the culture and history of the Mexican-American

SERVICE TO COMMUNITY
Member of the Grand Jury for Brazos County for six months, October 2006 – March 2007
Consultant work for the Bryan ISD
Volunteer at:
American Cancer Drive

PROFESSIONAL ORGANIZATIONS
AMPEI (Asociación Mexicana Para los Estudios Internacionales)
Dr. Victor Arizpe  
Hispanic Studies Department  
Texas A&M University  
Professor of Spanish

EDUCATION

University of Michigan, Ann Arbor, Ph.D. in Spanish Lit. 1982  
University of Michigan, Ann Arbor, M.A. in Spanish Lit. 1974  
Pan American University, Edingburg, Tx. In Spanish Lit. 1971

RESEARCH

Peninsular Spanish language and literature: Golden Age Spanish prose, drama, poetry, and rhetorical studies; Spanish American colonial literature

PUBLICATIONS

Books


Co-authored book in progress with Dr. Abraham Madroñal:

*León prodigioso*, edición, notas y estudio.

Articles

“Don Gaspar Ibáñez de Segovia, Marquéz de Mondéjar Rey y Príncipe de la erudición de España": Un novator de la segunda mitad del siglo XVI. Homenaje a Luisa López Grigera, (pp. 31-43), 2001.


Editing a 17th century work, León prodigioso, by Cosme Gómez Tejada de los Reyes. This project is being done in collaboration with Dr. Abraham Madroñal from Spain.

Committees

2006-2012 Member Texas A&M University Press Editorial Board
2009 Engagement Roadmap Committee
2007-9 Chair, Graduate Appeals Panel
2005 Diversity Advisory Council Committee
2005 Diversity Advisory Council’s External Community Committee
2004 Member Mexican-American Studies Field of Study Advisory Committee, The Texas Higher Education Coordinating Board

International Activities
Extensive experience taking study abroad program to Mexico and Spain.

Presentations

2004 Literacy Panel, Hosted by the George Bush Foundation

Service to the University

2002 Founding member: MALFA (The Mexican American/U.S. Latino Faculty Association)
2004 Member MALRC Task Force2004 Texas A&M University Representative to the Hispanic Association of Colleges and Universities (HACU), Miami, Fla.
Norma I. Carrero

Home Address:
9207 Riverstone court
College Station, Texas 77845
(979) 693-9985
Email: ncarrero@hotmail.com

Work Address:
Department of Hispanic Studies
Texas A&M University
College Station, Texas 77843
Tel: (979) 845-0467

Professional Interests

To work in a challenging position as a Spanish professor within an academic environment.

Education

M.A.  Modern Languages, Texas A&M University
      College Station, Texas (1993)

  Thesis:  “The Baroque, the Grotesque and Social Criticism in the Buscón and La Hora
de Todos of Quevedo”

B.A.  Education, Inter-American University Puerto Rico
      Summa Cum Laude honors
      San Germán, Puerto Rico (1985)

      Language and French Literature, University of Puerto Rico-Mayagüez
      Mayagüez, Puerto Rico

Academic Experience

July 1999 to Present  Lecturer, Department of Hispanic Studies,
                     Texas A&M University, College Station, Texas
                     SPAN 101/102 & SPAN 201/202 Instructor
                     Texas A&M University Dept. of Agriculture SPAN 102
                     Curriculum development focal point

August 1992-July 1999  Assistant Lecturer, Department of Hispanic Studies,
                       Texas A&M University, College Station, Texas
                       SPAN 101/102 & SPAN 201/202 regular and Honors Courses
                       Instructor

June 1993 to Present  Instructor (Part-time), Spanish Department
                      Blinn Junior College, Bryan, Texas
                      Part-time lecturer for SPAN 1411/1412 & SPAN 2311/2312 courses

August 1990-August 1992  Teaching Assistant, Department of Hispanic Studies,
                         Texas A&M University, College Station, Texas
                         Teaching assistant for the SPAN 101/102 courses
September 1988-May 1990  **Spanish Instructor**, Allen Academy  
Bryan, Texas  
High School Spanish teacher (grades 7\(^{th}\) thru 12\(^{th}\))

August 1985-February 1988  **Spanish Instructor**, Immaculate Conception Academy  
Mayagüez, Puerto Rico  
Spanish Regular & Honors Course teacher (grades 7\(^{th}\) thru 12\(^{th}\))

**Special Qualifications**

Fully Bilingual – Spanish/English
RICHARD K. CURRY

EDUCATION:

1987-82 Arizona State University, Ph.D. in Spanish
  Specializations: Contemporary Poetry/Golden Age  Minor: Latin American Studies
1970-71 Bowling Green State University, M. A. in Spanish
  Specialization: Peninsular Literature
1966-70 Bowling Green State University, B.S. in Spanish
  Ohio Teacher Certification in Spanish, History & Civics

PROFESSIONAL EXPERIENCE:

1987- Associate Professor, Department of Modern & Classical Languages, Department of Hispanic Studies Texas A&M University
1987-2007 Director of Undergraduate Programs, Department of Modern & Classical Languages, Department of Hispanic Studies, Texas A&M University
1982-87 Assistant Professor, Modern Language Department, University of South Alabama
1978-82 Graduate Teaching Associate, Department of Modern Languages, Arizona State University
1972-78 Chairman, Department of Modern Languages, Franciscan University
1971-78 Assistant Professor, Modern Language Department, Franciscan University
1970-71 Graduate Teaching Assistant, Romance Language Department, Bowling Green State University

PROFESSIONAL AND ACADEMIC HONORS:

2003 Texas A & M University Fish Camp Namesake
2001 Regents’ Initiative Grant (with Dr. Nancy Joe Dyer)
2000 Texas A & M Chancellor’s Academy for Educator Development (Cohort I)
1999 Phi Kappa Phi
1998 Texas A & M University Faculty Distinguished Achievement Award in Teaching
1996 Phi Beta Delta (Honor Society for International Scholars)
1995 TAMU International Programs Award Academic Administrators Development Program
1993 Honors Curriculum Grant
1991 College of Liberal Arts Distinguished Teaching Award, Texas A & M University
1986 Medieval Culture Society's Teacher Appreciation Award, University of South Alabama
1984 USARC research grant recipient for research in Spain, University of South Alabama
1981 Recipient of College of Liberal Arts Quality Teaching Award, Arizona State University
1975 National Endowment for the Humanities Fellowship/Summer Seminar
1975 Teacher of the Year, Franciscan University

Fields of teaching qualification:

Twentieth Century Hispanic Poetry, Spanish Peninsular Literature, Contemporary Spanish Cinema, Hispanic Culture and Civilization, Spanish Composition/Conversation, Spanish Language

RESEARCH/PUBLICATIONS:

Books:


Chapters in books:


**Articles:**

"La crítica ante la poesía de Luis Cernuda y otra lectura". *Tinta* (mayo 1981).
"La marcadez y su significancia en los planos de significación en 'Canción de la muerte pequeña' de Federico García Lorca". *Cuadernos para investigación de la literatura hispánica*, núm. 6 (otoño 1982).
"La crítica y el valor estético del Buscón". *Revista de estudios hispánicos*, (mayo 1984).
"La función estética en dos sonetos de Ricardo Molinari". *Hispanic Journal*, (Spring 1984).
"¿Espejo o espejismo?: 'Man in the Mirror' de Michael Jackson". *Ciudadano* (Montevideo), March 1989.
"Verdes que te quiero verdes: el 'Romance sonambulo de Federico García Lorca". *Calandrajas* (Toledo), (enero 1990).
"Phases (Faces) of Facing the Civil War: Filmic Discourse in Contemporary Spanish Film". *Proceedings of the Fourteenth European Studies Conference*. Cedar Falls: European Studies Journal, University of Northern Iowa, 1990.
"Canto nacional de Ernesto Cardenal: paradigma de una nueva poética". *Discurso literario*, (1 sept. 1994).
"Revolución y tradición épica en la poesía de Ernesto Cardenal". *Explicación de textos literarios*, (1997-98).
"La autobiografía lírica como topografía sociopolítica: Geografía es amor de José García Nieto, Premio Cervantes." *Hispanic Journal*, (fall 1997)(not appearing until 1999)).

**Editorial:**

2008-present Co-editor of *Cine y...revista de estudios interdisciplinarios de cine en español/Journal of interdisciplinary studies on film in Spanish*
1998-present Co-editor of *Hispanic Poetry Review* (the only journal in the world dedicated exclusively to poetry written in Spanish)
1984-present Project evaluator for Social Sciences and Humanities Research Council of Canada
SUSAN DENNIS  
Department of Hispanic Studies  
Texas A&M University  
College Station, TX 77843  
(979) 764-7932; susanmd@tamu.edu

EDUCATION
1991  Ph.D.  Spanish; Texas Tech University  
1983  M.A.  Spanish; Texas A&M University  
1973  B.A.  English; Texas Tech University

PROFESSIONAL HISTORY

Blinn College  
**Spanish Instructor, 2003-2009**
Teaching:  Service Learning Instructor--2004-2008  
Blinn College Teaching Excellence Award (Academic Division)--2006
Service:  Blinn College Service Learning Council, 2005-2008  
Blinn Professional Association Secretary, 2007-2009  
Faculty Advisor, Spanish Club, 2003-2007
Event Coordinator:  Program at Blinn College for bilingual students from Neal Elementary School in honor of the visit of Sandra Cisneros to Bryan-College Station for Brazos Valley Reads, 2006  
Lecture by Beatriz Arnillas (Peruvian artist) at Blinn College in honor of the visit of Sandra Cisneros to Bryan-College Station for Brazos Valley Reads, 2006  
Lecture and Readings by Beatriz Meyer (Mexican writer) given at Blinn College, 2007  
Concert--Spanish Folk Music, presented by Professors Linda Hollabaugh and Bruce Canafax (Midwestern State University), 2008

Texas A&M:  
**Lecturer, Spanish, 1993-1996; 1997-2003**  
**Assistant Lecturer, Spanish, 1989-1993**
Teaching:  Faculty coordinator for Texas A&M Study Abroad Program in Puebla, Mexico--1995, 1996, 2002  
Faculty coordinator for Texas A&M Study Abroad Program for Agriculture students in Monterrey, Mexico--2000, 2001  
Member of Honors Faculty
Service:  Namesake for one of the 1995 Fish Camp sessions (Texas A&M freshman orientation camp)
Teaching and Undergraduate Curriculum Committee, Modern & Classical Languages, 1994; 2000-2002  
Faculty advisor, Wesley Foundation, 2001-2003  
Faculty advisor, Ballet Folklórico Celestial, 1991-1994

Prior to 1989, I taught Spanish at the high school and junior high school level, and I also served as a graduate teaching assistant at Texas A&M University and Texas Tech University.

PUBLICATIONS


**PAPERS PRESENTED**


**RELATED PROJECTS**

(I selected readings by Hispanic authors from Texas and wrote pre-reading and post-reading exercises.)

Contributions to ¡Ven conmigo!--Level I Teacher's Edition. Holt, Rinehart and Winston, 1999. (I created a game to teach circumlocution skills and wrote chapter inserts to reinforce these skills.)

Transparency suggestions and cultural applications to accompany ¡Ven conmigo!--Levels 1, 2, and 3. Holt, Rinehart and Winston, 1999.

Contributions to the "Spanish Phonics Readers" series produced by Victory Productions (Paxton, MA) for Scott Foresman, 1999. (I wrote four stories for Spanish-speaking second and third graders.)


NANCY JOE DYER (CV Abr., part. 2010-2004)

EDUCATION
U.of Pennsylvania, Ph.D. Spanish, Romance Philology and Linguistics; Tulane U., M.A. Spanish, Romance Philology and Linguistics (thesis); Texas Tech University, B.A. Spanish, English

TEACHING AND PROFESSIONAL EXPERIENCE
UCLA Visiting Assist. Prof.(1974-75), Span. A. L., Span. Phonetics

Courses taught (2009c-2004a)
2009c Development Leave; 2009b Stu.Abr.: Contemp. Span. Society and Culture (SPAN 411.150); Medieval Camino de Santiago (SPAN 489.150); HISP 691 Thesis; 2009a Span. Phon. (350.202); Stud. Ab.[SPAN 250.501]; SPAN 491; HISP 691 Thesis.
2008c Span. Phon. (350.202); SPAN 201.201; SPAN 491; HISP 665.600; 2008b Stu. Abr. Contem. Span. Society and Culture (SPAN 411.150); Medieval Camino de Santiago (SPAN 489.150); 2008a “Medieval Span. Lit. and the Camino de Santiago” (HISP 685.600); Intern. Span. (SPAN 202.202); Stu. Ab. (MODL 250.501).
2006c Camino de Santiago Studies (MODL 368.500); Intern. Span. (201.202); 2006b Span.Composition.[through Film] (SPAN Span.303.100) ; 2006a Span. Phonetics (SPAN 350.200); Intern. Span. (SPAN 202.202);
2005c Intern. Span. (SPAN 201.506); Intern. Spanish Gram. (SPAN. 301.200); 2005a Develop.of Span. Lang. (HISP 603.600); Span. Phon. (SPAN 350.500)
2004c Span. A.L. for Teachers (HISP 602.600); Span. Phon. (SPAN 350.500); 2004a Develop. Span. Language (HISP /SPAN 603.600); Span. Phonetics (SPAN 350.500)

Supervision of Research and Independent Studies, Director and Committees (2010-2004)
Honors contracts (3), SPAN 485.200 and 485.500 (2007)
M.A. Thesis Com., J. McClain "Ed. of Mss. of Expedition to Texas" (2005)

PUBLICATIONS
Book manuscript under review

Articles (Refereed) & Chapters in Books, Reviews


PRESENTATIONS


EDITORSHIPS, REVIEWER AND REFEREE, SERVICE, HONORS AWARDS

Exemplaria Hispanica; Romance Philology; The Documents of the Coronado Expedition Project; MLA (J. Gibaldi); U. California Davis (2007); U. Texas Austin (2007)


United States Naval Academy, External Reviewer of Language Programs (2004), Texas A&M Press Faculty Advisory Committee (2009-12)

FELLOWSHIPS AND GRANTS

Prior to 2004, I received 15 grants (totaling about $88,000) from various external and internal sources including Mellon, NEH (2), ACLS, Spain’s Ministry of Culture/Program for Cultural Cooperation (2), Nippon Steel, J. J. Kellogg Collaborative Grants and rollovers and internally, TAMU AFS Development, AFS Regents’ Initiative, Program for Enrichment of Scholarly and Creative Activity (PESCA).

Subsequent to 2004 the grants earned are:

TAMU College of Liberal Arts Summer Inst. for Instructional Tec. Innovation, 2005 ($3000)

TAMU A&M Honors Curriculum Development Grant 2005, ($1500)

CONACYT Grant, Co-PI 2006-2008 ($24,000)

TAMU Study Abroad Curriculum Enhancement Grant 2007 ($950)

TAMU AFS Development Leave, Fall 2009

Glasscock Center for Humanities Research, Travel to Archives, Fall 2009 ($1000)

COMMITTEES AND SERVICE (University, CLLA, HISP)

Chair, Search Committee, Director of International Studies (2004)

University Advisory for International Programs Affiliated Programs 2007-09

PESCA Awards Referee 2005; Reviewer Univ. Honors Scholarship Program 2006-10;

Committee on International Programs (2004-2006)


Chair, Search Committee for HISP Head (2004)

Promotion & Tenure, Service (Mallen, 2004)

Chair, Search Committee for Hispanic Linguistics (2003-04, 2004-05)

Coordinator of Development , including Awards & Recognition (2004-2009)

Annual Review Committee, HISP 2005, 2006

Peer Review of Teaching (Moyna 2007)

Chair, Promotion and Tenure Committee (Moyna, 2008)
CURRICULUM VITAE
EDUARDO ESPINA

Born: Montevideo, Uruguay; US Citizen; Address: 1009 Glade College Station, Texas 77840

EDUCATION
1987: Ph.D. in Hispanic-American Literature Washington University in St. Louis
1983: M.A. in Spanish (Hispanic-American Literature) Wichita State University
1982: Licenciatura en Letras (Literatura Hispanoamericana) Universidad de la Republica

ACADEMIC AND TEACHING FIELDS: Principal: 19th- and 20th-Century Latin American Poetry and Latin American Essay; Creative Writing (Poetry). Additional: Latin American Theater; Contemporary Latin American Fiction; Spanish Language and Culture; Latin American Thought

PROFESSIONAL CAREER: 1999-to present, Professor of Spanish, TAMU; 1993-1999: Associate Professor, TAMU; 1987-1993: Assistant Professor, TAMU; 1986-87: Visiting Assistant Professor of Spanish, Amherst College; 1986: Visiting Assistant Professor of Spanish, Middlebury College (Summer Language School)

TAMU COURSES. Undergraduate: Intermediate Spanish; Introduction to Spanish Literature; Composition; Latin American Poetry from the Discovery to Modernism; Spanish Language and Culture; Latin American Thought; Latin American Literature from Modernism to Present; Modern Poetry; Graduate: 19th Century Latin American Poetry; Avant-Garde Latin American Spanish-American Poetry from Modernism to Present; Contemporary Spanish-American Prose; Literature, Society, and Culture in Latin America

PUBLICATIONS


ARTICLES in Refereed Journals from 2003:


**DOCTORAL THESIS DIRECTOR**

Juan Carlos Ureña  
*History and Poetic Structure of Hispanic Popular Song (The Case for Central America)*, 2008  
First Ph.D. in Hispanic Studies (Dr. Ureña is now Assistant Professor at Stephen F. Austin State University)  
Emily Graves  
*The Joy of Exile. Poetry and the Experience of Writing in Latin America*  
Victor Agosto  
*Creative Writing and the Cyberspace. The Case of Latin American Poetry*  
Diane Rolnick  
*The Poet: His Image and the Destiny of his Inspiration*  
Nancy de Honores  
*The Poetics of Time, Persuasion and Digital Art in Selected Works of Latin American Writers: Jorge Luis Borges, Octavio Paz and Cesar Vallejo*  
Javier Marimón  
*Exilios interiores, exilios exteriores. Escritura latinoamericana de la periferia, siglo XXI*  
Murat Rodríguez  
*Teoría y creación en la poesía hispanoamericana*  
Pablo de Cuba  
*El neobarroco. Una reconsideración geográfica y textual*  
Oscar Berrio  
*Videopoetry: A Poiesis of the Visual Era*  
Julio Aguilar  
*Amor y muerte en la poesía mexicana contemporánea*  
Miguel Muñiz  
*El ensayo periodístico en América Latina: un género fuera de la hibridez*
EDUCATION

- Ph.D. in Hispanic Literature 2003
  University of Colorado, Boulder
- MA in Spanish Literature 1997
  Michigan State University
- BA in Hispanic Linguistics and Literature 1992
  Pontificia Universidad Católica del Perú, Lima

PROFESSIONAL APPOINTMENTS

- Associate Professor of Spanish August 2009-present
  Department of Hispanic Studies, Texas A&M University
- Assistant Professor of Spanish 2003-2009
  Department of Hispanic Studies, Texas A&M University

RESEARCH AND TEACHING FIELDS

Principal: Twentieth and Twentieth First Century Latin American Narrative.
Additional: Literary and critical theory, Hispanic Film, Andean and Brazilian Studies.

HONORS

- Selected for the 2010 Edition of Marquis’ Who’s Who in America 2009
- Elected to the Honor Society of Phi Kappa Phi. 2004

PUBLICATIONS

Books

- **Alegoría y nación en la novela peruana del siglo XX: Vallejo, Alegría, Arguedas, Vargas Llosa, Scorza, Gutiérrez.**
  This eight chapter book analyzes the manner in which the Nation-State, which originated during the liberal Creole movements at the beginning of the 19th century, has been imagined, reformulated and challenged in the oeuvre of six contemporary Peruvian novelists. Instituto de Estudios Peruanos (IEP), Lima, Perú, 2008. 280 pgs.

Articles in Refered Journals


• “Nacionalismos y disidencias en la narrativa carcelaria latinoamericana: Los muros de agua de José Revueltas y El Sexto de José María Arguedas.” Lucero 12 (2001): 57-64.


Articles in Encyclopedias


Articles in Non-refereed Journals, Selected Proceedings or Collections


Brian Imhoff  
Associate Professor of Spanish  
Department of Hispanic Studies  
Texas A&M University  
College Station, Texas 77843-4238 USA  
E-mail: bimhoff@tamu.edu

EDUCATION

1996 Ph.D. Spanish Linguistics, University of Illinois at Urbana-Champaign  
Dissertation: The Old Spanish -ie Imperfect, Director: Curtis Blaylock

1988 M.A. Spanish Linguistics, University of Illinois at Urbana-Champaign

1984 B.A. Spanish, Pennsylvania State University

UNIVERSITY APPOINTMENTS

2003- Associate Professor of Spanish, Texas A&M University

1997-2003 Assistant Professor of Spanish, Texas A&M University

PEER-REVIEWED PUBLICATIONS (SELECTED)


2002 The Diary of Juan Domínguez de Mendoza’s Expedition into Texas (1683-1684): A Critical Edition of the Spanish Text with Facsimile Reproductions. Dallas: Clements Center for Southwest Studies, Southern Methodist University. 259 PP.


EDITORSHIPS AND PROFESSIONAL SERVICE

2000- Consultant to the Cíbola Project, University of California-Berkeley  
<http://repositories.cdlib.org/rcrs_ias_ucb/cibola/>

1998- General Editor, Comparative Romance Linguistics Bibliographies  
<http://www.csl.tamu.edu/~crln>


2009- Associate Editor, Southwest Journal of Linguistics [and 1997-2001]
TAMU SERVICE (SELECTED)

2008-2009  Interim Director of HISP Undergraduate Studies
2005/08/09  Tenure and Promotion Subcommittees
2006-      Ph.D. Dissertation Director
2007-      Ph.D. Dissertation Director
2005      M.A. Thesis Director
2004      M.A. Thesis Co-Director, Winner of Distinguished Graduate Student Masters
          Research Award, Office of the VPR and OGS
2003      M.A. Thesis Director, Winner of Distinguished Graduate Student Masters
          Research Award, Office of the VPR and OGS
1999-      Administration *in situ* of nine summer study abroad programs

HONORS AND AWARDS

2006      $4000  University Distinguished Achievement Award in Teaching,
           Association of Former Students
2005      $7200  Humanities Informatics Grant, Melbern G. Glasscock Center
           for Humanities Research
2002      $5000  Faculty Research Enhancement Award, College of Liberal Arts
2001-2003 $2000  University Scholars Program Award, Faculty Mentor Program
2000      $2000  Curriculum Development Grant, Honors Program
1999      $1500  Research Fellowship, Center for Humanities Research
1998      $5000  Program to Enhance Scholarly and Creative Activities Award,
           Office of the Vice President for Research
HILAIRE KALLENDORF  Short C.V.
Ph.D., Comparative Literature, Princeton University, 2000
Winner, Hiett Prize in the Humanities, 2006 ($50,000)

Books
2. *Conscience on Stage: The Comedia as Casuistry in Early Modern Spain* (University of Toronto Press, 2007)

Articles / Book Chapters (several republished in Spanish venues)
3. “Conversations with the Dead: Quevedo and Statius, Annotation and Imitation” in *Journal of the Warburg and Courtauld Institutes* LXIII (2000): 131-68 (with Craig Kallendorf as second author)
5. “‘Per te poeta fui, per te cristiano’ (Purgatorio XX.73): Statius as Christian, From ‘Fact’ to Fiction” in *Deutsches Dante Jahrbuch* 77 (2002): 61-72 (with Craig Kallendorf as first author)
10. “¿Qué he de hacer?: The Comedia as Casuistry” in *Romanic Review* 95.3 (2004): 327-59

**External Research Grants**

1. Renaissance Society of America Research Grant, 1998 ($2,000)
2. Bibliographical Society of America Research Grant, 2000 ($2,000)
3. American Council of Learned Societies / Andrew W. Mellon Fellowship for Junior Faculty, 2004-2005 ($30,000)
4. George A. and Eliza Gardner Howard Foundation (Brown University) Mid-Career Fellowship, 2006-2007 ($20,000)
5. Ford Foundation, Recovering Hispanic Religious Thought in the United States Research Grant, 2006 ($3,000) (with Greg Cuellar)

**Editorial Boards:** Revista de Erudición y Crítica, Anuario de Estudios Cervantinos, Oxford Renaissance and Reformation Bibliography Online (1 of 2 senior Associate Ed.’s)


6 Dictionary Entries and Chapters in Reference Works published by Oxford University Press, Librairie Droz, Castalia, Gale Literature Criticism, etc.

8 Literary Translations, Music Reviews, and Notes; 3 Translated Scholarly Essays

28 Book Reviews in Renaissance Quarterly, Sixteenth Century Journal, etc.

16 Invited Lectures, 21 Conference Papers, Many in International Venues
ALAIN LAWO-SUKAM
Department of Hispanic Studies & Africana Studies Program
Texas A&M University
College Station, TX 77843
(979) 845-4051; lawosukam@tamu.edu

EDUCATION

2005    Ph.D.   Hispanic Literatures; University of Illinois at Urbana-Champaign, U.S.A
1997    M.A.  Spanish; University of Yaoundé I, Cameroon, Africa.
1995    B.A.   Spanish; University of Yaoundé I, Cameroon, Africa

PROFESSIONAL APPOINTMENTS

2008-present  Assistant Professor, Texas A&M University
2005-2008  Assistant Professor, Georgia Southern University

PUBLICATIONS

BOOK:


Refereed Journal Articles


**Creative Writings.**

• “La voz del pueblo africano (Collection of poems).” *El collar de la paloma*. 2007. elcollardelapaloma.net/21.html


**OTHER ACCOMPLISHMENTS**

**Research Grant**

• PESCA: Program to Enhance Scholarly and Creative Activities, 2009-2010 ($9,650.00)

**Journal Editorial Board Member**

• *The Coastal Review*. An Online Peer-Reviewed Journal published by the Department of Foreign Languages, Georgia Southern University. 2009-Present.

**Professional Service**

• Elected Member of The Executive Committee of the MLA (Modern Language Association) Division on African Literatures. Elected for a five-year term 2009-2014

**PUBLICATIONS**, Summary:

VERÓNICA LOUREIRO-RODRÍGUEZ
Department of Hispanic Studies
Texas A&M University
College Station, TX 77843
(979) 845 – 0466  vlr@tamu.edu

EDUCATION
2008  Ph.D.  Hispanic Linguistics (Designated Emphasis: SLA), UC Davis
2002  M.A.  Hispanic Linguistics, University of Colorado at Boulder
2000  Licenciatura  Hispanic Philology, Universidade de Santiago de Compostela, Spain
1998-1999  E.U. Erasmus Fellowship, University of Manchester, United Kingdom

PROFESSIONAL APPOINTMENTS
2009-  Assistant Professor of Spanish Linguistics, Texas A&M University
2008-2009  Assistant Professor of Spanish Linguistics and First-Year Spanish Language Coordinator, University of Tennessee
2003-2008  Graduate Instructor, University of California, Davis
2002-2003  Lecturer, University of Colorado, Denver and MSC of Denver
2000-2002  Graduate Instructor, University of Colorado at Boulder

SELECTED PUBLICATIONS

SELECTED ACADEMIC PRESENTATIONS
2009  Constructing Identity in High School: Language Shift Among Galician-Speaking Adolescents, Hispanic Linguistic Symposium, Universidad de Puerto Rico.
2007  Minority Languages in Bilingual Schools: The Case of Galician. SLA Institute, University of California, Davis.
2005  Are Galicians bound to diglossia? An analysis of the nature, uses and values of the standard Galician. 20th Conference of Spanish in the U.S./5th Conference of Spanish in contact with Other Languages, Chicago.

SELECTED TEACHING TRAINING
2007  Summer Institute on Teaching and Technology. University of California, Davis
2007  Teaching, Learning and Technology Workshops. University of California, Davis
2004  Newton and Darwin Mug Shakespeare: Sharing Teaching Techniques from Different Disciplines. UC Davis.
SELECTED PROFESSIONAL ACTIVITIES


Abstract reviewer:
- WECOL, 2008.

Manuscript reviewer:
- Crisolenguas.

Moderator:
- Session chair at the Hispanic Linguistics Symposium, Univ. of Puerto Rico, 2009.

SELECTED GRANTS, HONORS AND AWARDS.

2009 Faculty Stipendiary Fellowship, The Melbern G. Glasscock Center for Humanities Research, Texas A&M University. $1,500.
2008 Spanish Graduate Program Fellowship, UC Davis. $5,000.
2006 Second Language Acquisition Institute Fellowship, UC Davis. $4,000
2002 Sigma Delta Pi Distinction, Theta Nu Chapter, CU Boulder.
2000 Exchange Fellowship, Univ. de Santiago de Compostela/CU Boulder.
1999 Xunta de Galicia Student Award. $2,000
1998 Erasmus Fellowship, Univ. de Santiago de Compostela/Univ. of Manchester, UK

SELECTED ACADEMIC AND UNIVERSITY SERVICE

2008 – 2009 University of Tennessee, Department of MFLL
  Teaching Trainer for New Spanish Graduate Students
  Member of the Undergraduate Studies Committee
  Member of the Language Coordinating Committee
  Pre-Service Week Co-coordinator and Workshop Presenter
2006 – 2008 University of California, Davis
  Faculty Linguistics Graduate Student Representative
  Grad. Student Representative at the Graduate Student Association

PROFESSIONAL AFFILIATIONS

AAAL (American Association of Applied Linguistics)
AATSP (American Association of Teachers of Spanish and Portuguese)
ACTFL (American Council on the Teaching of Foreign Languages)
ISLS (International Society for Language Studies)
LSA (Linguistic Society of America)
MLA (Modern Language Association)
NABE (National Association for Bilingual Education)
Alessandra Luiselli, Associate Professor

Texas A&M University, Department of Hispanic Studies
Associate Professor (2006 to date)
Assistant Professor (2003-2006)

Middlebury College, Invited Summer Faculty
Summer 2008, Guadalajara Graduate Program
Summer 2005, Guadalajara Graduate Program
Summer 2000, Vermont Graduate Program

EDUCATION:
Ph.D. The University of New Mexico
(Honors in Ph. D Exams, Challenge Assistantship Graduate Award)
Graduate Courses taken at Middlebury College (Summers)
B.A. Universidad Nacional Autónoma de México

BOOKS:
1. Letras Mexicanas. Ensayos críticos sobre escritores de la segunda mitad del siglo XX.
   México: Universidad Nacional Autónoma de México, 2006
2. La instrucción del Inca Titu Cusi Yupanqui
   Prólogo, transcripción, notas y cronología.
   México: Universidad Nacional Autónoma de México, 2001
3. El Sueño Manierista de Sor Juana Inés de la Cruz
   México: Universidad Autónoma del Estado de México, 1993

TEXT BOOK: Huellas de las Literaturas Latinoamericanas
    Co-Authored with: René de Costa, Elzbieta Sklodowska,
    John Garganigo, and Georgina Sabat de Rivers.


SHORT STORIES:

ARTICLES IN PRESS:
2. “La burladora de Toledo o los barrocos exílios de Angelina Muñiz”, GEXEL, Universidad Autónoma de Barcelona, 2010

ARTICLES PUBLISHED:


4. “Sobre el peligroso arte de tirar el guante: la ironía de Sor Juana hacia los Virreyes de Galve”. Los Empeños. Ensayos en Homenaje a Sor Juana Inés de la Cruz (México: Universidad Nacional Autónoma de México, 1995): 93-144


RECENT AWARDS

Faculty Women’s Progress Award 2009, Women’s Leadership Forum, Texas A&M, 2009

Key Note Address, National University of Colombia, Bogotá, Colombia, 2009

Glasscock Center Stipendiary Faculty Fellow Texas A&M, 2008-200909


Champion of Diversity Award, Texas A&M University, 2006
Curriculum Vitae
Francisca María del Carmen Ojeda-Suárez Miller
906 Munson Ave.
College Station, Texas 77840-2306
979-696-0850

Birthplace: Las Palmas de Gran Canaria, Spain.

Education:
Licenciatura in Romance Philology, June 1965
Awarded honors as one of the top graduating students in 1965 (see Fellowships and Honors).

Primary Field: Spanish Philology and Literature
Secondary Field: Portuguese and Italian Philology and Literature.
Universidade de Lisboa, Portugal, June-September 1963
Portuguese Philology and Literature.
Work on doctoral dissertation on the “Life and Works of the 17th century Sephardic writer José Penso de la Vega”, directed by Distinguished Professor Gonzalo Torrente Ballester and Professor Herman P. Salomon.

Additional Training: One year of Journalism courses (theoretic and practical training)
At the School of Journalism, 1965-1966.

Fellowships and Honors:
University of La Laguna Fellowship, 1960-1965.
Tuition exemption for A+ coursework (see translation of transcript).
Calouste Goulbenkian Fellowship, Universidade de Lisboa, 1963.
Awarded travel grant from the Spanish Government in recognition of academic honors. Study tour of Spain, Italy and France. Summer 1965.
Spanish National Honor Society, Sigma Delta Pi.
Associated member since 1970.
Honors Curriculum Development Grant for Spanish Composition (303), 1994.
Texas A&M University.
International Travel Grant to attend Expolingua 2000. College of Liberal Arts.

Teaching Experience:
Instructor.
Elementary, Intermediate and Advanced Spanish; Spanish Composition and Conversation; Spanish Syntax; Spanish Phonetics; Introduction to Spanish Prose; Introduction to Spanish Poetry; Instructor, Languages Department.
Chair, Languages Department, 1974-1978.
Aquinas Dominican High School, Chicago, January 1972- June 1978
First year French; First through forth year;
Special language and literature courses for Mexican-American students
Lecturer, Sept. 1979-96. Texas A&M University.
Senior Lecturer, Spring 1997 to the present. Texas A&M University.
Spanish first and second year courses; Contrastive Grammar (302)
Composition and Conversation (303); Spanish Grammar for Native Speakers (304)
Oral Expression (310); Hispanic Culture and Civilization (311);
Spanish Phonetics (350); Spanish Literature to 1700 (331); Special Topics (485)

Administrative and Committee Experience:

Texas A&M University:
Lecturer representative for the E.A.C., Dept. of Modern and Classical Languages, 2001-2003.
Member: Ad Hoc Committee to revise Spanish B.A. Fall 200; Faculty Senate Ad Hoc Committee on the Definition, Role and Status of Lecturers. 1995-2001.
Coordinator for Spanish 101.1985-1987
State University of New York (SUNY) at Albany 1967-71.
Coordinator for Spanish Composition and Conversation
Member: Spanish Curriculum Committee. 1967-71; Organizational Committee for Study Abroad Program in Spain. 1969-71.

Publications:
Field Team member for Dialectological Map of Spain (Canarias Region).
Director: Manuel Alvar.
Many Manuscript Reviews for 1st 2nd year Spanish, Civilization and Culture, etc.
Collaborated with the “Corpus Diacrónico del Español” (CORDE), project of the Spanish Royal Academy with the works of the Judeo Spanish writer José Penso De la Vega. Jul. 1st, 2004.

Talks:

Curriculum Development:
Created: SPAN 303H ('94); lab materials for SPAN 101 ('85-'88); Grammar for native speakers-304- 9'95), etc
Attended numerous conventions and congresses in the U.S. and in Spain.
Administered Spanish Placement Test. Institute for Study Abroad. Butler University.
Visited and evaluated SPAN classes given by TAMU graduate students.
ABBREVIATED CURRICULUM VITAE (2010)

STEPHEN MILLER  [<s-miller@tamu.edu>]
--Asst., Assoc. and Full Prof. of Spanish and Hispanic Studies, Texas A&M Univ. (1978-present); Grad. Director (1992-97).
--Ph.D., 1976, Univ. of Chicago (Comp. Lit.); M.A., 1971, SUNY Albany (Comp. Lit.); B.A., 1970, SUNY Albany (Philosophy)
--Mod. & Cont. Span. Prose; Comp. Lit.; Lit. Hist., Crit., Theory

MONOGRAPHS, EDITED VOLUMES, EDITIONS


**GUEST EDITORSHIPS:**

*Antípodas*, 4 (1992): *Three Hispanic Nobels: Camilo José Cela, Gabriel García Márquez, Octavio Paz*

*Romance Quarterly*, 51 No. 2 (2004): "*Materia novelable*" in the Contemporary Spanish Novel


**ARTICLES, CHAPTERS, ENTRIES:** more than 75 in print, concentrating on 19th- to 21st-century Spanish Peninsular narrative.

**BOOK REVIEWS:** more than 90 in print, on Spanish, Latin American, English and American narrative, essay, and criticism.
Sarah M. Misemer

Education

Degrees received
*Ph.D.: Spanish, University of Kansas, Lawrence, 2001, Honors
*M.A.: Spanish, University of Kansas, Lawrence, 1997
*B.A.: Spanish, Political Science, University of Kansas, Lawrence, 1994; Summa Cum Laude; Phi Beta Kappa

Employment

*2004-present: Texas A&M University (College Station), Assistant Professor, Hispanic Studies
*2001-2004: University of Puget Sound (Tacoma), Visiting Professor, Modern Languages
*1995-2001: University of Kansas (Lawrence), Graduate Teaching Assistant, Spanish and Portuguese

Publications

Book in Print: Refereed

Book in Press: Refereed

Articles: Refereed

Non-refereed Article

Chapter in Book: Refereed

Book Reviews

Performance Review

Introduction for Bilingual Edition of Play

Internal Research Grants
1. College of Liberal Arts Research Enhancement Award $5000 (2007-2008)
2. Glasscock Center for Humanities Research Stipendiary Fellowship $1500 (2007-2008)
3. College of Liberal Arts Travel Grant $750 (Buenos Aires, Argentina) (Summer 2006)
4. Glasscock Center for Humanities Research Internal Fellows ($1000, Semester Release) (Spring 2006)
5. Glasscock Center for Humanities Research Stipendiary Fellowship $1500 (2004-2005)
TIMOTHY J. MITCHELL/ABBREVIATED C.V.

Education & Degrees:

Academic employment:
1988-pres: Texas A&M University, College Station, Texas. Full Professor of Spanish since 1999. Member of the Graduate, Hispanic Studies, Religious Studies, and Comparative Literature Faculties. Teaching areas: Hispanic Cultural History, Spanish Cultural Studies, Music & Society. I have taught three upper-division seminars on Latin American Testimonio in the past two years.

Books:
1990: Passional Culture: Emotion, Religion, and Society in Southern Spain (also with Penn).

Folklore & Popular Culture activities, 1992-2009:

Grants: 1992 Grant from the Spanish Ministry of Culture for research at the Fundacion Andaluza de Flamenco (Jerez, Spain); additional 1993 Grant from Texas A&M University.
Book Award: 1995 Katharine Briggs Folklore Award for Flamenco Deep Song [awarded by the British Folklore Society, University of London, for best new publication in folklore].
María Irene Moyna  
Assistant Professor 
Department of Hispanic Studies  
Texas A & M University  
(979) 862-4282  
moyna@tamu.edu  

CURRICULUM VITAE  

Education  
Ph.D.  Program in Linguistics, University of Florida, December 2000; Phi Beta Kappa  
M.A.  Program in Linguistics, University of Florida, December 1996  
B.A.  Translation in English and French, Universidad de la República, Montevideo, Uruguay, December 1985 and 1986  

Academic Appointments  
2006-present  Assistant Professor, Hispanic Studies, Texas A & M University  
2001-2006  Assistant Professor, Spanish and Portuguese, San Diego State University  
2000-2001  Post-doctoral Fellow, Romance Languages and Literatures, University of Florida  
1994-2000  Graduate Teaching Assistant, Linguistics, University of Florida  

Research Fields  
Language Change and Variation; Morphology; Spanish in the United States  

RESEARCH  

Scholarly Book  

Co-edited Book  

Reference Book  

Articles in Refereed Journals  

---  
1 Student co-authors’ names are underlined.


**Book Chapters and Refereed Proceedings**


**Grants**

Program to Enhance Scholarly and Creative Activities, Office of the Vice-President for Research, Texas A & M University ($9,956) (2007).

Minigrant, College of Arts and Letters, San Diego State University ($200) (2002).
CURRICULUM VITAE

D. BERTÍN ORTEGA AGUILAR

Department of Hispanic Studies
Texas A&M University
College Station, TX 77843
bertinortega@tamu.edu
(979) 458-0648

I. EDUCATION

1986  M.A.    Spanish. New Mexico State University.

II. TEACHING:

2006- Full Time Lecturer at Texas A&M University.
2003-2006 Adjunct Professor, Universidad Veracruzana. México
2003 Adjunct Professor Instituto Francisco de Vitoria. México
1997-2002 Assistant Professor at Willamette University
1996-1997 Full time Lecturer, Dept. of Span. & Port., University of California, Berkeley.
1996 Adjunct Professor (Mexican Literature), National Hispanic University.
1982-1985 Full time Instructor, Universidad Autónoma de Chiapas (Mexico).

III. RESEARCH


B) Articles:


C). OTHER. Book reviews: 8; papers presented: 17.

VI. OTHER ACTIVITIES

A. Web Projects related to teaching: Universidad Veracruzana (2003), Willamette University 1998-99

B. Member of the reading committee for professional exams. Universidad Veracruzana.

C. Member of the jury for the short story literary contest: No sólo de leer vive el hombre Facultad de Letras, Universidad Veracruzana (2004).

VII. AWARDS, GRANTS, RECOGNITIONS:

1988 Travel Grant for research on the topic of gangs and literature in Mexico. Latin American Studies Program, Stanford University,
MARIA ESTHER QUINTANA MILLAMOTO  
Department of Hispanic Studies  
Texas A&M University  
College Station, TX 77843  
(979) 845-2125; mequintana@tamu.edu

EDUCATION

1998  Ph.D.  Hispanic Languages and Literatures, University of California at Berkeley. 
1990  M.A.  Hispanic Languages and Literatures, University of California at Berkeley. 
1987  B.A.  Licenciatura en Letras Españolas, Universidad Autónoma de Chihuahua.

PROFESSIONAL APPOINTMENTS

2006-  Assistant Professor, Texas A&M University  
2003-2006  Lecturer, Universidad Veracruzana  
2004  Visiting Professor, Universidad Autónoma de Chihuahua  
2005  Visiting Professor, Universidad Autónoma de Chihuahua 
1997-2001  Lecturer, Willamette University. 
1996  Lecturer, The National Hispanic University

PUBLICATIONS

Book

Crónicas del bufón: Aproximación crítica a Maluco, la novela de los descubridores.  

Articles

“Fusiones y desencuentros del mestizaje en Caramelo de Sandra Cisneros”. Texto Crítico  

“Aprendiendo a amarse a sí misma: Peel my love like an onion de Ana Castillo.”  
Confluencia. Forthcoming.


**Articles under review**

“En busca de un cuarto propio: Soledad de Angie Cruz y Caramelo de Sandra Cisneros.” *Explicación de Textos Literarios*. 18 transcript pages.

**Interviews:**


**Work in progress**

*Re-imagining Themselves: The Constitution of Subjectivity in U.S. Latina Literature* (A book-length manuscript on self-narration as the site for the constitution of Latinas’ subjectivity as depicted in eight narratives by contemporary Latina authors.)
Patricia Timmons  
Department of Hispanic Studies  
Texas A&M University  
College Station, TX  77843  
(979) 845-2125  ptimm@tamu.edu

EDUCATION  
2004  Ph.D.  University of Texas at Austin (Spanish)  
1993  M.A.  Texas A&M University (Modern Languages, Spanish)  
1978  B.A.  Texas A&M University (Languages, Spanish)

TEACHING AND PROFESSIONAL APPOINTMENTS  
2009-  Instructional Assistant Professor of Spanish, Department of Hispanic Studies, Texas A&M University  
2004-2009  Lecturer of Spanish, Department of Hispanic Studies, Texas A&M University  
2008-  Undergraduate Program Coordinator, Lower Division, Department of Hispanic Studies, Texas A&M University  
2007-2008  Interim Coordinator of Undergraduate Programs, Department of Hispanic Studies, Texas A&M University  
2005- 2006  Summer Instructor of Spanish at Kukulcán Educational Spanish Community in Cuernavaca, Morelos, México.  
1995-2001  Assistant Instructor of Spanish, Department of Spanish and Portuguese, University of Texas at Austin  
1993-1994  Assistant Lecturer in Spanish, Department of Modern and Classical Languages, Texas A&M University  
1990-1992  Graduate Assistant Teacher of Spanish, Department of Modern and Classical Languages, Texas A&M University

SERVICE  
2009-  Undergraduate Curriculum Committee  
2008-  Department Head Search Committee  
2009  Participation in spring campus visits of candidates for Applied Linguist position  
2007-2009  Annual Review Committee/ Lecturers  
2007  Undergraduate Program Review Committee

RESEARCH AND PUBLICATIONS  
2009  Gonzalo de Berceo and the Latin Miracles of the Virgin, by Patricia Timmons and Robert Boenig. (under review)  

SELECTED ACADEMIC PRESENTATIONS  
2009  “Diziénli qe fiziesse algunos engendrados”: The Uncertain Fate of a Canon’s Inheritance in Gonzalo de Berceo’s “The Wedding and the Virgin.” 66th Annual Meeting of the SCMLA, Baton Rouge, Louisiana
5th International Congress on Medieval Latin, York University and the University of Toronto, Toronto, Canada

2005  “A Harmony of Contradictions: the Role of the Virgin in Berceo’s Miracles of Fornicating Clerics.”  40th International Congress on Medieval Studies, Western Michigan University, Kalamazoo

2004  “Convivencia and Conversion in Gonzalo de Berceo’s “El judïezno.””
39th International Congress on Medieval Studies, Western Michigan University, Kalamazoo

2003  “Quando murió el bispo, diéronli el bispado”: The Legacy of Berceo’s Pregnant Abbess.”  119th MLA Annual Convention, San Diego, California

SELECTED PROFESSIONAL DEVELOPMENT
2009  44th International Congress on Medieval Studies, Western Michigan University, Kalamazoo
2008 & 2009  Texas A&M University’s Center for Teaching Excellence Wakonse-South Conference, Canyon of the Eagles, Texas
2007  Attended the Conference of American Council of Teachers of Foreign Language in San Antonio, Texas

SELECTED PROFESSIONAL ACTIVITIES
Study Abroad
• Faculty leader for The Department of Hispanic Studies Study Abroad Program to Cuernavaca, Mexico, Summer 2008

Session Chair
• Session organizer and moderator: “Spanish Interpretations of the Apocalypse: Exegesis, Text, and Image.”  45th International Congress on Medieval Studies, Western Michigan University, Kalamazoo/  2010 (May)
• Session organizer: “Mariology and Popular Culture in the Spanish Middle Ages.”  40th International Congress on Medieval Studies, Western Michigan University, Kalamazoo/  2005

Editorial Board
• Manuscript reviewer and editor: Dactylus XVIII and XIX, the literary journal of the Department of Spanish and Portuguese, University of Texas at Austin/  1998-2000

HONORS
1977- Spanish National Honor Society, Sigma Delta Pi
1992- The Honor Society of Phi Kappa Phi

PROFESSIONAL MEMBERSHIPS
MLA  (Modern Language Association of America)
ACTFL  (American Council of Teachers of Foreign Language)
Phi Kappa Phi
EDUARDO URBINA
Department of Hispanic Studies
Texas A&M University
College Station, TX 77843
(979) 845-0464; e-urbina@tamu.edu

EDUCATION

1979    Ph.D.    Hispanic Literatures; University of California at Berkeley
1975    M.A.    Spanish; University of California at Berkeley
1973    B.A.    Spanish (magna cum laude); California State University at Hayward

PROFESSIONAL APPOINTMENTS

1992-    Professor, Texas A&M University
2008-    Director, Graduate Program HISP, Texas A&M University
2003-    Director, Cervantes Chair, University of Castilla-La Mancha (Spain)
2003-    Honorary Curator, Cervantes Project Collection, Cushing Memorial Library, Texas A&M University
1996-present    Research Associate, Center for the Study of Digital Libraries, Texas A&M University
1986-1992    Associate Professor, Texas A&M University
1981-1986    Assistant Professor, Texas A&M University

PUBLICATIONS RELATED TO CERVANTES PROJECT:


OTHER PUBLICATIONS:


SYNERGISTIC AND INTERDISCIPLINARY ACTIVITIES

➢ Director, The Cervantes Project, Texas A&M University, 1995-present. Current funding from National Endowment for the Humanities; University of Castilla-La Mancha, and Texas A&M University.
➢ Organizer and leading PI, Humanities Informatics Initiative, Texas A&M University, 2002-2006.
➢ Director, Cervantes Chair, University of Castilla-La Mancha (Spain), 2003-2011.
➢ Co-editor, BIBLIOTECA MIGUEL DE CERVANTES; Academia Editorial del Hispánismo (Spain), 2005-present. 14 volumes published.
➢ Elected Member, Executive Committee, Association of Cervantes Scholars (Spain), 1999-2004.

PUBLICATIONS, Summary:

JOSÉ PABLO VILLALOBOS

Department of Hispanic Studies
Texas A&M University
TAMU 4238
College Station, TX 77843-4238
(979) 845-2140

1313 Mullins Loop North
College Station, TX 77845
(979) 690-0153
fax (979) 845-4893
email: jvillalo@tamu.edu

EDUCATION
Master of Arts, Spanish Literature, University of Arizona, May 1993.
Bachelor of Arts, Spanish Literature - Third World Studies, University of California-San Diego, June 1991.

PROFESSIONAL TEACHING APPOINTMENTS
Associate Professor of Spanish, Department of Hispanic Studies, Texas A&M University. Fall 2004 –
Visiting Assistant Professor of Spanish, Department of Spanish & Portuguese, University of Arizona. Spring 2004.
Assistant Professor of Spanish, Department of Modern & Classical Languages, Texas A&M University. Fall 2001 – Spring 2004.
Assistant Professor of Spanish, Department of Foreign Languages & Literature, Lewis and Clark College. Fall 1998 – Spring 2001.
Graduate Teaching Associate, Department of Spanish & Portuguese, University of California-Irvine. 1994-1998.
Graduate Assistant in Teaching, Department of Spanish & Portuguese, University of Arizona. 1991-1993; Summer 1993.

PROFESSIONAL ADMINISTRATIVE APPOINTMENTS
Director of Graduate Studies, Department of Hispanic Studies, Texas A&M University. 2004-2008.
Interim Spanish Section Head, Department of Foreign Languages and Literatures, Lewis & Clark College. Summer 2000-Summer 2001.

AREAS OF RESEARCH AND TEACHING
Modern and Contemporary Latin American Narrative, Mexican Literature and Cultural Studies, U.S./Mexico Border Studies, Chicano/Latino Narrative, the Corrido.

PUBLICATIONS
Book

Selected Articles and Book Chapters


"Corridos and la pura verdad: Myths and Realities of the Mexican Ballad" (co-authored with Juan Carlos Ramírez-Pimienta). South Central Review's special issue on "Memory and Nation in Contemporary Mexico," 21.3 (Fall 2004): 129-149.


"Ibargüengoitia's Dos crímenes from Novel to Film: Mexican High Crimes and Misdemeanors." Confluencia 17.1 (Fall 2001): 32-41.


Editorships


List of Appendices

Bound with Narrative Self-Study

Faculty Two-Page Vitae

On Disk

1 Undergraduate and Graduate Student Data
   1.1 Fall 2009 Enrollment
   1.2 OISP Data: Headcount By Department by Level (Spring 2009)
   1.3 Demographics: Undergraduate and Graduate Students
   1.4 Characteristics of Undergraduate Students Enrolled Fall 2008
   1.5 Students’ Background in Spanish Survey Results: Spanish 320 (Fall 2009)
   1.6 History of Courses Taught (2008-2009)
   1.7 History of Course NOT Taught (2007-2008)
   1.8 SCH Summaries
   1.9 WEAVEonline: Undergraduate

2 Materials Concerning Lower Division Course/Support Services
   2.1 Evaluations and Adjustments: Spanish 101 and 102 Hybrid Course (2007-2009)
   2.2 Sample: Spring 2008 SPAN 101 Syllabus (Odd Sections)
   2.3 Sample: Fall 2009 SPAN 101 Syllabus (Even Sections)
   2.4 Sample: Weekly Lab Instructions for Teaching Assistants Spring 2009
   2.5 Spanish 101/102 Improvement Study Student Input Survey
   2.6 Hybrid Course Survey Results: Spanish 101
   2.7 Hybrid Course Survey Results: Spanish 102
   2.8 Sample: Weekly Lab Instructions for Teaching Assistants Fall 2009
   2.9 Sample: SPAN 101 Quiz
   2.10 Nexos Syllabus
   2.11 Fall 2009 LSO Statistics

3 Graduate Program Materials
   3.1 Proposal for a Step 1 Cooperative Program Ph.D. in Hispanic Studies
   3.2 Self Study Spring 2007
3.3 Ph.D. in Hispanic Studies Course Descriptions
3.4 M.A. Degree Plan and Check Lists
3.5 Ph.D. Degree Plan and Courses
3.6 Prescribed and Free Elective Courses
3.7 Graduate Student Activity (2004-2007)
3.8 WEAVEonline: M.A.
3.9 WEAVEonline: Ph.D.
3.10 Graduate Student Survey
3.11 Sample: Ph.D. Preliminary Exam
3.12 Sample: M.A. Exam
3.13 Graduate Course Syllabi Samples
3.14 Graduate Student Status and Funding
3.15 Graduate Student Handbook (2009-2010)

4 Departmental, College, and University Documents
4.1 Hispanic Studies Bylaws, Standing Policies, Addenda
4.2 Tenure and Promotion Submission Guidelines (2009-2010)
4.3 Annual Review Form (Tenure Track Faculty)
4.4 Annual Review Form (Lecturers)
4.5 College of Liberal Arts Average Faculty Salaries by Rank

5 Strategic Planning Documents
5.1 Vision 2020 Imperatives
5.2 Report of the External Reviewers: Ph.D. Program (April 8-10, 2007)
5.3 Texas Higher Education Coordinating Board Three-Year Progress Report for New Doctoral Program (January 30, 2007)
### Hispanic Studies: Undergraduate

**Hispanic Studies Majors**

<table>
<thead>
<tr>
<th>Major</th>
<th>Fall Semester</th>
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<tbody>
<tr>
<td></td>
<td>2004</td>
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<tr>
<td>SPAN</td>
<td>Enrollment</td>
</tr>
<tr>
<td></td>
<td>FTIC (2)</td>
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<tr>
<td></td>
<td>New Transfers (3)</td>
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**Hispanic Studies Minors**

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<th>Level</th>
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### Hispanic Studies Majors: Masters

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<td>HISP</td>
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<td></td>
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<tr>
<td>MODL</td>
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<tr>
<td>Total Masters</td>
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### Hispanic Studies Majors: Doctoral

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</table>

(1) Preliminary data.
(2) First-Time In College.
(3) New Transfers from another institution.

Compiled by OISP, mhg. S:\Adhoc\Hispanic_Studies.xls, 11/10/2009, 9:04am
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<td>53%</td>
<td>52%</td>
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<td>35%</td>
<td>37%</td>
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<td>41%</td>
<td>43%</td>
<td>45%</td>
<td>47%</td>
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<td>Business</td>
<td>15%</td>
<td>17%</td>
<td>19%</td>
<td>21%</td>
<td>23%</td>
<td>25%</td>
<td>27%</td>
<td>29%</td>
<td>31%</td>
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<td>Engineering</td>
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<td>13%</td>
<td>15%</td>
<td>17%</td>
<td>19%</td>
<td>21%</td>
<td>23%</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Table represents the distribution of majors among the academic programs.*

---

**Note:**
- Data reflects the percentage of students enrolled in each academic category for the fiscal years 2012/13 to 2020/21.
- The distribution shows a slight increase in students in the Science department from 2012/13 to 2020/21.
- Liberal Arts has seen a steady increase in enrollment over the same period.
- Business students have seen a steady increase as well, marking a significant rise by 2020/21.
- Engineering majors have also seen growth, though at a slower rate compared to other categories.
### DEMOGRAPHICS

#### UNDERGRADUATE AND GRADUATE STUDENTS

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<th>Majors</th>
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<td>Grand Total</td>
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<td>2005</td>
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<td>2</td>
<td>6</td>
</tr>
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<td></td>
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<td>2005</td>
<td>2006</td>
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**Notes:**

- Upper-level data: Preliminary data.
- Compiled by OISP, mhg, S:\Ad hoc\Hispanic_Studies.xls, 11/10/2009, 9:04am.

**Texas A University | Department of Hispanic Studies**
### Transfers From Other Majors

**Feeder Colleges**

<table>
<thead>
<tr>
<th>College</th>
<th># Students</th>
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<td>VM</td>
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### Classification and Average GPR at Time of Transfer

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<tr>
<th>Classification</th>
<th># Students</th>
<th>Avg GPR</th>
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<tbody>
<tr>
<td>U1</td>
<td>4</td>
<td>2.469</td>
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<td>2.735</td>
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<td>U4</td>
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<td>2.518</td>
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<td>2.695</td>
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### Transfers From Other Institutions

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<th># Students</th>
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### Characteristics of Undergraduate Minors In Hispanic Studies

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(t) Preliminary data

### Classification of Student When

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<tr>
<td>U2</td>
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<td>U3</td>
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<tr>
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<td>Total</td>
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Students’ Background in Spanish
Survey Results Fall 2009 SPAN 320

I have taken the following Spanish classes at TAMU:

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## History of Courses Taught

### Liberal Arts - HISP

#### 2008-2009

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**Graduate Lower Level Subtotal**

| 19 | 77 | 20 | 74 | 82 | 36 | 47 | 187 | 121.8 |

---

### Portuguese - UG Lower Level

| PORT 202 Intermed. Portuguese II | 1 | 8 | 1 | 8 | 8.0 |

**Undergraduate Lower Level Subtotal**

| 1 | 8 | 8.0 |

---

### Spanish - UG Lower Level

| SPAN 101 Beginning Spanish I | 46 | 337 | 22 | 180 | 8 | 86 | 76 | 603 | 7.5 |
| SPAN 102 Beginning Spanish II | 16 | 136 | 36 | 274 | 8 | 92 | 60 | 502 | 8.4 |
| SPAN 140 Alternative Beginning Spanish | 3 | 43 | 2 | 20 | 4 | 63 | 15.8 |
| SPAN 201 Intermediate Spanish I | 12 | 275 | 10 | 183 | 3 | 46 | 25 | 504 | 20.2 |
| SPAN 202 Intermediate Spanish II | 9 | 170 | 11 | 235 | 3 | 59 | 23 | 464 | 20.2 |
| SPAN 221 Field Studies I | 1 | 19 | 1 | 19 | 19.0 |
| SPAN 222 Field Studies II | 1 | 19 | 1 | 19 | 19.0 |

**Undergraduate Lower Level Subtotal**

| 85 | 961 | 81 | 892 | 24 | 321 | 190 | 2174 | 170.5 |

---

### Spanish - UG Upper Level

| SPAN 302 Contrastive Grammar | 5 | 121 | 5 | 111 | 2 | 28 | 12 | 260 | 21.7 |
| SPAN 303 Composition and Conversation | 3 | 51 | 5 | 90 | 2 | 30 | 10 | 171 | 17.1 |
| SPAN 306 Business Spanish | 1 | 24 | 1 | 24 | 24.0 |
| SPAN 310 Oral Expression | 2 | 42 | 2 | 28 | 1 | 25 | 4 | 70 | 17.5 |
| SPAN 311 HISP Cult. & Civil. To 18th Cent. | 1 | 22 | 2 | 34 | 1 | 11 | 4 | 67 | 16.8 |
| SPAN 312 HISP Cult. & Civil. 18th Cent. - Pres. | 3 | 69 | 2 | 31 | 5 | 50 | 20.0 |
| SPAN 320 Intro to Hispanic Literature | 2 | 46 | 4 | 75 | 1 | 11 | 7 | 132 | 18.9 |
| SPAN 331 Span Literature to 1700 | 1 | 11 | 1 | 11 | 11.0 |
| SPAN 332 Spanish Literature 1700-1936 | 1 | 17 | 1 | 17 | 17.0 |
| SPAN 341 Spanish American Lit. 1492-1821 | 1 | 9 | 1 | 9 | 9.0 |
| SPAN 342 Spanish American Lit. 1821-1935 | 1 | 1 | 8 | 1 | 8 | 8.0 |
| SPAN 350 Phonetics | 1 | 22 | 2 | 34 | 3 | 56 | 18.7 |
| SPAN 410 Hispanic Film | 1 | 17 | 1 | 15 | 2 | 32 | 16.0 |
| SPAN 411 Cont. Hispanic Society & Culture | 1 | 9 | 1 | 6 | 1 | 3 | 3 | 18 | 6.0 |
| SPAN 412 Hispanic Writers in US | 1 | 21 | 1 | 21 | 21.0 |
| SPAN 413 Hispanic Culture Through Art | 1 | 14 | 1 | 14 | 14.0 |
| SPAN 421 Spanish Language Poetry | 1 | 18 | 1 | 18 | 18.0 |
| SPAN 445 Cervantes | 1 | 11 | 1 | 11 | 11.0 |
| SPAN 450 Cont. Spanish & Spanish Amer. Lit. | 1 | 10 | 1 | 10 | 10.0 |
| SPAN 485 Directed Studies | 2 | 2 | 3 | 5 | 3 | 4 | 8 | 11 | 1.4 |
| SPAN 489 Special Topics in | 1 | 3 | 1 | 3 | 3.0 |
| SPAN 491 Research | 1 | 1 | 1 | 1 | 1.0 |

**Undergraduate Upper Level Subtotal**

| 26 | 480 | 32 | 479 | 13 | 130 | 70 | 1064 | 301.1 |

**Department Total**

| 131 | 1,526 | 133 | 1,445 | 44 | 462 | 308 | 3,433 |
# History of Courses NOT Taught - Liberal Arts


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**HISP Total Count: 42**
Funded SCH Summaries by Department for Spring 2007

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Pie chart showing HISP at 4% and Other at 96%.

Bar chart showing distribution of funded total in dollars by department:
**WSCH Summaries by College for Spring 2007**

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### Department Funding

- **CLLA**: 0%
- **EURO**: 3%
- **HISP**: 3%
- **PHUM**: 4%
- **ANTH**: 5%
- **PRFM**: 8%
- **SOCI**: 8%
- **COMM**: 9%
- **PSYC**: 10%
- **ECON**: 10%
- **POLS**: 12%
- **HIST**: 14%
- **ENGL**: 14%

**Funded Total in Dollars**

- 0%
- 3%
- 97%

**HISP** vs. **Other**

- 3% of total
- 97% of total
### Funded SCH Summaries by Department for Fall 2006

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**Pie Chart:**
- **HISP:** 3%
- **Other:** 97%

**Bar Chart:**
- **CLLA:** 1%
- **HISP:** 3%
- **EURO:** 4%
- **PHUM:** 5%
- **ANTH:** 5%
- **PRFM:** 7%
- **SOCI:** 7%
- **ECON:** 8%
- **COMM:** 8%
- **PSYC:** 10%
- **ENGL:** 13%
- **POLS:** 13%
- **HIST:** 16%
WSCH Summaries by College for Fall 2006

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<tr>
<td>PHUM</td>
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<td>EURO</td>
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<tr>
<td>CLLA</td>
<td>938</td>
<td>13</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>215,254</strong></td>
<td></td>
</tr>
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</table>

- **3%** HISP
- **97%** Other

Department Breakdown:
- CLLA: 0%
- HISP: 3%
- EURO: 3%
- PHUM: 4%
- ANTH: 6%
- PRFM: 7%
- SOCI: 8%
- COMM: 8%
- ECON: 10%
- PSYC: 11%
- POLS: 12%
- ENGL: 14%
- HIST: 14%
HISP Rankings by Semester for SCH Summaries

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Ranking*</th>
<th>% of Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>12</td>
<td>3%</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>12</td>
<td>4%</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>7</td>
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<tr>
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<td>3%</td>
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<td>Spring 2008</td>
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<td>4%</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>11</td>
<td>3%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>11</td>
<td>3%</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>8</td>
<td>7%</td>
</tr>
</tbody>
</table>

*Ranking out of thirteen departments
HISP Rankings by Semester for WSCH Summaries

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Ranking*</th>
<th>% of Total WSCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
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<td>Summer 2007</td>
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<td>5%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>11</td>
<td>3%</td>
</tr>
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<td>Spring 2008</td>
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<td>3%</td>
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<tr>
<td>Summer 2008</td>
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<td>5%</td>
</tr>
<tr>
<td>Fall 2008</td>
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<td>3%</td>
</tr>
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<td>Spring 2009</td>
<td>11</td>
<td>4%</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>9</td>
<td>6%</td>
</tr>
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</table>

*Ranking out of thirteen departments
### Funded SCH Summaries by Department for Spring 2009

<table>
<thead>
<tr>
<th>Department</th>
<th>Funded Total</th>
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<tbody>
<tr>
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<tr>
<td>HIST</td>
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<td>3</td>
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<tr>
<td>PSYC</td>
<td>13,769</td>
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</tr>
<tr>
<td>PRFM</td>
<td>12,470</td>
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</tr>
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<td>COMM</td>
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<td>ECON</td>
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<td>SOCI</td>
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<td>ANTH</td>
<td>7,291</td>
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<tr>
<td>PHUM</td>
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<tr>
<td>HISP</td>
<td>4,954</td>
<td>11</td>
</tr>
<tr>
<td>EURO</td>
<td>4,333</td>
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</tr>
<tr>
<td>CLLA</td>
<td>2,569</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>143,222</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Pie Chart
- **HISP**: 2%
- **Other**: 97%

#### Bar Chart
- **CLLA**: 2%
- **EURO**: 3%
- **HISP**: 3%
- **PHUM**: 4%
- **ANTH**: 5%
- **SOCI**: 7%
- **ECON**: 8%
- **COMM**: 9%
- **PRFM**: 9%
- **PSYC**: 9%
- **HIST**: 13%
- **POLS**: 14%
- **ENGL**: 14%
## WSCH Summaries by Department for Spring 2009

<table>
<thead>
<tr>
<th>Department</th>
<th>Total WSCH</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
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<tr>
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<tr>
<td>PSYC</td>
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<tr>
<td>COMM</td>
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</tr>
<tr>
<td>ECON</td>
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<tr>
<td>PRFM</td>
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<td>SOCI</td>
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<td>ANTH</td>
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<td>PHUM</td>
<td>8,122</td>
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</tr>
<tr>
<td>HISP</td>
<td>7,668</td>
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</tr>
<tr>
<td>EURO</td>
<td>5,236</td>
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<tr>
<td>CLLA</td>
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<td><strong>Total</strong></td>
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</table>

### Chart 1: Total WSCH by Department

- ENGL: 15%
- HISP: 12%
- POLS: 12%
- HIST: 12%
- PHUM: 11%
- ECON: 9%
- SOCI: 9%
- COMM: 9%
- PSYC: 11%
- EURO: 2%
- ANTH: 5%
- PRFM: 8%
- Total: 4%

### Chart 2: Ranking by Department

- ENGL: 1
- HISP: 11
- Other: 96%
Funded SCH Summaries by Department for Fall 2008

<table>
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<th>Ranking</th>
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</thead>
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<td>ANTH</td>
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<td>PHUM</td>
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</tbody>
</table>

- HISP
- Other

- HISP
- Other

- HISP
- Other

- HISP
- Other

- HISP
- Other

- HISP
- Other

- HISP
- Other

- HISP
- Other

- HISP
- Other

- HISP
- Other

- HISP
- Other

- HISP
- Other

- HISP
- Other

- HISP
- Other

- HISP
- Other
## WSCH Summaries by Department for Fall 2008

<table>
<thead>
<tr>
<th>Department</th>
<th>Total WSCH</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>30,540</td>
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</tr>
<tr>
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<tr>
<td>PSYC</td>
<td>26,334</td>
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<tr>
<td>POLS</td>
<td>25,161</td>
<td>4</td>
</tr>
<tr>
<td>ECON</td>
<td>21,925</td>
<td>5</td>
</tr>
<tr>
<td>COMM</td>
<td>19,115</td>
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<tr>
<td>PRFM</td>
<td>17,535</td>
<td>7</td>
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<tr>
<td>SOCI</td>
<td>16,358</td>
<td>8</td>
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<tr>
<td>ANTH</td>
<td>11,050</td>
<td>9</td>
</tr>
<tr>
<td>PHUM</td>
<td>8,477</td>
<td>10</td>
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<tr>
<td><strong>HISP</strong></td>
<td><strong>7,336</strong></td>
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<tr>
<td>EURO</td>
<td>5,162</td>
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<tr>
<td>CLLA</td>
<td>2,881</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>220,947</strong></td>
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</tr>
</tbody>
</table>

**Pie Chart:**
- 3% HISP
- 97% Other

**Bar Chart:**
- **HISP** 7,336
- **ENGL** 30,540
- **HIST** 29,073
- **PSYC** 26,334
- **POLS** 25,161
- **ECON** 21,925
- **COMM** 19,115
- **PRFM** 17,535
- **SOCI** 16,358
- **ANTH** 11,050
- **PHUM** 8,477
- **EURO** 5,162
- **CLLA** 2,881

**Total WSCH:**
- 220,947
### Liberal Arts-HIS

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<tr>
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<th>UD WSCH</th>
<th>MS WSCH</th>
<th>PhD WSCH</th>
<th>Total WSCH</th>
<th>LD Teaching Supplement</th>
<th>UD Teaching Supplement</th>
<th>WSCH with Teaching Supplement</th>
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<td>564</td>
<td>1,459</td>
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<td>7,843</td>
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<td>1,139</td>
<td>538</td>
<td>263</td>
<td>418</td>
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<td>549</td>
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<td>6,476</td>
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### SCH Weight Matrix for Texas Universities

#### Weight Matrix FY 2010-11 Biennium

<table>
<thead>
<tr>
<th>Funding Code</th>
<th>Funding Area</th>
<th>Lower Division</th>
<th>Upper Division</th>
<th>Masters</th>
<th>PhD</th>
<th>Undergraduate Supplement</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Liberal Arts</td>
<td>1.00</td>
<td>1.72</td>
<td>4.18</td>
<td>9.29</td>
<td>0.10</td>
</tr>
</tbody>
</table>
Mission/Purpose
Description: At a time when worldwide globalization includes the demographically and culturally significant Hispansion of Texas, the study of the Spanish language and Hispanic culture is important to achieving an understanding of the world in which we live. The undergraduate curriculum in the Department of Hispanic Studies is designed to foster University and professional levels of bilingualism and biculturalism and to offer students the opportunity to explore the study of language, literature, film and theater in the Spanish-speaking world. With a B.A. in Hispanic Studies, students are qualified to take positions in education, local government, and the private sector or to pursue an advanced degree in a related area, including communications, history, and sociology.
Established in Cycle: 2008-2009
Active Through: 2008-2009
Entry Status: Final
Last Updated By: Stephen Balfour on 10/16/2009
Established By: Pamela Matthews on 6/19/2008

Assessment Summary
Select View
View Sections: Goals Outcomes/Objectives Measures & Findings

Goals
- Expand All
- Collapse All

View this set of Goals: Active Hidden All

1: Transcultural, transnational communication. (Final)

To foster bilingualism and transcultural communication within Texas.
To facilitate transnational communication with Spain, Mexico and other Latin-American countries.
To promote intercultural exchange in the Arts, Humanities, Social Sciences, and Business.

Established in Cycle: 2008-2009
Active Through: Keep Active
Show in this Cycle: Yes
Entry Status: Final
Last Updated By: Kelley Goldberger on 11/5/2009
Established By: Lawrence Mitchell on 9/26/2008

Outcomes/Objectives (Numbers inside parentheses show related goals.)
- Expand All
- Collapse All

1: Language competence (Final)
Students will demonstrate near-fluent language ability both orally and in writing.

Student Learning Outcome: Yes
Established in Cycle: 2008-2009
Active Through: Keep Active
Entry Status: Final
Last Updated By: Kelley Goldberger on 11/5/2009
Established By: Pamela Matthews on 9/2/2008

Relevant Associations:
- General Education or Core Curriculum
- Master the depth of knowledge required of a discipline
- Communicate effectively in writing and speaking
- Strategic Plans
  - Texas A&M University
  - 3 Enhance the Undergraduate Academic Experience.
  - 4 Build the Letters, Arts and Science Core.
  - 6 Diversify and globalize the A&M community.

2. Proficiency in speaking, reading, and writing. (Final)

Majors.
Students will acquire proficiency in writing Spanish.
Students will demonstrate proficiency in speaking, and conversing in, Spanish.
Students will read widely in the literature and culture of the Spanish-speaking world.
Students will demonstrate knowledge of literary genres and movements in Peninsular and/or Latin-American literature and culture (e.g. art, film, and theater).
Students will be exposed to, and learn to discuss in appropriate terms, different dialects / varieties of Spanish.

Minors.
Students will acquire competence in writing Spanish.
Students will demonstrate the ability to understand and respond in Spanish.
Students will do some reading in the literature and culture of the Spanish-speaking world.

Student Learning Outcome: Yes
Established in Cycle: 2008-2009
Active Through: Keep Active
Entry Status: Final
Last Updated By: Kelley Goldberger on 11/5/2009
Established By: Lawrence Mitchell on 9/26/2008
Established in Cycle: 2008-2009
Active Through: 2008-2009
Last Updated by Stephen Balfour on 10/30/2009 Established by Lawrence Mitchell on 9/1/2009

Findings:

2008-2009 Assessment Results / Findings
Target: Met

Findings: We tracked our majors throughout the academic year, utilizing the achievement certification form for each. The results are as follows: Writing competence: Of our 40 majors who graduated in the period, 100% met the writing requirement by taking a Writing intensive (W) course; in addition 57.5% also had to write substantial papers as part of their study abroad; 30% took upper division literature course with a long paper requirement. Oral skills: 97.5% satisfied the experience abroad requirement in a variety of ways. 62.5% negotiated their own independent study abroad; 30% did an internship; 17.5% participated in a reciprocal exchange with a foreign university; 12.5% were part of a faculty-led program; and 12.5% served as community volunteers. The total amounts to more than 100% because some students participated in multiple ways. Four of them, for example, did four different activities. Reading in four genres: 100% of our majors easily satisfied this requirement by taking our Introduction to Literature (320) course that always includes a range of genres, including novel, poetry, short story, and a miscellaneous set of sub-genres (ballads, corridos, jarchas, etc). Fiction proved to be the most popular genre with over 80% of our majors selecting it. The film course (410) was also popular, with 60%. followed by contemporary Spanish literature with 32.5%. Next came early Spanish-American literature (25%) and Spanish culture through art (25%). Dialects: Knowledge of dialectical differences in Spanish came from a variety of sources. Although not required, 77.5% of our majors opted to take Spanish phonological and lexical differences (e.g. s-lenition; tuteo and voselo; leismo etc). Most majors chose to take two culture courses, with 85% taking post-conquest culture and 80% also selecting early peninsular culture. In addition 50% took an advanced culture course. In all these culture courses, some attention is paid to language variation and its cultural manifestations. For example, the focus of 412 is the language and culture of Cubans, Mexican-Americans /Chicanos, and Puerto Ricans, etc. Spanish-speaking community experience: 97.5% of our majors had at least one form of experience abroad and all of these actually took courses (either reciprocal exchanges, independent study, or faculty-led); 47.5% also had internships, community service or work experiences. In fact, two-thirds of them had multiple experiences abroad. [Preview Formatting]

Last Updated by Stephen Balfour on 10/30/2009 Established by Lawrence Mitchell on 10/15/2009

Related Action Plan(s): (details in Action Plan Tracking)
Curricular review 2008-2009
Curricular review 2008-2009

•

•
Relevant Associations:

- General Education or Core Curriculum
- 1 Master the depth of knowledge required of a discipline
- 3 Communicate effectively in writing and speaking
- Strategic Plans
  - Texas A&M University
  - 12 Meet our commitment to Texas.
  - 6 Diversify and globalize the A&M community.
- Institutional Priorities
- 4 Expand off-campus opportunities, such as internships, study-abroad, and service-learning.

Measures & Findings (Numbers inside parentheses show related outcomes/objectives.)

- Expand All
- Collapse All

1: Proficiency in speaking, reading, and writing. (O:1) (Final)

Majors. Students will write a well-organized paper of five to eight pages in proficient Spanish. Students will engage in a ten-minute conversation in Spanish with a native or near-native speaker. Students will read and discuss at least four of the following in Spanish: newspapers, periodicals, plays, poems, novels, and short stories. Students will distinguish different varieties of Spanish. Students will live in a Spanish-speaking community for at least ten weeks.

Minors. Students will write at least a three-page paper in proficient Spanish. Students will engage in short conversations and answer simple questions correctly. Students will read at least two of the following in Spanish: newspapers, periodicals, plays, poems, novels, and short stories. [Preview Formatting]

Source of Evidence: Presentation - Presentation, either individual or group

Established in Cycle: 2008-2009

Active Through: Keep Active

Entry Status: Final

Last Updated By: Kelley Goldberger on 11/5/2009

Established By: Pamela Matthews on 9/2/2008

Achievement Targets and Assessment Results / Findings:

1: Language competence

Achievement Target (Final) [Preview Formatting]

With the aid of the Hispanic Studies advisor, majors will compile a record of achievement in the five targeted areas: writing competence (5-8 page paper); oral skills (10-minute conversation); reading in four genres (newspapers, plays, poems etc); distinguishing different dialects (variety of options) and Spanish-speaking community living experience (study abroad, internships). This "Achievement Certification Form" will have to be completed before graduation.
EVALUATIONS AND ADJUSTMENTS
SPANISH 101/102 HYBRID COURSE 2007-2009

Evaluation and adjustments: 2008

I. Evaluation.
The hybrid system was first implemented in the spring 2007 semester. Comments from student evaluations for spring and fall 2007 indicated widespread dissatisfaction in four categories:

- Clarity regarding material to be covered in assignments
- Lack of grammar explanations by the instructors during class time
- Frustration with the lack of instructors’ feedback on workbook and lab manual homework assignments done online
- Complaints that the lab hour was boring because it was a repetition of many of the online workbook and lab manual exercises previously completed for homework

II. Adjustments.
A coversheet was added to the syllabus/course calendar that explained the hybrid course and what students should expect from online and in-class work. The syllabus/course calendar was updated to include a description of the material covered on each assignment (1.2 = original 2007; 1.3 = updated 2008).

The original rationale for the hybrid was that students would study the grammar explanations during online days and complete the accompanying exercises in the online workbook/lab manual. On the days in the classroom with their instructors, students would actively practice the concepts they were to have learned online. Since the students did not seem to be able to benefit sufficiently from the online video grammar tutorials and grammar explanations in the textbook, instructors implemented additional grammar instruction in the classroom. The implementation of more grammar instruction in the classroom would have to take up some of the active practice time, while instructors would make every effort to minimize overly lengthy grammar explanations in order to allow for the practice time.

Originally (2007), the online assignments were graded as completion only, and nearly every exercise in the workbook/lab manual were assigned over the course of the semester. The online program could not grade all the exercises, so students often did not know if they did the homework correctly or not. Instructors spot-checked homework assignments and made comments to students on some of the exercises throughout the semester. Instructors checked for common errors and addressed these in class. Under this system, however, instructors were not able to look at each of the hundreds of exercises to make sure that students were actually applying themselves in every one, and were unable to address every assignment in class.

The new plan for 2008 included a system of homework accountability. In this plan, the student would receive both a completion grade for online assignments as well as a weekly grade based on a graded homework (students would not know which homework the instructor would grade
each week) or a short quiz based on a homework assignment. This plan, it was hoped, would provide accountability and direct feedback on a portion of the online homework assignments. The lab sessions were intended to provide feedback on many of the homework assignments by reviewing these exercises (see 1.4). However, not all the exercises could be covered and students were apathetic and bored. The only lab grade was for attendance.

Evaluation and adjustments: 2009
I. Evaluation.
At the end of the Fall 2008/Spring 2009 academic year, students were given a detailed survey in order to assess their responses to the 2008 syllabus/course calendar adjustments and determine their use of the online instructional components (see 1.5). A section was also provided for comments. The results of the surveys were evaluated (see results, 1.6 and 1.7), and the adjustments were made to the syllabus/course calendar in response to these results.

Summary interpretation of survey results:
Where students rated their learning experience in the four skills (reading, listening, speaking, writing), the areas of greatest dissatisfaction were those of listening and speaking:

a. Listening: fair to not productive = 37% SPAN 101; 31% SPAN 102 [compared to Reading: Very productive or adequate = 82% SPAN 101; 82% SPAN 102; Writing: Very productive or adequate = 78% SPAN 101; 78% SPAN 102. It is noted that the percentage of adequate vs. very productive increased at the 102 level.]
b. Speaking: fair to not productive = 38% SPAN 101; 48% SPAN 102

Based on students’ rating of the usefulness of the online resources, we found that only about 7% of SPAN 101 and 16% of SPAN 102 students had tested the online resources enough to determine that they were not useful for them. The rest of the students either did not know that the resources were available or did not use Eduspace, which was the resource center for the Hybrid. It is hard to imagine that had students used the resource center that they would have remained unaware of the resources. It is our conclusion that since the online workbook/lab manual homework activities had to be accessed via a separate website with different login data, most students failed to recognize the importance of the resource website Eduspace, and in fact, may never have activated their Eduspace accounts. Clearly the instructors’ efforts to make students aware of the centrality of Eduspace to the hybrid learning experience were unsuccessful.

In their labs, students overwhelmingly desired more conversational practice: 66% = SPAN 101; 67% = SPAN 102. Students seemed split between a desire for more Quia (workbook/lab manual homework) review and for more grammar drills. Since student comments on these surveys consistently reflected the same degree of complaint about repetition of online homework in lab that we found in the student evaluations from 2007/2008 academic year, we took the liberty of interpreting this anomaly as a desire for more grammar drill in lab. Thus, results for online homework + grammar drills were 46% + 43% = 89% for SPAN 101; 29% + 46%
II. Adjustments.
We have addressed the need for more listening and speaking opportunities, and the need for more grammar drill and instructor feedback by incorporating a speaking and grammar practice component, the semantic map activity, into each lab. Students now have small quizzes in lab that include verb conjugations and sentence translations. And, the cultural component in the new online textbook includes videos on the cultures of the Hispanic world. Students are assigned these videos as lab homework, receive a brief review in lab the following week, have the opportunity to ask questions, and then respond to comprehension questions on the lab quiz. This exercise both addresses the desire for more cultural activities in lab as well as strengthens the students listening skills in the videos and in the review. (See 1.8 and 1.9)

With the new edition of the textbook (Nexos 2e), which is now published by Cengage (who bought Houghton Mifflin textbook division), the students have a centralized learning resource center with one login. This learning center, iLrn, contains all the old resources as well as new ones that now enable students to easily locate tutorials in order to effectively learn grammar lessons and prepare homework online before classroom time with their instructors. This has made it possible for instructors to be able to spend less time in class on grammar explanations and more time on actual practice of the language skills.

Student homework correlates locations in the electronic textbook for video tutorials and online assignments (see 1.10). The quantity of workbook online homework has been reduced to an amount that can be reviewed during the first 20 minutes of class with the instructor. Thus students receive instructor feedback on grammar questions and homework that the computer cannot grade. A space is reserved in each lesson plan in lab for review of any homework that the instructor feels a particular class might need. And, since students are better equipped to prepare grammar and homework online before class, 60%-80% of their classroom time can be devoted to practice.

Unannounced graded homework or quiz is still being implemented in class. Pre- and post-tests as well as other auto-graded exercises are now available for students. These exercises are assigned in order for students to monitor their own progress. These exercises are the only ones that now receive the ‘completion grade’. Because the exercises are computer-graded, students receive instant feedback on their answers, and are encouraged to repeat the exercises until they make 100%.
SAMPLE
SPRING 2008 SPAN 101 SYLLABUS

ODD SECTIONS

LM = Manual De Laboratorio (Laboratory Manual)
WB = Manual De Ejercicios (Workbook)
CD = Student Cd-Rom
Estudiar = Páginas Del Libro De Texto

Semana 1
1/14 Introducción al curso

1/15 OL Lección preliminar + Capítulo 1
Estudiar: págs. 2-5; 8-13; 17-20
LM: pronunciación acts. 1, 2; L1.1, L1.2, L1.3
WB: W1.1, W1.7
CD: artículos definidos e indefinidos, El cuarto 1, El cuarto 2; Nave espacial

1/16 Lección preliminar + Capítulo 1
Estudiar: págs. 5; 8-13; 17-20; 21-25
WB: W1.2, W1.3, W1.8, W1.12
CD: Conversaciones, ¿Con quién hablo? 1, 2

1/17 OL Capítulo 1
Estudiar: págs. 21-25
LM: L1.4, L1.5, L1.6
WB: W1.9, W1.10, W1.11, W1.13, W1.15
CD: El verbo ser: Marisol, ¿Cómo son?

1/18 Capítulo 1
Estudiar: págs. 26-27; 28-29; 30-31
WB: W1.5, W1.14, W1.17
CD: Mapas: Los países hispanohablantes 1,2; ¡A leer!: ¿Qué significa?

Semana 2
1/21 lab

1/22 OL Capítulo1
Estudiar: págs. 21-25; 26-27
WB: W1.19, W1.20
CD: Tener-posesión: ¿Qué tiene(n)?; Tener obligación: Tus obligaciones
1/23 Capítulo 1
Estudiar: págs. 32-35 (acts. 1, 2, 3, 4)

1/24 OL Capítulo 1
Estudiar: págs. 21-22; 26-27
LM: L1.7, L1.8, L1.9
WB: W1.16
CD: Crucigrama; ¡A escribir!

1/25 Capítulos 1 y 2
Estudiar: págs. 34-35; 38-39; 40-41
WB: W1.21, W1.22

Semana 3

1/28 lab

1/29 OL Capítulo 2
Estudiar: págs. 38-39; 40-41; 46-49
LM: L2.2, L2.3
WB: W2.1, W2.2, W2.3, W2.5
CD: verbos en –ar: En el parque; Las actividades de diferentes personas

1/30 Capítulo 2
Estudiar: págs. 50-53; 53-59; 65
WB: 2.4

1/31 OL Capítulo 2
Estudiar: págs. 50-53; 53-59
LM: L2.4, L2.5, L2.6
WB: W2.6, W2.7, W2.8, W2.9
CD: Gustar + infinitivo: ¿Qué les gusta hacer?, ¿Les gusta(n) o no?; Sopa de letras

2/1 Capítulo 2
Estudiar: págs. 50-53; 53-59; 65
WB: W2.14, W2.15, W2.16
CD: Conversaciones: ¡Conocernos!

Semana 4

2/4 lab + comp 1 (“Una carta a mi nuevo(a) compañero(a) de cuarto.”)

2/5 OL Capítulo 2
Estudiar: págs. 21-23; 41; 53-55
LM: L2.7
WB: W2.10, W2.11, W2.12, W2.13
CD: Adjs. calificativos: La gente; Descrips.: ¿Cómo son?; ¡A escribir!: Tus cualidades

2/6 Capítulo 2
Estudiar: págs. 60-63; 66-67
WB: W2.19
CD: ¡A leer!: Los hispanos en EEUU 1, 2; Crucigrama: ¿Cómo se dice?

2/7 OL Capítulo 2
Estudiar: págs. 66-67
WB: W2.17; W2.18
CD: Las actividades de Mario; Mentiroso [todo]; Conexión cultural [todo]

2/8 Capítulo 3
Estudiar: págs. 68-69; 70-72; 73-74

Semana 5
2/11 lab

2/12 OL Capítulo 3
Estudiar: págs. 70-72; 73-74; 80-85
LM: L3.1, L3.2, L3.3, L3.4
CD: ¿Qué hora es?; Las clases de Cristina; Un amigo nuevo

2/13 Capítulo 3
Estudiar: págs. 75-76; 90-91
WB: W3.16, W3.18, W3.19, W3.20
CD: Mi horario; Los días importantes; En la universidad; Vamos a . . .

2/14 OL Capítulo 3
Estudiar: págs. 75-76; 80-85; 86-88
LM: L3.5, L3.6, L3.7
CD: Gracias por la entrevista [todo]; Sopa de letras

2/15 Capítulo 3
Estudiar: págs. 90-91; 96-97
CD: ¡A escribir!: Mi vida en la universidad; Una semana típica

Semana 6
2/18 lab + comp 2 (“Este semestre en la universidad.”)
2/19  **OL**  Capítulo 3
Estudiar:  págs. 90-91
LM:  L3.8, L3.9
WB:  W3.15, W3.16
CD:  ¡A leer!: Los ritmos afrocaribeños

2/20  Capítulo 3
Estudiar:  págs. 92-93; 94-95; 98-99
WB:  W3.17

2/21  **OL**  Capítulo 3 + **mid-term exam (7:00-9:00pm)**
Estudiar:  págs. 83-86; 90-91
CD:  Puerto Rico: ¿Cierto o falso?; ¿Qué opinas?; La República Dominicana: ¿Cierto o falso?, Dos preguntas 1, 2; La música cubana; Nave espacial

2/22  día libre

**Semana 7**
2/25  lab

2/26  **OL**  Capítulo 4
Estudiar:  págs. 102-107; 112-114; 116-119
LM:  L4.1; L4.2, L4.3, L4.4
CD:  gustar con sustantivos: ¿Te gusta?, ¿Cuál es tu clase favorita?; ¿Te interesa? 1

2/27  Capítulo 4
Estudiar:  págs. 100-101; 102-107; 112-114; 116-119
WB:  W4.21, W4.22
CD:  Conversación: La vida universitaria

2/28  **OL**  Capítulo 4
Estudiar:  págs. 107-109; 116-119; 121-124
LM:  L4.5, L4.6, L4.7, L4.8
CD:  ¿Te interesa? 2, 3; Para describir: ¡Qué terrible!; Verbos de raíz irregular: La vida en la universidad 1, 2, 3

2/29  Capítulo 4
Estudiar:  págs. 121-124; 125-126

**Semana 8**
3/3  lab
3/4  OL  Capítulo 4
   Estudiar:  págs. 121-124; 125-126
   WB:  W4.14; W4.15, W4.16
   CD:  Verbos de raíz irregular: La vida en la universidad 5, 6, 7, 8; España: las ciudades de España; Conexión cultural: ¿Qué estudian?, Las universidades; Video clip

3/5  Capítulo 4
   Estudiar:  pág. 132-133
   WB:  W4.23, W4.24, W4.25

3/6  OL  Capítulo 4
   Estudiar:  págs. 116-119; 121-124; 132-133
   CD:  Verbos De raíz irregular: ¿Usas computadora?; ¡A escribir!: La tecnología en tu vida, Crucigrama; Nave espacial

3/7  Capítulo 5
   Estudiar:  págs. 134-135; 136-138; 146-149

Semana 9: Spring Break

Semana 10
3/17  lab

3/18  OL  Capítulo 5
   Estudiar:  págs. 136-138; 139-141; 146-149
   LM:  L5.1, L5.2, L5.3
   WB:  W5.1, W5.2, W5.6, W5.7
   CD:  La familia de Anilú; Verbos de ‘yo’ irregular: las profesiones; saber vs. conocer

3/19  Capítulo 5
   Estudiar:  142-143; 146-149; 150-153

3/20  OL  Capítulo 5
   Estudiar:  págs. 142-143; 146-149; 150-153
   LM:  L5.4
   WB:  W5.3, W5.4, W5.8, W5.9, W5.10
   CD:  Verbos reflexivos: Mi rutina diaria, La rutina de Nicolás; ¡Pelo de bruja!: Diálogos, ¿Qué opinas?, Y tu familia, video clip

3/21  Capítulo 5
Semana 11
3/24  lab + comp 3 ("Así es mi familia.")

3/25  OL  Capítulo 5
Estudiar:  págs. 150-153; 154-156
LM:  L5.5, L5.6
WB:  W5.5, W5.12, W5.13
CD:  Verbos reflexivos: preguntas personales; El presente progresivo: ¿Qué están haciendo?; ¡A leer!: La idea principal 1,2

3/26  Capítulo 5
Estudiar:  págs. 150-153; 154-156
CD:  ¡A escribir!: Oraciones temáticas, La familia, Un pariente especial

3/27  OL  Capítulo 5
Estudiar:  pág. 158-159
WB:  W5.14, W5.15, W5.16
CD:  El Salvador: El arzobispo de San Salvador, ¿Qué opinas?; Honduras: El poder de las bananas; Sopa de letras; Crucigrama

3/28  Capítulo 6
Estudiar:  pág. 166-167; 168-173; 174-176

Semana 12
3/31  lab

4/1  OL  Capítulo 6
Estudiar:  pág. 168-173; 177-178
CD:  Preposiciones de lugar: ¿Dónde está? 1; ¿Adónde vas con tanta prisa?: ¿Qué pasa?, Están más ocupados 1, 2, 3

4/2  Capítulo 6
Estudiar:  pág. 177-178; 179-182

4/3  OL  Capítulo 6
Estudiar:  pág. 177-178; 179-182
CD: Preposiciones de lugar: ¿Dónde estás?, En el cuarto; Mandatos con Ud. y Uds.: ¿Cómo llego?; Conversaciones: ¿Dónde está?; ¿Adónde vas con tanta prisa?: Están más ocupados 4, 5, 6, Las compras, Lugares para conocerse, video clip

4/4 Capítulo 6
Estudiar: págs. 179-182; 185-186; 187-189
CD: ¡A escribir!: Mi rutina diaria, Querida mamá

Semana 13

4/7 lab

4/8 OL Capítulo 6
Estudiar: págs. 185-186; 187-189
LM: L6.6, L6.7
CD: Mandatos: Para los turistas; Adj. + pronombres: ¿Qué flores prefieres?; Nave espacial; Sopa de letras

4/9 Capítulo 6
Estudiar: págs. 190-192; 193-195; 196-197

4/10 OL Capítulo 6
Estudiar: págs. 185-186; 187-189
CD: Adj. + pronombres: En el mercado; Exp. afirm. + neg.: Los contrarios; México: Ciudad de México; Conexión cultural: La rutina diaria, video clip

4/11 Capítulo 7
Estudiar: págs. 198-199; 200-206; 210-212

Semana 13

4/14 lab + comp 4 ("La rutina diaria.")

4/15 OL Capítulo 7
Estudiar: págs. 200-206; 210-212
LM: L7.1, L7.2, L7.4, L7.5
CD: ¡A leer! (Cap. 6): La diversidad lingüística; Los deportes: En el parque; El pretérito: En la playa

4/16 Capítulo 7
Estudiar: págs. 210-212; 216-218
4/17 OL Capítulo 7
Estudiar: págs. 210-212; 213-215; 216-218
LM: L7.3, L7.6, L7.7
WB: W7.4, W7.8, W7.9, W7.10, W7.12, W7.13
CD: Costa Rica: La ecología de CR 1, 2; Panamá: El canal de Panamá; Pronombres de complementos directos: ¿Me o te?; El pretérito: ¿Qué hiciste ayer?

4/18 Capítulo 7
Estudiar: págs. 198-199; 200-206; 210-212; 213-215

Semana 14
4/21 lab

4/22 OL Capítulo 7
Estudiar: págs. 213-215; 216-218; 220-222
CD: Mandatos informales: Un mensaje electrónico, Consejos; Pronombres de complemento directo: ¿Qué hiciste el fin de semana pasado?; Verbos irregulares: No fui a clases . . . ; Conversaciones: Y tú, ¿qué opinas?

4/23 Capítulo 7
Estudiar: págs. 200-206; 210-212; 213-215; 220-222

4/24 OL Capítulo 7
WB: ¡A escribir!, W7.22, W7.23
CD: Mandatos informales: el microondas; Odio el gimnasio: Mi deporte . . . 1, 2, 3, 4, 5; ¿Qué pasa?, Beto el mentiroso, video clip; ¡A leer!: Orlando Antigua; Crucigrama; Nave espacial

4/25 Capítulo 7
Estudiar: págs. 220-222; 210-215; 216-218

Semana 15
4/28 Repaso (no lab, meet in classroom)

5/2, 5/5-5/7: Exámenes finales
SAMPLE
SPAN 101 FALL 2008 SYLLABUS
EVEN SECTIONS

LM = Manual De Laboratorio (Laboratory Manual)
WB = Manual De Ejercicios (Workbook)
CD = Student Cd-Rom
Estudiar = Páginas Del Libro De Texto Nexos

Semana 1
8/25  Introducción al curso híbrido.

8/26  Capítulo 1
Estudiar:  L0.1, 0.2 (p. 221, véase Nexos libro de texto, págs. 2-3, el alfabeto, los números 1-100); Nexos, págs. 4-5 (personas, el salón de clase)

8/27  OL  Lección preliminar: ¡Bienvenidos a la clase de español! + Capítulo 1: ¿Cómo te llamas?
Estudiar:  pág. 5 (pronunciación, personas, el salón de clase); 6-7 (la identidad personal; Los datos: los países con el español como lengua oficial; ¡Adivina!); 8-13 (Greetings, phone numbers and addresses, introductions and saying goodbye)
LM:  L1.1 (las vocales), L1.2 (las sílabas), L1.3 (las sílabas acentuadas); L1.5 (¿Saludo, despedida o presentación?), L1.6 (¿Formal o informal?)
WB:  W1.1 (Conversaciones lógicas)
CD:  Para más práctica con los saludos, los números y el vocabulario, véase: ¡Comunícate!: Conversaciones; ¡A ver!: ¿Con quién hablo? 1, 2

8/28  Lección preliminar + Capítulo 1
Estudiar:  pág. 5 (el salón de clase); 8-13 (saludos, despedidas, información personal); 17-20 (identifying people and objects: nouns and articles); 21-25 (Identifying and describing: Subject pronouns and the present indicative of the verb ser; Expressing quantity: hay + nouns)
WB:  W1.2 & W1.3 (Saludos y presentaciones: situaciones), W1.4 & W1.5 (crear diálogos); W1.8 (Sustantivos difíciles, def. & indef. articles); W1.12 (Oraciones personales: ser)
CD:  Para más práctica, véase: ¡Comunícate!: artículos definidos-El cuarto 1, artículos indefinidos, El cuarto 2; Juegos: Nave espacial

8/29  lab [no lab first week of classes]

Semana 2
9/1  OL  Capítulo 1
Estudiar:  págs. 17-20 (articles); 21-25 (subject pronouns, ser, hay)
LM:  L1.4 (los acentos escritos: las reglas)
2.3

ACADEMIC PROGRAM REVIEW
Appendix

WB:  W 1.7 (artículos);  W1.9 (subject pronouns), W1.10 (ser), W1.11 (ser), W1.13 (hay)
CD:  Para más práctica, véase: ¡Comunícate!: El verbo ser: Marisol, ¿Cómo son?

9/2 Capítulo 1
Estudiar:  págs. 26-27 (expressing possession, obligation, and age: tener, tener que, tener + años);
          28-29 (Exploraciones culturales); 30-31 (A leer)
WB:  W1.5 (El cumpleaños: la fecha y tener + años), W1.14 (en mi salón de clase: hay, no hay),
CD:  W1.17 (Así soy yo: ser, tener; un párrafo)

Para más práctica, véase: ¡Comunícate!: ¡Conéctate con la cultura!: Mapas: Los países hispanohablantes 1; ¡A leer y escribir!: ¡A leer!: ¿Qué significa?

9/3 OL Capítulo 1
Estudiar:  págs. 21-25 (subject pronouns, ser, hay); 26-27 (tener, tener que, tener + años)
            (tener)
WB:  W1.19 (Lectura. La idea principal, find cognates), W1.20 (Después de leer: cierto o falso);
CD:  W1.15 (tener)

Para más práctica con tener, véase: ¡Comunícate!: Tener-posesión: ¿Qué tiene(n)?; Tener obligación: Tus obligaciones; ¡A leer y escribir!: ¡A escribir! 1, 2 [Print and turn in to your lab instructor on Friday]

9/4 Capítulo 1
Estudiar:  págs. 32-35 (¡A escribir!: acts. 1, 2 [antes de escribir], 3 [escritura], 4[después de escribir])
Save model as foundation for Composition I.

Semana 3

9/8 OL Capítulo 1 (Repaso)
Estudiar:  págs. 21-22 (subject pronouns, ser); 26-27 (tener)
CD:  Juegos: Crucigrama

9/9 Capítulo 2: ¿Qué te gusta hacer?
Estudiar:  págs. 37 (Gustos y preferencias; Los datos: Los hispanos en los EEUU; ¡Adivinal!); 38-39
          (Vocab. útil 1: gustar); 40 (act.1. Los verbos; act. 2. Le gusta . . . ; act. 3. Mis actividades favoritas.), 41 (Vocab. útil 2: características de la personalidad y físicas)
CD:  Actividad de revisión: Capítulo 1, ¡A escribir! 2

9/10 OL Capítulo 2
Estudiar:  págs. 38-39 (Vocab. & gustar); 40-41 (verbos, gustar, actividades)
LM:  L2.2 (entonación), L2.3 (las preguntas)
WB:  W2.1 ¿Qué posibilidades hay? ~ar verbs), W2.2 (Las personalidades. gustar), W2.3 (Una foto de familia. adjetivos, descripción física, concordancia [noun/adj. agreement])

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Para más práctica, véase: ¡Comunícate!: verbos en –ar: En el parque; Las actividades de diferentes personas

9/11 Capítulo 2
Estudiar: págs. 46-49 (Present indicative of –ar verbs); 50-53 (gustar + infinitivo); 53-59 (Describing yourself and others: adjective agreement); 65 (¡Compárate! Mexican/U.S. culture
WB: W2.4 (Los amigos. Description and likes/dislikes); W2.5 (–ar verbs)

9/12 lab Las actividades, los verbos –ar, gustar, los adjetivos: descripción y concordancia + comp 1 (“Una carta a mi nuevo(a) compañero(a) de cuarto.”)

Semana 4
9/15 OL Capítulo 2
Estudiar: págs. 50-53 (gustar + infinitivo); 53-59 (adjective agreement)
LM: L2.4 (Las actividades: likes/ dislikes), L2.5 (¿Cómo soy? Adjectives with ser), L2.6 (Descriptions)
WB: W2.6 (–ar verbs), W2.7 (indirect object pronoun with gustar), W2.8 (sentence formation with gustar), W2.9 (adjectives of nationality)
CD: Para más práctica, véase: ¡Comunícate!: Gustar + infinitivo: ¿Qué les gusta hacer?, ¿Les gusta(n) o no?: Sopa de letras

9/16 Capítulo 2
Estudiar: págs. 50-53 (gustar + infinitivo); 53-59 (Descripciones: concordancia de adjetivos)
WB: W2.14 (Lectura), W2.15 (Después de leer, ¿Comprendes?), W2.16 (Después de leer, Mi opinión)
CD: Para más práctica con las actividades y el verbo gustar, véase: ¡Comunícate!: Conversaciones: ¡Conocernos!

9/17 OL Capítulo 2
Estudiar: págs. 21-23 (Review: Identifying and describing: Subject pronouns and the present indicative of the verb ser); 41 (verbos, gustar, actividades); 53-55 (concordancia de adjetivos)
LM: L2.7 (Comprensión: Listen and identify nationality)
WB: W2.10 (adjetivos), W2.11 (¿Cómo son?—adjetivos), W2.12 (Antes de leer), W2.13 (Palabras en contexto)
CD: Para más práctica, véase: ¡Comunícate!: Adjs. calificativos: La gente; Descrips.: ¿Cómo son?; ¡A leer y escribir!: ¡A escribir!: Tus cualidades 1,2

9/18 Capítulo 2
Estudiar: págs. 60-64, Act. 1-5 (Exploraciones culturales: Hispanos en los EEUU); 66-67 (Vocabulario del Capítulo 2)
WB: W2.17 (Antes de escribir: palabras y frases útiles); W2.18 (Antes de escribir: ¿Cómo se dice . . . ?)
Para más práctica con la lectura y un repaso de los verbos –ar, véase:
¡A leer y escribir!: ¡A leer!: Los hispanos en EEUU 1, 2; Juegos: Crucigrama: ¿Cómo se dice?

9/19  lab  Preview: Capítulo 3. pronunciación, r y rr; ¿Qué hora es?; vocabulario nuevo—campos de estudio, otros lugares en la universidad [Nexos textbook, pág. 70]; interrogative words; preview of –er and –ir verbs; the verb ir

Semana 5

9/22  OL  Capítulo 2
Estudiar:  pág. 66-67 (Vocabulario del Capítulo 2)
WB:  W2.19 (Escritura. Una reseña. La escultura de Botero) Print and turn in to your instructor.
CD:  Para más práctica y un repaso del capítulo, véase: ¡Comunícate!: Las actividades, Las actividades de Mario; ¡A ver!: Mentiroso [todo]; ¡Conéctate con la cultural!: Conexión cultural [todo]

9/23  Capítulo 3: ¿Cómo aprendemos?
Estudiar:  pág. 68-69 (Investigaciones; Los datos: Cuba, República Dominicana, Puerto Rico; ¡Adívinal!); 70-72 (Vocab. útil 1: Campos de estudio, Los días de la semana); 73-74 (Vocab. útil 2: Para pedir y dar la hora, Mañana, tarde o noche); 80-83 (Asking questions: interrogative words; p. 82, Encuesta # 1); 83-86 (Talking about daily activities: -er and –ir verbs in the present indicative; p. 86, Encuesta # 2)
WB:  W3.9 (Un mensaje misterioso. palabras interrogativas)

9/24  OL  Capítulo 3
Estudiar:  pág. 70-72 (Vocab. útil 1: Campos de estudio); 73-74 (Vocab. útil 2: Para pedir y dar la hora); 80-83 (palabras interrogativas); 83-86 (-er and –ir verbs)
LM:  L3.1, L3.2, L3.3 (pronunciación: r & rr)
WB:  W3.1, W3.2 (vocabulario); W3.4 (tell time), W3.8 (interrogative words), W3.10 (-er and –ir verbs)
CD:  Para más práctica, véase: ¡Comunícate!: Para pedir y dar la hora, ¿Qué hora es?; Los horarios, Las clases de Cristina; Palabras interrogativas, Un amigo nuevo

9/25  Capítulo 3
Estudiar:  pág. 75-76 (las fechas); 90-91 (Indicating destination and future plans: the verb ir; p. 91, Encuesta # 3); 96-97 (¡A escribir!: Act. 1-5)
WB:  W3.6 (¿Qué día es hoy? crear diálogos), W3.16 (Actividades: ir a)
CD:  Para más práctica, véase: ¡Comunícate!: Los horarios, Mi horario; Para hablar de la fecha, Los días importantes;Verbos en “-er” e “-ir”, En la universidad; El verbo “ir”, Vamos a . . .

9/26  lab  Práctica con los verbos, la comprensión auditiva, el vocabulario En la universidad y las actividades + comp 2 (“Este semestre en la universidad.”)
Semana 6
9/29  OL  Capítulo 3
Estudiar:  págs. 83-85 (verbos en –er, -ir); 73-74 (Vocab. útil 2: Para pedir y dar la hora, Mañana, tarde o noche)
LM:  L3.5 (Conversaciones), L3.6 (¿Adónde van?), L3.7 (¿A qué hora?)
WB:  W3.11 (Los famosos. práctica con los verbos)
CD:  Para más práctica, véase: ¡A ver!: Gracias por la entrevista [todo]; Juegos: Sopa de letras

9/30  Capítulo 3
Estudiar:  págs. 90-91 (ir); 86-88 (Talking about possession: Simple possessive adjectives)
WB:  W3.12 (Preguntas personales/possessive adjectives); W3.14 (¿Qué son?/ possessive adjectives)
CD:  Para más práctica con el vocabulario y los temas, véase: ¡A leer y escribir!: ¡A escribir!: Mi vida en la universidad; Una semana típica

10/1  OL  Capítulo 3
Estudiar:  págs. 90-91 (ir); 86-88 (possessive adjectives)
LM:  L3.8 (listening comprehension/ verb conjugation), L3.9 (listening comprehension/ writing complete sentences)
WB:  W3.13 (adjetivos posesivos), W3.15 (En la universidad: ir a), W3.16 (Actividades: ir a); W3.18 (Lectura: la reseña), W3.19 (Después de leer: ¿cierto o falso?), W3.20 (Después de leer: ¿Y tú?)
CD:  Para más práctica con la lectura e información cultural, véase: ¡A leer y escribir!: ¡A leer!: Los ritmos afrocaribeños

10/2  Capítulo 3  mid-term exam (7:00-9:00pm)
Estudiar:  págs. 92-93 (Exploraciones culturales: Puerto Rico, Cuba, and the Dominican Republic); 94-95 (A leer: Antes de leer; Lectura: Los Ritmos Afrocaribeños); 98-99 (Vocabulario del Capítulo 3); Repaso de los verbos en –er, -ir (págs. 83-85), los adjetivos posesivos (86-88), y el verbo ir (90-91)
CD:  Para más práctica con los temas culturales, véase: ¡Conéctate con la cultura!: Puerto Rico: ¿Cierto o falso?; ¿Qué opinas?; La República Dominicana: ¿Cierto o falso?, Dos preguntas 1, 2; La música cubana
+ mid-term exam (7:00-9:00pm)

10/3  lab  Video: “El Greco”; pronunciación: c, s, y z; introducción al vocabulario del capítulo 4

Semana 7
10/6  OL  Capítulo 4: ¿Te interesa la tecnología?
Estudiar:  págs. 102-107 (Vocab.: La tecnología, los colores, las emociones, los aparatos electrónicos funciones de internet)
LM:  L4.1 (La pronunciación: c, z, y s); L4.2 (¿Es de España o no?), L4.3 (Otra vez), L4.4 (¿De qué hablan?)
WB: W4.2 (vocab., la computadora); W4.3 (los colores: asociaciones)

10/7 Capítulo 4
Estudiar: págs. 100-101 (Conexiones; Los datos: España; ¡Adivina!); 102-107 (Vocab.: La tecnología, los colores, las emociones, los aparatos electrónicos funciones de internet); 112-114 (Expressing likes and dislikes: Gustar with nouns and other verbs like gustar); 116-119 (Describing yourself and others and expressing conditions and locations: The verb estar and the uses of ser and estar)

WB: W4.4 (Los niños: estar + condiciones); W4.5 (Los productos electrónicos: vocab.);
W4.21 & W4.22 (El correo electrónico: práctica de escritura con el vocabulario nuevo)

CD: Para más práctica de conversación, véase: ¡Comunicate!: Conversación: La vida universitaria

10/8 OL Capítulo 4
Estudiar: págs. 102-107 (Vocabulario); 112-114 (Gustar y otros verbos semejantes); 116-119 (ser y estar)

WB: W4.1 (Mi computadora: vocab.), W4.7 (Los gustos), W4.8 (¿Les gusta?), W4.10 (¿Cómo están hoy?: estar + condiciones)

CD: Para más práctica con gustar y verbos como gustar, véase: ¡Comunicate!: gustar con sustantivos, ¿Te gusta?, ¿Cuál es tu clase favorita?; Verbos como “gustar” ¿Te interesa? 1

10/9 Capítulo 4
Estudiar: págs. 121-124 (Talking about everyday events: Stem-changing verbs in the present indicative); 125-126 (Describing how something is done: Adverbs)

WB: W4.11 (Estoy . . .: ser/estar); W4.12 (¿Qué hacen?: stem-changing verbs)

10/10 lab Los colores, verbos como gustar, las emociones y estar, los adverbios, comprensión oral, práctica con ser/estar

Semana 8
10/13 OL Capítulo 4
Estudiar: págs. 107-109 (Funciones de internet: vocab.); 112-114 (Verbos como “gustar”); 121-124 (verbos de raíz irregular)

WB: W4.6 (El ciberespacio: contesta las preguntas), W4.9 (Los intereses de todos: crear frases), W4.13 (¡A trabajar!: verbos de raíz irregular)

CD: Para más práctica, véase: ¡Comunicate!: Verbos como “gustar” , ¿Te interesa? 2, 3; Para describir: ¡Qué terrible!; Verbos de raíz irregular: La vida en la universidad 1, 2, 3

10/14 Capítulo 4
Estudiar: págs. 125-126 (los adverbios); 132-133 (vocabulario del Capítulo 4)

WB: W4.15 (Los adverbios); A escribir: W4.23 (“Un e-mail de Magali”), W4.24 (“Un e-mail a la familia”), W4.25 (editar tu trabajo)

CD: En clase: ¡Conéctate con la cultural!: España: las ciudades de España; Conexión cultural:
¿Qué estudian?, Las universidades; Video clip; ¡A leer y escribir!, ¡A leer!: Las influencias árabes

10/15  OL  Capítulo 4
Estudiar:  pÁGS. 121-124 (verbos de raíz irregular); 125-126 (los adverbios)
WB:  W4.14 (Preguntas personales: verbos de raíz irregular); W4.16 (MÁs rápidamente: adverbios)
CD:  Para más práctica con los verbos y los temas culturales, véase: ¡Comunícate!: Verbos de raíz irregular: La vida en la universidad 5, 6, 7, 8

10/16 Capítulo 4
Estudiar:  pÁGS. 116-119 (ser/estar); 121-124 (verbos de raíz irregular); 132-133 (vocabulario del capítulo 4)
WB:  ¡A leer!: W4.17 (El formato), W4.18 (Los anuncios), W4.19 (¿Comprendes?), W4.20 (Reacciones del público)
CD:  Para más práctica con los verbos y los temas culturales, véase: ¡Comunícate!: Verbos de raíz irregular: ¿Usas computadora?; ¡A leer y escribir!: ¡A escribir!: La tecnología en tu vida, Juegos: Crucigrama; Nave espacial

10/17 lab  Video: España, preguntas culturales; pronunciación: l, ll, y; vocabulario: la familia y las profesiones; preview: reflexive verbs [i.e., bañarse = me baño, te bañas, se baña, nos bañamos, os bañáis, se baña] and the present progressive [i.e. estar + -ando, -iendo: estoy hablando, estás comiendo, está bañándose/ se está bañando]—textbook pp. 150-151 & 154-155)

Semana 9
10/20 OL  Capítulo 5: ¿Qué tal la familia?
Estudiar:  pÁGS. 136-138 (La familia: vocab.); 139-141 (Las profesiones y las carreras: vocab.); 142 (En el baño: vocab.)
WB:  W5.1 (Mi familia); W5.2 (Juego de lógica: vocab.); W5.3 (¿Cuál es su profesión?); W5.4 (En el baño de Marta y Mario)

10/21 Capítulo 5
Estudiar:  pÁGS. 134-135 (Relaciones familiares; Los datos: Honduras y El Salvador; ¡Adivina!); 136-138 (La familia); 146-149 (Describing daily activities: Irregular yo verbs in the present indicative)

10/22 OL  Capítulo 5
Estudiar:  pÁGS. 136-138 (La familia); 139-141 (las profesiones y carreras); 146-149 (verbos de ‘yo’ irregular)
LM:  L5.1 (La familia de Sara), L5.2 (Las letras l, ll), L5.3 (La letra y)
WB:  W5.6 (Muchas cosas que hacer: yo irregular), W5.7 (Preguntas personales: yo irregular)
CD:  Para más práctica, véase: ¡Comunícate!: La familia de Anilú; Verbos de ‘yo’ irregular: las profesiones; saber vs. conocer
10/23 Capítulo 5
Estudiar: pág. 142-143 (En el baño: vocab.); 146-149 (verbos de ‘yo’ irregular); 150-153 (Describiendo daily activities: Reflexive verbs)
WB: Práctica en clase para la composición: W5.5 (Así es mi familia: escribir un párrafo)
CD: Preparar antes de la clase: práctica para la composición: ¡A leer y escribir!: ¡A escribir!: La familia, Un pariente especial

10/24 La familia, las profesiones, verbos de ‘yo’ irregular, “saber” vs. “conocer”, verbos reflexivos, la rutina diaria + comp 3 (“Así es mi familia.”)

Semana 10
10/27 OL Capítulo 5
Estudiar: pág. 139-141 (las profesiones y carreras); 150-153 (Describiendo daily activities: Reflexive verbs)
LM: L5.4 (¿Qué hacen?: las profesiones)
WB: W5.8 (¿Qué hacen?: verbos reflexivos), W5.9 (¿Qué hacen?: verbos reflexivos), W5.10 (¿Lo crees?: verbos reflexivos)
CD: Para más práctica, véase: ¡Comunícate!: Verbos reflexivos: Mi rutina diaria, La rutina de Nicolás; ¡A ver!: Pelo de bruja: Diálogos, ¿Qué opinas?, Y tu familia, video clip

10/28 Capítulo 5
Estudiar: pág. 150-153 (los verbos reflexivos); 154-156 (Describiendo actions in progress: the present progressive tense)
WB: W5.11 (Una historia de amor: escribir un párrafo usando verbos reflexivos)

10/29 OL Capítulo 5
Estudiar: pág. 150-153 (verbos reflexivos); 154-156 (el presente progresivo)
LM: L5.5 (¿Qué está haciendo Joaquín?: reflexive verbs in the present progressive), L5.6 (Un cambio de rutina: verbos reflexivos en el presente progresivo)
WB: W5.12 (La fiesta de abuelo: presente progresivo), W5.13 (¡Detective!: presente progresivo)
CD: Para más práctica con los verbos y los temas culturales, véase: ¡Comunícate!: Verbos reflexivos: preguntas personales; El presente progresivo: ¿Qué están haciendo?, ¡A leer y escribir!: ¡A leer!: La idea principal 1,2

10/30 Capítulo 5
Estudiar: pág. 158-159 (Exploraciones culturales: Honduras and El Salvador); 160-162 (A leer, Estrategia: skimming for the main idea); 164-165 (vocabulary del capítulo 5)
CD: Para más práctica con los temas culturales, véase: ¡A leer y escribir!: ¡A escribir!: Oraciones temáticas

10/31 lab Video y comprensión: repaso del capítulo 5; pronunciación: b y v; vocabulario: capítulo 6; Preview of Chapter 6: Prepositions of place [Nexos textbook pp. 177-178]; Demonstrative adjectives and pronouns [Nexos textbook pp. 187-189]

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Semana 11
11/3  OL  Capítulo 5
Estudiar: pág. 158-159 (Exploraciones culturales: Honduras y El Salvador)
WB: W5.14 (A leer: ¿De qué se trata el artículo?), W5.15 (A leer: Ejecutivos del siglo XXI), W5.16 (A leer: ¿Comprendes?)
CD: Para más práctica con los temas culturales y un repaso de los verbos reflexivos y del vocabulario del capítulo 5, véase: ¡Conéctate con la cultura!: El Salvador: El arzobispo de San Salvador, ¿Qué opinas?; Honduras: El poder de las bananas; Juegos: Sopa de letras; Crucigrama

11/4  Capítulo 6: ¿Adónde vas?
Estudiar: pág. 166-167 (La comunidad local; Los datos: México; ¿Adivina!); 168-173 (Vocab. 1: En la universidad, la ciudad o el pueblo; Medios de transporte); 174-176 (A ver: Estrategia: Watching facial expressions); 177-178 (Indicating location: Prepositions of location)

11/5  OL  Capítulo 6
Estudiar: pág. 168-173 (Vocab.1 & Vocab. 2: Hacer las compras . . .); 177-178 (preposiciones de lugar)
LM: L6.1 (Las consonantes b y v), L6.2 (Dictado), L6.3 (¿Adónde van?), L6.4 (El refrigerador), L6.5 (La estación de autobuses)
WB: W6.1 (Los estudiantes: ¿Adónde van?), W6.2 (El horario de Olga: vocab.), W6.6 (Un mapa de Barataria: preposiciones de lugar), W6.7 (Una organización mejor: preposiciones de lugar)
CD: Para más práctica con las preposiciones y el vocabulario, véase: ¡Comunícate!:
Preposiciones de lugar: ¿Dónde está? 1; ¡A ver!: ¿Adónde vas con tanta prisa?; ¿Qué pasa?, Están más ocupados 1, 2, 3

11/6  Capítulo 6
Estudiar: pág. 177-178 (preposiciones de lugar); 179-182 (Telling others what to do: Commands with usted and ustedes)
WB: W6.8 (¡La vida es difícil!: mandatos)

11/7  lab  Video + listening comprehension; preposiciones de lugar; Preview: affirmative and negative expressions, see Nexos textbook, pp. 185-186

Semana 12
11/10  OL  Capítulo 6
Estudiar: pág. 177-178 (preposiciones de lugar); 179-182 (Mandatos con usted y ustedes)
WB: W6.3 (¿Adónde voy?; vocab.), W6.4 (¿Qué categoría?: vocab.), W6.9 (¿Qué debe hacer?: mandatos)
CD: Para más práctica con las preposiciones, los mandatos y el vocabulario, véase: ¡Comunícate!: Preposiciones de lugar: ¿Dónde estás? 2, En el cuarto; Mandatos con Ud. y Uds.: ¿Cómo llego?; Conversaciones: ¿Dónde estás?; ¡A ver!: ¿Adónde vas con tanta
prisa?: Están más ocupados 4, 5, 6, Las compras, Lugares para conocerse, video clip

11/11 Capítulo 6
Estudiar: págs. 179-182 (Mandatos con Ud. y Uds.); 185-186 (expresiones afirmativas y negativas); 187-189 (Indicating relative position of objects: Demonstrative adjectives and pronouns)
LM: L6.6 (Planes para una fiesta: los demostrativos)
WB: W6.9 (¿Qué debe hacer?: mandatos [from homework]; W6.10 (¿. . .cómo llegar?: mandatos); W6.12 (¡No, no y no!: expresiones negativas); W6.13 (Buscando trabajo: expresiones afirmativas y negativas)
CD: Para más práctica con los mandatos y los demostrativos, véase: ¡Comunícate!: Mandatos: Para los turistas; Adj. + pronombres demostrativos: ¿Qué flores prefieres?

11/12 OL Capítulo 6
Estudiar: págs. 185-186 (expresiones afirmativas y negativas); 187-189 (adjetivos y pronombres demostrativos)
LM: L6.7 (En el mercado: los demostrativos)
WB: W6.18 (¡leer] Los nuevos escribas mayas), W6.19 (¿Comprendes?) W6.20 (Mi opinión. [print and take to class]); W 6.11 (Coné: expresiones afirmativas y negativas), W6.14 (¿Éstos, éos o aquéllos?: los pronombres y adjetivos demostrativos)
CD: Preparación para la composición. Haga los ejercicios y llévelos a clase mañana: ¡A leer y escribir!: ¡A escribir!: Mi rutina diaria, Querida mamá

11/13 Capítulo 6
Estudiar: págs. 190-192 (Exploraciones culturales: México); 193-195 (A leer: Estrategia; Los jóvenes se divierten; Después de leer); 196-197 (vocab. del capítulo 6)
WB: Revisión de la tarea: W6.20 (Mi opinión) [Para más práctica para la composición, véase: W6.21 (Mi vida); W6.22 (¿Y qué más?); W6.23 (Mi vida diaria)]
CD: Práctica en clase: preparación para la composición: ¡A leer y escribir!: ¡A escribir!: Mi rutina diaria, Querida mamá

11/14 lab Los mandatos formales (Ud. y Uds.); las expresiones afirmativas y negativas; la Ciudad de México (lectura); La rutina diaria (video) + comp 4 (“La rutina diaria.”)

Semana 13
11/17 OL Capítulo 6
Estudiar: págs. 185-186 (expresiones afirmativas y negativas); 187-189 (adjetivos y pronombres demostrativos); 150-153 (repaso de los verbos reflexivos)
LM: L6.6 (Planes para una fiesta: los demostrativos)
WB: W6.12 (¡No, no y no!: expresiones negativas); W6.13 (Buscando trabajo: expresiones afirmativas y negativas)
CD: Para más práctica con la gramática y los temas culturales, véase: ¡Comunícate!: Adj. + pronombres: En el mercado; Exp. afirm. + neg.: Los contrarios; ¡Conéctate con la cultura!: México: Ciudad de México; Conexión cultural: La rutina diaria, video clip

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11/18 Capítulo 7: ¿Cuáles son tus pasatiempos preferidos?
Estudiar: págs. 198-199 (Los ratos libres; Los datos: Costa Rica, Panamá; ¡Adivinal!); 200-206 (Vocab. 1: los deportes, las estaciones; Vocab. 2: expresiones con tener, el tiempo); 210-212 (Talking about what you did: The preterite tense of regular verbs)
WB: W7.4 (Las emociones y los estados físicos: expresiones con tener), W7.7 (Tu rutina: el pretérito)

11/19 OL Capítulo 7
Estudiar: págs. 200-206 (Vocab. 1 & 2); 210-212 (el pretérito)
LM: L7.1(Pronunciación: la ñ), L7.2 (¿N o ñ?), L7.4 (Situaciones: expresiones con tener), L7.5 (¿Qué tiempo hace?)
WB: W7.1 (¿Adónde vas a ir?: vocab.), W7.6 (Durante las vacaciones: el pretérito)
CD: Para más práctica con el vocabulario y el pretérito, véase: Capítulo 7: ¡Comunicate!: Los deportes: En el parque; El pretérito: En la playa, ¿Qué hiciste ayer?

11/20 Capítulo 7
Estudiar: págs. 210-212 (el pretérito); 213-215 (Talking about what you did: The preterite tense of some common irregular verbs); 216-218 (Referring to something already mentioned: Direct object pronouns)
WB: W7.8 (Las vacaciones: el pretérito), W7.10 (Preguntas personales: verbos irreg. en el pretérito)

11/21 lab Video: “Odio ir al gimnasio”; lecturas culturales (Costa Rica, Panamá); complementos directos; el pretérito: los verbos regulares e irregulares

Semana 14
11/24 OL Capítulo 7
Estudiar: págs. 210-212 (el pretérito); 213-215 (verbos irregulares en el pretérito); 216-218 (pronombres de complementos directos)
LM: L7.3 (¿Ahora o antes?: preterite recognition), L7.7 (De vacaciones: el pretérito)
WB: W7.9 (Conversaciones en la fiesta: verbos irregulares en el pretérito), W7.12 (Marisol: identify direct objects), W7.13 (Otra vez: substitute direct object pronouns for the repetitive direct objects)
CD: Para más práctica con el pretérito y los complementos directos, véase: ¡Comunicate!: Pronombres de complementos directos: ¿Me o te?; El pretérito: ¿Qué hiciste ayer?; Verbos irregulares: No fui a clase . . .

11/25 Capítulo 7
Estudiar: págs. 210-212 (el pretérito); 213-215 (el pretérito: verbos irregulares); 220-222 (Telling friends what to do: Tú command forms); págs. 200-206 (Vocab. 1 & 2);
LM: L7.6 (¡Presta atención!: tú commands)
WB:  
   W7.15 (Sugerencias: mandatos informales); W7.16 (Sugerencias diferentes: mandatos informales); W7.17 (Listos para las vacaciones: mandatos informales)

11/26  
OL  
Capítulo 7
Estudiar: págs. 216-218 (complementos directos); 220-222 (mandatos informales)
CD:   Para más práctica, véase: ¡Comunícate!: Mandatos informales: Un mensaje electrónico, Consejos; Pronombres de complemento directo: ¿Qué hiciste el fin de semana pasado?; Conversaciones: Y tú, ¿qué opinas?

11/27  
Thanksgiving holiday

11/28  
Thanksgiving holiday

Semana 15

12/1  
OL  
Capítulo 7
CD:   Para más práctica y repaso del capítulo 7, véase: ¡Comunícate!: Mandatos informales: el microondas; ¡A ver!: Odio el gimnasio: Mi deporte . . . 1, 2, 3, 4, 5; ¿Qué pasa?, Beto el mentiroso, video clip; ¡A leer y escribir!: ¡A leer!: Orlando Antigua; Juegos: Crucigrama; Nave espacial

12/2  
Capítulo 7
Estudiar:  Repaso

12/3-4  
Reading days, no classes

12/5; 12/8-10: Exámenes finales
SAMPLE
WEEKLY LAB INSTRUCTIONS FOR TEACHING ASSISTANTS
SPRING 2009

To: Lab assistants for Spanish 101

From: Dr. Patricia Timmons

Re: SPAN 101 lab program #7 (3/9 [3/6 for Friday labs; 3/10 for Tuesday labs])

The following are the procedures for this week’s Spanish 101 lab:

1. Begin class on time and in Spanish. Take attendance by passing around a sign-up sheet.

2. Proceed to play the digitalized 101 video clip from the textbook named “lab 7”.

   Stop the video after the clip
   Ask questions Questions for the video clip: Cuando Beto llega tarde a la clase, ¿qué es lo que no funciona bien? [su computadora portátil] ¿Qué encuentra Dulce que es de Beto? [su asistente electrónico] ¿Cuántos años dura una carrera en las universidades latinoamericanas y españolas? [4-6 años]

   Cierto/falso: Chela está interesada en el cuento de Beto. [falso] Beto y Dulce van al supermercado [falso – a tomar café] En las universidades latinoamericanas y españolas, las clases son muy específicas y los estudiantes toman menos cursos generales que en Estados Unidos. [cierto]

   Replay clip (only if you feel it is necessary or if the students express the desire/need to hear it again)

3. Using the digitalized clips of the Lab Manual, access both the written part scanned from the hard copy of the manual and its accompanying audio segment as outlined below. Monitor individual student performance, correcting when necessary. Encourage active participation; we do not want students coming to labs to mark time or sleep. This practice is important. Both you and the students will follow the exercises on the screen.

   pp. 241-42 (scanned); actividades 5-8 (corresponding to chapter 4 tracks on CD 2)
4. With the remaining time, go over these grammar exercises in the ¡Comunícate! and ¡Conéctate con la cultura! sections of Chapter 4 of the Nexos CD-ROM. The ¡Comunícate! section is linked to this week’s electronic folder:
   “Gustar” con sustantivos
   Verbos como “gustar”
   ¡Qué terrible! (ser/estar)
SPANISH 101/102 HYBRID COURSE IMPROVEMENT STUDY
STUDENT INPUT SURVEY

1. Please rank how productive your learning of Spanish has been in the following areas:

A. Reading ______________________ very productive ___________________ adequate ___________________ fair ___________________ not productive
B. Listening comprehension ______________________ very productive ___________________ adequate ___________________ fair ___________________ not productive
C. Speaking ______________________ very productive ___________________ adequate ___________________ fair ___________________ not productive
D. Writing ______________________ very productive ___________________ adequate ___________________ fair ___________________ not productive

2. How often during the semester have you consulted the following online resources in Eduspace:

A. Workbook/ Lab Manual practice prior to turning in “Quia”:
   ______________________ once a week or more
   ______________________ one to three times a month
   ______________________ less than once a month
   ______________________ never
   If you marked “less than once a month” or “never”, please circle the answer that best explains your usage of this resource.
   _______ Didn’t know resource was available
   _______ Resource was not helpful
   _______ Did not use Eduspace

B. Gramática en Acción links in ebook
   ______________________ once a week or more
   ______________________ one to three times a month
   ______________________ less than once a month
   ______________________ never
   ‘If you marked “less than once a month” or “never”, please circle the answer that best explains your usage of this resource.
   _______ Didn’t know resource was available
   _______ Resource was not helpful
   _______ Did not use Eduspace

C. SmartThinking online tutoring
   ______________________ once a week or more
   ______________________ one to three times a month
   ______________________ less than once a month
   ______________________ never
   If you marked “less than once a month” or “never”, please circle the answer that best explains your usage of this resource.
   _______ Didn’t know resource was available
   _______ Resource was not helpful
   _______ Did not use Eduspace

3. Which of the following activities would you like to see more of in the Language Laboratory. Please check all that apply.
   _______ more review of Quia homework
   _______ more cultural activities
   _______ more conversational activities
   _______ more grammar drills
   _______ group presentations on cultural topics

4. On average, about how long do you spend on assignments on each “Quia” day:
   _______ 1 hour
   _______ 1.5-2 hours
   _______ 2.5-3 hours
   _______ more than 3 hours

Please use the back of this form to make any comments that you think would help improve the hybrid Spanish 101/102 course. Thank you for your time and input.

Texas A&M University | Department of Hispanic Studies
HYBRID COURSE SURVEY RESULTS
SPANISH 101

1. Please rank how productive your learning of Spanish has been in the following areas:

**Reading:**
- A. Very productive: 42%
- B. Adequate: 40%
- C. Fair: 13%
- D. Not productive: 3%

**Listening:**
- A. Very productive: 20.50%
- B. Adequate: 40.90%
- C. Fair: 30.70%
- D. Not productive: 6.30%

**Speaking:**
- A. Very productive: 19.70%
- B. Adequate: 40.90%
- C. Fair: 26.80%
- D. Not productive: 11%

**Writing:**
- A. Very productive: 46.50%
- B. Adequate: 31.50%
- C. Fair: 16.50%
- D. Not productive: 3.90%
2. How often during the semester have you consulted the following resources in Eduspace:

A. Workbook/Lab manual practice prior to turning in "Quia":
   - Once a week or more: 35.40%
   - One to three times a month: 18.10%
   - Less than once a month: 11.80%
   - Never: 34.60%

   ![Pie chart for WB/LM practice prior to turning in Quia]

If you marked “less than once a month” or “never”, please circle the answer that best explains your usage of this resource.

   - Didn't know resource was available: 21.30%
   - Resource was not helpful: 8.70%
   - Did not use Eduspace: 60.00%

B. Gramática en Acción links in ebook:
   - Once a week or more: 3.10%
   - One to three times a month: 5.50%
   - Less than once a month: 8.70%
   - Never: 81.10%

   ![Pie chart for Gramática en Acción links in ebook]
If you marked “less than once a month” or “never”, please circle the answer that best explains your usage of this resource.

Didn’t know resource was available 57.50%
Resource was not helpful 5.50%
Did not use Eduspace 26.80%

C. SmartThinking online tutoring:
Once a week or more 1.60%
One to three times a month 4.60%
Less than once a month 4.60%
Never 79.50%

If you marked “less than once a month” or “never”, please circle the answer that best explains your usage of this resource.

Didn’t know resource was available 54.30%
Resource was not helpful 6.30%
Did not use Eduspace 29.10%
3. Which of the following activities would you like to see more of in the Language

More review of Quia homework 45.70%
More cultural activities 19.70%
More conversational activities 66.10%
More grammar drills 43.30%
Group presentations on cultural 10.20%

4. On average, about how long do you spend on assignments on each “Quia” day:

1 hour 67.70%
1.5-2 hours 27.60%
2.5-3 hours 2.40%
more than 3 hours 0.80%
HYBRID COURSE SURVEY RESULTS
SPANISH 102

1. Please rank how productive your learning of Spanish has been in the following areas:

**Reading:**
- A. Very productive: 39%
- B. Adequate: 43%
- C. Fair: 12%
- D. Not productive: 8%

**Listening:**
- A. Very productive: 19.40%
- B. Adequate: 47.80%
- C. Fair: 20.90%
- D. Not productive: 10.40%

**Speaking:**
- A. Very productive: 16.40%
- B. Adequate: 37.30%
- C. Fair: 32.10%
- D. Not productive: 16%

**Writing:**
- A. Very productive: 30.60%
- B. Adequate: 47.00%
- C. Fair: 17.20%
- D. Not productive: 6.70%
2. How often during the semester have you consulted the following resources in Eduspace:

A. Workbook/Lab manual practice prior to turning in "Quia":

- Once a week or more: 32.80%
- One to three times a month: 11.20%
- Less than once a month: 11.90%
- Never: 45.50%

If you marked “less than once a month” or “never”, please circle the answer that best explains your usage of this resource.

- Didn’t know resource was available: 12.70%
- Resource was not helpful: 18.70%
- Did not use Eduspace: 31.30%

B. Gramática en Acción links in ebook:

- Once a week or more: 4.50%
- One to three times a month: 6.70%
- Less than once a month: 7.50%
- Never: 82.10%

If you marked “less than once a month” or “never”, please circle the answer that best explains your

- Didn’t know resource was available: 44.00%
- Resource was not helpful: 16.40%
- Did not use Eduspace: 32.10%
C. SmartThinking online tutoring:
Once a week or more 1.50%
One to three times a month 3.70%
Less than once a month 2.20%
Never 93.30%

If you marked “less than once a month” or “never”, please circle the answer that best explains your
Did not know resource was available 48.50%
Resource was not helpful 11.90%
Did not use Eduspace 37.30%

3. Which of the following activities would you like to see more of in the
More review of Quia homework 28.40%
More cultural activities 24.60%
More conversational activities 67.20%
More grammar drills 46.30%
Group presentations on cultural topics 20.00%

4. On average, about how long do you spend on assignments on each “Quia” day:
1 hour 71.60%
1.5-2 hours 24.60%
2.5-3 hours 2.20%
more than 3 hours 2.20%
SAMPLE
WEEKLY LAB INSTRUCTION FOR TEACHING ASSISTANTS
FALL 2009

Memorandum

To: Spanish 101 Lab TAs

From: Dr. Patricia Timmons

Re: SPAN 101 Lab Program # 6 (Week 7; 10/12-10/16)

The procedures for this week’s Spanish 101 lab are as follows:

Preparation. TA should log into Quia/iLrn account before class. Write homework assignment on board before class begins. Begin class on time. Greet students in Spanish and take attendance on GAR sheet. Students do not need computer access for this lab and should not be logged on once class begins.

1. Announcements.
   - Announce SI times for the week.
   - Assign homework to be done in preparation for next week’s lab:
     - Study the definition and conjugation of the verb beber, vender, ir, aprender, esconder in the present indicative tense for next week’s lab. Two of the five verbs will appear on next week’s quiz.
     - Watch the videos “Madrid” and “Conexión Cultural” before next week’s lab. Access the videos in Chapter 4 Video Library of Quia/iLrn. Video questions will appear on next week’s quiz.

2. Homework Review. If the instructor has requested homework review, please go over those assignments now and adjust the length of the Semantic Map activity accordingly.

3. Warm-up. 10 minutes max. Access Chapter 3 Lab Manual in Quia/iLrn. Students will need a piece of paper to mark down answers. Review the following exercises:
   - ¿A qué hora?
     - Instructions: Call on a student to read the instructions. Play audio without pausing and then review answers. Point out that 15 can be expressed as quince or cuarto. Also mention that 30 can be expressed as treinta or media. Ask for questions.
   - La entrevista
     - Instructions: Play audio twice and then call on students to answer the questions. Define any unknown vocabulary words for the students. Point out the accents on all the interrogative words. Occasionally ask a student how to spell a word
when they answer a question. Refer to question #5 and explain why *pedir* is used instead of *preguntar*.

- **Note:** Do **not** simply run through the above exercises. Ask for questions and offer grammatical explanations. Do not wait for a student to volunteer to read or answer a question; call on students individually and encourage them to speak with confidence.

4. **Semantic Map. 20 minutes max.** Today’s topic: *la fecha*. Write the topic on the board and spend 2-3 minutes brainstorming other words and phrases that are related to it. This is a good opportunity to review the vocabulary on page 79 of the textbook.

   - Have the class break into small groups of 3. They have five minutes to write out five sentences that each include a specified date and why that date is important. Each student should write in their own notebook so the exercise can be used as a study tool later. The objective is for them to utilize the vocabulary words they brainstormed earlier.

   - Examples:
     - *Las fechas de mis exámenes finales son importantes porque quiero sacar buenas notas.*
     - *El fin de semana es importante porque me gusta ir al cine con mis amigos.*
     - *Mañana es una fecha importante porque es el cumpleaños de mi hermana.*

   - After five minutes, call on a student from each group and have them each write one sentence on the board. Correct the grammar and spelling of each sentence and explain the corrections. Read each sentence aloud and have students repeat after you.

   - **Note:** there may not be time for all groups to present; make sure to call on those students next time.

   - This exercise does not need to be turned in.

5. **Video. 10 minutes max.** Note: video must begin when 20 minutes of class remain in order to have time for the quiz and in class grading. Proceed to play the video clips entitled “El Salvador” and “Honduras”. This can be found in the Chapter 5 Video Library of Quia/iLrn. Play each video once. Ask for questions after each video. Provide simple and brief summary.

6. **Quiz. 5 minutes max.** Pass out quiz. Desks need to be clear. Students are not allowed to reference their notes or book.

7. **Grading. 5 minutes max.** Have students exchange quizzes. Show answer key and have students correct each other’s work. Collect quizzes. Record quiz grades on GAR sheet and return them by next lab meeting. Quizzes should be kept in TA’s binder until then.
SAMPLE
SPAN 101 Quiz

Name ____________________________  Class instructor ________________________
Date ______________________________  Section _______________________________

Lab Quiz 6-SPAN 101

A. Conjugation.
Conjugate the following verbs in the present indicative tense

1. ir
   English equivalent __________________________
   yo __________________________   nosotros __________________________
   tú __________________________   ellos, ellas, Uds. __________________________

2. aprender
   English equivalent __________________________
   yo __________________________   nosotros __________________________
   tú __________________________   ellos, ellas, Uds. __________________________

B. Vocabulary.
Provide the Spanish equivalent
His book is interesting.
________________________________________________________________________
Our chemistry classes are difficult.
________________________________________________________________________
Whose book is this?
________________________________________________________________________

C. Video Questions. (true - cierto or false - falso)
   El Salvador
1. El Salvador es el país más grande de Centroamérica.
2. El parque nacional Cerro verde es un paraíso natural.
   Honduras
1. Tegucigalpa tiene lugares de interés cultural importante.
2. A los hondureños se les conoce como “catrachos”.

Texas A&M University | Department of Hispanic Studies
TEXAS A&M UNIVERSITY
Department of Hispanic Studies

Placement/Prerequisites Information
for Language Courses

Date: __________________________        Class/Section: ______________________
I nstructor: _______________________

Student’s Name: ________________________________    UIN: ______________________

All students with previous experience in the target language (however acquired) of this course must take a placement examination or have college-level credit for the prerequisite courses. (Sign up for the placement test with Measurement and Research Services [MARS], Room 1117 General Services Complex, 845-0532.

A. If you have not previously take a college-level course in this language, or if you claim Credit by Transfer or Examination:

   _____ I have no previous experience in the target language
   _____ I was placed into this class by the MARS Placement Exam

   Exam date: ___________    Result/Score: _____________

   _____ I have College-level credit for the prerequisite course(s)

   Credit type (AP, Transfer, etc.): _____________ Result/Score: ___________

B. If you have previously taken a college-level course in this language at Texas A&M:

What was the highest-level course you have previously taken in this language?

Course and Section: ____________________________  Semester: ___________________

Instructor: ________________________________

If you do not fulfill the prerequisites for this class, or have not been placed into it by placement test or credit, you must drop this class immediately.

I hereby acknowledge that I am fully aware of the prerequisites for this class. I understand that if I do not fulfill the necessary prerequisites, or if I have not been placed into it by placement exam or credit, I may be dropped from this class, and that I may be dropped after the end of the regular Drop/Add period (i.e., the drop may count as a Q-Drop).

_________________________________________________
Student’s Signature
DEPARTMENT OF HISPANIC STUDIES
TEXAS A & M UNIVERSITY
BEGINNING SPANISH I (SPANISH 101) – Fall 2009

Instructor: _______________________  Office: _______________________
Office hours: _____________________  E-mail: _______________________

Placement Test: A student enrolling for the first time in a Texas A & M Spanish language course who has previously acquired knowledge of the language, whether acquired through high school study or cultural/family experience, and who has not received college credit for the language MUST have taken a placement test to determine the appropriate course for his/her level of ability. Concurrent enrollment in two language courses, one of which is a prerequisite for the other, is also not permitted. Students found to be in violation of prerequisite rules are subject to removal from their sections at any time during the semester. Measurement and Research Services (979) 845-0532 http://www.tamu.edu/marshome/

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.


Student responsibilities: The student’s final course grade will be determined by performance in the following:

Mid-term exam 100 points
4 compositions 80 points
Comprehensive final exam 150 points
Daily evaluation 270 points
  On-line (enrichment) assignments = 100
  Workbook homework (graded homework/quiz + % completion per chapter = 50
  Lab grade = 50
  Evaluation of oral proficiency = 50
  Extracurricular (2 cultural events) = 20

Total 600 points

Final grading scale: In accordance with Texas A & M University’s grading standard, final course grades will be assigned on the basis of the following scale:

Course Objectives:
The general goals of the course are to acquaint students with everyday Spanish language and Hispanic cultures and to provide opportunities for language practice and cultural awareness. This course will allow students to: 1) understand basic conversation, classroom instruction and narration in Spanish; 2) read at a basic level, with more advanced levels when the content contains a large number of cognates; 3) communicate effectively in basic conversational formats (e.g., responding to and asking questions, describing, facility with present and future tense, using conjunctions and common prepositions correctly); 4) write grammatically correct paragraphs

Other pertinent information:
Online Assignments
SPAN 101 is a hybrid course. A four-credit course, SPAN 101 normally would require students to attend class five days a week. Under the hybrid course model students will meet with their instructor two days per week; they will meet one day per week in the language laboratory; and they will have two days per week of scheduled responsibilities on line. Please read carefully the attached information sheet on the Spanish 101 Hybrid Course (¡Welcome to the Spanish 101 Hybrid Course!)

Absences
Language learning is an active enterprise, and the student’s active participation in class is a must. For that reason, class attendance is an important factor. All faculty teaching Beginning Spanish will require written confirmation of absences which students seek to be considered as excused. Students should familiarize themselves with Texas A & M University attendance policies [See http://student-rules.tamu.edu/rule07]. Excessive university-unauthorized absence (beyond four) will have an adverse effect on student performance and on the determination of the final course grade. Each absence beyond four will result in a 5% reduction (8.5 points) of the student’s daily evaluation. The student should also be aware that no make-ups will be permitted for work missed due to unexcused absence.

Cultural Events
Students of Spanish101, 102 and 140 are expected to develop the four language skills of speaking, listening, reading and writing as well as an appreciation of Hispanic culture. For that reason, a class requirement is the attendance at TWO EVENTS (one of which must be done before the mid-term) related to Hispanic culture during the course of the semester. Events should be previously approved by the instructor. Each attendance will account for a maximum of 10 points (total maximum of 20) of the daily evaluation grade.

Language laboratory & SI’s (Academic 124) & Smarthinking
Work in the language laboratory and outside of class is an integral part of skill development for this course. As stated, during one of the regularly scheduled class sessions per week the class will meet for a lab session. The student is responsible for the material scheduled and/or presented during these weekly sessions. Students are further encouraged to take advantage of supplemental instruction sessions (SI’s) offered by the Department.

Lab
Additionally, the student should assume responsibility for regular (i.e. once per lesson) individual lab practice. In order to satisfy this course requirement the student should work with all the oral/aural material related to classroom work and the lessons in Nexos. To make this study convenient it is possible to use the language laboratory (ACAD 124).

Aggie Honor Code
Academic integrity is essential to the academic life of this or any university. For that reason, the rules of academic integrity will govern the conduct of this course. Students at Texas A & M University assume the important responsibility of promoting the Aggie Honor Code (“An Aggie does not lie, cheat or steal, or tolerate those who do”). The ideals of the Code refer to cheating, one of the worst of academic violations. If you have any questions about cheating or other forms of scholastic dishonesty and the consequences of breaches of integrity, please consult the Aggie Honor System web site at http://www.tamu.edu/aggiehonor/.

Tutoring:
Tutoring is available in the Language Support Office (located in ACAD 124). Students are encouraged to visit the office to receive help on assignments and practice speaking Spanish with a native speaker or Spanish major.
TEXAS A&M UNIVERSITY
DEPARTMENT OF HISPANIC STUDIES
SPANISH 101 HYBRID COURSE

¡WELCOME TO THE SPANISH 101 HYBRID COURSE!
¡BIENVENIDOS AL CURSO HÍBRIDO DE ESPAÑOL 101!

Texas A&M University uses the hybrid instructional format for Spanish 101 & 102. With the hybrid format, you will meet twice a week with your instructor, once a week with your language laboratory assistant, and twice a week you will have your class online. This course design delivers the benefit of live instruction and oral practice as well as the flexibility of time management. While online, you will be able to maximize the time required for learning and applying new grammar, practicing your reading and writing skills, and sharpening listening and speaking proficiency. As you learn Spanish, you will also discover the diversity of the Spanish-speaking world. We hope you enjoy your introduction to the Spanish language, and that you too will become one of the more than 360 million people across the globe who speak Spanish!

Common questions:

What will I be doing in class?
On the days that you meet with your instructor, you will be actively engaged in practicing Spanish orally and aurally. Your instructor will speak to you mostly in Spanish, and at first you might feel uncomfortable because you will not understand every word. However, this is a natural part of learning a new language, and your instructor will know how to give you clues and assure that you understand the most important things in class. In the classroom your instructor will review the homework that is due for the day and help clarify particular grammar concepts from the lesson. The majority of your grammar learning and practice, however, will take place during the time you are in your online class days. The majority of your classroom time with your instructor will be devoted to active practice of the skills learned online.

What will I be doing online?
On the days when your class is online, you will read the assigned vocabulary and grammar explanations in your textbook, listen to the video tutorial, and do the related workbook exercises in your online workbook. You will print your completed workbook exercises and take them to class. Some exercises can be automatically graded online, and others cannot. You will learn the correct answers to the homework when you go over them in class. Once a week, your instructor will grade one of your online homework assignments, or give you a pop quiz based on workbook assignments.

Your online enrichment activities are, for the most part, self-grading, and you will receive a completion grade for these. In order to receive credit for these assignments you must turn in
your printed Progress Score for each activity and email your Pre-Test and Post-Test results to your instructor.

Thus, your grade for online assignments will be based on the online enrichment assignments. Your workbook homework grade will be based on graded workbook homework and/or quizzes based on the workbook assignments. Late or missing workbook or enrichment assignments cannot receive credit.

What will I be doing in the language laboratory?
The Language Support Office (LSO) is the name of the language laboratory, and the main desk is located in Academic Building, Room 124. Once a week you will meet with your language laboratory instructor to practice speaking and listening. You will listen to and interact with your lab instructors as they guide you through a variety of activities such as pronunciation, listening and speaking activities, and videos. Each week you will have a short quiz in lab. Your lab instructors can help with special questions you may have about Spanish. All of your lab instructors are native or near-native speakers of Spanish. The language laboratory also offers Supplemental Instruction (SI) sessions once a week in the evening, and you can go without an appointment to receive extra help.

What is due when?
Tarea (homework in the workbook) is due on the class day for which it is assigned. The corresponding study pages and tutorials (Estudiar en el Libro de Texto) must be studied before doing your workbook homework. You should arrive to class having studied the material assigned for that day under Estudiar en el Libro de Texto and have with you your printed and completed corresponding workbook assignments (Tarea). The On-line enrichment activities are designed to measure what you have learned for the week. Thus, the Progress Score results pages are due the 1<sup>st</sup> class day of each following week.

You will have small weekly assignments to prepare for the language laboratory activities.

From time to time your instructor may assign additional homework.

¡Buena suerte! Enjoy your Spanish class!
Nexos 2e: Texas A&M Syllabus  
Spanish 101, Fall 2009

View the multiple menus:  
textbook activities (vertical left menu),  
course material access (vertical right menu).
## Calendar Legend

SPAN 101 (ODD sections in classroom MW, online TR; EVEN sections in classroom TR, online MW) Most language laboratory days on Fridays, with a few on Wednesdays or Thursdays (your instructor will have lab information for you)

- **WB** = Workbook
- **T** = *Nexos* textbook
- **VT** = Video Tutorial in e-book
- **EN** = ENRICHMENT; within EN, **CW** = Companion Website; **MP** = Más Práctica

<table>
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<tr>
<th>Semana 1/Días</th>
<th>Estudiar en el Libro de Texto (Study pages before class)</th>
<th>Tarea: Prepare for corresponding class; submit answers, print and take to class</th>
<th>En Línea (MW or TR)</th>
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<tbody>
<tr>
<td>8/31-9/4</td>
<td>Introducción al curso híbrido.</td>
<td>Inside iLrn, go to right menu “Diagnostics” and take the Pretest for Ch 1. Make sure to email results to yourself and your instructor.</td>
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<tr>
<td>Capítulo preliminar</td>
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<tr>
<td>Capítulo 1: ¿Cómo te llamas?</td>
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<td>En Clase (primer día de las clases)</td>
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| En Clase I (M or T) | pgs.. 2-3, el alfabeto, números 1-100; pgs.. 4-5, personas, el salón de clase; 6-7 La identidad personal, los datos: los países con el español como lengua oficial, ¡Adivina!; pgs.. 8-13 Vocab. 1:Greetings, Vocab. 2: personal information, Vocab. 3: introductions and saying goodbye | WB 1.1
WB 1.2
WB 1.3
WB 1.4
WB 1.5
WB 1.6 | En>MP: Voc. 1.
Greetings
EN>CW: ACE the Test V1: |
| | | | En>MP: Voc 2.
Exchanging Personal Information
EN>CW – ACE the Test V2 |
| | | | En>MP: Voc 3.
Introductions & Saying Goodbye
EN>CW: ACE the Test V3 |
| Semana 2/Días | Estudiar en el Libro de Texto (Study pages before class) | Tarea: Prepare for corresponding class; submit answers, print and take to class | En Línea (MW or TR) |
| 9/7-9/11       |                                                         |                                                                                |                     |
| Capítulo 1: ¿Cómo te llamas? |                                                         |                                                                                |                     |
| En Clase I (M or T) | pgs.. 18-20 Grammar 1: identifying people & objects; nouns & articles (VT p. 18); pgs.. 22-23 Grammar 2: identifying & describing; Subject pronouns & the present indicative of SER (VT p. 22) | WB 1.7
WB 1.8 | En>MP: G1.
Nouns and Articles
EN>CW: Ace the test G1. |
| | | | En>MP: G2.
EN>CW: Ace the test G2. |
| | | | En>MP: G3.
EN>CW: Ace the test G3. |
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<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Grammar/Activities</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>28-29</td>
<td><strong>Grammar 4:</strong> Expressing Possession, Obligation and Age: tener, tener que, tener + años (VT p. 28); pgs. 16-17</td>
<td>WB 1.15, WB 1.16</td>
<td>EN&gt;MP: G4. EN&gt;CW: Ace the test G4. EN&gt;MP: A Ver. EN&gt;CW: ACE the test Video Activity</td>
</tr>
<tr>
<td>En Clase II</td>
<td>(W or R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pgs. 32-33</td>
<td><em>A leer</em> pgs. 34-35 (¡A escribir!: acts. 1, 2 [antes de escribir], 3 [escritura], 4 [después de escribir])</td>
<td>WB 1.18, 1.19, 1.20, WB 1.17 T pgs. 34-35 Actividades 1-4</td>
<td>Inside iLrn, go to right menu “Diagnostics” and take the <em>Post-test</em> for Ch 1. Make sure to email results to yourself and your instructor.</td>
</tr>
<tr>
<td>Semana 3/Días 9/14-9/18</td>
<td>Capítulo 2: ¿Qué te gusta hacer? <strong>Composition 1</strong> in lab: “Una carta a mi nuevo(a) compañero(a) de cuarto.”</td>
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<tr>
<td>En Clase I</td>
<td>(M or T)</td>
<td></td>
<td></td>
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<tr>
<td>pgs. 38-39</td>
<td><em>Gustos y preferencias; Los datos:</em> Los hispanos en los EEUU; ¡Adivina!; pgs. 40-41 Vocab. 1: Las actividades + gustar (act.1. Los verbos; act. 2. Le gusta . . .; act. 3. Mis actividades favoritas; pg. 43 Vocab. 2: características físicas; pg. 45 Vocab. 3: características de la personalidad</td>
<td>Inside iLrn, go to right menu “Diagnostics” and take the <em>Pretest</em> for Ch 2. Make sure to email results to yourself and your instructor.</td>
<td>EN&gt;MP: V1 EN&gt;CW: Ace the Test V1 EN&gt;MP: V2 EN&gt;CW: Ace the Test V2 EN&gt;MP: V3 EN&gt;CW: Ace the Test V3</td>
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<tr>
<td>En Clase II</td>
<td>(W or R)</td>
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<tr>
<td>pgs. 48-49</td>
<td><em>A ver</em> pgs. 50-51 Grammar 1: Describing what you do or are doing: Present indicative of –<em>ar</em> verbs (VT p. 50)</td>
<td>WB 2.4, WB 2.5, WB 2.6</td>
<td>EN&gt;MP: A Ver EN&gt;CW: Ace the Test Video Activity EN&gt;MP: G1 EN&gt;CW: Ace the Test G1</td>
</tr>
<tr>
<td>Semana 4/Días 9/21-9/25</td>
<td>Capítulo 2: ¿Qué te gusta hacer?</td>
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<td>En Clase I</td>
<td>(M or T)</td>
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<tr>
<td>pgs. 54-55</td>
<td><em>Grammar 2:</em> Saying what you and</td>
<td>WB 2.7, WB 2.8</td>
<td>EN&gt;MP: G2 EN&gt;CW: Ace the Test G2</td>
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</table>
## ACADEMIC PROGRAM REVIEW
### Appendix

<table>
<thead>
<tr>
<th>Week</th>
<th>Activities</th>
</tr>
</thead>
</table>
| **En Clase II** (W or R) | **Week 3: ** Grammar 3: Describing yourself and others: adjective agreement (VT p. 59); pgs. 66-69 A leer; pg. 59 ¡Fijate!  
En Clase II (W or R) | **Week 4: ** Grammar 3: Describing yourself and others: adjective agreement (VT p. 59); pgs. 66-69 A leer; pg. 59 ¡Fijate!  
En Clase II (W or R) | **Week 5: ** Grammar 3: Describing yourself and others: adjective agreement (VT p. 59); pgs. 66-69 A leer; pg. 59 ¡Fijate!  
En Clase II (W or R) |
| **Semana 5/Días 9/28-10/2** | **Capítulo 3: ** ¿Cómo aprendemos?  
Estudiar en el Libro de Texto (Study pages before class)  
Tarea: Prepare for corresponding class; submit answers, print and take to class  
En Línea (MW or TR) | **En Línea (MW or TR)** Enrichment (EN) Results pages due 1st class day, Semana 6 |
| **En Clase I** (M or T) | **Week 4: ** Grammar 3: Describing yourself and others: adjective agreement (VT p. 59); pgs. 66-69 A leer; pg. 59 ¡Fijate!  
En Clase II (W or R) | **Week 5: ** Grammar 3: Describing yourself and others: adjective agreement (VT p. 59); pgs. 66-69 A leer; pg. 59 ¡Fijate!  
En Clase II (W or R) |
| **En Clase II** (W or R) | **Week 5: ** Grammar 3: Describing yourself and others: adjective agreement (VT p. 59); pgs. 66-69 A leer; pg. 59 ¡Fijate!  
En Clase II (W or R) | **Week 6: ** Grammar 3: Describing yourself and others: adjective agreement (VT p. 59); pgs. 66-69 A leer; pg. 59 ¡Fijate!  
En Clase II (W or R) |
| **Semana 6/Días 10/5-10/9** | **Capítulo 3: ** ¿Cómo aprendemos?  
Composition 2 in lab: “Este semestre en la universidad”  
Estudiar en el Libro de Texto (Study pages before class)  
Tarea: Prepare for corresponding class; submit answers, print and take to class  
En Línea (MW or TR) | **En Línea (MW or TR)** Enrichment (EN) Results pages due 1st class day, Semana 7 |
| **En Clase I** | **Week 6: ** Grammar 3: Describing yourself and others: adjective agreement (VT p. 59); pgs. 66-69 A leer; pg. 59 ¡Fijate!  
En Clase II (W or R) | **Week 7: ** Grammar 3: Describing yourself and others: adjective agreement (VT p. 59); pgs. 66-69 A leer; pg. 59 ¡Fijate!  
En Clase II (W or R) |
<table>
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<tr>
<th>(M or T)</th>
<th>hablar de la fecha; pg. 96 Grammar 4: Indicating destination and future plans: The verb <em>ir</em> (VT p. 96); pg. 97, <em>Encuesta # 3</em> (Actividad 16)</th>
<th>WB 3.7</th>
<th>EN.CW&gt;Ace the Test V3</th>
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<tbody>
<tr>
<td></td>
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<td>WB 3.15</td>
<td>EN&gt;MP&gt;G4</td>
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<td></td>
<td>WB 3.16</td>
<td>EN.CW&gt;Ace the Test G4</td>
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| En Clase II (W or R) | pgs. 90-91 Grammar 3: Talking about possessions: simple possessive adjectives; pg. 103 A escribir: Act. 4 | WB 3.13 | EN>MP>G3 |
|                      |                                                                                                                                 | WB 3.14| EN.CW>Ace the Test G3 |
|                      | T pg. 103 A escribir: Act. 1-3 (without a partner) |                                                                                                                                 | Inside iLrn, go to right menu “Diagnostics” and take the *Post-test* for Ch 3. Make sure to email results to yourself and your instructor. Review your “revised study plan” as needed. |

| Semana 7/Días 10/12-10/16 Capítulo 3: REPASO/ Capítulo 4: ¿Te interesa la tecnología? MID-TERM EXAM Wednesday, 10/14 7:00-9:00PM | Estudiar en el Libro de Texto (Study pages before class) | Tarea: Prepare for corresponding class; submit answers, print and take to class | En Línea (MW or TR) *Enrichment (EN) Results pages due 1st class day, Semana 8* |
|___________________________________________________________________________________________________________________________________|___________________________________________________________________________________________________________________________________|__________________________________________________________________________________________|__________________________________________________________________________________________|
| En Clase I (M or T) | **Repaso para el examen parcial** | | |
| En Clase II (W or R) | pgs. 106-107 Conexiones; Los datos: España; ¡Adivina!; pgs. 108-109 Vocab. 1: La tecnología, los colores; pgs. 118-119 Grammar 1: Expressing likes and dislikes: *Gustar* with nouns and other verbs like *gustar* (VT p. 118) | WB 4.1 | EN.MP.V1 |
|                      |                                                                                                                                 | WB 4.2 | EN.CW>Ace the Test V1 |
|                      |                                                                                                                                 | WB 4.3 | EN.MP.G1 |
|                      |                                                                                                                                 | WB 4.7 | EN.CW>Ace the Test G1 |
|                      |                                                                                                                                 | WB 4.8 | |
|                      |                                                                                                                                 | WB 4.9 | |

| Semana 8/Días 10/19-10/23 Capítulo 4: ¿Te interesa la tecnología? | Estudiar en el Libro de Texto (Study pages before class) | Tarea: Prepare for corresponding class; submit answers, print and take to class | En Línea (MW or TR) *Enrichment (EN) Results pages due 1st class day, Semana 9* |
|___________________________________________________________________________________________________________________________________|___________________________________________________________________________________________________________________________________|__________________________________________________________________________________________|__________________________________________________________________________________________|
| En Clase I (M or T) | pgs. 110-111 Vocab. 2: las emociones, los aparatos electrónicos; pgs. 122-123 Grammar 2: Describing yourself and others and expressing conditions and locations: The verb *estar* and the uses of *ser* and *estar* (VT | Inside iLrn, go to right menu “Diagnostics” and take the *Pretest* for Ch | |
|                      |                                                                                                                                 | 4. Make sure to email results to yourself and print instructor. | WB 4.4 |
|                      |                                                                                                                                 | WB 4.5 | EN.MP.V2 |
|                      |                                                                                                                                 | WB 4.10 | EN.CW>Ace the Test V2 |
|                      |                                                                                                                                 | | EN.MP.G2 |
|                      |                                                                                                                                 | | EN.CW>Ace the Test G2 |
| En Clase II (W or R) | p. 123) | WB 4.11 | En.MP.V3  
||| | En.CW>Ace the Test V3 |
|| | | En.MP.G3  
||| | En.CW>Ace the Test G3 |
|| | | En.MP.G4  
||| | En.CW>Ace the Test G4 |
| | pg. 113 Vocab. 3: funciones de Internet; pgs. 127-128 Grammar 3: Talking about everyday events: Stem-changing verbs in the present indicative (VT p. 127); pgs. 132-133 Grammar 4: Describing how something is done: Adverbs (VT p. 132) | WB 4.6  
WB 4.12  
WB 4.13  
WB 4.14 | Inside iLrn, go to right menu “Diagnostics” and take the Post-test for Ch 4. Make sure to email results to yourself and your instructor. Review your “revised study plan” as needed. |
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<table>
<thead>
<tr>
<th>Semana 11/Días 11/9-11/13</th>
<th>En Clase I (M o T)</th>
<th>En Clase II (W o R)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Capítulo 6: ¿Adónde vas?</em></td>
<td><strong>Estudiar en el Libro de Texto</strong> (Study pages before class)</td>
<td><strong>Vocab. 1: En la universidad, En la ciudad o en el pueblo</strong>; <strong>Vocab. 2: medios de transporte</strong>; <strong>Vocab. 3: Hacer las compras . . .</strong>; <strong>Vocab. 4: “La rutina diaria”</strong></td>
</tr>
<tr>
<td>**Grammar 3: Describing actions in progress: the present progressive tense (VT p. 160); <strong>Exploraciones culturales: Honduras and El Salvador</strong></td>
<td><strong>Tarea: Prepare for corresponding class; submit answers, print and take to class</strong></td>
<td><strong>Grammar 4: Indicating relative position of objects:</strong></td>
</tr>
<tr>
<td><strong>WB 5.12</strong></td>
<td><strong>WB 6.1</strong></td>
<td><strong>WB 6.11</strong></td>
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<tr>
<td><strong>WB 5.13</strong></td>
<td><strong>WB 6.2</strong></td>
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<td><strong>WB 6.3</strong></td>
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<td></td>
<td></td>
<td><strong>WB 6.16</strong></td>
</tr>
</tbody>
</table>

*Semana 12/Días 11/16-11/20*  
*Capítulo 6: ¿Adónde vas?*  
*Composition 4 in lab: “La rutina diaria”*  
**En Línea (MW o TR) Enrichment (EN) Results pages due 1º class day, Semana 13**  
**En Línea (MW o TR) Enrichment (EN) Results pages due 1º class day, Semana 12**
<table>
<thead>
<tr>
<th>Week 13/Days 11/23-11/24</th>
<th>Study the Book (Study pages before class)</th>
<th>Task: Prepare for corresponding class; submit answers, print and take to class</th>
<th>Online (MW or TR) Enrichment (EN) Results pages due 1st class day, Week 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 7: ¿Cuáles son tus pasatiempos preferidos? 11/26 &amp; 11/27: Thanksgiving Holiday</td>
<td>pgs. 204-205 Los ratos libres; Los datos: Costa Rica, Panamá; ¡Adivina! ; pgs. 206-208 Vocab. 1: Actividades deportivas, Los deportes, Más palabras sobre los deportes, Las estaciones; pgs. 216-217 Grammar 1: Talking about what you did: The preterite tense of regular verbs (VT p. 216)</td>
<td>WB 7.1 WB 7.2 WB 7.3 WB 7.6 WB 7.7 WB 7.8</td>
<td>EN.MP.V1 EN.CW&gt;Ace the Test V1 EN.MP.G1 EN.CW&gt;Ace the Test G1</td>
</tr>
<tr>
<td>Class I (M or T)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Day</td>
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<td></td>
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<tr>
<td>Class II (W)</td>
<td>Día libre</td>
<td></td>
<td>EN.MP.A Ver EN.CW&gt;Ace the Test Video Activity</td>
</tr>
<tr>
<td>Week 14/Days 11/30-12/4</td>
<td>Study the Book (Study pages before class)</td>
<td>Task: Prepare for corresponding class; submit answers, print and take to class</td>
<td>Online (MW or TR) Enrichment (EN) Results pages due 1st class day, Week 15</td>
</tr>
<tr>
<td>Chapter 7: ¿Cuáles son tus pasatiempos preferidos?</td>
<td>pg. 210 Vocab. 2: Expresiones con tener, pgs. 222-223 Grammar 3: Referring to something already mentioned: Direct object pronouns (VT p. 222)</td>
<td>WB 7.4 WB 7.12 WB 7.13 WB 7.14</td>
<td>EN.MP.V2 EN.CW&gt;Ace the Test V2 EN.MP.G3 EN.CW&gt;Ace the Test G3</td>
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<tr>
<td>Class I (M or T)</td>
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</tr>
<tr>
<td>Class II (W or R)</td>
<td>pg. 212 Vocab. 3 El tiempo, La temperatura; Repaso del pretérito y de los complementos directos</td>
<td>WB 7.5</td>
<td>EN.MP.V3 EN.CW&gt;Ace the Test V3</td>
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<tr>
<td>Week 15/Days 12/7-12/11</td>
<td>Study the Book (Study pages before class)</td>
<td>Task: Prepare for</td>
<td>Online (MW or TR) Enrichment (EN)</td>
</tr>
</tbody>
</table>

Inside iLrn, go to right menu “Diagnostics” and take the Post-test for Ch 6. Make sure to email results to yourself and your instructor. Review your “revised study plan” as needed.
| Capítulo 7: ¿Cuáles son tus pasatiempos preferidos?  
12/9 & 12/10: Reading days, no clases  
12/11; 12/14-16: Exámenes finales | corresponding class; submit answers, print and take to class | En Clase I (M or T) | REPASO para el examen final |
<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Mid-term exam</td>
<td>100</td>
</tr>
<tr>
<td>4 compositions (20 points each)</td>
<td>80</td>
</tr>
<tr>
<td>Comprehensive final exam</td>
<td>150</td>
</tr>
<tr>
<td>Daily evaluation (graded homework, participation, quizzes, lab)</td>
<td>270</td>
</tr>
<tr>
<td>- On-line (enrichment) assignments = 100</td>
<td></td>
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<tr>
<td>- Workbook homework/ quizzes = 50</td>
<td></td>
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<tr>
<td>- Lab grade = 50</td>
<td></td>
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<tr>
<td>- Evaluation of oral proficiency = 50</td>
<td></td>
</tr>
<tr>
<td>- Extracurricular (2 cultural events) = 20</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
</tr>
</tbody>
</table>

**MID-TERM EXAM**

**COMPOSITIONS**

**FINAL EXAM**

**DAILY EVALUATION**

- Online (enrichment) assignments
- Workbook average
- Lab grade
- Oral proficiency
- Extracurricular cultural events

Online (enrichment) assignments = completed / assigned = weekly grade %:

Week: 2 ______; 3 ______; 4 ______; 5 ______; 6 ______; 7 ______; 8 ______;
9 ______; 10 ______; 11 ______; 12 ______; 13 ______; 14 ______; 15 ______
overall average points: _______
(x% of 100 pts.)

Workbook.

Weekly graded workbook homework/ quizzes (workbook homework assignment or pop quiz based on workbook homework exercises):

Week: 2 ______; 3 ______; 4 ______; 5 ______; 6 ______; 7 ______; 8 ______;
9 ______; 10 ______; 11 ______; 12 ______; 13 ______; 14 ______; 15 ______
overall average points: _______
(x% of 50 pts.)

Absences:
FALL 2009 LANGUAGE SUPPORT OFFICE STATISTICS
DEPARTMENT OF HISPANIC STUDIES

- The overall registered attendance during the fall 2009 period was 312 students.
- The study was divided into 7 categories:
  - Composition
  - General Help
  - Homework
  - Reading
  - Vocabulary/Conversation
  - Quiz
  - Test Review

LSO Fall 2009 Assistance Provided Table 2.1

![Pie chart showing attendance by category]

Category Percentages of LSO Attendance
Table 2.2

![Bar chart showing attendance percentages]
Conclusions

- The result of the statistical analysis was that the composition category had the highest demand of all.
- Nonetheless, the rest of the categories had a fair/high demand.
- The current staff performed an excellent job assisting the students with their concerns and inquiries.
PROPOSAL FOR A STEP I COOPERATIVE PROGRAM
Ph.D. IN HISPANIC STUDIES
TEXAS A&M UNIVERSITY SYSTEM

EXECUTIVE SUMMARY

Established in 1876 as the land-grant college of the State of Texas, Texas A&M University was founded to serve the citizens of the State. Today, and in the future, serving the citizens of the State also means serving an ever-increasing Hispanic population. A sensible approach to attracting Hispanics and achieving diversity is to provide access to educational opportunities that allow investigation, and promote an understanding, of their cultural heritage. An interdisciplinary graduate degree program in Hispanic Studies is an important step, for it incorporates into the curriculum, in an inclusive and collaborative manner, the Spanish-speaking heritage through the study of language, history, literature, art, folklore, and culture, as well as policy, health issues, and the political and social history of the Spanish-speaking people throughout the world. The graduate degree cooperative program proposed here will foster a sense of identity and value, particularly among Hispanic students, even as such programs make a significant contribution in addressing the complex issues derived from the population growth and the socioeconomic realities that Texas and the nation will face in the twenty-first century. As stated in the survey by the University of Michigan team in Perspectives on the Climate for Diversity (November 1998): “Achieving the goals of diversity and excellence becomes synonymous with the central institutional mission to produce graduates that will fulfill the economic and social needs of the increasingly diverse State of Texas” ("Executive Summary," p. 3). The uniqueness of the proposed Ph.D. cooperative program, and the new study and research opportunities it affords, will open the doors of higher education to underrepresented minority students, in particular Hispanics who will be attracted to such programs.

Two elements set this proposed cooperative program in Hispanic Studies apart from the other Spanish Ph.D. programs in the State of Texas. First, the degree will be interdisciplinary, with courses taken from such diverse fields as Spanish language and Hispanic literature, English, bilingual education, philosophy, history, sociology, and political science. The interdisciplinary nature of the program reflects the fact that the field of Hispanic Studies demands a multiple approach that will account for the interconnection between social history, on the one hand, and artistic and literary developments, on the other. In this sense, and in contrast with traditional Ph.D. programs in Spanish, Hispanic Studies investigates not only the products of a literary “high culture” but the entire range of cultural practices and beliefs as well. In addition, Hispanic Studies sees national traditions as more or less isolated from each other and explores instead the pan-Hispanic connections that historical encounters and disencounters have brought about. Thus, Hispanic Studies focuses attention on transcultural and transnational issues, as it explores the continuous interchanges between Spanish-speaking countries on both sides of the Atlantic and their interaction with other cultures and languages worldwide. As such, Hispanic Studies pays particular attention to the diasporic experience born out of a history of successive moments of colonization, expulsion, migration, and exile, which have resulted in an endless process of cultural contact and miscegenation. Even as it engages in the study of national and regional literatures and cultures, Hispanic Studies also seeks to trace the global connections between the different areas in the Hispanic world.

A second distinctive feature of the Hispanic Studies Ph.D. is the Step I cooperative agreement between institutions in the Texas A&M System. Students at System colleges will enroll, via teleconferencing distance education, in courses taught (or team taught) by faculty at Texas A&M University, College Station and at other System institutions: Texas A&M University- Corpus Christi;
Texas A&M University-Kingsville; and Texas A&M International University. This unique synergetic arrangement will have many benefits. First, through the use of the new technology of distance learning, it will give students in the Texas A&M University System educational opportunities that may not be available otherwise. Students in south Texas, for instance, will be able to earn a Ph.D. degree while remaining close to home, minimizing costs to them. The proposed doctoral cooperative program, combined with the extensive academic resources available, will also enhance the ability of Texas A&M University, College Station (the Degree Granting Institution) to recruit the highest quality minority faculty and students. It will offer faculty both at Texas A&M University and at System institutions opportunities for doctoral-level graduate teaching not presently available. Finally, this cooperative intrasystem degree will be the most efficient means of offering graduate programs, especially in south Texas, while at the same time optimizing limited State higher education resources.

The Ph.D. cooperative program in Hispanic Studies will address especially critical and crucial needs of the State of Texas. The Texas Higher Education Coordinating Board estimates that an additional 136,000 students will enroll in Texas public and independent higher education by the year 2010. Given current and projected demographics of the State, it is clear that many of these students will be minority. As the Texas Higher Education Coordinating Board’s reports make clear, it is imperative that minority participation in higher education must increase to ensure that Texas has a highly skilled, well educated workforce to compete with other states and nations. According to the Texas State Data Center at Texas A&M University, by the year 2030 forty-six (46) percent of the work force will be Hispanic. When one factors in the fact that currently there is a dearth of Hispanic and black faculty, administrators, and professional leaders in the State, the needs of the State can be addressed by the creation of programs that produce highly trained and well prepared Hispanic graduates who can move into higher education, public education, and the private sector. Indeed, the Texas Higher Education Coordinating Board states that Texas faces a formidable challenge in attracting more minorities into higher education positions; minority faculty and administrators can serve as mentors and role models to encourage minority students to enter and succeed in higher education.

The proposed doctoral cooperative program demonstrates that the Texas A&M University System is a responsible caretaker of State resources. The creation of new graduate programs typically requires expenses that strain already limited resources for higher education. The Hispanic Studies cooperative program will make use of distance education, rely on intrasystem cooperation, and depend on reallocation of existing monies; this is a highly effective and efficient use of limited higher education resources, even as it provides educational opportunities to minority students and helps provide needed academic programs to the high growth area of south Texas.

This graduate cooperative program will also complement the Vision 2020 initiative of Texas A&M University, College Station, the purpose of which initiative is to position the University as one of the ten best public higher education institutions in the United States by the year 2020. According to this ambitious initiative, the goals of Texas A&M University are the production of knowledge through research, the creation of interdisciplinary and multidisciplinary programs, cooperative programs with System affiliates, creation of new masters programs and doctoral programs (especially in the humanities, since those are a distinguishing mark of a top tier university), functioning as a leader in graduate programs for colleges in the System, and fulfilling its land-grant status by addressing the current and future needs of the State. All of these goals are served by the proposed Ph.D. cooperative program in Hispanic Studies. Moreover, Texas A&M University’s oft-repeated goal of attracting, recruiting, and retaining a more ethnically diverse faculty and student body will be met through this cooperative program. As a land-grant institution, this University is dedicated to recruiting outstanding minority students and to providing the educational opportunities and leadership development
March 21, 2007

DEPARTMENT OF HISPANIC STUDIES
SELF STUDY
SPRING, 2007
BACKGROUND

Ph.D. Proposal

On January 2003, the Department of Hispanic Studies and the College of Liberal Arts at Texas A&M University submitted A Proposal to the Texas Higher Education Coordinating Board to authorize Texas A&M University to enter into a Step I Cooperative Program with Texas A&M International University, Texas A&M University-Corpus Christi, and Texas A&M University-Kingsville for a Doctor of Philosophy Degree in Hispanic Studies (Appendix A).

As stated in the proposal, two distinct elements set the proposed degree in Hispanic Studies apart from other Spanish or Hispanic Studies programs both nationally and within the State of Texas:

First, the degree will be interdisciplinary, with courses taken from such diverse fields as Spanish language and Hispanic literature, English, bilingual education, philosophy, history, sociology, and political science. A second distinctive feature of the Hispanic Studies Ph.D. is the Step I cooperative agreement between institutions in the Texas A&M Systems. Students at System colleges will enroll, via teleconferencing distance education, in courses taught (or team taught) by faculty at Texas A&M University, College Station and at other System institutions: Texas A&M University-Corpus Christi, Texas A&M University-Kingsville, and Texas A&M International University.

The proposal highlights the role of the Ph.D. cooperative in addressing the “critical and crucial needs of the State of Texas”, namely, the fact that the participation of minorities in higher education does not reflect the state demographic.

Though not necessarily listed as such, the proposal also stresses certain areas that can be interpreted as benchmarks to measure the program’s progress. With regard to the number of students, the projected admission is 12
students per year (6 at the College Station campus plus 2 each at the International, Kingsville, and Corpus Christi campuses). Including projected attrition, the number set for the third year of the Ph.D. is 32 students. Currently, in the third year, we have 21 students, with a breakdown of 14 at TAMU, 6 at TAMIU, 1 at TAMUK, and none at TAMU-CC. While in terms of quantity these numbers do not reflect the proposal’s projected figures, in terms of quality, our students speak volumes. Since 2004, our students have presented at numerous professional conferences (regionally, nationally, and internationally) and have begun publishing articles and book reviews in professional journals as well as encyclopedia entries and book chapters. Please see the Graduate Student Activity sheet (Appendix F).

Another item listed as part of the projection for the program addresses assistantships for students. As stated in the proposal, over the first four years of the program, there will be the need for 7 additional FTE lines in College Station, equaling 14 new assistantships above the then existing 8, eventually reaching 24 total assistantships. While there were no anticipated changes at Corpus Christi, the projection for TAMIU was an increase of 2 FTE lines within the first four years and 1 for Kingsville during the first year of the program. Currently, near the end of the third year of the program, the College Station campus has 15 assistantships available.

With regard to faculty, at the time the proposal was drafted, there were 16 Tenure/Tenure Track lines at the College Station campus: 6 Full, 3 Associate, and 7 Assistant. Currently, because of promotions and departures, the composition is 7 Full, 4 Associate, and 5 Assistant. In the last year TAMU made strategic hires in the area of linguistics in order to bolster that area of concentration as well as in the area of U.S. Latino Literature. For the year 2007-2008, HISP will be conducting a search for an interdisciplinary scholar in the area of Afro-Hispanic Studies (with a dual appointment in the Africana Studies Program). At TAMIU, faculty changes have also taken place: the current configuration is of 1 Full, 2 Associate, and 1 Assistant (versus the 2 Full, 1 Associate, and 2 Assistant listed in the proposal); likewise at Kingsville where the current configuration is of 4 Assistant professors (versus the 1 Full and 3 Assistant listed in the proposal); and, at Corpus Christi
the current configuration is of 2 Full professors (versus 1 Full, 1 Associate, and 1 Assistant listed in the proposal).

In terms of curricular offerings, some of the courses that appear as part of the Ph.D. proposal represent new offerings. Though the proposal lists a very ambitious rotation of courses that had HISP offering 6 graduate level courses each semester, we began the program with 4 graduate courses in the first year and quickly moved to 5 courses per semester since then. This number will move to the projected 6 as TAMUK and TAMIU are incorporated into the regular teaching rotation starting next Fall. To date, one course has been offered at the Ph.D. level from Laredo, and for 2007-2008 one course will be taught from Kingsville in the Fall and one from Laredo in the Spring. We expect this distribution to continue beyond next academic year.

One final item that needs mentioning is that of the collaborative aspects between the campuses. As stated in the paragraph above, we have recently systematized collaboration with regard to teaching graduate courses. From the beginning, we have made resources (Regents Fellowships, Pathways Fellowships, funds for travel to conferences, etc.) at College Station available to all students regardless of which campus they call home. Each one of our Ph.D. students is without distinction, a HISP student. We have made various visits to participating sites, we have had faculty from College Station teach classes from TAMIU and TAMUK, we have made various efforts to involve students from all sites in conference activity at College Station and when events take place in Laredo or Kingsville, for instance, we do our best to encourage student and faculty participation.

In summary, in most of the above mentioned benchmarks the limits are resource based. HISP is performing, in part, according to the level of resources available.

Report of the External Reviewers for a Ph.D. in HISP

On November 6-7, 2003 the Ph.D. proposal was reviewed by Dr. E. Michael Gerli, Commonwealth Professor of Hispanic Studies from the Department of Spanish, Italian, and Portuguese at the University of Virginia, and Dr. Francisco A. Lomeli, Chair, Black Studies Department and Chicana/o Studies Department at the University of California, Santa Barbara. The reviewers concluded that
...the TAMUS proposal for a Ph.D. in Hispanic Studies is well articulated and, if implemented, will place the collaborative program between the campuses in a leadership position among Spanish, Hispanic, and Hispanic Cultural Studies programs in the United States. Its clear conceptualization will provide nothing but strength, particularly because it maximizes the use of rich human and material resources that are presently available among the partner campuses. Once the minor details and potential problems the reviewers have pointed out are addressed, they anticipate the success of the program will depend mainly upon the will of the faculty to implement and sustain it. (Appendix B)

As is made evident in this report, the reviewers enthusiastically supported the proposal of the PhD program, and included some recommendations. With regard to curriculum design (p. 2 of the report), it was stated that HISP should strive to highlight major focus areas with regard to its mission. The two specific areas mentioned are Gender Studies and Border Studies. While these recommendations were substantiated at the time by the composition of HISP faculty, changes in personnel since then may have altered the focus on Border Studies. The area of Gender Studies may have been bolstered by recent hires not only in College Station, but at the Kingsville campus as well. Another recommendation made by the Gerli/Lomelí report addresses student financial support (p. 3). While we have yet to achieve a zero-cost program for the best qualified students in our program, there have been substantial changes put in place to make our program more attractive to both in- and out-of-state students: namely the implementation of the University’s tuition payment program. With the inclusion of this reduction in what students pay, plus health insurance coverage, our financial packet for students on assistantship has increased dramatically. One final item raised by the Gerli/Lomelí report is the issue of workload discrepancies among participating campuses (pp. 3-4). This was seen then as a resource problem and it continues to be so as HISP recognizes the inequity of teaching loads and the impact this might have on research among the various campuses.
Three-Year Program Report for New Doctoral Program

On January 29, 2007, in compliance with the Texas Higher Education Coordinating Board, the faculty of the Department of Hispanic Studies prepared a Three-Year Program Report for New Doctoral Program (Appendix C). This report summarizes data related to admissions such as gender and ethnicity figures, and student attrition numbers. Data on faculty grants and publications was included. As can be seen in the Coordinating Board’s response to this report dated March 7, 2007 (Appendix D), the Ph.D. program in Hispanic Studies is doing well and has had a successful start.

All above mentioned documents have been attached to this report in order to give a description and overview of the Ph.D. program since its inception.
PROGRAM EVALUATIONS AS PER THE Ph.D. PROPOSAL

The Ph.D. proposal submitted to the Coordinating Board stipulates that the Ph.D. program will be evaluated within the first five years of operation and at subsequent regular intervals. These evaluations will be conducted through a variety of indicators, described in the proposal as follows:

The Texas A&M University System institutions carry out external evaluations of all of its academic programs on a regular basis, in accordance with the guidelines established by the Southern Association of Colleges and Schools. Currently, doctoral programs are evaluated every seven years. These evaluations are comprehensive, addressing the scholarly strengths and weaknesses of the faculty, the quality of teaching at all levels, the adequacy of curricula and degree programs, the quality of the students, and the adequacy of the unit’s facilities and support services. Once the doctoral cooperative program in Hispanic Studies is underway, a thorough outside review will be conducted in accordance with these practices. (29)

In preparation for the required Academic Program Review that the collaborative Ph.D. will undergo in 2008-2009, the Dean of the College of Liberal Arts recommended an internal midterm review of the Ph.D. program.

On January 19, 2007, the Hispanic Studies faculty met for an all-day retreat at the Plaza Inn, in College Station, Texas. The purpose of this gathering was to conduct a self-study that would help us prepare for the more extensive program review due in 2008-2009. The following faculty participated in the retreat:

a. **College Station Campus:** Dr. Victor Arizpe (Head), Dr. José Villalobos (Director of Graduate Studies), Dr. Stephen Miller, Dr. Eduardo Urbina, Dr. Nancy Joe Dyer, Dr. Eduardo Espina, Dr. Enrique Mallén, Dr. Brian Imhoff, Dr. Alessandra Luiselli, Dr. Sarah Misemer, Dr. Irene Moyna, Dr. Esther Quintana

b. **Kingsville Campus:** Dr. Rubén Rodríguez-Jiménez
c. **Laredo Campus:** Dr. Kati Pletsch de García, Dr. José Cardona, Dr. Agustín Martínez Samos.

d. **Corpus Christi Campus:** No representatives sent

Appendix E includes *Curricula Vitae* for those present at the retreat as well as for all HISP Faculty.
THE SELF-STUDY
For the retreat, HISP Faculty was charged with reviewing specific components of the collaborative Ph.D. program. The preliminary self-study focused on the following areas:

a. Curriculum and Staffing
b. Recruitment, Admissions, and Retention
c. Assessment and placement of students (measuring student learning)

The discussion and review of the specified topics were considered in their relation to the goals, mission, and objectives found in the university’s strategic Vision 2020 plan. For each of the topics an outline of how each has been addressed in our department was required. The program is expected to account for how we measure these items (when applicable) and provide quantifiable evidence of these measurements.

As a component of the internal self-study described above, the Dean’s office decided to invite two outside reviewers: Dr. E. Michael Gerli and Dr. María Herrera-Sobek.

What follows are summaries, per focus area, of the most salient outcomes of the retreat.

I. CURRICULUM AND STAFFING

This category was selected for discussion at the self study retreat due to concerns raised in the first three years of the program with regard to course offerings and faculty participation in these courses.

- Strengthen the HISP curriculum and staffing in Bilingual/Bicultural studies by creating a position in Spanish Applied Linguistics with responsibility for language supervision, testing, teaching methodology.

- Implement a team teaching and course coordination approach for 3 of the required courses (600, 601 and 620) to provide for a more balanced and consistent instruction of all areas of concentration.
• Aim to achieve greater parity in course load assignment for faculty among all campuses and extend course reductions when necessary.

• Evaluate and improve rotation of courses and implement changes needed regarding number, type and frequency of courses offered.

• Assess projected curriculum changes and staffing needs based on overall patterns of admissions and enrollment.

II. RECRUITMENT AND RETENTION

Though we have a good track record when it comes to retention (we have only had one student leave the program after registering for courses), recruitment has been mentioned as a point that needs improvement. The main categories that need improvement are both in the quality of students we have attracted and the quantity of applications we receive.

The following are recommendations made by the members of the self-study:

A. IMPROVE COMMUNICATION

• Include profiles of professors and graduate students on webpage; update these at regular intervals.

• Publicize university-level funding for graduate students available for travel to present papers at conferences, to conduct research, etc. Include information for these non-HISP sources as well (Glasscock Center, Office of Graduate Studies, etc.).

• Publicize program in various media, distributing pamphlets at Conferences and in Cultural Centers (both national and international).
B. IMPROVE GRADUATE STUDENTS’ PACKAGES

- Increase financial incentives to potential graduate students such as application fee waivers, regular fee waivers (per semester), summer teaching and research positions, medical insurance coverage, etc.

- Emphasize economic differences between College Station and other cities in all information (printed and internet based) that goes out to graduate students. These materials should emphasize the low cost of living in Bryan/College Station.

C. OTHER STRATEGIES FOR RECRUITING/RETAINING STUDENTS

- Apply a personal approach to recruiting. According to some faculty, personal recruitment is the best way to secure good graduate students in the department. Personal interviews (including campus visits of exceptional candidates) are good strategies for attracting students to the program.

- Professionalize graduate students through seminars devoted to conference presentations, in which they share with other students and professors exceptional papers produced in their graduate courses.

D. FACULTY DEVELOPMENT

- Faculty set a good example and should demonstrate visibility and leadership in their respective fields by attending conferences and regional meetings (such as the MLA regional branch in this area).

- Faculty success is crucial in recruitment, mentoring and modeling professional performance for graduate students. With access to research databanks and other such bibliographic search engines, students searching for a Ph.D. program are fully aware of what professors publish.
III. Assessment and placement of students  
(measuring student learning)

As our program attempts a presence at a state, national and international level, and as accountability becomes more pressing with the rising cost of higher education, it is imperative that we have clear goals when it comes to measuring student learning outcomes. While this is already being done at some level, we need to establish clear parameters of assessment. The placement of students is still too early to measure since we have yet to graduate a Ph.D. in Hispanic Studies.

A. LEARNING OUTCOMES FOR THE PH.D. PROGRAM

• When students graduate from our program, what do we want them to have learned? How will it be measured? What is the benchmark?
  o Outcome: Students will demonstrate superior training in research, teaching and professional activity. Students will demonstrate competent knowledge of their chosen area of concentration and superior knowledge of the subject of their dissertation.
  o Assessment Measurement Criteria/Benchmark. Examples:
    ▪ Successful preliminary examination
    ▪ Successful defense of their dissertation
    ▪ High quality dissertation
    ▪ Publications and/or professional conference presentations
    ▪ Student teaching evaluations
    ▪ Faculty teaching assessment
    ▪ Teaching and/or research awards
    ▪ Professional quality curriculum vitae

B. LEARNING OUTCOMES PER CONCENTRATION:

• When students focus on one of the four concentrations, what knowledge do we want them to have? How will it be measured? What is the benchmark?
  o Establish student learning outcomes and assessments for each concentration (outcome statements may overlap). Examples:
By way of conference presentations and/or publications in their chosen area of concentration

Producing high quality end-of-term research papers in courses relevant to their field

Demonstrated knowledge of general currents, historical and theoretical aspects of their specific area of concentration by successful preliminary examination

Co-teaching (with faculty) upper level courses in their chosen area

C. LEARNING OUTCOMES PER COURSE

- By the end of the semester, what knowledge do we want our students to have acquired for each course they complete?
  - Establish student learning outcomes and assessments for each course (outcome statements may overlap). These will have to be developed by individual faculty or by the collective HISP faculty for core courses.

Examples:

- Familiarity with bibliographic and documentation style per area (MLA Style, Chicago Style, etc.)
- Ability to write an abstract or formal paper proposal
CONCLUSION

As the Ph.D. in Hispanic Studies approaches the end of its third year in existence, there are clear indicators that it is gaining in visibility regionally, nationally and internationally. The over one million dollars in grant moneys that have been awarded to HISP faculty and the numerous publications in journals and presses both nationally and abroad are evidence that the research conducted is of high caliber. Along these same lines, the quality of our students can also be measured by these same parameters, especially with regard to their conference participation and the small, but growing, number of publications they have amassed. Though we have yet to award the first ever Ph.D. in Hispanic Studies, there is good reason to be optimistic about placing our students in teaching, research, and other administrative positions within academia. By continuing to offer opportunities for the professional growth of our students, by making adjustments to the curriculum as needed and by refining assessment and learning outcomes in our program offerings, the outlook remains promising for our Ph.D. in Hispanic Studies.
APPENDIX A
Ph.D. IN HISPANIC STUDIES

COURSE DESCRIPTIONS

I. Required Courses for all Ph.D. Students

HISP 600 Introduction to Hispanic Studies. Credit 3. Examination from an interdisciplinary perspective of the cultural history of the Hispanic world, with particular emphasis on what the different disciplinary approaches reveal about literature, language, historical development and socioeconomic issues. Prerequisite: Graduate classification.

HISP 601 Research, Theory and Writing. Credit 3. Orientation to traditional and new issues in advanced study of Spanish-language literature, linguistics, cultural studies; mechanics and ethics of scholarly procedure and bibliographical guidance on original research project; and individually tailored Spanish-language writing practicum. Prerequisite: Graduate classification.


The following courses, taught at Texas A&M International University and at Texas A&M University-Kingsville, may be used in lieu of HISP 601:

SPAN 5300 Theory of Literary Analysis Bibliographic Search, and Literary Writing Methods. Credit 3. The course is designed to acquaint graduate students before the end their third semester of graduate studies with the techniques of research and writing appropriate to the study of literature. Prerequisite: Graduate classification. [TAMLU].

SPAN 6301 Research Methods. Credit 3. Orientation to critical proficiency and tools in literary theory, cultural studies approaches, and linguistic methods necessary for conducting research in the resolution of problems relevant to the study of the topic selected. Prerequisite: Graduate classification. [TAMU-K].

II. Course for concentrations and free electives. To be chosen by a student in consultation with his or her graduate advisor and Ph.D. committee.

HISP 602 Applied Linguistics for Teachers of Spanish. Credit 3. Overview of Spanish including regional and national variation with special reference to relationship of language acquisition, performance analysis and teaching methodology. Prerequisite: Graduate classification.

HISP 603 Development of the Spanish Language. Credit 3. The origin and development of the Spanish language from pre-Roman to modern period with emphasis on the socio-historical contexts; analysis of literary and documentary evidence of linguistic evolution. Prerequisite: HISP 602 or approval of instructor.

HISP 606 Spanish of the Southwest. Credit 3. Descriptive analysis of written varieties of southwestern Spanish from Texas, New Mexico, and Arizona. Structure and variation of (a) the sound system, (b) grammatical patterns, and (c) the lexis. Instruction in sociolinguistic issues relevant to southwest language studies. Prerequisite: HISP 602 or approval of instructor.

HISP 607 Seminar in Spanish Linguistics. Credit 3. Intensive investigation of an issue important to understanding historical linguistics, dialectology, sociolinguistics, developments in theoretical and applied linguistics. May be repeated for credit as content varies. Prerequisite: HISP 602 or approval of Instructor.

HISP 614 Hispanic Dialectology. Credit 3. Topics include varieties of Spanish spoken throughout the Americas. Spanish-speaking regions covered include South America, the Caribbean, Central America, and North America, including the southwestern United States. The course covers historical background, structural linguistics, and sociolinguistic issues (social and stylistic variation). Prerequisite: Graduate classification.

HISP 618 Hispanic Folklore and Popular Literature. Credit 3. An examination of popular literature and other cultural forms in the Hispanic world. Students learn to appreciate, evaluate, and compare written and oral-traditional formats, and acquire methods of analyzing language and cultural artifacts that reflect recent research trends. Prerequisite: Graduate classification.

HISP 630 Studies in Latin American Literature. Credit 3. Possible topics include colonial literature, the chronicles, Romanticism, Modernism, contemporary trends in the Latin American novel, the novel of the Mexican Revolution, Ruben Darío, contemporary Argentine fiction, the literature of revolution in Latin America, Afro-Hispanic literature, Hispanic Caribbean literature. May be repeated for credit when topic changes. Prerequisite: Graduate classification.

HISP 640 History of Ideas in Hispanic World. Credit 3. Intensive study of cultural and ideological currents, especially as they are reflected in the works of essayists and other writers. Possible topics include Spain and European culture, European thought in Latin America, the Renaissance in Spanish literature and social life, Spain and the Western tradition, Spain between Islam and Christianity, the search for national identity in Mexico, three intellectual generations in Argentina, the development of Hispanic nationalism in the United States, the history of Hispanic journalism in the United States. May be repeated for credit when the topics vary. Prerequisite: Graduate
classification.

HISP 645 Hispanic Women Writers. Credit 3. A study of the development of writing by women in the Hispanic world, including Spain, Latin America, and the United States. Topics include identity and nation, building of a feminine aesthetics, the reception of works by women writers, literary canons and exclusion, women and/of the Latin American boom, Latina writers in the United States. Prerequisite: Graduate classification.

HISP 646 Cultural Encounters and Borders in Hispanic Literature. Credit 3. Topics include literature and marginalization in medieval Spain, colonial literature and the chronicles, Modernism, Vanguardism, contemporary trends in the Latin American novel, the novel of the Mexican Revolution, Afro-Hispanic literature, Hispanic Caribbean literature. May be repeated for credit when the topic changes. Prerequisite: Graduate classification.

HISP 650 Methods of Study in Spanish Linguistics. Credit 3. Examination of various methods of linguistic analysis in Spanish, such as transformations, grammar, socio- or psycholinguistics in Spanish. May be repeated for credit when the topics vary. Prerequisite: Graduate classification.


HISP 660 Reading and Research in Hispanic Cultural Studies. Credit 3. Independent research in specialized subjects not normally or not often included in the regular course offerings. May be repeated for credit when the topics vary. Prerequisite: Graduate classification.

HISP 664 Hispanic Theatre. Credit 3. Topics include Golden Age drama and its antecedents, the Neo-Classicist movement in Spain, regionalist and criollo drama in Latin America, avant-garde and collective creation theatre, Teatro Campesino and Chicano movement drama, Hispanic performance artists. Prerequisite: Graduate classification.

HISP 665 Studies in Spanish Literature. Credit 3. Topics include El Gid, El Alchijate de Hita, El Romance, Spanish Renaissance poetry, Golden Age prose, Golden Age theater, Conventos, Lope de Vega, Góngora and Gongorism, eighteenth-century essayists, Galdós, the Generation of 98, Romanticism, Miguel de Unamuno, the theater of Garcia Lorca, contemporary Spanish poetry, Spanish literature after Franco. May be repeated for credit when the topics vary. Prerequisite: Graduate classification.

HISP 667 Hispanic Genre Studies. Credit 3. Selected topics in the works, authors, characteristics and classifications of a given genre cultivated by Hispanic writers. Prerequisite: Graduate classification.

HISP 670 Studies in U.S. Hispanic Literature. Credit 3. Topics include bilingual literature, Nuyorican literature, Cuban American literature, Chicano literature, the immigrant novel, ethnic autobiography, U.S. Hispanic theater, Chicano theatre. May be repeated for credit when the topics vary. Prerequisite: Graduate classification.

HISP 671 Bilingualism in Hispanic Literature. Credit 3. This course will explore bilingualism in Hispanic literature. The description and interpretation of bilingual and bilingual works such as fomento and folkloric ballet with particular attention to history, ethnology, artistic trends, and tendencies and relationships to other arts. Prerequisite: Graduate classification.

HISP 672 Hispanic Film and Performance Arts. Credit 3. A theoretical and historical exploration of cinema and performance arts in the Hispanic world. The description and interpretation of films and performance arts such as flamenco and folkloric ballet with particular attention to history, ethnology, artistic trends, and tendencies and relationships to other arts. Prerequisite: Graduate classification.

HISP 675 Methods of Teaching Spanish to Native Speakers. Credit 3. Presentation of the various theories and methods for the teaching of Spanish to students of Spanish-speaking backgrounds in the United States. Prerequisite: HISP 602 or approval of instructor.

HISP 685 Directed Studies. Credit 1 to 4 each semester. Readings to supplement the student's knowledge of Hispanic Studies in areas not studied in other courses; research papers. May be repeated for credit. Prerequisite: Approval of department head.

HISP 689 Special Topics in... Credit 1 to 4. Selected topics in an identified area of Hispanic Studies. May be repeated for credit. Prerequisite: Graduate classification.

HISP 691 Research. Credit 1 or more each semester. Research for thesis or dissertation. May be repeated for credit. Prerequisite: Approval of department head.

Texas A&M International University courses:

HISP 6305 Seminar in Golden Age Literature. Credit 3. A seminar in a special topic on the poetry, drama, and prose of the Golden Age. May be repeated when topic changes. Prerequisite: Graduate classification.

HISP 6313 Seminar in Modern Peninsular Literature. Credit 3. A seminar in a special topic concerning modern Spanish letters. Topics may focus on genres, authors, themes, or historical, cultural, and aesthetic movements. May be repeated when topic changes. Prerequisite: Graduate classification.

HISP 6339 Seminar in the History of Spain. Credit 3. A seminar in the history of Spain with special emphasis on historical, political, religious, and cultural issues of relevance to an understanding not only of Spain but of Spanish America. Prerequisite: Graduate classification.

HISP 6343 Special Topics in Hispanic Literature and Culture. Credit 3. A seminar dealing with diverse themes and currents in the literature of Spain or Spanish America. The focus may be a genre (the pastoral), a theme (the portrayal of women), or cultural/cross-cultural issues in Hispanic letters. Prerequisite: Graduate classification.

HISP 6344 Seminar in Modern Spanish American Literature. Credit 3. A seminar in Latin American Literature after independence. Topics will vary, and may include the novel, short story, poetry, theatre, or themes prevalent in Spanish American literature, such as civilization-decolonial revolution and society, race and gender, and social justice. Prerequisite: Graduate classification.

Texas A&M University-Corpus Christi courses:

SPAN 5300 Seminar in Peninsular Literature. Credit 3. Detailed studies concentrating on themes, specific authors and literary movements. May be taken more than once on the same topic.

SPAN 5301 Seminar in Spanish-American Literature. Credit 3. Detailed studies concentrating on themes, specific authors and literary movements. May be taken more than once on the same topic.

SPAN 5340 Seminar in Spanish Linguistics. Credit 3. Detailed aspects of Spanish linguistics, such as history of the Spanish language, dialectology, sociolinguistics, morpho-syntax, Spanish in the United States, bilingualism, or Spanish of the Americas. May be taken more than once on the same topic.

SPAN 5396 Individual Study. Credit 1 to 3. A carefully planned special study on an academic topic not offered as part of
the regular graduate curriculum. Directed Individual Study (DIS) is a tutorial, directed and evaluated by a member of the graduate art faculty. Enrollment is restricted to graduate students who have demonstrated both academic ability and the capacity for independent work. Prerequisites: 1) At least six semester hours of graduate course work in the field at Texas A&M University-Corpus Christi. 2) A minimum GPA of 3.0 on all work in the field at Texas A&M University-Corpus Christi. 3) At least one previous course with the supervising instructor. A maximum of six semester hours of 539S may be counted towards the graduate degree.

**SPAN 5699 Workshop in Spanish.** Credit 1 to 6. Consideration of current problems and approaches in Spanish language, literature or teaching. May be repeated when topics vary.

**Texas A&M University-Kingsville courses:**

**SPAN 6300 Topics in Spanish.** Credit 3. Research methods and theory in the field of Spanish linguistics. Topics: Dialectology, phonetics, semantics, pragmatics, Spanish of the Southwest, methods of study in Spanish language. May be repeated when topic changes. Prerequisite: Graduate classification.

**SPAN 6301 Research Methods.** Credit 3. Orientation to critical proficiency and tools in literary theory, cultural studies approaches, and linguistic methods necessary for conducting research in the resolution of problems relevant to the study of the topic selected. Prerequisite: Graduate classification.

**SPAN 6310 Hispanic Feminist Theory and Writing.** Credit 3. Analysis of Hispanic women's discourse as power struggle for the elaboration of feminist politics of reason, passion, and action, and political feminist consciousness. Critical analysis of women's writings as production and reproduction of cultural formations of historically situated and gender-specific discursive subjects. Prerequisite: Graduate classification.

**SPAN 6311 Hispanic Film Studies.** Credit 3. Study of Latin American, U.S. Latino, and Spanish film and multimedia as historical and cultural active re-discoveries and re-constructions of the Hispanic people and their worlds. Readings and discussion on the articulation between history, film, multimedia, and the production-consumption of image cultures in the Hispanic world. Prerequisite: Graduate classification.

**SPAN 6341 Topics in Translation Studies.** Credit 3. Applied linguistics issues related to Spanish-English/English-Spanish translation. May be repeated when topic changes. Prerequisite: Graduate classification.

**SPAN 6350 Hispanic Cultural Studies.** [Various Topics] Credit 3. Study of cultural constructs and practices in the Hispanic World. Interpretation of Hispanic signifying practices, institutions, subjectivities, ideologies, gender roles and the Other. Critical analysis of the interactions among high culture, mass media, and popular culture. May be repeated when topic changes. 01: Hispanic Cultural Studies; 02: Hispanic Cultures of Politics; 03: Hispanic Signifying Practices; 04: Hispanic Culture. Prerequisite: Graduate classification.

**SPAN 6361 Spanish-American Vanguardism.** Credit 3. Study of center-periphery theoretical encounters of the creacionista, utrústica, constructivist, and surrealism writing techniques used by Spanish-American writers from the 1920s to the 1940s. Assessment of the ambivalence between acceptance and rejection of the avant-garde by Latin American poets; and the singularity of the major works identified with the avant-garde. Prerequisite: Graduate classification.

**SPAN 6362 Spanish-American Postmodernism.** Credit 3. A study of the intersections of high culture and popular culture, global designs and local histories, border thinking and globalization in the literary genres of the Spanish-American postmodernist period. Insight into various aspects of power-subordination relationship of Hispanic and world cultures. Critical analysis of their aesthetic, social, and political functions and contexts. Prerequisite: Graduate classification.
Detail for the M.A. Degree

Advisory Committee
As an M.A. student, one of the first steps you must take to fulfill your degree requirements is to meet with the Director of Graduate Studies (DGS) and establish an advisory committee. A master's advisory committee must consist of at least three members of the graduate faculty, one of which must be from outside of HISP. The chair must be on the graduate faculty in Hispanic Studies.

Your committee chair is responsible for calling required meetings of the committee and any other meetings deemed necessary. The committee has responsibility for the proposed degree plan, the research proposal if choosing the thesis option, and the final examination if choosing the non-thesis option.

Degree Plan
The DGS and the advisory committee will help you prepare a degree plan. The degree plan lists the courses required for your degree and formally designates the members of your advisory committee.

The degree plan must be typed on the official form available from the OGS web site and it must include the signatures of approval of your advisory committee and the head of Hispanic Studies. You must complete and file the degree plan with the OGS following the deadline imposed by the OGS calendar. See Appendix A for sample degree plan.

Courses
The M.A. requires a minimum of 36 semester hours of coursework; no more than six credit hours for thesis research (if applicable) may be counted toward the degree. Ideally, the proposed degree plan must include courses in more than one area of specialization, but these areas may be contained within the course offerings of Hispanic Studies. The only two required courses for all M.A. students are HISP 601 (Research, Theory and Writing) and HISP 602 (Applied Linguistics).

400-level Courses
M.A. students may include two 400-level courses in their degree plan. As with all courses, the choice of these must be discussed with the DGS who must approve of these courses. The choice of 400-level courses must be discussed with the DGS or chair of the advisory committee if it has been established.

Independent Study Courses (HISP 685)
In the Department of Hispanic Studies, 685 courses are special courses calling for individual work to meet specific needs of a specific student. 685s are NOT for general use as electives and must apply directly to a student's chosen area of concentration. Unless deemed absolutely necessary, students should avoid independent study courses when a course covering a similar subject exists. A student wishing to enroll in a 685 must have a specific reason for taking this
approach rather than a regular course. No more than two can be listed on an M.A. degree plan.
To request a HISP 685 course, students must find a faculty member willing to guide them in their independent study and must provide the DGS with a contract explaining the details of the work to be done. (See Appendix D for contract.)

Prerequisites are:
1. Permission of the supervising faculty member
2. Approval of the Director of Graduate Studies

It is further understood that:
1. Individual consultation and agreement between student and faculty will precede the formal, written request.
2. A final written report will be submitted by the faculty directing the 685. This report will comment on the student’s overall work, the final project, and the grade for the course. It will be filed permanently in the student’s departmental file.
3. Although clock hours are not absolute, limiting or monitored, a general guideline is the expenditure of a minimum of 45 clock hours per semester hour of credit requested. This includes actual student-faculty contact hours as well as the time a student spends preparing for regularly scheduled meetings.
4. There will be regular meetings between the student and the faculty supervisor as agreed upon at the beginning of the project.

**Time Limit**
You must complete all degree requirements within seven consecutive years for the degree to be granted. Graduate credit for coursework that is more than seven years old at the time of the final examination (oral or written) may not be used to satisfy degree requirements. If you choose the thesis option, you must have the final corrected thesis accepted by the Thesis Office no later than one year after the final thesis defense, or within the seven-year time limit, whichever occurs first. The degree will not be awarded if these deadlines are not met.

**English Proficiency Verification / Certification for International Graduate Students**
There are two levels of English proficiency status for international graduate students: English proficiency verification and English proficiency certification. You must obtain English proficiency before you are eligible to take your final exam or defend your thesis.

*English proficiency certification*
All Graduate Assistants in Teaching (GAT) must obtain English proficiency certification.

The State of Texas requires that you obtain English proficiency certification before you can serve as a GAT, regardless of the subject matter taught. English proficiency certification can be achieved by scoring at least 80 on each of the four
sections of the English language proficiency examination (ELPE) or by obtaining
grades of A or B in corresponding English Language Institute (ELI) courses at the
300 level or higher. Students who have received a bachelor’s degree following
four years of study at an accredited U.S. institution will also obtain English
proficiency certification.

*English proficiency verification*
*All other students must obtain English proficiency verification.*

If your most recent TOEFL score is at least 213 (computer based), you will be
considered “English proficiency verified.” English proficiency verification may
also be obtained with a GRE Verbal score of 400 or higher. Scores from TOEFL
examinations administered more than two years prior to the submission of the
application for admission are not eligible for verification.

Graduate students who score at least 213 on the TOEFL and who do not intend to
become a GAT may be asked to attend a counseling session prior to registering
for Texas A&M courses.

*Foreign Language Requirements*
There is no foreign language requirement for the M.A. in HISP. However, those who
wish to further continue their education after the M.A. should keep in mind that many
departments throughout the country have a one or two foreign language requirement at
the Ph.D. level.

*Transfer of Credit*
If you are in the M.A. program you may transfer a maximum of 12 semester hours of
courses from an approved institution upon the advice of your advisory committee (or the
DGS if no committee has been selected). Please note that only courses taken in residence
at an accredited U.S. institution or approved international institution with a final grade of
B or better will be considered for transfer credit if, at the time the courses were
completed, you were in a degree-seeking status at Texas A&M University or at the
institution at which the courses were taken and if the courses would be accepted for credit
toward a similar degree for students in degree-seeking status at the host institution.
Extension courses are not acceptable for graduate credit.

Coursework without formal grades or with grades other than letter grades is not accepted
for transfer credit. You must have an official transcript sent directly from the university
in which the transfer coursework was taken to the Texas A&M Office of Admissions and
Records. Transfer course grades are not included in the calculation of the GPR.

*Residency Requirements*
In order to be eligible, you must take your first 18 consecutive hours at TAMU (College
Station) campus.
Checklist for the M.A. Student (continued)

- (For examination option) One semester prior to proposed exam date, meet with the Advisory Committee and
  - Prepare and submit a reading list
  - Discuss expectations for the examination

- During your final semester, meet with the DGS and
  - Apply for your degree
  - Establish exam or thesis defense date
  - Complete residency requirements
  - Complete English proficiency, if required

- During your final semester, meet with the Advisory Committee
  - If thesis option
    - Ensure that the thesis proposal has been submitted
    - Complete and defend thesis, submit final thesis to the Thesis Office
  - If non-thesis option
    - Ensure that all texts for the exam have been submitted
    - Schedule and complete the final examination
Ph.D. IN HISPANIC STUDIES

Ph.D. Degree Plan

Below are the degree requirements for the Ph.D. in Hispanic Studies.

Ph.D. in Hispanic Studies Summary of Degree Requirements

For students entering the program with a masters degree:

Courses required of all students: 12 SCH
Courses prescribed for students by concentration: 15 SCH
Prescribed elective courses in Hispanic Studies: 12 SCH
Free elective courses: 6 SCH
Dissertation hours: 19 SCH
TOTAL NUMBER OF HOURS FOR THE DEGREE: 64 SCH

For students entering the program with a baccalaureate degree:

Additional hours: 30 SCH
Courses required of all students: 12 SCH
Courses prescribed for students by concentration: 15 SCH
Prescribed elective courses in Hispanic Studies: 12 SCH
Free elective courses: 6 SCH
Dissertation hours: 21 SCH
TOTAL NUMBER OF HOURS FOR THE DEGREE: 96 SCH

I. Courses required of all students in the Ph.D. program: [12 SCH]
   - HISP 600 Introduction to Hispanic Studies
   - HISP 620 Studies in Critical Theory
   - HISP 625 U.S. Hispanic Literature and Culture
   - HISP 601 Research, Theory and Writing
   or
   - SPAN 5300 Theory of Literary Analysis (Texas A&M International University)
   or
   - SPAN 6301 Research Methods (Texas A&M University-Kingsville)
II. Courses prescribed for students by concentration: [15 SCH]

Concentration courses in the four areas of Hispanic Studies. After consultation with his or her graduate advisor and Ph.D. Committee, the student must choose 15 SCH in one of the four areas below.

1. Hispanic Cultural Studies
II. Hispanic Language Courses

2. Hispanic Linguistics and Pedagogy

HISP 602 Applied Linguistics for Teachers of Spanish
HISP 603 Development of the Spanish Language
HISP 606 Spanish of the Southwest
HISP 607 Seminar in Spanish Linguistics (may be repeated for credit)
HISP 614 Hispanic Dialectology
HISP 650 Methods of Study in Spanish Linguistics
SPAN 5340 Seminar in Spanish Linguistics (Texas A&M Corpus Christi)
SPAN 6300 Topics in Spanish (Texas A&M University-Kingsville)

3. Hispanic Literature (Spanish; Latin American; U.S. Hispanic)

HISP 618 Hispanic Folklore and Popular Culture
HISP 630 Studies in Latin American Literature
HISP 640 History of Ideas in the Hispanic World
HISP 645 Hispanic Women Writers
HISP 646 Cultural Encounters and Borders, from Baroque to Present
HISP 653 Don Quixote and the Hispanic Novel
HISP 665 Studies in Spanish Literature
HISP 667 Hispanic Genre Studies
HISP 670 Studies in U.S. Hispanic Literature
HISP 671 Bilingualism in Hispanic Literature
HISP 6305 Seminar in Golden Age Literature (Texas A&M International University)
HISP 6313 Seminar in Modern Peninsular Literature (Texas A&M International University)
HISP 6343 Special Topics in Hispanic Literature and Culture (Texas A&M International University)
HISP 6344 Seminar in Modern Spanish American Literature (Texas A&M International University)
SPAN 5320 Seminar in Peninsular Literature (Texas A&M Corpus Christi)
SPAN 5330 Seminar in Spanish-American Literature (Texas A&M Corpus Christi)
SPAN 6310 Hispanic Feminist Theory and Writing (Texas A&M University-Kingsville)
SPAN 6360 Studies in Spanish-American Literature (Texas A&M University-Kingsville)
SPAN 6361 Spanish-American Vanguardism (Texas A&M University-Kingsville)
SPAN 6362 Spanish-American Postmodernism (Texas A&M University-Kingsville)

4. Bilingual/Bicultural Studies (Spanish-U.S.)

HISP 606 Spanish of the Southwest
HISP 608 Folklore and Material Culture
HISP 618 Hispanic Folklore and Popular Culture
ANTH 622 Folklore Forms and Methods
ANTH 623 Folk Narrative
HISP 646 Cultural Encounters and Borders, from Baroque to the Present
HISP 671 Bilingualism in Hispanic Literature
SPAN 6341 Topics in Translation Studies (Texas A&M University-Kingsville)
EDCI 612 Bilingual/ESL Content-Area Instruction
EDCI 613 Spanish/English Reading for Bilinguals
EDCI 616 Teaching in Spanish in the Bilingual Classroom
SPED 620 Bilingual Special Education

III. Prescribed elective courses in Hispanic Studies: [12 SCH]

Students, in consultation with their graduate advisor and Ph.D. committee, are strongly encouraged to take four courses (12 SCH) in courses taught outside of the Spanish-taught classes offered by their home department. These prescribed courses will be courses taken at the student's home campus. It is recognized that the student will work with his or her graduate advisor in crafting the 12 SCHs in prescribed elective courses for his or her individual degree plan.

1. Hispanic History and Anthropology
   ANTH 620 Prehistory of Texas

http://hisp.tamu.edu/graduate-PhD.html

29/01/2010
ANTH 622 Folklore Forms and Methods
HIST 615 Colonial Latin America
HIST 617 Latin America: The National Period
HIST 5320 Problems in Latin American History (Texas A&M International University)
HIST 5321 Early Nineteenth Century Mexican History (Texas A&M International University)
HIST 5322 Late Nineteenth Century Mexican History (Texas A&M International University)
HIST 5360 Seminar in Border History (Texas A&M International University)
HIST 5328 Seminar in Mexican American History (Texas A&M University-Corpus Christi)
HIST 5351 Readings Seminar: Colonial Mexico (Texas A&M University-Corpus Christi)
HIST 6311 History of the Mexican American (Texas A&M-Kingsville)

2. Hispanic Social Issues and Policy

BUSH 606 ———

EDAD 618 Educational Administration in Cross Cultural Environments
POLS 624 Seminar in Regional Studies (Americas, Latin America, Hispanic Southwest/Border)
PSYC 633 Gender and Minority Issues in Clinical Psychology

SOC 617 Comparative Ethnic Relations
SOC 660 ———

PSCI 5373 Advanced Seminar in Latin American Politics (Texas A&M International University)
MKT 5310 Seminar in Mexican American Themes (Texas A&M University-Corpus Christi)
MKT 5320 Seminar in Mexican American Origins (Texas A&M University-Corpus Christi)
POLS 5340 The Government and Politics of Mexico (Texas A&M-Kingsville)

SOC 6301 Sociology of the Mexican American (Texas A&M-Kingsville)

3. Ethnic Studies/Bilingualism

EPSY 612 Content-Area Instruction for Hispanic Bilingual Programs
EPSY 613 Spanish/English Biliteracy
EPSY 616 Spanish for Bilingual and Dual Language

ENGL 651 Southwestern Literature
ENGL 679 American Ethnic Literature

SOC 617 Comparative Ethnic Relations

SOC 660 Theories of Race and Ethnic Group Relations

COMM 645 Rhetorical Theory

COMM 654 History and Theory of Rhetoric to 1800

PHIL 630 Aesthetics

PHIL 640 Epistemology

PHIL 658 Philosophy of Language

SOC 657 Seminar in Culture

SOC 667 Seminar in Race and Ethnic Relations

EDCI 610 Second Language Assessment and Development

EDCI 611 Teaching English as a Second Language

EDCI 612 Bilingual/ESL Content-Area Instruction

EDCI 616 Teaching Spanish in the Bilingual Classroom

EDCI 640 Language/Literacy for Bilingual/Multicultural Young Learners

EDCI 642 Multicultural Education: Theory, Research and Practice

EDCI 650 The Bilingual/Multicultural Young Child in Family and Culture

EDCI 651 Bilingual/Multicultural Early Childhood Education

EDBE 5110 History and Philosophy of Bilingual Education (Texas A&M International University)

EDBE 5324 Bilingual/Multicultural Teaching Strategies (Texas A&M International University)

EDBE 5326 Teaching Reading and Language Arts in Spanish (Texas A&M International University)

ENGL 5303 Problems in American Literature: Chicana/o Literature (Texas A&M International University)

SOC 5309 Biculturalism (Texas A&M International University)

BIEM 5343 Foundations in Bilingual Education (Texas A&M University-Corpus Christi)

BIEM 5344 Methods of Teaching Bilingual Children (Texas A&M University-Corpus Christi)

BIEM 5346 Pedagogical Implications of Bilingual/ESL (Texas A&M University-Corpus Christi)

MKT 5320 Seminar in Language and Linguistics (Texas A&M University-Corpus Christi)

MKT 5699 Mexican American Language (Texas A&M University-Corpus Christi)

SPED 5385 Foundations in Language Minority Special Education (Texas A&M University-Corpus Christi)

EDBL 6301 Foundations of Bilingual Education I (Texas A&M-Kingsville)

EDBL 6302 Foundations of Bilingual Education II (Texas A&M-Kingsville)

EDBL 6310 Literature of the Mexican American (Texas A&M-Kingsville)

EDBL 6332 Teaching Spanish Language Skills (Texas A&M-Kingsville)

EDBL 6334 Teaching Subject Matter in Spanish (Texas A&M-Kingsville)

http://hisp.tamu.edu/graduate-phd.html

29/01/2010
IV. Free elective courses: [6 SCH]

Students may choose, in consultation with their graduate advisor and Ph.D. committee, two courses (6 SCH) from any of the courses listed in the concentration areas above or other courses appropriate to their academic field of study. Students must select these courses in consultation with their advisor.

- ENGL 602 First Year Seminar
- ENGL 608 Bibliography and Literary Research
- ENGL 628 Literary Journal Editing
- ENGL 656 Composition Theory, Pedagogy, and Administration
- ENGL 680 Theories of Gender
- ENGL 682 History and Criticism
- ENGL 683 Theory and Practice of Literary Criticism

V. Dissertation Hours: [19 SCH]
   1. HISP 691

Other Requirements

Each Ph.D. student will be required to write a doctoral dissertation. Nineteen (19) SCH of dissertation credit (HISP 691: "Research") are required.

Each Ph.D. student will be required to demonstrate proficiency in a language other than English and Spanish by taking a translation exam (dictionary allowed) or by passing a 300-level class in that language with a grade of B or better. Students may satisfy this requirement at any point before completing their 45 SCH of regular coursework.

Residency Requirement Requirement

Residence requirements for the doctoral program can be satisfied by completing two consecutive semesters (at a minimum of nine resident credit hours each) either on campus or through distance education courses originating from the College Station campus and available at all System campuses.

All students are expected to work under the continuous direction of their graduate committees.

Transfer of Credits

Texas A&M University, College Station permits the transfer of certain graduate level courses. That policy is set forth in the Texas A&M University Graduate Catalog.
SPED 620  Bilingual Special Education  
HISP 6304  Studies in Language (TAMIU)

Please note that this list does not account for new or special topics courses taught by other departments. Always discuss your choice of courses with the DGS and your advisory committee before enrolling to ensure that your selection can be applied to your degree plan. You will need to petition such courses for use on your degree plan.

*Prescribed elective courses (12 hours)*

In consultation with your graduate advisor and advisory committee, you are strongly encouraged to take four courses taught outside of the Spanish-taught classes offered by the Department of Hispanic Studies or your corresponding home department. These prescribed courses may be taken at your home campus. It is expected that you will work with your graduate advisor in crafting the 12 hours in prescribed elective courses for your individual degree plan. Taking courses in other departments is especially important when considering that two of the five members of your advisory committee must be from outside of HISP and your home department. Taking courses outside of HISP will provide a great opportunity to engage potential advisory committee members.

1. **Hispanic History and Anthropology**
   - ANTH 620  Prehistory of Texas  
   - ANTH 622  Folklore Forms and Methods  
   - HIST 615  Colonial Latin America  
   - HIST 617  Latin America: The National Period  
   - HIST 5320  Problems in Latin American History (TAMIU)  
   - HIST 5321  Early Nineteenth Century Mexican History (TAMIU)  
   - HIST 5322  Late Nineteenth Century Mexican History (TAMIU)  
   - HIST 5360  Seminar in Border History (TAMIU)  
   - HIST 5328  Seminar in Mexican American History (TAMU-CC)  
   - HIST 5351  Readings Seminar: Colonial Mexico (TAMU-CC)  
   - HIST 6311  History of the Mexican American (TAMUK)

2. **Hispanic Social Issues and Policy**
   - BUSH 665  Regional Integration in the Americas  
   - EDAD 618  Educational Administration in Cross-Cultural Environments  
   - POLS 624  Seminar in Regional Studies (Americas, Hispanic Southwest/Border)  
   - PSYC 633  Gender and Minority Issues in Clinical Psychology  
   - SOCI 617  Comparative Ethnic Relations  
   - SOCI 660  Theories of Race and Ethnic Group Relations  
   - PSCI 5373  Advanced Seminar in Latin American Politics (TAMIU)  
   - MXAS 5310  Seminar in Mexican American Themes (TAMU-CC)  
   - MXAS 5320  Seminar in Mexican American Origins (TAMU-CC)  
   - POLS 5340  The Government and Politics of Mexico (TAMUK)  
   - SOCI 6301  Sociology of the Mexican American (TAMUK)
3. Ethnic Studies/Bilingualism

EDCI 642 Multicultural Education: Theory, Research, and Practice
EDCI 650 The Bilingual/Multicultural Young Child in Family and Culture
EDCI 651 Bilingual/Multicultural Early Childhood Education
EDCI 677 Strategies for Teaching in a Culturally Pluralistic Society
ENGL 651 Southwestern Literature
ENGL 679 American Ethnic Literature
SOCI 617 Comparative Ethnic Relations
SOCI 660 Theories of Race and Ethnic Group Relations
EDBE 5110 History and Philosophy of Bilingual Education (TAMIU)
EDBE 5324 Bilingual/Multicultural Teaching Strategies (TAMIU)
EDBE 5326 Teaching Reading and Language Arts in Spanish (TAMIU)
ENGL 5303 Problems in American Literature: Chicano/a Literature (TAMIU)
SOCI 5309 Biculturalism (TAMIU)
BIEM 5343 Foundations in Bilingual Education (TAMU-CC)
BIEM 5344 Methods of Teaching Bilingual Children (TAMU-CC)
BIEM 5346 Pedagogical Implications of Bilingual/ESL (TAMU-CC)
MXAS 5320 Seminar in Language and Linguistics (TAMU-CC)
MXAS 5699 Mexican American Language (TAMU-CC)
SPED 5385 Foundations in Lang.: Minority Special Education (TAMU-CC)
EDBL 6301 Foundations of Bilingual Education I (TAMUK)
EDBL 6302 Foundations of Bilingual Education II (TAMUK)
EDBL 6310 Literature of the Mexican American (TAMUK)
EDBL 6332 Teaching Spanish Language Skills (TAMUK)
EDBL 6334 Teaching Subject Matter in Spanish (TAMUK)

Free elective courses (6 hours)
You may choose, in consultation with your advisory committee, two courses from any of those listed in the concentration areas above or other courses appropriate to your academic field of study. These courses must be selected in consultation with your advisor.

Dissertation hours: HISP 691 (19 or 21 hours)
Depending on your academic background, you must take either 19 (if admitted with an M.A.) or 21 (if admitted without an M.A.) dissertation hours. It is expected that you take these hours to undertake research and write the dissertation.

400-level courses
As with all courses, the choice of these must be discussed with the DGS who must approve of these courses. Ph.D. students admitted with an M.A. and who are on the 64 hour plan may not include any 400-level courses in their degree plan. Ph.D. students admitted with a B.A. and who are required to take more than 64 hours to graduate may include up to two 400-level courses. The choice of 400-level courses must be discussed with the DGS or chair of the advisory committee if it has been established. It is expected that Ph.D. students in a 400-level class will exceed the workload assigned to undergraduate students in these classes.
Graduate Student Activity

While recognizing that the attainment of their degree is the main goal of those in our graduate program, the Department of Hispanic Studies encourages its students to attain professional experience whenever possible. As such, our graduate students maintain an active profile and participate in Professional and Graduate Student Conferences regionally, nationally, and abroad. Funding for participation in these events comes from various sources, including the Department of Hispanic Studies, The Melbern G. Glasscock Center for Humanities Research, the Women's Studies Program, and the Research and Presentation Grant Program supported by funds provided to the Office of Graduate Studies by the Association of Former Students.

Our graduate students are also encouraged to seek out avenues for publication. Our students' submissions have been published in both Graduate Student and Professional journals.

Recent examples of Graduate Student conference activity and publications:

2007


• Ureña, Juan Carlos. "Voices of the Difference: Hispanic American Poetry of the 21st Century." Accepted for publication in Recent Trends in Latin American Literature, Universidad de San Marcos, Lima.

2006


• ---. "The Domingo Ramón Diary of the 1716 Expedition into the Province of the Tejas Indians: An Annotated Translation." Accepted for publication in Southwestern Historical Quarterly.

• ---. "Father Isidro Felix de Espinosa’s Diary of the New Entry into the Province of the Tejas, Year 1716: An Annotated Translation." Accepted for publication in Catholic Southwest: A Journal of History and Culture.

• ---. "Espinosa’s Diary Chronicling the 1716 Ramon Expedition into Texas: Notes on the Translations." Invited submission for the Language History in the Southwest volume of the Recovering the US Hispanic Literary Heritage series published by Arte Público Press.


• ---. "The Transition from Adult Literacy ESL Programs to Academic Reading and Writing: Next Steps for English Language Learners." Texas Center for the Advancement of Literacy and Learning (TCALL). http://www-tcall.tamu.edu/research/flores05trans.htm.

• --- with Dominique Chlup & Joellen Coryell. "Working for it: The Other Work in Graduate School, Procuring Fellowship Funding & Designing the Research to Accompany the Funds."


- ---, "The 1689 Expedition in Search of La Salle: A Philological Approach to Alonso de León's Diary." College of Arts and Sciences Academic Conference, Texas A&M International University, March 30-31. This presentation was named "Best Graduate Student Paper" in the Language and Literature category.


- **Pereyra, Rodrigo.** "Una carta inédita de Gabriela Mistral a Juan Guzmán-Cruchaga." Romance Notes (forthcoming).

- ---, Book review of Un mundo infiel by Julián Herbert. Accepted for publication in Chasqui (forthcoming).

- ---, Book review of El último lector by David Toscana. Accepted for publication in Hispamérica (forthcoming).

- ---, "La representación de la mujer y el homosexual en Un mundo infiel de Julián Herbert." 11th Annual Congreso de Literatura Mexicana Contemporánea, University of Texas, El Paso, March 2-4.


- **Ureña, Juan Carlos.** "Rompiendo los hilos de la marioneta: La voz de Latinoamérica en la poética de Margarita Cota-Cárdenas." Southwest Council of Latin American Studies Conference, Albuquerque, New Mexico, March 1-5.

2005

- **Aregullín-Valdez, Rosalinda.** "Borders and Neo-Baroque in the Poetry of Eduardo Espina." Pathways to the Doctorate Research Symposium, Texas A&M University, Kingsville, November 4-5.


- ---, "The Problem of Death Penalty in Pardo Bazán: Revisiting La piedra angular." Kentucky
Foreign Language Conference, Lexington, Kentucky, April.

- "Ramón y Espinosa: The Diary Accounts from the 1717 Expedition into the Province of the Tejas Indians." The Arizona Center for Medieval and Renaissance Studies (Invited), Tempe, Arizona, February.

- **Gardner Flores, Lisa.** "The Transition from Adult Literacy ESL Programs to Academic Reading and Writing: Next Steps for English Language Learners." El Paso Adult Language and Literacy Conference, El Paso, Texas, December.

- **de González, Patricia G.** "Spanglish: ¿Habla legitima o dialecto degenerado?" South Texas Writing Project Fall Conference, Laredo, TX, October 21-22.


- **Ureña, Juan Carlos.** "La evolución de la canción y la poesía musicalizada en Centroamérica" (with Jean Paul-Ureña). Southwest Council of Latin American Studies Conference, Veracruz, Mexico, March 9-12.

2004

- **Arellano-Valdez, Rosalinda.** "New Horizons in the Poetry and Poetics of Ernesto Mejía Sánchez." Pathways to the Doctorate Research Symposium, Texas A&M University, Corpus Christi, October 15-16.


- "Espinosa's Diary Chronicling the 1716 Ramón Expedition into Texas: A Philological Approach to the Analysis of the Translations." East Texas Historical Association Fall Meeting, Nacogdoches, Texas, September.

- "Espinosa's Diary Chronicling the 1716 Ramón Expedition into Texas: A Philological Approach to the Analysis of the Translations." Linguistic Association of the Southwest 33rd Annual Meeting, New Orleans, Louisiana, September.

- "The 1716 Expedition into the Province of the Tejas Indians: A Philological Approach to Editing the Ramón and Espinosa Diaries." The Texas State Historical Association 108th Annual Meeting, Austin, Texas, March.

- **de González, Patricia G.** "Deconstructing Meaning: A Spanish Teacher's View of Language Learning." South Texas Writing Project Fall Conference, Laredo, TX, October 1-2.
• **Orellana Norris, Lola.** "The Asides in Four Plays by Tirso de Molina." *Pathways to the Doctorate Research Symposium*, Texas A&M University, Corpus Christi, October 15-16.


• **Trallero-Cordero, Mar.** "Maruja Mallo and the Woman In and Out of the Picture." *Women and Creativity: Women's Studies Program 10th Annual Conference*, Marquette University: March 25-27.

• ---. "La huella de la amistad en la obra de Concha Méndez." *14th Colloquium on Hispanic and Luso-Brazilian Literatures and Romance Linguistics*, University of Texas at Austin: April 10.


• ---. "Imaginación" (music video). Directed by Joaquin Gil. Produced by KiNO Digital Productions, Los Angeles, CA, January.
2008-2009 Graduate Student Presentations and travel awards


- **Zarate, Miguel** 1.) “Lejos de África: la memorial filmada del pasado colonial español en Guinea Ecuatorial.” *Sixth Annual UCLA Department of Spanish Graduate Student Conference.* UCLA. April 22-24, 2009. 2.) “Alatriste, O El Eterno Fracaso del Cine Epo ca en España.” *18th Annual Colloquium,* University of Texas at Austin. November 13, 2009.

- **De Honores, Nancy** “Arte visual y espíritu Neo-Barroco en poemas selectos de César A. Vallejo.” *Del Barroco al Neo-Barroco: Barroquismos y barroqueces en el mundo Hispano-Transatlántico.* The Hispanic Baroque: Dept. of Hispanic Studies-McGill University. May 6-9, 2009


- **Hernández-Olmos, Claudia** “La herencia pre-colombiana en Gloria Anzaldúa.” 29th *Cincinnati Conference on Romance Languages & Literatures.* University of Cincinnati, Cincinnati, Ohio. May 7-9 2009.
2008


WEAVEonline: M.A.

Mission/Purpose
Description: The M.A in Modern Languages (Emphasis in Spanish) is intended to provide future professionals in education, government, and the private sector with the requisite advanced qualifications for positions that require fluency in Spanish, a broad knowledge of the culture and literature of the Spanish-speaking world, and an area of specialization.
Established in Cycle: 2008-2009
Active Through: 2008-2009
Entry Status: Final
Last Updated By: Stephen Balfour on 10/16/2009
Established By: Lawrence Mitchell on 9/29/2008

Cycle and Entity Selection:

Assessment Summary
Select View
View Sections: Goals Outcomes/ Objectives Measures & Findings

Goals
- Expand All
- Collapse All

View this set of Goals: Active Hidden All

1: Transcultural, transnational communication. (Final)

Students will undertake a coherent program of study that will advance both the breadth and the depth of their knowledge of the culture, language, and literature of the Spanish-speaking world. Established in Cycle: 2008-2009
Active Through: Keep Active
Show in this Cycle: Yes
Entry Status: Final
Last Updated By: Kelley Goldberger on 11/5/2009
Established By: Lawrence Mitchell on 9/29/2008

Outcomes/Objectives (Numbers inside parentheses show related goals.)
- Expand All
- Collapse All

1: Advanced linguistic and cultural competence. (Final)
Students will acquire advanced proficiency in speaking and writing Spanish; recognize and be able to explain regional and social variation in the language; and demonstrate specialized knowledge in one area of the culture, language, and literature of the Spanish-speaking world. [Preview Formatting]

Student Learning Outcome: Yes
Established in Cycle: 2008-2009
Active Through: Keep Active
Entry Status: Final
Last Updated By: Kelley Goldberger on 11/5/2009
Established By: Lawrence Mitchell on 9/29/2008

Relevant Associations:
- General Education or Core Curriculum
  1 Master the depth of knowledge required of a discipline
  2 Demonstrate critical analysis skills
  3 Communicate effectively in writing and speaking
- Institutional Priorities
  1 Expand research and inquiry-based learning opportunities.

**Measures & Findings** (Numbers inside parentheses show related outcomes/objectives.)
- Expand All
- Collapse All

1: Master's thesis or exam  (O:1) (Final)

Students will satisfy all curricular requirements; and they will either write and defend a thesis or pass an exam based upon an approved reading list. [Preview Formatting]

Source of Evidence: Thesis/Project - Senior thesis or culminating major project
Established in Cycle: 2008-2009
Active Through: Keep Active
Entry Status: Final
Last Updated By: Kelley Goldberger on 11/5/2009
Established By: Lawrence Mitchell on 9/29/2008

Achievement Targets and Assessment Results / Findings:
1: Advanced linguistic and cultural competence.
   -
2008-2009 (Previous)

Hispanic Studies, PhD

Assessment Summary
Select View

View Sections: ✔ Goals ✔ Outcomes/Objectives ✔ Measures & Findings

Select View
• Reset All
• Hide Menu
• See Selected View

Outcomes/Objectives

✔ Professional credentials in concentration
✔ Command of dissertation subject
✔ Teaching expertise
✔ Professional engagement

(Measure)

Goals
•
  • Expand All
  • Collapse All

View this set of Goals: [Active] [Hidden] [All]

1: The development of research skills. (Final)

Students will develop superior research skills that will enable them to organize a body of data and marshal evidence in persuasive ways.
Students will familiarize themselves with, and use, bibliographical and other research tools available online and/or in archives and special collections libraries.
Students will learn how to integrate data from other disciplines (e.g. history and literature) and other languages into their research writing and teaching.

[Preview Formatting]
Established in Cycle: 2008-2009
Active Through: Keep Active
Show in this Cycle: Yes
Entry Status: Final
Last Updated By: Kelley Goldberger on 11/5/2009
Outcomes/Objectives (Numbers inside parentheses show related goals.)

- Expand All
- Collapse All

1: Professional credentials in concentration (Final)

Students will demonstrate knowledge of their chosen area of concentration.

[Preview Formatting]
Student Learning Outcome: Yes
Established in Cycle: 2008-2009
Active Through: Keep Active
Entry Status: Final
Last Updated By: Kelley Goldberger on 11/5/2009
Established By: Lawrence Mitchell on 9/26/2008

Relevant Associations:

General Education or Core Curriculum
1 Master the depth of knowledge required of a discipline

2: Command of dissertation subject (Final)
Students will demonstrate superior knowledge of the subject of their dissertation. [Preview Formatting]
Student Learning Outcome: No
Established in Cycle: 2008-2009
Active Through: Keep Active
Entry Status: Final
Last Updated By: Kelley Goldberger on 11/5/2009
Established By: Lawrence Mitchell on 1/5/2009

Relevant Associations:

General Education or Core Curriculum
1 Master the depth of knowledge required of a discipline
3 Communicate effectively in writing and speaking
3.9

3: Teaching expertise (Final)
Students will develop expertise in teaching a variety of courses appropriate to their concentration.
[Preview Formatting]
Student Learning Outcome: No
Established in Cycle: 2008-2009
Active Through: Keep Active
Entry Status: Final
Last Updated By: Kelley Goldberger on 11/5/2009
Established By: Lawrence Mitchell on 1/5/2009

Relevant Associations:

General Education or Core Curriculum
1 Master the depth of knowledge required of a discipline

4: Professional engagement (Final)
Students will provide evidence of professional engagement. [Preview Formatting]
Student Learning Outcome: No
Established in Cycle: 2008-2009
Active Through: Keep Active
Entry Status: Final
Last Updated By: Kelley Goldberger on 11/5/2009
Established By: Lawrence Mitchell on 1/5/2009

Relevant Associations:

General Education or Core Curriculum
4 Provide ethical leadership in a global and diverse society

Measures & Findings (Numbers inside parentheses show related outcomes/objectives.)

1: Student exam and dissertation achievements. (O:1) (Final)

Students will pass the preliminary examination. Rubric for faculty evaluation of prelim exam.

[Preview Formatting]
Source of Evidence: Thesis/Project - Senior thesis or culminating major project
Established in Cycle: 2008-2009
Active Through: Keep Active
Entry Status: Final
Last Updated By: Kelley Goldberger on 11/5/2009
Established By: Lawrence Mitchell on 9/26/2008

Achievement Targets and Assessment Results / Findings:
1. Professional credentials in concentration
   -
   -

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www.tamu.edu
Office of Institutional Assessment
### Response Summary

**Page: Default Section**

1. **Soy una estudiante de**

<table>
<thead>
<tr>
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<th>Response Count</th>
<th>Response Percent</th>
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<tr>
<td>Ph.D</td>
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</table>

- **Answered question:** 24
- **Skipped question:** 0

2. **Estudio en TAMU**

<table>
<thead>
<tr>
<th>Location</th>
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<td>Corpus Christi</td>
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<tr>
<td>Kingsville</td>
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<td>0.0%</td>
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<tr>
<td>Laredo (TAMU)</td>
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<td>16.7%</td>
</tr>
</tbody>
</table>

- **Answered question:** 24
- **Skipped question:** 0

3. **Este es mi**

<table>
<thead>
<tr>
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<th>Response Count</th>
<th>Response Percent</th>
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- **Answered question:** 24
- **Skipped question:** 0
3. Este es mi

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<th>Contador</th>
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<tr>
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<tr>
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<tr>
<td>Cuarto año</td>
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4. Mi principal área de estudios en el programa es

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<th>Respuesta</th>
<th>Porcentaje</th>
<th>Contador</th>
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<tr>
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<td>Lingüística y Pedagogía</td>
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<td>Estudios Culturales</td>
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</tr>
<tr>
<td>Estudios de bilingüismo y binacionalismo</td>
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5. He tomado o pienso tomar cursos electivos de HISP fuera del departamento

<table>
<thead>
<tr>
<th>Cursos</th>
<th>Respuesta</th>
<th>Porcentaje</th>
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6. El próximo año necesita tomar cursos de

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<th>Cursos</th>
<th>Respuesta</th>
<th>Contador</th>
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<tbody>
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6. El próximo año necesito tomar cursos de

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<td>Estudios Culturales</td>
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<tr>
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</tr>
<tr>
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<td>20</td>
</tr>
<tr>
<td>skipped question</td>
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</tbody>
</table>

7. Para fines de este año académico (mayo 2009)

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<th>Statement</th>
<th>Si</th>
<th>No</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>Habré terminado de tomar cursos</td>
<td>50.0% (5)</td>
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<td>18</td>
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<tr>
<td>Habré pasado mis exámenes</td>
<td>33.3% (3)</td>
<td>66.7% (12)</td>
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</tr>
<tr>
<td>Habré escogido un comité</td>
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<td>33.3% (7)</td>
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<tr>
<td>Habré hecho un plan de estudios</td>
<td>81.0% (17)</td>
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<tr>
<td>Habré escrito una propuesta de tesis</td>
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8. Por favor indica tu nivel de satisfacción en cuanto

<table>
<thead>
<tr>
<th></th>
<th>Muy descontento</th>
<th>Descontento</th>
<th>Satisfecho</th>
<th>Muy satisfecho</th>
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</table>
8. Por favor indica tu nivel de satisfacción en cuanto

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<tr>
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Other (please specify) [view]

answered question

skipped question

9. ¿Cuáles han sido los puntos positivos del programa y qué recomendaciones haría para su mejora?

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</table>

answered question 21

skipped question 3

10. ¿Cuáles han sido las dificultades que has encontrado y qué te gustaría que se cambiara?

<p>| | | | | | |</p>
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answered question 21

skipped question 3
Copy of hisp grad students

Survey title:

Displaying 21 of 24 respondents

Response Type: Anonymous Response
Custom Value: empty
Response Started: Wed, 10/29/08 12:26:14 PM
Response Modified: Wed, 10/29/08 12:36:19 PM

Collector: hisp-grad-students@listserv.tamu.edu (Web Link)
IP Address: empty

1. Soy una estudiante de
   PhD

2. Estudio en TAMU
   College Station

3. Ésta es mi
   Primer año

4. Mi principal área de estudios en el programa es
   Lingüística y Pedagogía
   Estudios de bilingüismo y biculturalismo

5. He tomado o pienso tomar cursos electivos de HISP fuera del departamento
   X o más

6. El próximo año necesito tomar cursos de
   Literatura
   Lingüística y Pedagogía
   X
   Estudios Culturales
   X
   Estudios de bilingüismo y biculturalismo
   X
   Comments:

7. Para finales de este año académico (mayo 2009)
   Hablé terminado de tomar cursos
   X
   Hablé pasado mis exámenes
   X
   Hablé escogio un comité
   X
   Hablé hecho un plan de estudios
   X
   Hablé escrito una propuesta de tesis
   X
   Hablé tomado mis exámenes preliminares
   X
   Hablé terminado mi tesis
   X
   Comments:
8. Por favor indica tu nivel de satisfacción en cuanto

<table>
<thead>
<tr>
<th>Competencia del profesorado</th>
<th>Muy descontento (1)</th>
<th>Descontento (2)</th>
<th>Satisfecho (3)</th>
<th>Muy satisfecho (4)</th>
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<tbody>
<tr>
<td>Administración y organización del programa</td>
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<td></td>
<td></td>
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<tr>
<td>Supervisión de estudiantes</td>
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<tr>
<td>Cursos ofrecidos</td>
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<tr>
<td>Disponibilidad de ayudas para viajes e investigación</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infraestructura, espacio y actividades</td>
<td></td>
<td>X</td>
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</table>

Comentarios: There is no mentoring program for new students. We get here and are kind of left to learn everything on our own. Many times it appears as though the professors are unaware that some of us are first time grad students and need more instruction on how and what needs to be done.

9. ¿Cuáles han sido los puntos positivos del programa y qué recomendaciones harías para su mejora?

I think the professors themselves should be more willing to work with the graduate students in helping them become published while here at TAMU. In addition, there needs to be more support for what classes are going to be offered in the following semesters. I chose to come to TAMU because of the interdisciplinary component of the program. However, I have realized that my interests are not very easily identified here. I would like to have more of the Bilingual Ed. and Biculturalism offered. There is not even a Second Language Acquisition expert in our department!

10. ¿Cuáles han sido las dificultades que has encontrado y qué te gustaría que se cambiara?

The difficulties that I am having is finding someone that is willing to accept my ideas and be Head of my committee. In addition, there is very little support offered by the professors to help publish. Publishing is critical for us to learn if we are going to do it as professors. You would think that with such a young program, like ours, that professors would be more student oriented and excited to have a job. I think the professors themselves forget that, without students, they have not jobs!
survey title: Copy of hisp grad students

Displaying 16 of 24 respondents

<table>
<thead>
<tr>
<th>Response Type: Anonymous Response</th>
<th>Collector: <a href="mailto:hisp-grad-students@listserv.tamu.edu">hisp-grad-students@listserv.tamu.edu</a> (Web Link)</th>
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<tbody>
<tr>
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</table>

1. Soy una estudiante de TAMU

2. Estudio en TAMU College Station

3. Este es mi primer año

4. Mi principal área de estudios en el programa es

   Literatura

5. He tomado o pienso tomar cursos electivos de HISP fuera del departamento

6. El próximo año necesito tomar cursos de

<table>
<thead>
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</tbody>
</table>

   | Lingüística y Pedagogía |     |     |     |         |
   | Estados Culturales     |     |     |     |         |
   | Estudios de bilingüismo y biculturalismo |     |     |     |         |
   | Comments:              |     |     |     |         |

7. Para finales de este año académico (mayo 2005)

   | Hablé terminado de tomar cursos | Sí | No |
   | Hablé pasado mis exámenes      |    | X  |
   | Hablé escogido un comité        |    | X  |
   | Hablé hecho un plan de estudios|    | X  |
   | Hablé escrito una propuesta de tesis |    | X  |
   | Hablé tomado mis exámenes preliminares |    | X  |
   | Hablé terminado mi tesis       |    | X  |
   | Comments:                      |    |    |

8. Por favor indica tu nivel de satisfacción en cuanto
<table>
<thead>
<tr>
<th>Competencia del profesorado</th>
<th>Muy descontento (1)</th>
<th>Descontento (2)</th>
<th>Satisfecho (3)</th>
<th>Muy satisfecho (4)</th>
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<tr>
<td>Administración y organización del programa</td>
<td>X</td>
<td></td>
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<tr>
<td>Supervisión de estudiantes</td>
<td>X</td>
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<tr>
<td>Cursos ofrecidos</td>
<td>X</td>
<td></td>
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<tr>
<td>Disponibilidad de becas</td>
<td>X</td>
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<tr>
<td>Disponibilidad de ayudas para viajes e investigación</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Infraestructura, espacios y actividades</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Comments: Calidad de los demás alumnos - muy satisfecho</td>
<td></td>
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</tbody>
</table>

5. ¿Cuáles han sido los puntos positivos del programa y qué recomendaciones haría para su mejora?

La gran mayoría de los profesores son muy capacitados y les gusta enseñar. Hay que premiar a los buenos profes para apoyar este aspecto del programa. Hay una relación muy positiva aquí entre los profes y los alumnos - beneficio de un programa chico, creo, pero también indicación de la calidad de profes y alumnos.

10. ¿Cuáles han sido las dificultades que has encontrado y qué te gustaría que se cambien?

A esta altura en mis estudios, me he sentido mayormente "en my own program". No he entendido bien cuáles clases son requeridas, etc. para el plan de estudios. No he sabido los trámites necesarios para lograr cosas básicas en el programa. Ha sido una falta de transparencia en cuanto a cómo conseguir ayudas para investigaciones, etc. Sin duda, estas dificultades tienen mucho que ver con mi estado de "part time" que ni bene o da mecánico aquí, ni enseña aquí, ni pasa toda el día aquí.
survey title: Copy of hisp grad students

Displaying 12 of 24 respondents

| Collector: hisp-grad-students@listserv.tamu.edu (Web Link) |
| Response Type: Anonymous Response |
| Custom Value: empty |
| Response Started: Tue, 10/08/08 2:02:11 PM |
| IP Address: empty |
| Response Modified: Tue, 10/08/08 3:04:21 PM |

1. Soy una estudiante de Ph.D.
2. Estudio en TAMU College Station
3. Este es mi Primer año
4. Mi principal área de estudios en el programa es Literature
5. He tomado o pienso tomar cursos electivos de HISP fuera del departamento 2-3
7. Para finales de este año académico (mayo 2009)
   - He hablado terminado de tomar cursos
   - He hablado pasado mis exámenes
   - He hablado escogido un comité
   - He hablado hecho un plan de estudios
   - He hablado escrito una propuesta de tesis
   - Habló terminado mis exámenes preliminares
   - He habló terminado mi tesis
   - Comments:
   Sí X No
8. Por favor indica tu nivel de satisfacción en cuanto

Comments:
5. ¿Cuáles han sido los puntos positivos del programa y qué recomendaciones haría para su mejora?

Los puntos positivos del programa son: 1. Las clases de literatura bien orientadas y en número reducido. 2. El acceso a información para becas y becas de viaje es excelente. 3. La consejería y accesibilidad al Jefe del Dpto. es superior. Recomendaciones: Uso de tecnología para la presentación de las clases de más de 2 horas, para variar. Me encantaría ver la inclusión de un grupo cultural que nos represente. Puede ser una firma universitaria o turística que incluya estudiantes de ambos sexos. Puede ser un grupo de postas que se comprometa con una actitud por semestre.

10. ¿Cuáles han sido las dificultades que has encontrado y qué te gustaría que se cambiara?

These are just observations and suggestions for a more efficient distribution of work. TA program has been designed to be totally done by the classroom instructor (CI). All other HW in Lab or in class. It is true that we get paid to do this during our 20 hour commitment. We usually work more hours than that. Recommendations: Teaching Lab Assistants may share some of the tasks with TAs. 1. They should be able to take and report attendance at Midterm and Final dates only, not weekly. 2. Correction and grading of student assignments, especially compositions or OUIA should be shared by Lab instructor. 3. Lab instructors should be able to render a final grade, so OUs can use it as Lab Work. 4. GCC has recommended research should begin at the Freshman level. 5. Students should encourage research for Oral Presentations during Oral Exam. 6. It is the end of October, and we have not received a decision about what type of Oral Exam will be presented to students. The decision would be upon a purchase of audio devices that may allow students to listen to questions and answer them, the rubric is super long and confusing. Hope we can change or else improve present conditions, especially when we are advanced students with big loads of reading and writing. I do appreciate and thank you for your attention.
Displaying 3 of 24 respondents

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1. Soy una estudiante de
Ph.D

2. Estudio en TAMU
College Station

3. Este es mi
Cuarto año

4. Mi principal área de estudios en el programa es
Literatura

5. He tomado o pienso tomar cursos electivos de HISP fuera del departamento
2-3

6. El próximo año necesito tomar cursos de
Literatura
Lingüística y Pedagogía
Estudios Culturales
Estudios de bilingüismo y biculturalismo
Comments:

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7. Para finales de este año académico (mayo 2009)

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Comments:

8. Por favor indica tu nivel de satisfacción en cuanto
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Comentarios: Necesitamos incluir un curso sobre la literatura contemporánea de España.

9. ¿Cuáles han sido los puntos positivos del programa y qué recomendaciones haría para su mejora?

Creo que en general he recibido formación educativa muy buena con buenas aconsejeras y apoyo del departamento y el profesorado. Es todavía muy temprano en el desarrollo del programa y creo que todos están trabajando a hacer un programa de buena calidad. Creo que una de las cosas más importantes para el futuro de nuestro programa es la selección de director nuevo.

10. ¿Cuáles han sido las dificultades que has encontrado y qué te gustaría que se cambiara?

Porque el departamento todavía es nuevo hay ciertas dificultades en la programación. La responsabilidad y necesidad de tomar clases fuera y dentro del departamento puede ser problemática a veces.
SAMPLE
Ph. D. Preliminary Exam
4 June 2009

I. Ensayo general (historia del cine/historia en el cine) (1 hora)
   A. Discute la historia del cine español desde 1939. Incluye en tu discusión la forma en que la política/la historia del momento influye o se refleja en el cine. Establece una lista de películas o directores, al menos dos para cada época, que serían imprescindibles para la discusión de la historia del cine español. En tu discusión indica también unos importantes especialistas cuya obra ha contribuido a establecer una visión (unas visiones) canónica(s) de la historia contemporánea del cine español.

   B. La recreación o la recuperación fílmica de la historia ha sido un constante en el cine español. Establece unos periodos o géneros o temas en los que se podría organizar un acercamiento a este fenómeno. Establece una lista de películas que serían imprescindibles para la discusión fílmica de la historia española. En tu discusión indica la importancia que posee cada película que elijas incluir. En tu discusión indica también unos importantes teóricos especialistas en este campo de investigación cuya obra pueda ayudar a encauzar el estudio de este fenómeno.

II. Ensayo general (Elíjase uno). (cine español) (45 minutos)

   A. Como apunta Thomas Deveny en su estudio seminal Cain on Screen. Contemporary Spanish Cinema, a partir de 1965, año en que se estrenaron dos películas fundamentales, un tema fundamental y recurrente del cine español contemporáneo es el *cainismo*. ¿A qué se refiere este término? ¿Cómo está presente en el cine español contemporáneo? ¿Cuáles son las fases en el tratamiento cinematográfico del trauma del conflicto civil? ¿Cuáles son las características de esas fases y razones por las mismas? Incluye en tu discusión una lista de películas que serían imprescindibles para la comprensión de este fenómeno.

   B. Típicamente una película, en sus primeros (2, 3 o 4) minutos, le presenta al espectador indicios respeto a cómo hay que "leerla". En sus primeros minutos la película le presenta al espectador una matriz para su propia interpretación. Discute este fenómeno en el cine hispano. Menciona varias, al menos seis, diferentes películas en cuyo análisis este hecho es crucial. En estos casos, ¿cómo permite el análisis desde esta perspectiva una lectura más rica que la canónica?
III. Ensayo general (Elijase uno). (cine) (45 minutos)

In answering the question, focus on formal qualities of cinema –composition, shot structure and sequence, transitions, audio, continuity- and how meaning is mediated by these formal qualities.

A. In a passage from “The Subject of Semiotics,” Kaja Silverman outlines the concept of cinematic suture –a means of constructing perceived wholeness of the ‘speaking subject’ and thus of the viewing subject. Using this reading as a guide, compare and contrast how the sequences below, from the film Juana la loca (Aranda, 2001) portray Juana. Who is the ‘speaking subject’? How does ‘suture’ function differently in the two

Compare these two sequences: 1:33:41 to 1:35:18 and 1:46:31 to 1:49:22

B. The film Juana la loca (Aranda 2001) contains an interesting mix of formal components –some associated with classical narrative and others from the documentary genre. Bill Nichols examines modes of address, or patterns of sound/image relationship, in documentary film. Describe the following two sequences by examining codes of documentary and narrative, both aural and visual. In particular, describe how shot sequence, camera placement and angle, and editing borrow from Hollywood style narratives. Then, describe how they borrow from documentary codes. Consider the presence of the voice over.

Compare 0:0:35 to 4:35 and 00:30:28 to 00:36:53

IV. Ensayo general (Core) (30 minutos)

A. Desde los años posteriores a la independencia de los países hispanoamericanos, la lucha entre idealismo y pragmatismo ha sido una constante tanto estética como ideológica, y a la misma se han referido intelectuales en apariencia tan diferentes como Bello, Sarmiento y Rodó. ¿Cuáles son las características principales referidas a este tema que observamos en el discurso artístico y literario hispanoamericano, en las cuales podemos constatar las señas idiosincráticas de nuestra identidad?

V. Ensayo general (Elijase uno). (Core [teoría] + historia en el cine) (30 minutos)

A. La historia como subtexto en el cine hispano (tanto español como latinoamericano) es un constante. ¿Cuáles son algunos posibles acercamientos teóricos al estudio de la historia en el cine hispano? ¿Cuáles son los problemas u obstáculos que se presentan al intentar este tipo de estudio? ¿Cómo se ha manejado el material histórico subtextual en el cine hispano? En tu discusión indica también importantes teóricos especialistas en este
campo de investigación cuya obra pueda servir de modelo para el estudio de la historia como subtexto en el cine.

**B.** ¿En qué consiste la investigación? ¿Cuáles son los pasos a seguir señalados por Booth? ¿En qué consiste la bibliografía analítica y cuáles son sus objetivos? ¿En qué consiste la bibliografía descriptiva y cuáles son sus objetivos?

**VI. Ensayo general (Elijase uno).** (literatura/cultura coloniales) (30 minutos)

**A.** Discute la representación fílmica de la historia colonial relativa al Perú y la conquista del Amazonas en las películas *Aguirre, la ira de Dios* y *El Dorado*. En tu respuesta incluye fechas y fuentes historiográficas y literarias, establece también las diferencias existentes entre los mundialmente reconocidos directores de estos filmes. Cita al menos un crítico por cada realizador. En tus conclusiones, indica, desde tu propio punto de vista, cuál realizador simplificó más la recuperación del problemático personaje de Aguirre.

**B.** Discute la representación de la esclavitud en la Cuba colonial tal como ha sido recuperada en el filme *La última cena*. En tu respuesta ubica la importancia del director de esta película en la cinematografía contemporánea y cita al menos un teórico especialista en este realizador. En tu conclusión establece cómo el filme contribuye a los estudios postcoloniales.
SAMPLE
HISPANIC STUDIES / MASTERS EXAM / 17 JULY 2009

1. En una conferencia internacional tú recientemente presentaste un paper sobre la poesía de José Kozer. ¿De qué se trataba ese paper? ¿Cómo es la técnica 'collage' en su poesía? ¿Cuál es tu comprensión y apreciación de lo que es el ‘neobarroco’? [SPAN 421 & HISP 630]

2. Otra ponencia que tú hiciste en una conferencia nacional fue sobre *El lado oscuro del corazón*, una película de Eliseo Subiela, y la poesía de Octavio Paz. ¿Cuáles son los puntos de contacto entre esos dos textos, de medios tan diferentes? [SPAN 421 & HISP 630]

3. Llevaste un curso graduado sobre cine en el que el cine contemporáneo español se analizó desde un punto de vista en particular, la del impacto de la censura. ¿Cuál fue el impacto de la censura sobre el cine español? ¿Cómo empleamos el término 'cainismo'? ¿Cómo se ve en el cine español? ¿Cuáles son las fases del cine español en el tratamiento del trauma producido por la guerra civil? [HISP 672]

4. ¿Cuáles han sido algunas influencias que han operado sobre el desarrollo del castellano [el español] como lengua? [HISP 685, 602 & 603]

5. En diferentes conversaciones tú has hablado conmigo sobre tus planes de escribir una disertación sobre la imagen de la Virgen de Guadalupe entre los mexicanos, los mexican Americans, los hispanos en Estados Unidos. ¿Cómo piensas enfocar esa temática? ¿Qué tipos de acercamiento teórico piensas usar? ¿Qué cursos has tomado que te ayudan a preparar tal empresa? [SPAN 450 & HISP 601, 630]

6. En diferentes conversaciones tú has hablado conmigo sobre tus planes de escribir una disertación sobre la imagen de la Virgen de Guadalupe entre los mexicanos, los mexican Americans, los hispanos en Estados Unidos. ¿Qué textos literarios en la cultura hispánica se relacionan con este tipo de proyecto o este tema? ¿Qué textos cinematográficos en la cultura hispánica se relacionan con este tipo de proyecto o este tema?.[HISP 685 & 630]

7. Compare ‘Cultural Studies’ and ‘Deconstruction’ as theory/critical approaches indicating their key characteristics and relevance to your own reading/interpretation of literary texts. Please include specific textual examples or references.
8. Situate the main works of Cervantes as a Golden Age writer, indicating in particular their connections with the picaresque novel and the Spanish *comedia* as a genre. [SPAN 440 & HISP 653]

9. Explain the role and influence of the *Quixote* in the development of the Hispanic novel: please use examples (works, authors), one in the 19th century and one in the 20th century. [SPAN 440 & HISP 653]

10. Give a brief history of Dual Language Education in America. []

11. Programmatically, what is the difference between bilingual education and English as a second language education?

12. What are the most important studies on two or one way dual language education in America?

13. Why the studies that you are citing are the most important?

14. What is or are the critique(s) to one or two way dual language education in America?

15. Do you think that one or two ways dual language education program is(are) the best way to educate language minority students in America?
¿Qué impacto tuvo la censura sobre el desarrollo del cine español? (685)

¿Cuál ha sido la relación entre historia y cine en el mundo hispano? (685)

¿El cine de Pedro Almodóvar aporta algo a la comprensión de la España contemporánea?, ¿aporta algo al diálogo sobre lo postmoderno? (685)

¿Qué importancia tiene la mujer en las películas de Pedro Almodóvar?, ¿la ciudad? (685)

¿Por qué se dice que El Quijote es la primera novela moderna? (646)

¿En qué sentido es Cerantes un cruce entre dos épocas? (646)

¿Qué se entiende por ‘Siglo de Oro’? ¿Épocas, características? (646)

El Siglo de Oro español: períodos, características, temas, escritores (646, 667)

Puntos de contacto entre el barroco (646) y la expresión artística moderna...¿Qué obras posmodernas has leído?, ¿En qué son posmodernas? (685)

¿Qué se entiende por género picaresco? ¿Cuáles son algunas obras que se incluyen dentro de este género? En el Lazarillo de Tormes, ¿cuál es la importancia de “el caso”? (646)

¿Cuáles son algunas influencias que han operado el desarrollo del castellano? (603)

¿Cuáles son algunas regiones dialectales que se pueden identificar en América? ¿Cómo se distinguen entre sí? (603)

¿Qué es el Barroco? ¿Quiénes son los importantes escritores barrocos? ¿Cuáles son algunas obras? ¿Qué es el neobarroco? ¿Quiénes son los importantes escritores neobarrocos? ¿Cuáles son algunas obras? ¿Cuáles son las características del neobarroco? ¿Cuáles son las características del neobarroco? (646, 669)
Has seguido unos cursos panorámicos de la literatura hispanoamericana, ¿hay un o una escritor(a), un género o movimiento que te haya gustado o interesado más? (630, 654, 669)

La búsqueda de identidad es un tema central en la literatura hispánica escrita en Estados Unidos. ¿Cómo se manifiesta este tema en diferentes obras que has leído? (Piri Thomas *Down the Mean Streets*, Richard Rodríguez *Hunger of Memory*). (412, 485)

Dentro de la literatura hispánica producida en Estados Unidos se destacan las voces de varias mujeres. ¿Quiénes son algunas? [Sandra Cisneros, Cristina García, Julia Alvarez] ¿En qué se comparan los team destacados por estas autoras [v.gr. entre *How the García Girls Lost Their Accents* de J. Alvarez y *Dreaming in Cuban* de C. García]? ¿Qué mitos intentan romper? ¿Cómo intentan controlar su propio destino [v.gr. los cuentos de *Women Hollering Creek* de S. Cisneros]? (412, 485)

Si tuvieras que recomendarle a un amigo tres obras fundamentales para la comprensión de la literatura chicana, ¿cuáles serían? Explica el criterio usado para determinar la selección. (625)

¿Qué se entiende como bilingüismo? ¿Cuáles son algunas obras en las que el bilingüismo juega un papel importante? ¿Qué implica para la educación, para los estudios lingüísticos?
SAMPLE OF SYLLABI
GRADUATE COURSES

(See “Grades” and weekly “Tareas”)

Spring 2009

HISP 601: Research, Theory and Writing

Required texts:

   Available at: idealforeignbooks@worldnet.att.net, www.casadellibro.com, or castalia@castalia.es


   Available at: www.amazon.com, www.fceusa.com/u.asp


   Available at the MSC bookstore (course packet) or through Evans Library electronic course reserves.

Grades: Trabajo final (33%), Tarea semanal (33%), Participación en clase (33%)

Policies:
Incompletes: There will be no incompletes. Do not even ask.

Plagiarism:
Academic integrity is essential to the academic life of this or any university. For that reason, the rules of academic integrity will govern the conduct of this course. Students at Texas A & M University assume the important responsibility of promoting the Aggie Honor Code. The ideals of the Code refer to cheating, one of the worst of academic violations. If you have any questions about cheating or other forms of scholastic dishonesty and the consequences of breaches of integrity, please consult the Aggie Honor System web site at http://www.tamu.edu/aggiehonor/
Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in B118 of Cain Hall. The phone number is 845-1637.

SÍLABO
Week 1  Metodología: Cómo escoger un tema, técnicas básicas de investigación, fuentes secundarias (MLA, WorldCat)
Tarea (**siempre para la próxima semana**): Escoger un tema de investigación; hacer la primera búsqueda de las fuentes secundarias (informes de 5 minutos)

Week 2Metodología: Cómo construir una bibliografía anotada
  Lectura práctica: “Introducción” [MP]
  Lectura estética: “Prólogo” [TC]
  Lectura política: “Introducción: El espectro de la ideología” [ID]
  Tarea: Entregar una bibliografía anotada

Week 3Metodología: Cómo reseñar un libro
  Lectura práctica: “Elegir y concretar el tema” [MP]
  Lectura política: Theodor Adorno, “Mensajes en una botella” [ID]
  Tarea: Entregar una reseña de un libro de la bibliografía anotada

Week 4Metodología: Técnicas de investigación I: Fuentes primarias, paleografía
  Lectura práctica: “Investigar el tema” [MP]
  Lectura estética: Peter Burke, “El Renacimiento italiano y el desafío de la posmodernidad” [TC]
  Lectura política: Peter Dews, “Adorno, el postestructuralismo y la crítica de la identidad” [ID]
  Tarea: Preparar una transcripción de un documento de un archivo

Week 5Metodología: Técnicas de investigación II: Fuentes primarias, proyectos
3.13

ACADEMIC PROGRAM REVIEW
Appendix

**digital**

**Lectura práctica:** “Crear el primer borrador” [MP]
**Lectura estética:** Edward Said, “Cultura, identidad e historia” [TC]
**Lectura política:** Seyla Benhabib, “La crítica de la razón instrumental” [ID]

**Tarea:** Informes de 5 minutos sobre un proyecto digital útil para su proyecto de investigación

Week 6**Metodología:** Cómo escribir un resumen para un congreso

**Lectura práctica:** “Preparando el trabajo final” [MP]
**Lectura estética:** Jan Assmann, “El lugar de Egipto en la memoria de Occidente” [TC]
**Lectura política:** Jacques Lacan, “El estadio del espejo como formador de la función del yo (je) tal como se nos revela en la experiencia psicoanalítica” [ID]

**Tarea:** Entregar un resumen de 1 párrafo con los datos de un congreso específico

Week 7**Metodología:** Cómo citar fuentes: Estilo MLA vs. estilo Chicago

**Lectura práctica:** “Citas y documentación de fuentes” [MP]
**Lectura estética:** W.J.T. Mitchell, “Paleoarte o cómo los dinosaurios irrumpieron en el MOMA” [TC]
**Lectura política:** Louis Althusser, “Ideología y aparatos ideológicos de estado” [ID]

**Tarea:** Descanso

Week 8**Metodología:** El proceso de la escritura I: El esquema

**Lectura práctica:** “Listas: Obras citadas y obras consultadas” [MP]
**Lectura estética:** Stephen Greenblatt, “Sueños reales” [TC]
**Lectura política:** Michel Pêcheux, “El mecanismo del reconocimiento ideológico” [ID]

**Tarea:** Entregar un esquema de su proyecto

Week 9**Metodología:** Cómo integrar la enseñanza y la investigación (escribir un sílabo de un curso avanzado)

**Lectura práctica:** “La tesis doctoral” [MP]
**Lectura estética:** Slavoj Žižek, “Azul, de Krzysztof Kieslowski, o la reconstitución de la fantasía” [TC]
**Lectura política:** Nicholas Abercrombie, Stephen Hill y Bryan S. Turner,
“Determinación e indeterminación en la teoría de la ideología” [ID]

**Tarea:** Escribir un sílabo hipotético para un curso imaginario

**Week 10**

**Metodología:** El proceso de la publicación I (artículos): Cómo escoger la revista apropiada y escribir la carta de solicitud

**Lectura estética:** Lorraine Daston, “La objetividad y la comunidad cósmica” [TC]

**Lectura política:** Göran Therborn, “Las nuevas cuestiones de la subjetividad” [ID]

**Tarea:** Entregar una carta de solicitud dirigida al redactor de una revista específica

**Week 11**

**Metodología:** El proceso de la publicación II (libros): Cómo escoger el editorial apropiado y escribir la carta de solicitud

**Lectura estética:** Bernhard Waldenfels, “El habitar físico en el espacio” [TC]

**Lectura política:** Terry Eagleton, “La ideología y sus vicisitudes en el marxismo occidental” [ID]

**Tarea:** Entregar una carta de solicitud dirigida al director de un editorial específico

**Week 12**

**Metodología:** Cómo solicitar fondos y becas de investigación

**Lectura estética:** Norbert Bolz, “Más allá de las grandes teorías: El happy end de la historia” [TC]

**Lectura política:** Richard Rorty, “Feminismo, ideología y deconstrucción: Una perspectiva pragmatista” [ID]

**Tarea:** Preparar la solicitud de una beca del CHR de TAMU (Centro Glasscock para Investigación en las Humanidades)

**Week 13**

**Metodología:** El proceso de la escritura II: El borrador

**Lectura política:** Michèle Barrett, “Ideología, política, hegemonía: De Gramsci a Laclau y Mouffe” [ID]

**Lectura política:** Pierre Bourdieu y Terry Eagleton, “Doxa y vida cotidiana: Una entrevista” [ID]

**Tarea:** Entregar el borrador

**Week 14**

**Metodología:** El proceso de la escritura III: La revisión

**Lectura política:** Fredric Jameson, “La posmodernidad y el mercado”
Lectura política: Slavoj Žižek, “¿Cómo inventó Marx el síntoma?” [ID]
Tarea: Entregar la versión final

(See “Distribución de evaluaciones,” “Exámenes,” “Discusiones de artículos,” “Proyecto final y presentación,” and “Participación.”)

HISP 602
Lingüística aplicada a la enseñanza del español
Otoño del 2006

Descripción del curso en el catálogo:

Textos obligatorios:


Paquete de lecturas:
Estará disponible a través de e-reserves: (http://ereserves.tamu.edu/eres/default.aspx). Ir a Electronic Reserves and Reserves Pages. Ver bibliografía completa en la página final de este programa.

Objetivos del curso:
El presente curso se propone familiarizar a los estudiantes con la lingüística y en particular con sus aplicaciones a la enseñanza del español como lengua extranjera, con especial referencia a los anglohablantes. Al terminar el curso los alumnos podrán detallar los objetivos, métodos y aplicaciones del estudio de la adquisición del español como lengua extranjera. En particular, serán capaces de analizar los problemas relacionados con la enseñanza y el aprendizaje del sistema fonológico y morfosintáctico (morfología verbal, pronominal, contrastes aspectuales y modales) del español, así como la adquisición de significados y reglas sociopragmáticas. Podrán comparar y contrastar los principales modelos teóricos del campo.
Se aplicarán todos los conocimientos adquiridos a una investigación original en el campo de la adquisición del español como segunda lengua, para la cual cada alumno recolectará y analizará datos primarios, los interpretará y presentará en un trabajo final.

Prerrequisitos:
Este curso está reservado para alumnos graduados con un excelente manejo de la lengua española, tanto oral como escrita. El curso será dictado en español y se espera que los alumnos se puedan expresar competentemente en esa lengua. Habrá también lecturas en inglés, sin embargo, de manera que un sólido conocimiento pasivo del inglés es imprescindible.

Formato del curso:
El curso se dictará como seminario, con la constante participación de los estudiantes. En general, cada clase se dividirá en tres partes. La primera parte estará a cargo de la profesora, que presentará el tema central del día con la ayuda de proyecciones en Powerpoint. Esto permitirá que los estudiantes tengan copias de las transparencias antes de asistir a clase (se proporcionarán a través de WebCT). Esto no quiere decir que las transparencias sean un sustituto del curso sino un apoyo que permite prestar más atención. La segunda parte estará constituida por la discusión de ejercicios de aplicación, hechos en grupos o individualmente. Finalmente, la tercera parte se basará en discusiones a cargo de un alumno y versará sobre las lecturas del paquete que están asignadas para esa semana.

Política de asistencias:
Este es un curso muy intenso y la clase es muy larga. Perderla por entero significa haber perdido una semana completa. Haga lo posible por no ausentarse ni llegar tarde, por su propio bien y para el buen desarrollo del curso. Dos faltas no justificadas darán lugar a la pérdida de medio punto en la calificación final. Las justificaciones válidas son las que figuran en el reglamento académico estudiantil de TAMU (http://student-rules.tamu.edu/rule7.htm) y deben estar documentadas por escrito.

Escala de calificaciones finales:

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<thead>
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<th>Porcentaje</th>
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<td>79 – 70 %</td>
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<tr>
<td>Discusiones de artículos (2)</td>
<td>20%</td>
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<tr>
<td>Proyecto final</td>
<td>30%</td>
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</tbody>
</table>
### Presentación del proyecto final
10%

### Tarea domiciliaria
10%

### Participación en clase
10%

### Exámenes
Los exámenes tendrán como objetivo constatar que lo dictado en el curso se ha comprendido y que los estudiantes pueden aplicarlo a situaciones nuevas. Se emplearán diferentes tipos de preguntas para dar oportunidad a todos los estilos cognitivos. Habrá dos exámenes parciales durante el semestre.

### Discusiones deartículos
En el correr del semestre y a partir de la tercera semana, cada alumno dirigirá dos discusiones sobre el contenido de los artículos asignados esa semana. Las fechas de esta tarea se distribuirán en la segunda semana del curso. Por favor, venga preparado con una fecha o fechas de su preferencia. En caso de que varias personas deseen la misma fecha, se sorteará entre ellos. Antes de su discusión, hable con la profesora acerca de lo que piensa hacer para orientarla. Las discusiones tendrán una duración aproximada de 30 minutos. Se darán más detalles oportunamente.

### Proyecto final y presentación
Los alumnos demostrarán su capacidad para llevar a cabo investigación original en el campo. Para ello, recolectarán datos originales de aprendices del español como lengua extranjera o como lengua de herencia, que pueden enfocarse sobre los aspectos formales o sociolingüísticos del aprendizaje. Interpretarán esos datos en base a un modelo teórico determinado y lo presentarán en dos formatos diferentes. Por un lado, en una presentación oral, que será el día del examen final. Por otro lado, tendrán que presentarlo por escrito, en forma de trabajo de investigación de alrededor de 15 páginas. Se darán detalles sobre el formato del trabajo y de la investigación a la brevedad. El proyecto se dividirá en varias etapas y cada una de ellas deberá ser completada en varias etapas y cada una de ellas deberá ser completada para una fecha determinada (ver calendario) y llevará el puntaje parcial que se establece a continuación:

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<tr>
<td>Resumen de artículos</td>
<td>5%</td>
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<tr>
<td>Primera versión</td>
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<tr>
<td>Versión final</td>
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Texas A&M University | Department of Hispanic Studies
Tan pronto como sea posible, los alumnos deberán definir un tema de investigación de su interés para el proyecto final y discutirlo con la profesora. Puede tratarse de cualquier aspecto de la adquisición de español por anglohablantes o hablantes de herencia, tanto formal como socio-pragmático.

**Ejercicios y tareas**

La mejor forma de comprobar la comprensión de un tema es mediante ejercicios y tareas prácticas. Todas las clases haremos ejercicios prácticos; algunos de estos podrán asignarse como tarea domiciliaria.

**Participación**

La calificación de participación se medirá en base a dos elementos: la frecuencia con la que el alumno viene a clase (5 puntos) y su actitud en ella (5 puntos). Se perderán los puntos de asistencia con dos faltas no justificadas. La calificación por actitud será de 5 puntos para alumnos que participan espontáneamente y entusiastamente y que estén preparados todas las clases, y descenderá hasta un mínimo de 0 en caso de estudiantes que demuestran total falta de interés y empeño.

Además de las pruebas que se mencionan arriba y que aparecen en el calendario tentativo al final de este programa, se podrán proponer pequeñas pruebas sorpresa en cualquier momento de cualquier clase. Estas pruebas constituirán un componente de la calificación de participación. Por lo tanto, es importante que los estudiantes estén presentes en clase (en cuerpo y alma).

**Política de entrega de trabajos:**

Los trabajos deberán ser escritos en computadora y entregados en la clase. Las tareas enviadas como adjuntos (attachments) de computadora solamente servirán para confirmar su fecha de entrega y no eximen al estudiante de su obligación de entregar una versión impresa para su corrección.

Las fechas de entrega de los trabajos y tareas son obligatorias. No entregar el trabajo en fecha implicará la pérdida de medio punto en la calificación por cada día de atraso. No se aceptarán trabajos ni tareas domiciliarias con más de una semana de atraso, excepto en caso de falta justificada. Por favor, adjunte su justificativo escrito a la tarea atrasada. **No habrá excepciones**.

**Ética académica:**

Se exigirán los estándares más elevados de ética académica, tanto en las tareas domiciliarias como en el trabajo final y en cualquier otra evaluación o tarea que se plantee. En todos los trabajos escritos se espera trabajo individual y original para esta clase. Se penalizarán casos de
plagio tanto como intentos de copiar en los exámenes. Se considera plagio el utilizar material de otros autores (sea publicado o del internet) sin especificar claramente las fuentes de las citas y señalarlas con la puntuación convencional correspondiente. Cualquier deshonestidad se referirá a la oficina correspondiente (Aggie Honor System Office).

**Comportamiento:**
Parte de la responsabilidad del profesor es asegurar un ambiente en el que todos los alumnos se sientan cómodos y en óptimas condiciones para aprender. Por lo tanto, se espera respeto mutuo y colaboración, y no se tolerarán comentarios insultantes o discriminatorios de ningún tipo.

**Estudiantes con necesidades especiales:**
Cualquier estudiante que quiera notificarme de necesidades o problemas especiales que podrían interferir con su buen desempeño en el curso, no debe dudar en ponerse en contacto conmigo. Su situación será contemplada y tenida en cuenta en forma totalmente confidencial. Los estudiantes con algún impedimento (*disabled students*) deben informarme de su condición a la brevedad, mostrando el documento que lo acredita.1

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1 The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Services, Services for Students with Disabilities (SSD), in Room 126 of the Koldus Building, or call 845-1637.
<table>
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<tr>
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<tr>
<td>ago 30</td>
<td><em>Preliminares.</em> Discusión del curso.</td>
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<td>Ejercicios: T&amp;C 1: 3 (p. 50-1); 5 (p. 51) Temas 4 (p. 53). T&amp;C 2: 2 (p. 67). Temas: 5, 6 (p.69); 7 (p. 70)</td>
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<td>Oct 4</td>
<td><em>Los pronombres</em></td>
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<td>Ejercicios: T&amp;C 5: 2 (p. 134-5); Temas 6 (p. 135); K&amp;K 3: 2 (p. 48); 4 (p. 52); 8 (p. 55-6); 15 (p. 61-2).</td>
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| oct 18 | La formación verbal, tiempo y aspecto  
Presentación: T&C Cap. 3 y Cap. 7; K&K Cap. 4 | Entrega de búsqueda bibliográfica para el trabajo final  
Ejercicios: T&C 3: Temas 1, 2, 5 (p. 104); T&C 7: 2 (p. 167); 3 (p. 168); Temas: 10 (p. 169); K&K 4: 3 (p. 75); 4 (p. 77-8); 7 (p. 89); Ejercicios finales: 1 (p. 90)  
| oct 11 | Examen 1 |  
Trabajo en grupos para preparar las grabaciones. |
| oct 25 | El modo verbal y la subordinación  
Presentación: T&C Cap. 8; K&K Cap.5 | Entrega de grabación y discusión.  
Ejercicios: T&C 8: 4 (p. 189); K&K 5: 4 (p. 98), 7 (p. 101-2); 13 (109-10); Ejercicios finales: 5 (p. 116).  
| nov 1 | Las palabras y su significado  
Presentación: T&C Cap. 4 y Cap. 6 K&K Cap. 6 | Entrega de resúmenes de artículos para el trabajo final  
Ejercicios: T&C 4: Temas 1 (p. 117); T&C 6: 1, 2 (p. 149); Temas: 7 (p. 151); K&K 6: 2, 3 (p. 123); 7 (p. 127); 10 (p. 129-30); 12 (p. 133); 13 (p. 136)  
Discusión: Guntermann (1992a,b) |
| nov 8 | La pragmática  
Presentación: K&K Cap. 7 |  
Ejercicios: K&K Cap. 7: 1 (p. 146), 2 (p. 148); 5 (p. 152). Ejercicios finales: 3 (p. 157); 4 (p. 157-8).  
| nov 15 | Lengua y sociedad  
Presentación: K&K Cap. 8 |  
Ejercicios: K&K 8: Para pensar y discutir 2, 3 (p. 164); 3 (p. 168); 8 (p. 179); 9.1-3 (p. 184-5)  
| nov 22 | La tecnología y la ASL  
Presentación: K&K Cap. 9 | Entrega de la primera versión  
| febrero | Ejercicios: K&K Cap. 9: Para pensar y discutir: 1 (p. 192); 2, 3 (p. 198); Ejercicios finales 2 (p. 200); Para pensar y discutir: 1,2 (p. 201) | del trabajo final |
| nov 29  | Discusión: Blake (1998, 2000), Kelm (1996), Pica (1996a,b,c) | |
| dic 13  | Medios para medir la competencia  
Presentación: K&K Cap. 10  
Examen 2 | Entrega de la segunda versión del trabajo final  
Presentaciones de los alumnos |
(See “Al finalizar el curso los alumnos podrán,” “Evaluaciones,” “Resúmenes,” “Discusiones de artículos,” “Ejercicios y tareas,” and “Proyecto final.”)

HISP 607
HISTORIA Y ESTRUCTURA DEL VOCABULARIO ESPAÑOL

Texto:
SPAN 607. Historia y estructura del vocabulario español: lista de lecturas. Paquete en reserves. (Los alumnos que deseen una copia, deben entregarme un CD en blanco).

Objetivos del curso:
El presente curso se propone familiarizar a los estudiantes con la evolución y estructura interna de las palabras del español. Veremos desde el punto de vista descriptivo, formal e histórico, cada uno de los procesos con los cuales la lengua española enriquece su léxico. Entre estos procesos se encuentran algunos bien conocidos y descritos por la gramática tradicional, tales como la derivación por sufijos, prefijos e interfijos, la composición nativa y culta, la utilización de préstamos y calcos de otras lenguas y diferentes tipos de cambio semántico. También veremos otros procesos más marginales tales como los cruces, acortamientos, reduplicación, uso de siglas y conversión (o derivación cero).

Por otra parte, veremos cómo este acervo léxico se registra en diccionarios generales, dialectales, etimológicos e históricos. Estudiaremos los principales tipos de diccionarios y aprenderemos a aprovechar al máximo la información que nos proporcionan, tanto en la vida diaria como con propósitos académicos y pedagógicos. Finalmente, los estudiantes se familiarizarán con varias bases de datos electrónicas (CORDE/CREA, Corpus del español) para obtener información de primera mano acerca del uso de lexemas en textos auténticos.

Al finalizar el curso los alumnos podrán:
1. Definir, describir y ejemplificar la prefijación, la sufijación y la composición como mecanismos de formación de palabras en la lengua española, y explicar cómo han evolucionado a lo largo de la historia.
2. Nombrar y ejemplificar procesos más marginales de formación de palabras.
3. Nombrar las principales influencias de otras lenguas sobre el léxico español y las del español sobre ellas, ejemplificando con palabras o grupos de palabras representativas.
4. Demonstrar familiaridad con la estructura informativa de diferentes tipos de diccionarios y comprensión de los diferentes criterios utilizados en su creación.
5. Obtener información lexicográfica y semántica a partir de bases de datos actuales e históricas.
6. Analizar un fenómeno léxico y presentar este análisis oralmente, en una presentación de 20 minutos y por escrito, en un trabajo final de 15 páginas, usando estructura, argumentación y estilo apropiados y referencias bibliográficas.

Prerrequisitos:
Este curso está reservado para alumnos graduados con un excelente manejo de la lengua española, tanto oral como escrita. El curso será dictado en español y se espera que los alumnos se puedan expresar competentemente en esa lengua. Habrá también lecturas en inglés, sin embargo, de manera que un sólido conocimiento receptivo del inglés es imprescindible.

Formato del curso:
El curso se dictará como seminario, con la constante participación de los estudiantes. En general, cada clase se dividirá en tres partes. La primera parte estará a cargo de la profesora, que presentará el tema central del día con la ayuda de proyecciones en Powerpoint. Esto permitirá que los estudiantes tengan copias de las transparencias antes de asistir a clase (se proporcionarán a través de WebCT). Esto no quiere decir que las transparencias sean un sustituto del curso sino un apoyo que permite prestar más atención. La segunda parte estará constituida por la discusión de ejercicios de aplicación, hechos en grupos o individualmente. Finalmente, la tercera parte se basará en discusiones a cargo de un alumno y versará sobre las lecturas del paquete que están asignadas para esa semana. Algunos días es posible que la clase se reúna, por lo menos durante parte del tiempo, en el laboratorio de computadoras de la biblioteca (detalles más tarde).

Política de asistencias:
Este es un curso muy intenso y la clase es muy larga. Perderla por entero significa haber perdido una semana completa. Haga lo posible por no ausentarse ni llegar tarde, por su propio bien y para el buen desarrollo del curso. Dos faltas no justificadas darán lugar a la pérdida de medio punto (5%) en la calificación final. Las justificaciones válidas son las que figuran en el reglamento académico estudiantil de TAMU (http://student-rules.tamu.edu/rule7.htm) y deben estar documentadas por escrito.

Escala de calificaciones finales:

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<td>59 % o menos</td>
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Evaluaciones:
- Resumen de artículo (4): 20% (5% cada uno)
- Discusión oral de artículos (2): 20% (10% cada uno)
- Proyecto final: 25%
Presentación del proyecto final 10%
Tareas y ejercicios domiciliarios 10%
Asistencia y participación 10%

Resúmenes
Los resúmenes deberán entregarse en cuatro fechas predeterminadas del semestre. Se puede elegir cualquiera de los artículos asignados como lecturas hasta ese momento. Dependiendo del largo del artículo, el resumen puede versar sobre su totalidad o sobre una sección que funcione independientemente. Deberá escribirse en procesador de texto y no exceder las tres páginas. En general, se recomienda que el resumen sea en la misma lengua que el original, para facilitar la tarea.

Discusiones de artículos
En el correr del semestre y a partir de la tercera semana, cada alumno tendrá que organizar dos discusiones de artículos. En estas discusiones, combinarán uno de los artículos tomados de la lista de lecturas con otro segundo artículo independiente. Los dos artículos deben estar relacionados de alguna forma (por ejemplo, ser del mismo autor, sobre el mismo fenómeno u otro relacionado). Para buscar el segundo artículo, consulte las bases de datos del LLBA o del MLA. Cuando haya hecho su selección, dígale a la profesora lo que piensa hacer. Las presentaciones pueden realizarse en Powerpoint o utilizando algún otro método a elección del presentador. Deberán tener una duración aproximada de 15-20 minutos.

Las fechas de este trabajo se distribuirán en la segunda semana del curso. Por favor, venga preparado con una fecha o fechas de su preferencia. En caso de que varias personas deseen la misma fecha, se sorteará entre ellas. Las discusiones tendrán una duración aproximada de 30 minutos.

Ejercicios y tareas
La mejor forma de comprobar la comprensión de un tema es mediante ejercicios y tareas prácticas. Todas las clases haremos ejercicios prácticos; algunos de estos podrán asignarse como tarea domiciliaria. Trabajar en grupos en la tarea domiciliaria es aceptable, siempre y cuando cada alumno escriba su propia versión individual de las respuestas.

Proyecto final
Tan pronto como sea posible, los alumnos deberán definir un tema de investigación de su interés para el proyecto final. Puede tratarse de la historia o las características de cualquier proceso de formación léxica del español. Ejemplos posibles pero no exhaustivos: neologismos en áreas especializadas (internet, prensa, negocios) o grupos marginados (pandillas fronterizas, grupos gay), la creación o traducción de neologismos en un género, una variedad regional o un
autor determinados (por ejemplo, ciencia ficción, literatura fronteriza), uso de préstamos y calcos semánticos entre bilingües o multilingües, diminutivos o hipocorísticos, comparación de definiciones de un término en varios diccionarios diferentes, posibles etimologías de palabras de origen incierto. El proyecto se dividirá en varias etapas y cada una de ellas deberá ser completada para una fecha determinada (ver calendario) y llevará el puntaje parcial:

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**Participación**

La calificación de participación se medirá en base a dos elementos: la frecuencia con la que el alumno viene a clase (5 puntos) y su actitud en ella (5 puntos). Se perderán puntos de asistencia con faltas no justificadas. La calificación por actitud será de 5 puntos para alumnos que participan espontánea y entusiastamente y que están preparados todas las clases, y descenderá hasta un mínimo de 0 en caso de estudiantes que demuestran total falta de interés y empeño.

Además de las pruebas que se mencionan arriba y que aparecen en el calendario tentativo al final de este programa, se podrán proponer pequeñas pruebas sorpresa en cualquier momento de cualquier clase. Estas pruebas constituirán un componente de la calificación de participación. Por lo tanto, es importante que los estudiantes estén presentes en clase (en cuerpo y alma).

**Política de entrega de trabajos:**

Los trabajos deberán ser escritos en computadora y entregados en la clase. Las tareas enviadas como adjuntos (attachments) de computadora solamente servirán para confirmar su fecha de entrega y no eximen al estudiante de su obligación de entregar una versión impresa para su corrección.

Las fechas de entrega de los trabajos y tareas son obligatorias. No entregar el trabajo en fecha implicará la pérdida de medio punto en la calificación por cada día de atraso. No se aceptarán trabajos ni tareas domiciliarias con más de una semana de atraso, excepto en caso de falta justificada. Por favor, adjunte su justificativo escrito a la tarea atrasada. **No habrá excepciones.**
**Ética académica:**
Se exigirán los estándares más elevados de ética académica, tanto en las tareas domiciliarias como en el trabajo final y en cualquier otra evaluación o tarea que se plantee. En todos los trabajos escritos se espera trabajo individual y original para esta clase. Se penalizarán casos de plagio tanto como intentos de copiar en los exámenes. Se considera plagio el utilizar material de otros autores (sea publicado o del internet) sin especificar claramente las fuentes de las citas y señalarlas con la puntuación convencional correspondiente. Cualquier deshonestidad se referirá a la oficina correspondiente (*Aggie Honor System Office*).

**Comportamiento:**
Parte de la responsabilidad del profesor es asegurar un ambiente en el que todos los alumnos se sientan cómodos y en óptimas condiciones para aprender. Por lo tanto, se espera respeto mutuo y colaboración, y no se tolerarán comentarios insultantes o discriminatorios de ningún tipo.

**Estudiantes con necesidades especiales:**
Cualquier estudiante que quiera notificarme de necesidades o problemas especiales que podrían interferir con su buen desempeño en el curso, no debe dudar en ponerse en contacto conmigo. Su situación será contemplada y tenida en cuenta en forma totalmente confidencial. Los estudiantes con algún impedimento (*disabled students*) deben informarme de su condición a la brevedad, mostrando el documento que lo acredita.²

**Calendario**

<table>
<thead>
<tr>
<th>Fecha</th>
<th>Tema</th>
<th>Lecturas</th>
<th>Tarea y/o evaluación</th>
</tr>
</thead>
<tbody>
<tr>
<td>set 3</td>
<td>Introducción al curso.</td>
<td>Penny (2002:§ 2.2)</td>
<td>Hoja de información</td>
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<tr>
<td></td>
<td>Actividad: Análisis de texto.</td>
<td>Trask (1996, Ch. 1)</td>
<td>personal</td>
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<tr>
<td></td>
<td>Generalidades sobre el cambio lingüístico (proceso, causas y consecuencias).</td>
<td>Escobar &amp; Hualde (2001:123-137)</td>
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<tr>
<td></td>
<td>Repaso de conceptos básicos de morfología.</td>
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</tbody>
</table>

² *The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Services, Services for Students with Disabilities (SSD), in Room 126 of the Koldus Building, or call 845-1637.*
<table>
<thead>
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<th>Lecturas</th>
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<td>set 24</td>
<td>La profesora no va a estar. Esta clase se sustituirá por entrevistas individuales para definir el tema del trabajo final, en la semana del 28 de setiembre al 2 de octubre.</td>
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<td>oct 22</td>
<td>La profesora no va a estar. Esta clase se sustituirá por entrevistas individuales</td>
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<td>La etimología.</td>
<td>Trask (1996, Ch. 12, 345-353)</td>
<td>Resumen 3</td>
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<td>nov 26</td>
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<tr>
<td>dic 10</td>
<td>Presentación de proyectos finales</td>
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<tr>
<td>dic 7-11</td>
<td>Entrevistas individuales de consulta sobre el proyecto final</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dic 15</td>
<td></td>
<td></td>
<td>Entrega de proyectos finales</td>
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<td>4 pm</td>
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</tbody>
</table>
Descripción y objetivo del curso:
El curso tiene como objetivo la lectura y análisis de algunos de los textos más significativos de la literatura hispánica contemporánea, escrita por mujeres. El estudio de las autoras seleccionadas incluye la contextualización política y social de cada una de las escritoras, así como el conocimiento de aproximaciones críticas a sus obras. Durante el trascurso del semestre se leerán obras de distinguidas autoras representativas de América Latina y España, y se estudiarán también aportaciones teóricas que contribuyan a la elucidación del concepto “escritura femenina”. El campo de estudio de este seminario dirige su atención a los géneros de narrativa y poesía. Las autoras analizadas en clase son las siguientes:

Narradoras: María Luisa Bombal, Carmen Laforet, Rosario Castellanos, Elena Garro, Carmen Boullosa, Cristina Rivera Garza, Ana Clavel; Cristina Peri Rossi.
Poetas: la precursora triada conformada por Ibarbou, Agustini y Storni; Gioconda Belli, Ana Rossetti, Alejandra Pizarnick, Marosa di Giorgio, Coral Bracho y Verónica Volkow.

Evaluación del estudiante:
Asistencia 10%
Participación activa 10%
Presentación Power-Point 40%
Trabajo final 40%

La presentación deberá tener una extensión mínima de treinta minutos. Se espera que el tema presentado en clase refleje una investigación seria y responsable por parte del estudiante. Debe incluir una bibliografía, de la cual se entregará copia (cibernética o en papel) a todos los participantes del seminario. El tema de la presentación NO podrá ser el mismo que habrá de desarrollarse en el trabajo final.

El trabajo final deberá tener una extensión mínima de quince páginas, sin contar notas ni bibliografía. Las notas deberán enlistarse al final del texto y no al pie de página. Se espera que los estudiantes efectúen una consulta bibliográfica rigurosa y ACTUALIZADA (revisión tanto de LIBCAT como de MLA International Bibliography). Una orientación sencilla y eficaz sobre la
manera correcta en que debe presentarse un trabajo final puede ser consultada en el siguiente enlace:

http://dianahacker.com/pdfs/Hacker-Daly-MLA.pdf

Los materiales de lectura del seminario podrán comprarse directamente a través de internet, bajarse de la red, o adquirirse en fotocopias a través de la librería, TAMU.
A los estudiantes del Departamento de Estudios Hispánicos amistosamente se les recuerda que Texas A&M University apoya la diversidad, por lo tanto, todos aquellos comportamientos que promuevan o estimulen prejuicios basados en género, etnicidad, edad, religión, discapacidad, estatus militar u orientación sexual serán sancionados de acuerdo a las leyes universitarias, federales y/o estatales correspondientes. Así mismo, Texas A&M espera de su comunidad un absoluto respeto a la integridad académica.

Para orientación sobre estos temas de importancia vital pueden consultarse los siguientes pronunciamientos y enlaces:

**University Statement on Harassment and Discrimination**
Texas A&M is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit.
Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.
Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units. Students should contact the Office of the Dean of Student Life at 845-3113
http://student-rules.tamu.edu/statement

**Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. http://disability.tamu.edu.

**Academic Integrity Statement and Policy:** http://www.tamu.edu/aggiehonor.
Office of Graduate Studies (OGS):  http://ogs.tamu.edu/  
International Student Services:  
http://international.tamu.edu/iss/people/currentstudents.asp

SYLLABUS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Authors/Books</th>
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<tbody>
<tr>
<td>Sep. 1</td>
<td>Introducción al curso</td>
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<tr>
<td>Sep. 15</td>
<td>Novelista de Posguerra: Carmen Laforet (1921), Nada, 1945</td>
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<td>Sep. 29</td>
<td>Innovaciones de Género: Cristina Peri Rossi (1941), Solitario de Amor, 1988</td>
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<td>Oct. 6</td>
<td>Nueva Novela Histórica: Carmen Boullosa (1954),</td>
<td>Llanto, 1992</td>
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<td>Locura: Cristina Rivera Garza (1964),</td>
<td>Nadie me verá, 1999</td>
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<td>Poetas Precursoras: Juana de Ibarborou, 1892; Alfonso Storni, 1892; Delmira Agustini, 1925</td>
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<td>Nov. 3</td>
<td>Erotismo: Gioconda Belli (1948) y Anna Rossetti (1950)</td>
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<td>Nov. 10</td>
<td>Locura: Alejandra Pizarnick (1936)</td>
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<td>Nov. 17</td>
<td>Rupturas y experimentación: Marosa di Giorgio (1934), Coral Bracho (1951) y Verónica Volkow (1955)</td>
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<td>Dic. 15</td>
<td>Entrega de trabajos finales</td>
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</table>
(See “Presentaciones,” “Ensayo,” and “Bases de evaluación.”)

HISPANIC STUDIES 653
Don Quijote and the Hispanic Novel
Dr. E. Urbina

TEXTOS Y CRÍTICA
I. Lectura: Textos comunes:

A) Don Quijote de la Mancha (8 semanas)
B) Otros textos (6 semanas).
   1. Benito Pérez Galdós, Nazarin
   3. Luis Martín Santos, Tiempo de silencio
   4. Daniel Venegas, Don Chipote o cuando los pericos mamén

II. Lectura: Texto individual:

Una novela “cervantino-quipotesca” a elegir según el interés de cada estudiante, en consulta con el profesor (4 semanas; v. Bibliografía)

III. PRESENTACIONES (3)
Dos presentaciones sobre crítica y una sobre el texto elegido (v. Bibliografía)

IV. ENSAYO

PROGRAMA DE CLASES

1) 1 de setiembre
Conferencia: Presentación y organización del curso; El Quijote y la novela hispánica.
Lectura: Don Quijote I (1605) Prólogo
Discusión: Ficción, fictivo, metaficción

2) 8 de setiembre
Conferencia: El Quijote: romance, parodia, ironía, estructura narrativa; lo quijotesco y el quijotismo
Lectura: Don Quijote I (1605) caps. 1-6
Discusión: Realidad vs. ficción; Caracterización: ingenio y locura
Crítica: John J. Allen, “Don Quixote and the Origins of the Novel”

3) 15 de setiembre
Conferencia: Personaje y caracterización; temática y motivos; estructura y técnicas.

Lectura: Don Quijote I (1605) caps. 7-14

Discusión: Narratividad: el juego fictial y la escritura de la historia; lo verosímil y lo verdadero

Crítica: Harry Levin, “Cervantes, el quijotismo y la posteridad”

4) 22 de setiembre

Conferencia: La novela como género narrativo: invención, imitación y representación.

Lectura: Don Quijote I (1605) caps. 20-22; 46-47 y 52

Discusión: ironía, burla y niveles de ficción

Crítica: Angel Basanta, “Cervantes y el Quijote en algunas novelas españolas de nuestro tiempo”

5) 29 de setiembre

Conferencia: Dulcinea y la aventura guardada

30 de octubre-1 de setiembre: conferencia en Austin, University of Texas:
“Don Quijote in the Spanish Speaking World: 1605-2005” (v. programa adjunto)

Lectura: Don Quijote II (1615) caps. 1-3, 8-10

Discusión: Amor vs. caballería

Crítica: Edwin Williamson, “The Quixotic Roots of Magic Realism: History and Fiction from Alejo Carpentier to Gabriel García Márquez”

6) 6 de octubre

Conferencia: La historia verdadera y la verdad de la historia

Lectura: Don Quijote II (1615) caps. 12-18

Discusión: Reflejos, reflexiones, dobles

Crítica: Philip Swanson, “Writing the Present, Reading the Past”

7) 13 de octubre


Lectura: Don Quijote II (1615) caps. 21-23 y 29-32

Lectura: Galdós, Nazarín

Discusión: Elementos cervantinos; quijote espiritual, misticismo.

8) 20 de octubre

Conferencia: el quijotismo, lo quijotesco, lo cervantino

Lectura: Don Quijote II (1615) caps. 44,45, 59,60, 64, 74

Lectura: Galdós, Nazarín

Discusión: Elementos cervantinos; quijote espiritual, misticismo.
9) 27 de octubre  
*Presentación #1: “Reseña crítica y discusión de un artículo; v. “Bibliografía”*  
*Lectura: Dario, Borges, Cortazar*  
Discusión: Ideal, imaginación, fantasía

10) 31 de octubre  
*Lectura: Martín Santos, Tiempo de silencio I*  
Discusión: Elementos cervantinos, idealismo-realismo

11) 3 de noviembre  
*Presentación #2: “Reseña crítica y discusión de un estudio cervantino” (v. Bibliografía)*  
*Lectura: Martín Santos, Tiempo de silencio II*

12) 10 de noviembre  
*Lectura: Don Chipote*  
Discusión: Elementos cervantinos: ilusión como trayectoria de salvación

13) 17 de noviembre (22-23 de noviembre, Thanksgiving Holiday)  
*Lectura: Lectura de la novela individual escogida para el ensayo.*

14) 24 de noviembre  
*Lectura: Lectura de la novela individual escogida para el ensayo (cont).*

*Presentación # 3: Discusión de la novela y presentación de la tesis y metodología del ensayo final*

15) 1 de diciembre  
“Reading day; no classes”

**Bases de evaluación:**

<table>
<thead>
<tr>
<th>Categoría</th>
<th>Puntaje</th>
</tr>
</thead>
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<tr>
<td>Discusiones de textos y crítica literaria</td>
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<tr>
<td>Presentaciones individuales (3)</td>
<td>30%</td>
</tr>
<tr>
<td>Ensayo</td>
<td>40%</td>
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</table>

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environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, 126 Koldus Building (845-1637).”

**Academic Honesty:**
The Aggie Honor Code is: “An Aggie does not lie, cheat, or steal or tolerate those who do.”
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: [www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)
(See “Evaluación del estudiante.”)

**HISP 660**
**READING AND RESEARCH IN HISPANIC CULTURAL STUDIES**

El objetivo del presente curso es el acercamiento al tema colonial latinoamericano desde una perspectiva no limitada al análisis literario sino inclusive de las distintas aportaciones otorgadas por los estudios culturales. De acuerdo a este propósito, el temario ha sido organizado con el fin de acercarse desde diferentes aproximaciones a las varias subdivisiones que en su conjunto conforman el amplio espectro social y político de más de trescientos años de vida colonial. Los temas a tratar serán tratados a manera de módulos independientes que, en su conjunto, aportarán una comprensión total del fenómeno colonial visto desde sus perspectivas literaria, social y hasta de recuperación fílmica y musical. Los escritos de Michel Foucault, así como lecturas relativas a los estudios postcoloniales, guiarán la aproximación conceptual a temas tales como locura, inquisición y representación cinematográfica de indígenas y africanos. El acercamiento literario estará basado en lecturas de autores latinoamericanos contemporáneos que han ficcionalizado ya sea la experiencia colonial misma o conceptos íntimamente relacionados al tema como, por ejemplo, el concepto de lo barroco.

**Evaluación del estudiante:**

<table>
<thead>
<tr>
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<tr>
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<tr>
<td>Trabajo final (con fines de publicación)</td>
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**Syllabus:**

**Primera Semana**  Agosto 26. **Introducción**

**Segunda Semana**  Septiembre 2. **Cristóbal Colón y el Encuentro.**
Lectura a discutir en clase: **Augusto Roa Bastos, La vigilia del Almirante**

**Tercera Semana**  Septiembre 9. **Hernán Cortés y la Conquista.**
Lectura a discutir en clase: **Carlos Fuentes, Las ceremonias del alba**

**Cuarta Semana**  Septiembre 16. **Alvar Núñez, Cabeza de Vaca: peregrinaje y chamanismo.**
Lectura a discutir en clase: **Naufragios**

**Película NAUFRAGIOS**

Texas A&M University | Department of Hispanic Studies
Quinta Semana Septiembre 23. Inquisición y locura
Lecturas a discutir en clase: Foucault y procesos inquisitoriales

*Sexta Semana Septiembre 29. Película LOS FANTASMAS DE GOYA

Séptima Semana Octubre 7. El Barroco
Lectura a discutir en clase: Alejo Carpentier, Concierto barroco

Octava Semana Octubre 14. ¿Barroco y/o Neobarroco?
Lectura a discutir en clase: Severo Sarduy, Barroco

Novena Semana Octubre 21. Sor JUANA Inés de la Cruz
Lecturas a discutir en clase: Respuesta y Villancicos a Santa Catarina
Película, YO, LA PEOR E TODAS

Décima Semana Octubre 28. La experiencia africana durante la Colonia
Lecturas a discutir en clase: fotocopias sobre estudios postcoloniales
Película: LA ÚLTIMA CENA

Semana Once Noviembre 4. La Malinche y sus representaciones
Lectura a discutir en clase: Rosario Castellanos, El eterno femenino

Semana Doce Noviembre 11. Desacuerdos fílmicos: Werner Herzog y Carlos Saura
Películas: Aguirre, la ira de Dios y EL DORADO

Semana Trece Noviembre 18. ¿Neocolonialismo o Postcolonialismo?
Películas: RITO TERMINAL Y MADEINUSA

Semana catorce Noviembre 25. THANKSGIVING
Semana quince Diciembre dos. PRESENTACIONES DE ABSTRACTS
(See “Responsabilidades del estudiante,” “Tarea escrita,” and “Resúmenes semanales.”)

TEXAS A&M UNIVERSITY
Department of Hispanic Studies
Fall 2009 Course Information Sheet

HISP 672: Hispanic Film and Performing Arts (R 5:45-8:15)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in B118 of Cain Hall. The phone number is 845-1637.

Academic integrity is essential to the academic life of this or any university. For that reason, the rules of academic integrity will govern the conduct of this course. Students at Texas A & M University assume the important responsibility of promoting the Aggie Honor Code. The ideals of the Code refer to cheating, one of the worst of academic violations. If you have any questions about cheating or other forms of scholastic dishonesty and the consequences of breaches of integrity, please consult the Aggie Honor System web site at http://www.tamu.edu/aggiehonor/.

Objetivos del curso:
Este curso aspira a proporcionarle al estudiante un conocimiento, una comprensión y una apreciación del cine hispano (en particular, el cine español contemporáneo) en términos de su valor socio-histórico y artístico. Además, este curso le da al estudiante la oportunidad de seguir desarrollando sus habilidades de producir escritos de índole académica.

Lecturas: Habrá lectura de material proveído al estudiante de forma digital o fotocopiada. En el segundo caso, el estudiante tendrá que costear las fotocopias.
Responsabilidades del estudiante: Los siguientes componentes entrarán en la determinación de la nota final. Al lado de cada componente se encuentra el valor relativo del mismo en esa determinación.

tarea escrita 50 puntos
resúmenes semanales 100 puntos
examen [10 de diciembre] 50 puntos
participación3 50 puntos

Escala de calificación: La nota final se determinará según la siguiente escala de puntuajes.

225 a 250 - A  200 a 224 - B  175 a 190 - C  150 a 174 - D  menos de 150 - F

Organización del curso: La sesión que tenemos juntos [jueves 5:45 a 8:15] cada semana del curso se dedicará a la presentación de diferentes temas relacionados con el cine hispano y a la discusión y análisis tanto de las películas vistas como de las lecturas. Así pues, es estudiante deberá de haber visto la película (o las películas) y habrá leído los materiales que aparecen en el plan presentado abajo antes de la clase en que se discutan.

Tarea escrita: Este trabajo será análisis de una(s)película(s) que se halla(n) fuera de las tocadas en el plan de curso. El ensayo será de un mínimo de cinco páginas [más la bibliografía] y tratará un tema o una(s) película(s) determinados en consulta con el profesor. La última fecha para entregar este trabajo es el 7 de diciembre.

Resúmenes semanales: Cada semana el estudiante entregará un resumen de la clase de la semana anterior. La forma de estos resúmenes es tan importante como el contenido. Estos resúmenes deben redactarse en un estilo expositivo [no narrativo], propio de una presentación académica.

HISP 672 - Plan de curso - Otoño 2009

3 "Participación" es la combinación de evaluaciones subjetiva y objetiva. Es el balance entre la calidad de las intervenciones del estudiante en la discusiones de la clase y la calidad de sus análisis, más la frecuencia de esas intervenciones. Por ejemplo, un estudiante que siempre está presente y nunca interviene, aunque, con gestos y comunicación no-verbal, muestra su involucramiento y comprensión, sólo puede aspirar a una participación de nivel "C". En cambio, un estudiante que siempre está presente y frecuentemente hace buenas preguntas y contesta bien las preguntas con frecuencia, puede aspirar a una participación de nivel "A". Una participación de nivel "B" cas entre estas dos descripciones, mientras una participación "D" o "F" refleja poca o ninguna participación, ni verbal ni no-verbal, y una falta de involucramiento.
3/9  Introducción + El perro andaluz

10/9  Viridiana y Bienvenido Mr. Marshall
     "Luis Buñuel and His Influence" + "Bardem, Berlanga and Buñuel into the Breach"

17/9  La caza y La prima Angélica
     "Introduction" (Deveny) Film

24/9  El espíritu de la colmena
     "La confrontación del trauma colectivo en el cine español contemporáneo"

1/10  El crimen de Cuenca + La colmena
     "Politics in Earnest"

8/10  Bodas de sangre y Carmen
     Lectura de Bodas de sangre [García Lorca] y "Breaking the Mold"

15/10 Los santos inocentes (y opcionalmente Diamantes de Kilimanjaro o Mucama sexual)
     "Divisions Run Deep"

22/10 La vaquilla y Belle epoque
     "Franco Fades Away"

29/10 Mujeres al borde de un ataque de nervios y Átame
     "Cultural Reinscription: Popular Genre Film in Post-Franco Spain"

5/11  Abre los ojos y Mar adentro o Te doy mis ojos
     "El periodo socialista: 'la historia y la literatura'..."

12/11 La historia oficial
     “Introduction” + “Historical Contexts” (Foster)

19/11 Camila y Como agua para chocolate
     "La estructuración del discurso filmico en Camila" + "Mexican Melodramas of Patriarchy:
      Specificity of a Transcultural Form"

26/11  libre
3/12  *Memorias del subdesarrollo* y *Fresa y chocolate*
   “Cuba: Revolutionary Projections”

8/12  *Amores perros* y *El crimen del padre Amaro*
   Bosquejo histórico del cine mexicano + “El discurso de la subcultura transgresora en el film
   mexicano *Amores perros*”
### HISPANIC STUDIES GRADUATE PROGRAM FY10

**MA Student funded as Dept. GATs**

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## PhD Students in Cooperative Program

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INT-N-Res: International Student-Not Resident  
TX-Res: Texas Resident  
N-Res: Not TX Resident  
X*: not electronic process
DEPARTMENT OF HISPANIC STUDIES

GRADUATE STUDENT HANDBOOK

2009-2010
Department of Hispanic Studies
2009-2010 Graduate Student Handbook

Welcome to graduate study in the Department of Hispanic Studies at Texas A&M University. We hope that your time with us will be productive and that your experience will prepare you for the career you wish to pursue.

To guide you through the various steps that lead to an M.A. in Modern Languages (Emphasis in Spanish) or a Ph.D. in Hispanic Studies, we offer this Graduate Student Handbook. In it you'll find program descriptions, a list of requirements needed to obtain your degree, and other pertinent information.

About this Handbook

This handbook has been developed to serve as a reference source that will provide information about graduate study in the Department of Hispanic Studies. It is compiled from several documents from different university departments. Our handbook should be used as a supplement to the following University publications:

- the Texas A&M Graduate Catalog (available from the University bookstore and at http://www.tamu.edu/admissions/GCatalog/index.htm)
- the University’s Student Rules (http://student-rules.tamu.edu)
- the Texas A&M Graduate Student Handbook (http://ogs.tamu.edu/)

Please note that although we have done our best to provide accurate information, this is a living document and items contained herein may change as requirements change at the department (where requirements may exceed university requirements), college, and university levels.

How to Use this Handbook

This handbook is divided by degree (M.A. and Ph.D.) and is structured according to a timeline. Please make sure you read the first section for your degree to obtain a broad understanding of what is required of you during your studies here. In this first section, you will see timelines and have certain often-used terms defined.

The remainder of the section will be sorted according to the items on the timeline and each step will be described in further detail.

The appendices of this handbook will direct you to faculty information, common forms, information on professional development, and pertinent department, college and university contact information.
Department of Hispanic Studies
Graduate Student Handbook
2009-2010

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THE M.A. in Modern Languages (Emphasis in Spanish)

The Department of Hispanic Studies currently offers the Master of Arts (M.A.) degree in Modern Languages with an emphasis in Spanish. Please read the following two pages at a minimum to gain a broad understanding of your program requirements.

Executive Summary

The M.A. student will take a number of courses for the degree moving towards a terminal final examination or a final thesis.

In addition, the student will be required to satisfy a number of requirements (either before or during his/her studies here). Examples of these requirements include but are not limited to residency, English proficiency, and submission of forms for exams and/or theses.

To support the student, an Advisory Committee will be formed to guide study plans and ensure progress through the program. The Director of Graduate Studies (DGS) will also assist the student in ensuring the satisfaction of requirements prior to graduation.

To help guide the student through this process, we have developed the following checklist. It is not necessarily exhaustive, but will bring up the most common issues facing a typical student. If you have a specific question not clearly explained in this document, please refer to the DGS.

Checklist for the M.A. Student

- Early in your degree, meet with the DGS and
  - Establish an Advisory Committee (second semester)
  - Begin preparing a degree plan
  - Discuss time limits for degree completion
  - Discuss English proficiency requirements
  - Discuss foreign language requirement (if considering Ph.D.)
  - Discuss transfer credit procedures
  - Discuss residency requirements
  - Discuss academic requirements

- As soon as the Advisory Committee is established, meet with its members and
  - Discuss, edit, approve and submit the degree plan
  - Discuss Thesis vs. Non-thesis options
  - Set a time to meet again

- (For thesis option) As soon as a thesis topic is found, meet with the Advisory Committee and
  - Prepare and submit a thesis proposal to the Thesis Office

Glossary of Terms

- Advisory Committee – Group of faculty that guides the student in his/her degree.
- Degree Plan – A list of courses taken to fulfill the M.A. requirements. The plan is also used to establish an Advisory Committee.
- Residency – The number of hours one must take at A&M in order to graduate.
- Thesis – A research project ending with a significant written document.
- Thesis defense – An oral examination
Checklist for the M.A. Student (continued)

- (For examination option) **One semester prior** to proposed exam date, meet with the Advisory Committee and
  - Prepare and submit a reading list
  - Discuss expectations for the examination

- During your final semester, meet with the DGS and
  - Apply for your degree
  - Establish exam or thesis defense date
  - Complete residency requirements
  - Complete English proficiency, if required

- During your final semester, meet with the Advisory Committee
  - If thesis option
    - Ensure that the thesis proposal has been submitted
    - Complete and defend thesis, submit final thesis to the Thesis Office
  - If non-thesis option
    - Ensure that all texts for the exam have been submitted
    - Schedule and complete the final examination

Glossary of Terms

**Reading list** – A list of texts that the student will study and prepare for a final examination.

**Degree application** – There is a formal process to apply for your degree. See DGS for forms and requirements.
Detail for the M.A. Degree

Advisory Committee
As an M.A. student, one of the first steps you must take to fulfill your degree requirements is to meet with the Director of Graduate Studies (DGS) during the first semester, then establish an advisory committee in the second semester. A master’s advisory committee must consist of at least three members of the graduate faculty, one of which must be from outside of HISP. The chair must be on the graduate faculty in Hispanic Studies.

Your committee chair is responsible for calling required meetings of the committee and any other meetings deemed necessary. The committee has responsibility for the proposed degree plan, the research proposal if choosing the thesis option, and the final examination if choosing the non-thesis option.

Degree Plan
The DGS and the advisory committee will help you prepare a degree plan. The degree plan lists the courses required for your degree and formally designates the members of your advisory committee.

The degree plan must be typed on the official form available from the OGS web site and it must include the signatures of approval of your advisory committee and the head of Hispanic Studies. You must complete and file the degree plan with the OGS following the deadline imposed by the OGS calendar. See Appendix A for sample degree plan.

Courses
The M.A. requires a minimum of 36 semester hours of coursework; no more than six credit hours for thesis research (if applicable) may be counted toward the degree. Ideally, the proposed degree plan must include courses in more than one area of specialization, but these areas may be contained within the course offerings of Hispanic Studies. The only two required courses for all M.A. students are HISP 601 (Research, Theory and Writing) and HISP 602 (Applied Linguistics).

400-level Courses
M.A. students may include two 400-level courses in their degree plan. As with all courses, the choice of these must be discussed with the DGS who must approve of these courses. The choice of 400-level courses must be discussed with the DGS or chair of the advisory committee if it has been established.

Independent Study Courses (HISP 685)
In the Department of Hispanic Studies, 685 courses are special courses calling for individual work to meet specific needs of a specific student. 685s are NOT for general use as electives and must apply directly to a student’s chosen area of concentration. Unless deemed absolutely necessary, students should avoid independent study courses when a course covering a similar subject exists. A student wishing to enroll in a 685 must have a specific reason for taking this
approach rather than a regular course. No more than two can be listed on an M.A.
degree plan.
To request a HISP 685 course, students must find a faculty member willing to
guide them in their independent study and must provide the DGS with a contract
explaining the details of the work to be done. (See Appendix D for contract.)

Prerequisites are:
1. Permission of the supervising faculty member
2. Approval of the Director of Graduate Studies

It is further understood that:
1. Individual consultation and agreement between student and faculty will
   precede the formal, written request.
2. A final written report will be submitted by the faculty directing the 685.
   This report will comment on the student’s overall work, the final project,
   and the grade for the course. It will be filed permanently in the student’s
departmental file.
3. Although clock hours are not absolute, limiting or monitored, a general
   guideline is the expenditure of a minimum of 45 clock hours per semester
   hour of credit requested. This includes actual student-faculty contact
   hours as well as the time a student spends preparing for regularly
   scheduled meetings.
4. There will be regular meetings between the student and the faculty
   supervisor as agreed upon at the beginning of the project.

Time Limit
You must complete all degree requirements within seven consecutive years for the
degree to be granted. Graduate credit for coursework that is more than seven years old at
the time of the final examination (oral or written) may not be used to satisfy degree
requirements. If you choose the thesis option, you must have the final corrected thesis
accepted by the Thesis Office no later than one year after the final thesis defense, or
within the seven-year time limit, whichever occurs first. The degree will not be awarded
if these deadlines are not met.

English Proficiency Verification / Certification for International Graduate Students
There are two levels of English proficiency status for international graduate students:
English proficiency verification and English proficiency certification. You must obtain
English proficiency before you are eligible to take your final exam or defend your thesis.

English proficiency certification
All Graduate Assistants in Teaching (GAT) must obtain English proficiency
certification.

The State of Texas requires that you obtain English proficiency certification
before you can serve as a GAT, regardless of the subject matter taught. English
proficiency certification can be achieved by scoring at least 80 on each of the four
sections of the English language proficiency examination (ELPE) or by obtaining grades of A or B in corresponding English Language Institute (ELI) courses at the 300 level or higher. Students who have received a bachelor’s degree following four years of study at an accredited U.S. institution will also obtain English proficiency certification.

*English proficiency verification*
*All other students must obtain English proficiency verification.*

If your most recent TOEFL score is at least 213 (computer based), you will be considered “English proficiency verified.” English proficiency verification may also be obtained with a GRE Verbal score of 400 or higher. Scores from TOEFL examinations administered more than two years prior to the submission of the application for admission are not eligible for verification.

Graduate students who score at least 213 on the TOEFL and who do not intend to become a GAT may be asked to attend a counseling session prior to registering for Texas A&M courses.

*Foreign Language Requirements*
There is no foreign language requirement for the M.A. in HISP. However, those who wish to further continue their education after the M.A. should keep in mind that many departments throughout the country have a one or two foreign language requirement at the Ph.D. level.

*Transfer of Credit*
If you are in the M.A. program you may transfer a maximum of 12 semester hours of courses from an approved institution upon the advice of your advisory committee (or the DGS if no committee has been selected). Please note that only courses taken in residence at an accredited U.S. institution or approved international institution with a final grade of B or better will be considered for transfer credit if, at the time the courses were completed, you were in a degree-seeking status at Texas A&M University or at the institution at which the courses were taken and if the courses would be accepted for credit toward a similar degree for students in degree-seeking status at the host institution. Extension courses are not acceptable for graduate credit.

Coursework without formal grades or with grades other than letter grades is not accepted for transfer credit. You must have an official transcript sent directly from the university in which the transfer coursework was taken to the Texas A&M Office of Admissions and Records. Transfer course grades are not included in the calculation of the GPR.

*Residency Requirements*
In order to be eligible, you must take your first 18 consecutive hours at TAMU (College Station) campus.
Academic Standards, Requirements, Guidelines

Scholastic Requirements
You must maintain a minimum grade point ratio (GPR) of 3.00 (B average based on a 4.00 scale) for all courses that are listed on your degree plan and for all graded graduate and advanced undergraduate coursework completed at TAMU. The cumulative GPR is computed by using all graded graduate and advanced undergraduate (400 level) coursework taken at Texas A&M that is eligible to be applied toward a graduate degree. Grades of Satisfactory (S), Unsatisfactory (U), and Q-drop (Q) are not included in the GPR. If your cumulative GPR falls below 3.00, you may be suspended from the University or placed on scholastic probation (see “Scholastic Deficiency” section of Texas A&M’s Student Rules handbook). If the minimum GPR is not attained in a reasonable amount of time, you may be dropped from graduate studies. If you receive a D, F, or U in any coursework on your degree plan, you must repeat the course at Texas A&M and attain a C or higher or an S. A course in which the final grade is C or lower may be repeated for a higher grade. Although the original grade will remain on your permanent record, the most recent grade will be used in computing the cumulative GPR and the degree plan GPR. Courses with final grades of A or B may not be repeated. Any coursework not applied towards a prior graduate degree, and not exceeding time limits, will be included in the student’s GPR for subsequent degree programs.

Scholastic Deficiency/Probation
A graduate student is considered to be scholastically deficient if he or she fails to meet certain criteria related to grade point ratio, or if he or she is failing to show acceptable proficiency in other areas. If deemed to be scholastically deficient, the student may become subject to one or several actions, including a warning, scholastic probation, suspension, dismissal, or termination. Scholastic deficiency is also enough to disqualify a student from any type of assistantship or funding. Complete information and criteria may be found in Student Rules, which is available at http://student-rules.tamu.edu/.

Petitions
During the course of your graduate career it may become necessary for you to make requests of the Department of Hispanic Studies or OGS. Petitions made to HISP must be done so in writing and must explain the rationale for the request. These should be addressed to the DGS and the advisory committee (if a degree plan is on file with OGS). Petitions made to OGS must be submitted, with the required approvals, on OGS petition forms. Forms may be downloaded from the OGS web site. Petitions must have the signatures of all members of the advisory committee (if you have an approved degree plan on file with OGS) and the head of Hispanic Studies, recommending approval of the request, prior to the submission of the petition.
Some common petitions made to OGS:

1. Change of committee membership: This petition must identify new members, members who are leaving, or members who are changing status within the committee (e.g., chair becomes member, member becomes co-chair, etc.).

2. Change of courses on the approved degree plan: You should identify courses to be deleted and courses to be added by the official course prefixes, course numbers, titles, and assigned semester hour value. Pay particular attention to the final total hours the degree plan will carry following the changes. Petitions will not be approved if their approval would cause the number of credit hours to fall below the minimum hours required for the degree. Courses in which you have earned a grade of D, F or U cannot be removed from the degree plan. Instead, you must absolve the grade by repeating the course with a grade of C or better.

Incompletes

Taking incompletes in graduate courses is strongly discouraged. In an emergency, students must make an agreement with the professor, and file a petition for an incomplete prior to the last day of regular class meetings (prior to the day of the final exam, not the day grades are due). Failure to do so will result in an F on the transcript. Incomplete coursework must be submitted no later than the end of the subsequent semester.

Petitions for incompletes are available from the DGS. While carrying any incomplete grades on a transcript, a student may not apply for departmental funds or other awards. When applicable, students with an incomplete that carries over beyond the subsequent semester may have their assistantship withdrawn.

Thesis Option

Some students with interest in a specific research project may wish to pursue the Thesis Option. This requires 30 hours of coursework plus 6 hours of thesis research (HISP 691).

In order to meet the thesis requirement, thesis-option students must follow the proper steps in submitting a thesis proposal and the thesis itself:

Prepare and submit a thesis proposal

The advisory committee and the department head must approve the thesis proposal. The thesis proposal is a description of the research that you intend to perform in a detailed, comprehensive thesis. The thesis proposal gives you an opportunity to demonstrate to your advisory committee your ability to successfully pursue your designated project.

A master’s thesis proposal must be submitted to OGS at least 14 weeks prior to the close of the semester or summer session in which you expect to receive the degree or prior to scheduling of the final thesis defense, whichever comes first. It must be submitted along with the properly signed original title page (available at
http://spr.tamu.edu). The title page should be signed by you, all members of your advisory committee and the head of HISP.

If the research involves human subjects you must check with the Research Compliance Division of the Office of the Vice President for Research at 979-845-8585 to ensure that all compliance responsibilities have been met. Additional information can be found at http://researchcompliance.tamu.edu/.

Apply for your degree
During your final semester as a thesis-option student you should meet with the DGS to apply for your degree, complete your residence and/or language requirements, and schedule and pass a final thesis defense.

Submit your thesis
After the successful defense of your thesis, you must submit a signed approval page and a PDF file of your completed thesis to the Thesis Office.

Non-Thesis Option
The requirements for the non-thesis M.A. degree are satisfied by completing 36 semester hours approved by the student’s advisory committee and department head. A comprehensive final examination is required. If you choose the non-thesis option, you may not enroll in HISP 691 for any reason.

The M.A. Exam is an oral evaluation of texts, themes, literary periods and historical contexts that a student has studied while completing coursework. To pass the M.A. exam, candidates are expected to demonstrate their knowledge of these texts, themes, literary periods and historical contexts. When appropriate, candidates will also need to demonstrate competence in the application of literary theories.

M.A. students must submit a list of courses on the degree plan with titles of texts read in those courses to their exam committee at least by the day the exam date is set (see OGS calendar for details). The exam will be conducted in Spanish, though some English may be used for the benefit of any non-HISP members of the advisory committee.

During your final semester as a non thesis-option student you should meet with the DGS to apply for your degree, complete your residence and/or language requirements, and schedule and pass the final examination.
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Doctor of Philosophy in Hispanic Studies

The Department of Hispanic Studies currently offers the Doctor of Philosophy (Ph.D.) degree in Hispanic Studies. Please read the following two pages at a minimum to gain a broad understanding of your program requirements.

Executive Summary

The Ph.D. student will take a number of courses for the degree, work on a thesis proposal and complete a Preliminary Examination. Following successful passing of the examination, the student is “admitted to candidacy.”

In addition, the student will be required to satisfy a number of requirements (either before or during his/her studies here). Examples of these requirements include but are not limited to residency, English proficiency, and submission of forms for exams and/or theses.

After the student has admission to candidacy, she/he will research and prepare a dissertation (thesis) which is a significant written work on a particular topic. The thesis will be prepared and a final examination (dissertation defense) will be held.

To support the student, an Advisory Committee will be formed to guide study plans and ensure progress through the program. The Director of Graduate Studies (DGS) will also assist the student in ensuring the satisfaction of requirements prior to graduation.

To help guide the student through this process, we have developed the following checklist. It is not necessarily exhaustive, but will bring up the most common issues facing a typical student. If you have a specific question not clearly explained in this document, please refer to the DGS.

<table>
<thead>
<tr>
<th>Glossary of Terms</th>
<th>Glossary of Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Exam – A comprehensive examination covering all coursework and a reading list which is required before advancing to candidacy.</td>
<td>Advisory Committee – Group of faculty that guides the student in his/her degree.</td>
</tr>
<tr>
<td>Reading list – A list of texts that the student will study and prepare for the Preliminary Examination.</td>
<td>Degree Plan – A list of courses taken to fulfill the Ph.D. requirements. The plan is also used to establish an Advisory Committee.</td>
</tr>
<tr>
<td>Thesis/Dissertation – An original research project ending with a significant written document.</td>
<td>Residency – The number of hours one must take at A&amp;M in order to graduate.</td>
</tr>
<tr>
<td>Thesis/Dissertation defense (or Final Examination) – An oral examination referring to the thesis.</td>
<td>Thesis – A research project ending with a significant written document.</td>
</tr>
<tr>
<td>Degree application – There is a formal process to apply for your degree. See DGS for forms and requirements.</td>
<td>Professional Development – Activities beyond normal coursework to prepare the student for work life after the Ph.D.</td>
</tr>
<tr>
<td>Task</td>
<td>Time Frame</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Meet with DGS to do the following:</strong></td>
<td><strong>Time Frame</strong></td>
</tr>
<tr>
<td>Discuss time limits for degree completion</td>
<td><strong>First Semester</strong></td>
</tr>
<tr>
<td>Discuss English proficiency requirements</td>
<td></td>
</tr>
<tr>
<td>Discuss foreign language requirement</td>
<td></td>
</tr>
<tr>
<td>Discuss transfer credit procedures</td>
<td></td>
</tr>
<tr>
<td>Discuss academic requirements</td>
<td></td>
</tr>
<tr>
<td>Discuss residency requirements</td>
<td></td>
</tr>
<tr>
<td>Discuss professional development</td>
<td></td>
</tr>
<tr>
<td>Establish an Advisory Committee</td>
<td><strong>Second Semester</strong></td>
</tr>
<tr>
<td>Begin preparing a degree plan</td>
<td></td>
</tr>
<tr>
<td><strong>Meet with Advisory Committee and:</strong></td>
<td></td>
</tr>
<tr>
<td>Discuss, edit, approve and submit the degree plan</td>
<td>As soon as the Committee is established</td>
</tr>
<tr>
<td>Discuss Preliminary Exam topics and reading list</td>
<td></td>
</tr>
<tr>
<td>Discuss possible thesis topics</td>
<td></td>
</tr>
<tr>
<td>Set a schedule to meet regularly with committee</td>
<td></td>
</tr>
<tr>
<td><strong>Meet with Advisory Committee and:</strong></td>
<td></td>
</tr>
<tr>
<td>Prepare and approve Reading list for Preliminary Examination</td>
<td>1 year before completion of coursework</td>
</tr>
<tr>
<td>Prepare and submit a thesis proposal to the Thesis office. (due 14 weeks prior to final examination/dissertation defense, but earlier is better.)</td>
<td></td>
</tr>
<tr>
<td><strong>Meet with the DGS and:</strong></td>
<td>3 months prior to sitting for the Preliminary Examination</td>
</tr>
<tr>
<td>Discuss admission to candidacy</td>
<td></td>
</tr>
<tr>
<td>Complete residency requirements</td>
<td></td>
</tr>
<tr>
<td>Complete English proficiency, if required, foreign language requirement.</td>
<td></td>
</tr>
<tr>
<td><strong>Meet with the Advisory Committee and:</strong></td>
<td><strong>During Final Semester</strong></td>
</tr>
<tr>
<td>Prepare and submit request for permission to hold final examination.</td>
<td></td>
</tr>
<tr>
<td><strong>Meet with the DGS and:</strong></td>
<td><strong>During Final Semester</strong></td>
</tr>
<tr>
<td>Apply for your degree</td>
<td></td>
</tr>
<tr>
<td>Finish dissertation, sit for the final examination</td>
<td></td>
</tr>
<tr>
<td>Submit final dissertation to the Thesis Office</td>
<td></td>
</tr>
</tbody>
</table>
Detail for the Doctor of Philosophy in Hispanic Studies

The Doctor of Philosophy (Ph.D.) in Hispanic Studies gives students a comprehensive knowledge of the field of Hispanic Studies as well as training in methods of research. This is an interdisciplinary Ph.D. cooperative program that is grounded in a solid knowledge of the language, culture, and literature of Spanish-speaking peoples and is designed to meet the needs of students who enter the program with well-defined goals for their course of study.

The Four Areas of Concentration
While the program is based on the broad knowledge of the Hispanic world, students must choose one of the four areas of concentration as follows:

1) The **Hispanic Literature** concentration emphasizes the points of contact and divergence of the different Hispanic literary traditions. Students will be exposed to authors and works from Spain, Latin America, and the United States, and will acquire a solid knowledge of the main trends and periods of Hispanic literature. Courses that bridge across national and hemispheric boundaries will expose students to transnational and borderlands literary developments within the Hispanic world and analyze the idiosyncrasies specific to certain moments and areas. Students of this concentration will have ample yet flexible knowledge of Hispanic literature that academia will require in the twenty-first century.

2) The **Linguistics and Pedagogy** concentration allows students to explore the diversity (both historic and geographic) within a language spoken by more than 400,000,000 people worldwide. Courses in this concentration will investigate issues of linguistic variation and dialectology, sociolinguistics, and critical pedagogy. This area of concentration will be a major asset for future educators, who will be exposed to pedagogical issues relevant for Hispanics, now the group with the largest enrollment in elementary schools in the State of Texas.

3) The **Bilingual/Bicultural Studies** concentration will be available to students interested in educational aspects pertaining to Hispanic bilingualism/biculturalism, as well as to those with an interest in policy studies. Although bilingualism/biculturalism is not a new phenomenon in the Hispanic world, demographic trends in the United States have made this a most important pedagogical and research area. With courses on bilingualism and teaching, multicultural children's literacy, and bilingual special education, this area of concentration covers both practical and theoretical aspects of bilingualism and bilingual education. The ultimate goal is to produce students who will possess in-depth knowledge of bilingualism/biculturalism and who will be able to use it for educational and public policy purposes.
4) The **Hispanic Cultural Studies** concentration explores the full range of cultural practices and popular traditions in the Hispanic world. The goal of this concentration is twofold: to make students cognizant that Hispanic cultural production is not restricted to literature and literary studies, as the curriculum of more traditional degrees would indicate; and to train graduate students who are culturally proficient and who will be able to translate their knowledge into their professional lives. Students will gain cultural proficiency by studying some of the most salient aspects of the Hispanic cultural legacy, such as the rich oral traditions of the U.S. Southwest, the diverse folklore and music of Latin America, and the internationally acclaimed Spanish and Mexican film industries.

Although the curriculum for the Ph.D. in Hispanic Studies features these four distinct concentrations, there are no courses that are “unique” to any of them. One of the special characteristics of the program is that the four concentrations complement one another. Thus, a student concentrating in Hispanic Cultural Studies may want to take one or more courses in Hispanic Literatures, since the study of culture cannot be divorced from the literary texts that a culture produces. Likewise, a student concentrating on biculturalism/bilingualism may want to take courses on linguistics and dialects from the Linguistics and Pedagogy concentration. In short, this is an integrated Ph.D. cooperative program where courses associated with one concentration are associated with the other three concentrations as well. Doctoral students, in consultation with their graduate advisor and advisory committee, will be free to build their curriculum as their individual needs, career goals, and interests lead them.

**Advisory Committee**

One of the first things to do after enrolling is consult with the DGS about forming an advisory committee and establishing an advisory committee chair that are relevant to your chosen area of concentration. It is required that the chair and membership of the advisory committee reflect your selected area of concentration.

A doctoral advisory committee must consist of at least five members of the graduate faculty, at least two of which must be from outside of HISP. For students at TAMU, TAMUK, and TAMU-CC, the chair of the committee will be a HISP faculty member on the College Station campus as will the majority of the members of the advisory committee. Your committee chair, who usually has immediate supervision of your research and thesis, is responsible for calling required meetings of the committee and any other meetings deemed necessary. The committee has responsibility for the proposed degree plan, the thesis proposal, the preliminary examination, the dissertation, and the final thesis defense.

**Degree Plan**

The chair and the members of the advisory committee will help you prepare a degree plan, which lists the courses you must take to fulfill your degree requirements. The general field of research for the dissertation should be agreed upon by you and your advisory committee at your first meeting so that you can select the proper courses to support your proposed research.
All degree plans must be submitted using the On-Line Degree Plan Submission System (https://ogsdpss.tamu.edu/) and are not final until all advisory committee members and the head of Hispanic Studies submit electronic signatures. You must complete and file the degree plan with the OGS following the deadline imposed by the OGS calendar. Though no longer in use, the paper degree plan may be useful for personal use and is included in Appendix A.

**Degree Requirements and Courses**

Depending on your academic background, the Ph.D. can take between 64 and 96 credit hours. The summary of the degree requirements is as follows:

<table>
<thead>
<tr>
<th>For students entering the program with a MA degree:</th>
<th>12 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses required of all students</td>
<td></td>
</tr>
<tr>
<td>Courses prescribed for students by concentration</td>
<td>15 hours</td>
</tr>
<tr>
<td>Prescribed elective courses in Hispanic Studies</td>
<td>12 hours</td>
</tr>
<tr>
<td>Free elective courses</td>
<td>6 hours</td>
</tr>
<tr>
<td>Dissertation hours (minimum)</td>
<td>19 hours</td>
</tr>
<tr>
<td><strong>TOTAL NUMBER OF HOURS FOR THE DEGREE</strong></td>
<td>64 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For students entering the program without a MA degree:</th>
<th>33 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional hours</td>
<td></td>
</tr>
<tr>
<td>Courses required of all students</td>
<td>12 hours</td>
</tr>
<tr>
<td>Courses prescribed for students by concentration</td>
<td>15 hours</td>
</tr>
<tr>
<td>Prescribed elective courses in Hispanic Studies</td>
<td>12 hours</td>
</tr>
<tr>
<td>Free elective courses</td>
<td>6 hours</td>
</tr>
<tr>
<td>Dissertation hours (minimum)</td>
<td>19 hours</td>
</tr>
<tr>
<td><strong>TOTAL NUMBER OF HOURS FOR THE DEGREE</strong></td>
<td>96 hours</td>
</tr>
</tbody>
</table>

**Required courses (12 hours)**

The four courses required of all students in the Ph.D. program are:

- HISP 600 Introduction to Hispanic Studies
- HISP 620 Studies in Critical Theory
- HISP 625 U.S. Hispanic Literature and Culture
- HISP 601 Research, Theory and Writing

or

- SPAN 5300/6300 Theory of Literary Analysis (TAMIU)

or

- SPAN 6301 Research Methods (TAMUK)

**Courses per concentration (15 hours)**

The courses prescribed by concentration are divided by the four areas of concentration available in the Ph.D. program. After consultation with your graduate advisor and advisory committee, you must choose five courses in one of the four areas below. Unless otherwise noted, these courses are offered at the College Station campus:
1. Hispanic Cultural Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISP 618</td>
<td>Hispanic Folklore and Popular Culture</td>
</tr>
<tr>
<td>HISP 640</td>
<td>History of Ideas in Hispanic World</td>
</tr>
<tr>
<td>HISP 646</td>
<td>Cultural Encounters and Borders, from the Baroque to the Present</td>
</tr>
<tr>
<td>HISP 684</td>
<td>Hispanic Theatre</td>
</tr>
<tr>
<td>HISP 672</td>
<td>Hispanic Film and Performance Arts</td>
</tr>
<tr>
<td>HISP 6339</td>
<td>Seminar in the History of Spain (Texas A&amp;M International University)</td>
</tr>
<tr>
<td>HISP 6343</td>
<td>Special Topics in Hispanic Literature and Culture (Texas A&amp;M International University)</td>
</tr>
<tr>
<td>SPAN 6311</td>
<td>Hispanic Film Studies (Texas A&amp;M University-Kingsville)</td>
</tr>
<tr>
<td>SPAN 6550</td>
<td>Hispanic Cultural Studies (Texas A&amp;M University-Kingsville)</td>
</tr>
</tbody>
</table>

2. Hispanic Linguistics and Pedagogy

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISP 602</td>
<td>Applied Linguistics for Teachers of Spanish</td>
</tr>
<tr>
<td>HISP 603</td>
<td>Development of the Spanish Language</td>
</tr>
<tr>
<td>HISP 606</td>
<td>Spanish of the Southwest</td>
</tr>
<tr>
<td>HISP 607</td>
<td>Seminar in Spanish Linguistics (may be repeated for credit)</td>
</tr>
<tr>
<td>HISP 614</td>
<td>Hispanic Dialectology</td>
</tr>
<tr>
<td>HISP 650</td>
<td>Methods of Study in Spanish Linguistics</td>
</tr>
<tr>
<td>SPAN 6340</td>
<td>Seminar in Spanish Linguistics (Texas A&amp;M Corpus Christi)</td>
</tr>
<tr>
<td>SPAN 6300</td>
<td>Topics in Spanish (Texas A&amp;M University-Kingsville)</td>
</tr>
</tbody>
</table>

3. Hispanic Literature (Spanish; Latin American; U.S. Hispanic)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISP 618</td>
<td>Hispanic Folklore and Popular Culture</td>
</tr>
<tr>
<td>HISP 630</td>
<td>Studies in Latin American Literature (may be repeated for credit)</td>
</tr>
<tr>
<td>HISP 640</td>
<td>History of Ideas in the Hispanic World</td>
</tr>
<tr>
<td>HISP 645</td>
<td>Hispanic Women Writers</td>
</tr>
<tr>
<td>HISP 646</td>
<td>Cultural Encounters and Borders, from Baroque to Present</td>
</tr>
<tr>
<td>HISP 653</td>
<td>Don Quixote and the Hispanic Novel</td>
</tr>
<tr>
<td>HISP 666</td>
<td>Studies in Spanish Literature (may be repeated for credit)</td>
</tr>
<tr>
<td>HISP 667</td>
<td>Hispanic Genre Studies (may be repeated for credit)</td>
</tr>
<tr>
<td>HISP 670</td>
<td>Studies in U.S. Hispanic Literature (may be repeated for credit)</td>
</tr>
<tr>
<td>HISP 671</td>
<td>Bilingualism in Hispanic Literature</td>
</tr>
<tr>
<td>HISP 6306</td>
<td>Seminar in Golden Age Literature (Texas A&amp;M International University)</td>
</tr>
<tr>
<td>HISP 6313</td>
<td>Seminar in Modern Peninsular Literature (Texas A&amp;M International University)</td>
</tr>
<tr>
<td>HISP 6343</td>
<td>Special Topics in Hispanic Literature and Culture (Texas A&amp;M International University)</td>
</tr>
<tr>
<td>HISP 6344</td>
<td>Seminar in Modern Spanish American Literature (Texas A&amp;M International University)</td>
</tr>
<tr>
<td>SPAN 5320</td>
<td>Seminar in Peninsular Literature (Texas A&amp;M Corpus Christi)</td>
</tr>
<tr>
<td>SPAN 5330</td>
<td>Seminar in Spanish-American Literature (Texas A&amp;M Corpus Christi)</td>
</tr>
<tr>
<td>SPAN 6310</td>
<td>Hispanic Feminist Theory and Writing (Texas A&amp;M University-Kingsville)</td>
</tr>
</tbody>
</table>
4. Bilingual/Bicultural Studies (Spanish-U.S.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISP 606</td>
<td>Spanish of the Southwest</td>
</tr>
<tr>
<td>HISP 618</td>
<td>Hispanic Folklore and Popular Culture</td>
</tr>
<tr>
<td>HISP 646</td>
<td>Cultural Encounters and Borders, from Baroque to the Present</td>
</tr>
<tr>
<td>HISP 671</td>
<td>Bilingualism in Hispanic Literature</td>
</tr>
<tr>
<td>SPAN 6341</td>
<td>Topics in Translation Studies (Texas A&amp;M University-Kingsville)</td>
</tr>
<tr>
<td>EDCI 612</td>
<td>Bilingual/ESL Content-Area Instruction</td>
</tr>
<tr>
<td>EDCI 613</td>
<td>Spanish/English Reading for Bilinguals</td>
</tr>
<tr>
<td>EDCI 616</td>
<td>Teaching in Spanish in the Bilingual Classroom</td>
</tr>
<tr>
<td>SPED 620</td>
<td>Bilingual Special Education</td>
</tr>
</tbody>
</table>

Please note that this list does not account for new or special topics courses taught by other departments. Always discuss your choice of courses with the DGS and your advisory committee before enrolling to ensure that your selection can be applied to your degree plan. **You will need to petition such courses for use on your degree plan.**

*Prescribed elective courses (12 hours)*

In consultation with your graduate advisor and advisory committee, you are strongly encouraged to take four courses taught outside of the Spanish-taught classes offered by the Department of Hispanic Studies or your corresponding home department. These prescribed courses may be taken at your home campus. It is expected that you will work with your graduate advisor in crafting the 12 hours in prescribed elective courses for your individual degree plan. Taking courses in other departments is especially important when considering that two of the five members of your advisory committee must be from outside of HISP and your home department. Taking courses outside of HISP will provide a great opportunity to engage potential advisory committee members.

1. Hispanic History and Anthropology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 620</td>
<td>Prehistory of Texas</td>
</tr>
<tr>
<td>ANTH 622</td>
<td>Folklore Forms and Methods</td>
</tr>
<tr>
<td>HIST 615</td>
<td>Colonial Latin America</td>
</tr>
<tr>
<td>HIST 617</td>
<td>Latin America: The National Period</td>
</tr>
<tr>
<td>HIST 5320</td>
<td>Problems in Latin American History (Texas A&amp;M International University)</td>
</tr>
<tr>
<td>HIST 5321</td>
<td>Early Nineteenth Century Mexican History (Texas A&amp;M International University)</td>
</tr>
<tr>
<td>HIST 5322</td>
<td>Late Nineteenth Century Mexican History (Texas A&amp;M International University)</td>
</tr>
<tr>
<td>HIST 5360</td>
<td>Seminar in Border History (Texas A&amp;M International University)</td>
</tr>
<tr>
<td>HIST 5378</td>
<td>Seminar in Mexican American History (Texas A&amp;M University-Corpus Christi)</td>
</tr>
<tr>
<td>HIST 5351</td>
<td>Readings Seminar: Colonial Mexico (Texas A&amp;M University-Corpus Christi)</td>
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</table>
2. Hispanic Social Issues and Policy

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDAD 618</td>
<td>Educational Administration in Cross Cultural Environments</td>
</tr>
<tr>
<td>POLS 624</td>
<td>Seminar in Regional Studies (Americas, Latin America, Hispanic</td>
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<tr>
<td></td>
<td>Southwest/Border)</td>
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<tr>
<td>PSYC 633</td>
<td>Gender and Minority Issues in Clinical Psychology</td>
</tr>
<tr>
<td>SOCI 617</td>
<td>Comparative Ethnic Relations</td>
</tr>
<tr>
<td>SOCI 620</td>
<td>Theories of Race and Ethnic Group Relations</td>
</tr>
<tr>
<td>PSCI 5373</td>
<td>Advanced Seminar in Latin American Politics (Texas A&amp;M International</td>
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<td></td>
<td>University)</td>
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<tr>
<td>MXAS 5310</td>
<td>Seminar in Mexican American Themes (Texas A&amp;M University-Corpus Christi)</td>
</tr>
<tr>
<td>MXAS 5320</td>
<td>Seminar in Mexican American Origins (Texas A&amp;M University-Corpus Christi)</td>
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<tr>
<td>POLS 5340</td>
<td>The Government and Politics of Mexico (Texas A&amp;M-Kingsville)</td>
</tr>
<tr>
<td>SOCI 6301</td>
<td>Sociology of the Mexican American (Texas A&amp;M-Kingsville)</td>
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3. Ethnic Studies/Bilingualism

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<th>Course</th>
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<tbody>
<tr>
<td>EPSY 612</td>
<td>Content-Area Instruction for Hispanic Bilingual Programs</td>
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<tr>
<td>EPSY 613</td>
<td>Spanish/English Bilinguality</td>
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<tr>
<td>EPSY 616</td>
<td>Spanish for Bilingual and Dual Language</td>
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<tr>
<td>ENGL 651</td>
<td>Southwestern Literature</td>
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<tr>
<td>ENGL 679</td>
<td>American Ethnic Literature</td>
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<td>SOCI 617</td>
<td>Comparative Ethnic Relations</td>
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<td>Theories of Race and Ethnic Group Relations</td>
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<td>COMM 645</td>
<td>Rhetorical Theory</td>
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<td>COMM 654</td>
<td>History and Theory of Rhetoric to 1600</td>
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<td>PHIL 630</td>
<td>Aesthetics</td>
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<td>PHIL 640</td>
<td>Epistemology</td>
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<td>PHIL 658</td>
<td>Philosophy of Language</td>
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<tr>
<td>SOCI 657</td>
<td>Seminar in Culture</td>
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<tr>
<td>SOCI 667</td>
<td>Seminar in Race and Ethnic Relations</td>
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<tr>
<td>EDCI 610</td>
<td>Second Language Assessment and Development</td>
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<td>EDCI 611</td>
<td>Teaching English as a Second Language</td>
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<tr>
<td>EDCI 612</td>
<td>Bilingual/ESL Content- Area Instructions</td>
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<tr>
<td>EDCI 616</td>
<td>Teaching Spanish in the Bilingual Classroom</td>
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<tr>
<td>EDCI 640</td>
<td>Language/Literacy for Bilingual/Multicultural Young Learners</td>
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<td>EDCI 642</td>
<td>Multicultural Education: Theory, Research and Practice</td>
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<tr>
<td>EDCI 650</td>
<td>The Bilingual/Multicultural Young Child in Family and Culture</td>
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<td>EDCI 651</td>
<td>Bilingual/Multicultural Early Childhood Education</td>
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<tr>
<td>EDBE 5110</td>
<td>History and Philosophy of Bilingual Education (Texas A&amp;M International University)</td>
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<tr>
<td>EDBE 5324</td>
<td>Bilingual/Multicultural Teaching Strategies (Texas A&amp;M International University)</td>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDBE 5326</td>
<td>Teaching Reading and Language Arts in Spanish (Texas A&amp;M International University)</td>
</tr>
<tr>
<td>ENGL 5303</td>
<td>Problems in American Literature: Chicana/o Literature (Texas A&amp;M International University)</td>
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<tr>
<td>SOCI 5309</td>
<td>Biculturalism (Texas A&amp;M International University)</td>
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<tr>
<td>BIEM 5343</td>
<td>Foundations in Bilingual Education (Texas A&amp;M University-Corpus Christi)</td>
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<tr>
<td>BIEM 5344</td>
<td>Methods of Teaching Bilingual Children (Texas A&amp;M University-Corpus Christi)</td>
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<tr>
<td>BIEM 5346</td>
<td>Pedagogical Implications of Bilingual/ESL (Texas A&amp;M University-Corpus Christi)</td>
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<td>MXAS 5320</td>
<td>Seminar in Language and Linguistics (Texas A&amp;M University-Corpus Christi)</td>
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<td>MXAS 5699</td>
<td>Mexican American Language (Texas A&amp;M University-Corpus Christi)</td>
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<td>SPED 5385</td>
<td>Foundations in Language Minority Special Education (Texas A&amp;M University-Corpus Christi)</td>
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<td>EDBL 6301</td>
<td>Foundations of Bilingual Education I (Texas A&amp;M-Kingsville)</td>
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<tr>
<td>EDBL 6302</td>
<td>Foundations of Bilingual Education II (Texas A&amp;M-Kingsville)</td>
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<tr>
<td>EDBL 6310</td>
<td>Literature of the Mexican American (Texas A&amp;M-Kingsville)</td>
</tr>
<tr>
<td>EDBL 6332</td>
<td>Teaching Spanish Language Skills (Texas A&amp;M-Kingsville)</td>
</tr>
<tr>
<td>EDBL 6334</td>
<td>Teaching Subject Matter in Spanish (Texas A&amp;M-Kingsville)</td>
</tr>
</tbody>
</table>

**Free elective courses (6 hours)**

You may choose, in consultation with your advisory committee, **two courses from any of those listed in the concentration areas** above or other courses appropriate to your academic field of study. These courses must be selected in consultation with your advisor.

**Dissertation hours: HISP 691 (19 or 21 hours)**

You must take a minimum of 19 dissertation hours. It is expected that you take these hours to undertake research and write the dissertation.

**400-level Courses**

As with all courses, the choice of these must be discussed with the DGS who **must approve of these courses**. Ph.D. students admitted with an M.A. and who are on the 64 hour plan **may not include any 400-level courses** in their degree plan. Ph.D. students admitted with a B.A. and who are required to take more than 64 hours to graduate may include up to **two 400-level courses**. The choice of 400-level courses must be discussed with the DGS and/or chair of the advisory committee if it has been established. It is expected that Ph.D. students in a 400-level class will exceed the workload assigned to undergraduate students in these classes.

**Independent Study Courses (HISP 685)**

In the Department of Hispanic Studies, 685 courses are special courses calling for individual work to meet specific needs of a specific student. 685s are **NOT** for general
use as electives and must apply directly to a student’s chosen area of concentration. Unless deemed absolutely necessary, students should avoid independent study courses when a course covering a similar subject exists. A student wishing to enroll in a 685 must have a specific reason for taking this approach rather than a regular course. No more than three can be listed on a Ph.D. degree plan.

To request a HISP 685 course, students must find a faculty member willing to guide them in their independent study and must provide the DGS with a contract explaining the details of the work to be done. (See Appendix D for sample contract.)

Prerequisites are:
1. Permission of the supervising faculty member
2. Approval of the Director of Graduate Studies

It is further understood that:
1. Individual consultation and agreement between student and faculty will precede the formal, written request.
2. A final written report will be submitted by the faculty directing the 685. This report will comment on the student’s overall work, the final project, and the grade for the course. It will be filed permanently in the student’s departmental file.
3. Although clock hours are not absolute, limiting or monitored, a general guideline is the expenditure of a minimum of 45 clock hours per semester hour of credit requested. This includes actual student-faculty contact hours as well as the time a student spends preparing for regularly scheduled meetings.
4. There will be regular meetings between the student and the faculty supervisor as agreed upon at the beginning of the project.

**Preliminary Examination**
A preliminary exam is required of all Ph.D. students. The preliminary examination has a written portion and an oral portion. The exam is given no earlier than a date when you are within six credit hours of completion of the formal coursework (i.e., all coursework on the degree plan except 681, 684, 690, 691, and 692 courses) or no later than the end of the semester following the completion of the formal coursework on the degree plan.

Prior to scheduling the preliminary exam with the other committee members, the committee chair will ensure that you are eligible for the examination. The following list of eligibility requirements applies:
- Student is registered at Texas A&M University for the term during which any portion of the preliminary exam may fall.
- If the entire exam falls between semesters, the student must be registered for the term immediately preceding the exam.
- An approved degree plan, which was submitted to the Office of Graduate Studies at least 90 days prior to the first written examination, must be on file.
- Student’s cumulative and degree plan GPR must each be at least 3.000.
• Any English language proficiency requirements have been satisfied.
• At the end of the semester in which the exam is given, there are no more than
  6 hours of coursework remaining on the degree plan (except HISP 691).
The chair will report the results of the exam to OGS using the Report of Doctoral
Preliminary Examination form, with the signatures of all committee members, and the
Preliminary Examination Checklist. These forms must be submitted to OGS within 10
working days of the scheduled oral exam date and at least 14 weeks prior to the date of
the final exam.

After passing the required preliminary exam, you must complete all remaining
requirements for the degree within four calendar years. Otherwise, you must repeat the
exam.

If you fail the preliminary exam, there is no obligation for a re-examination. At their
discretion, the advisory committee and OGS may allow one re-examination when
adequate time has passed to allow you to address inadequacies emerging from the first
exam (up to six months).

The Exam: The Preliminary Examination is composed of the following parts:

1. Area of Concentration (4 hour written exam)
The student chooses one of the following major areas of concentration:
   (1) Hispanic Cultural Studies
   (2) Linguistics and Pedagogy
   (3) Hispanic Literatures
   (4) Bilingual/Bicultural Studies

This four-hour written exam on the student’s chosen area of concentration is comprised
of two parts, as follows:

Part I: a three-hour exam meant to demonstrate a broad knowledge of the chosen area of
concentration. If the student chooses to major in Hispanic Cultural Studies, for example,
she/he is responsible for knowing Cultural Studies nuances in specific terms of the
Hispanic world.

Part II: a one-hour exam meant to demonstrate knowledge –theoretical, critical, and
historical– of a particular aspect of the major area of concentration. For example, a
student studying Hispanic Literatures may choose to focus this one-hour exam on XIX
Century Spanish Literature or a student concentrating in Linguistics and Pedagogy may
choose to focus on second language acquisition.

2. Core Course Examination (3 hour written exam)
This three-hour written exam covers the core courses as required of all Ph.D. students:
   HISP 600: Introduction to Hispanic Studies
   HISP 620: Studies in Critical Theory
   HISP 625: U.S. Hispanic Literature and Culture
HISP 601: Research, Theory and Writing (or SPAN 5300/6300: Theory of Literary Analysis [TAMIU] or SPAN 6301: Research Methods [TAMUK])

Questions for this portion of the exam will be based on material covered in these core courses and on supplemental readings related to these courses included in the student’s Ph.D. reading list.

3. Oral Exam

The oral exam is approximately 2 hours long and includes discussion of the written exams and texts included in the reading list. At the conclusion of the oral exam, the committee will issue an oral evaluation about the exams and inform the student if s/he has been advanced to candidacy or if one or more parts of the exam must be retaken.

**Procedures:**

- The written portions of the exam must be in Spanish, except when responding to questions in English formulated by non-HISP members of the advisory committee. For the benefit of non-HISP members of the committee, the oral portion will also take place in both languages as dictated by the questions.
- At the end of the semester in which the exam is given, there can be no more than 6 hours of coursework remaining on the degree plan (except HISP 681, 684, 690, 691 and 692).
- The chair of the advisory committee will organize and supervise the preliminary exams. Once the student has taken the written exams, the membership of the advisory committee cannot be altered.
- The written exams must be taken within a week and the oral exam is scheduled within 2 weeks of the written exams. Even if the written exams are not satisfactory, the oral exam will be held. The student must retake any part(s) of the exam within six months of the first exam.
- The student will be provided with a copy of the written exam to prepare for the oral; this copy is for the private use of the student and must not be discussed with any one.

**Expected outcome:** The Ph.D. preliminary examination requires that students demonstrate an advanced level of scholarly competence in their chosen area of concentration and in the general field of Hispanic Studies, independent of knowledge acquired through coursework and specific doctoral dissertation interest. The exam is thus designed to help students develop the following professional skills:

1. The ability to independently gather information and process it critically.
2. The transmission of knowledge in the form of written responses in Spanish, as well as the ability to expand upon these in an intellectual dialogue with faculty during the oral exam.

The preliminary examination will allow for student competency to be proven in their area of concentration and Hispanic Studies at four levels:

1. Knowledge of texts, authors and periods relevant to their area of concentration
2. Familiarity with historical contexts and intellectual currents relevant to the above
3. Ability to critically engage major secondary sources relevant to their chosen field of
(4) Capacity for theoretical discussion of issues or themes recurrent in their chosen field

Any student unable to demonstrate adequate capacity in any of these four areas and/or unable to comment or discuss texts included on the Ph.D. exam reading list will be subject to failure in the exam, and be required to repeat it either in whole or in part. The Ph.D. examination or any part thereof can only be repeated once. The Ph.D. student advances to candidacy by passing, by a majority vote of the advisory committee, the preliminary exam. Please note that performance in coursework is independent of and will be evaluated apart from the Ph.D. preliminary examination. A student who fails to pass any portion of the Ph.D. exam for a second time will be dismissed from the Ph.D. program. The options in this case are as follows:

- A student without an M.A. in Spanish can request to be placed in the M.A. program (MODL – Spanish). This will allow the student to graduate with an M.A. in Spanish.
- A student with an M.A. in Spanish may seek transfer to another program in another department.

The Reading List: Each student will have a list of titles that will serve as the basis for her/his Ph.D. examination. The portion of the reading list that addresses each student’s area of concentration will be tailored to that individual’s particular focus. The portion of the reading list that addresses the core curriculum courses will be based on material covered in these courses; supplemental readings related to these courses may be included in the student’s reading list.

The student may submit the Ph.D. exam reading list for approval of all members of the advisory committee up to one year before the intended exam date but no later than the last semester of coursework (excluding HISP 681, 684, 690 and 691). After the list has been approved, it is considered final. Any changes are discouraged, and must be approved by the Director of Graduate Studies in consultation with the student and the members of the advisory committee.

The Advisory Committee: The Ph.D. Advisory Committee is comprised of five members, at least two of which should be from outside of HISP. For students at TAMU, TAMUK, and TAMU-CC, the chair of the committee will be a faculty member on the College Station campus as will the majority of the members of the advisory committee. This committee is chaired by a member of the advisory committee.

The Role of the Ph.D. Advisory Committee: The advisory committee as described above is chaired by a member of the committee. With regard to the exam, the committee’s responsibilities are:

- To ensure that all necessary requirements are met prior to the preliminary examination: fulfillment of courses on degree plan, foreign language requirement, English language verification (for international students only), and residency.
- To help shape the student’s reading list and ensure that it is of adequate length and content.
- To provide exam questions to the chair of the committee who will in turn compile and, in consultation will all committee members, finalize the exam.
• To assess the student's written exams and participate in the oral exam. A majority of the Committee will determine if the student passes the preliminary exam.

After successful completion of the preliminary exams, all five members of the advisory committee may comprise the Ph.D. dissertation committee.

Admission to Candidacy
To be admitted to candidacy for a doctoral degree you must have a cumulative GPR of at least 3.00, satisfy the residence requirement, pass the preliminary exam, complete all formal coursework on the degree plan, and have an approved dissertation proposal on file with OGS. You must be admitted to candidacy well before the date of the final exam. OGS will not authorize a final examination for any doctoral student who has not been admitted to candidacy. Please note that to be admitted to candidacy you must satisfy the English Language Proficiency requirement (if applicable).

Dissertation Proposal
The first step in writing a dissertation is the thesis proposal. This research proposal is a description of the research that you intend to perform in a detailed, comprehensive dissertation. The research proposal gives you an opportunity to demonstrate to your advisory committee your ability to successfully pursue your projected topic.

The completed research proposal must be submitted along with the properly signed original title page (available at http://spr.tamu.edu). The title page should be signed by you, all members of your advisory committee and the head of HISP. Filing the proposal is one of the requirements for admission to candidacy for the doctoral degree.

A doctoral research proposal must be submitted to OGS at least 14 weeks prior to the date of your final defense.

If the research involves human subjects you must check with the Research Compliance Division of the Office of the Vice President for Research to ensure that all compliance responsibilities have been met. Additional information can be found at http://researchcompliance.tamu.edu/.

Dissertation
You must demonstrate your ability to conduct independent research by completing an original dissertation. Although acceptance of the dissertation is based primarily on its scholarly merit, it must also demonstrate creditable literary workmanship. The format of the dissertation must meet the guidelines found in the Thesis Manual.

You must submit two copies of the finished dissertation to the Thesis Office. The dissertation must include all suggestions and corrections by the members of your advisory committee. It also must be signed by the department head and your advisory committee.

During the research and writing portion of your degree, please keep in mind to meet with your advisory committee on a regular basis.
Final Examination or Defense of Doctoral Dissertation
The final examination is the defense of the completed dissertation. In order to be eligible
to defend the dissertation, your cumulative and degree plan GPRs must be at least a 3.00.
You must not have any unabsolved grades of D, F, I, or U for any course listed on the
degree plan.

The request for permission to hold the final examination must be submitted to OGS at
least 10 working days prior to the exam. This request form should include the signatures
of approval of the committee chair and members, and the department head certifying your
eligibility for the exam. After OGS has approved the request, exam papers will be
prepared and sent to the committee chair.

You must have completed all coursework listed on the degree plan, with the exception of
registered courses at the time of the exam.

All committee members should attend the final exam. If one of the members cannot
attend the examination, he or she must find an appropriate substitute. The committee
chair may not be substituted.

Graduation
To fulfill the procedural requirements of your Ph.D., you must complete your residency
requirement, apply for your degree, schedule and pass a final thesis defense, and submit a
signed approval page and a PDF file of your completed dissertation to the Thesis Office.
Please see the DGS to assist you with the process.

Professional Development
Your professional development as a student, scholar, and as an educator depends much
on how you choose to spend your time during your advanced degree. Your ability to
participate fully in conferences, research projects, and networking activities will reflect
directly on your CV and will greatly assist your ability to pursue your chosen profession
after your degree is over. See Appendix D for some of the types of activities in which
you should participate.

Time Limit
All requirements for the degree must be completed within 10 consecutive years. After
passing the required preliminary oral and written examinations for the doctoral degree,
you must complete all remaining requirements for the degree within four years.
Otherwise, you will be required to repeat the preliminary exam. Coursework more than
10 years old at the time of the final oral exam may not be used to satisfy degree
requirements. You must submit your final corrected dissertation to the Thesis Office no
later than one year after the final examination or within the 10-year time limit, whichever
occurs first. The degree will not be awarded if these deadlines are not met.

In 1997, the State of Texas passed legislation that limits the number of credit hours
beyond the master’s degree that the State will financially support. This legislation gives
Texas A&M the authority to charge non-resident tuition to doctoral students who accrue 100 or more hours of doctoral courses. See the Graduate Catalog for more information.

**English Proficiency Verification / Certification for International Graduate Students**
There are two levels of English proficiency status for international graduate students: English proficiency **verification** or English proficiency **certification**. You must obtain English proficiency **prior to taking your preliminary exam** before you are eligible to be admitted to Candidacy.

*English proficiency certification*
*All Graduate Assistants in Teaching (GAT) must obtain English proficiency certification.*

The State of Texas requires that you obtain English proficiency certification before you can serve as a GAT, regardless of the subject matter taught. English proficiency certification can be achieved by scoring at least 80 on each of the six sections of the English language proficiency examination (ELPE) or by obtaining grades of A or B in English Language Institute (ELI) courses at the 300 level or higher. Students who have received a bachelor’s degree following four years of study at an accredited U.S. institution will also obtain English proficiency certification.

*English proficiency verification*
*All other students must obtain English proficiency verification.*

If your most recent TOEFL score is at least 213 (computer based), you will be considered “English proficiency verified.” English proficiency verification may also be obtained with a GRE Verbal score of 400 or higher. Scores from TOEFL examinations administered more than two years prior to the submission of the application for admission are not eligible for verification.

Graduate students who score at least 213 on the TOEFL and who do not intend to become a GAT, may be asked to attend a counseling session prior to registering for Texas A&M courses.

**Foreign Language Requirement**
For the Ph.D. in Hispanic Studies, students must also demonstrate proficiency in a language other than English and Spanish. This requirement can be met in one of three ways, and must be done so before scheduling the preliminary examination:

1. By taking a translation exam (dictionary allowed)
2. By passing a 300-level course in the target language with a “B” or better.
3. By passing one of the graduate level translation courses offered in French or German with an “A”.

The translation exam must be set up by the student in conjunction with a faculty member approved by the advisory committee. This faculty member must be a professor in the target language or must be a native speaker of said language. In some cases, there may
be faculty in Hispanic Studies with native knowledge of languages other than English and Spanish who could help with this process.

Transfer of Credit
If you are in the Ph.D. program, the DGS and/or your advisory committee may accept the transfer of up to a third of the required number of hours required of you. Please note that only courses taken in residence at an accredited U.S. institution or approved international institution with a final grade of B or better will be considered for transfer credit if, at the time the courses were completed, you were in a degree-seeking status at Texas A&M University or at the institution at which the courses were taken and if the courses would be accepted for credit toward a similar degree for students in degree-seeking status at the host institution. Extension courses are not acceptable for graduate credit.

Coursework without formal grades or with grades other than letter grades is not accepted for transfer credit. You must have an official transcript sent directly from the university in which the transfer coursework was taken to the Texas A&M Office of Admissions and Records. Transfer course grades are not included in the calculation of the GPR.

Residency Requirements
In order to be eligible, you must take your first 18 consecutive hours at or from the TAMU (College Station) campus.

Full-time Status
You are considered a full-time student if you are registered for a minimum of nine semester credit hours during a fall or spring semester, six semester credit hours during a 10-week summer semester, or three semester credit hours during a five-week summer term.

Academic Standards, Requirements, Guidelines

Scholastic Requirements
You must maintain a minimum grade point ratio (GPR) of 3.00 (B average based on a 4.00 scale) for all courses that are listed on your degree plan and for all graded graduate and advanced undergraduate coursework completed at Texas A&M and eligible to be applied toward a graduate degree. The cumulative GPR is computed by using all graded graduate and advanced undergraduate (300 and 400 level) coursework taken at Texas A&M and eligible to be applied toward a graduate degree. Grades of Satisfactory (S), Unsatisfactory (U), and Q-drop (Q) are not included in the GPR. If your cumulative GPR falls below 3.00, you may be suspended from the University or placed on scholastic probation (see “Scholastic Deficiency” section of Texas A&M’s Student Rules handbook). If the minimum GPR is not attained in a reasonable amount of time, you may be dropped from graduate studies. If you receive a D, F, or U in any coursework on your degree plan, you must repeat the course at Texas A&M and attain a C or higher or an S. A course in which the final grade is C or lower may be repeated for a higher grade. Although the original grade will remain on your permanent
record, the most recent grade will be used in computing the cumulative GPR and the degree plan GPR. Courses with final grades of A or B may not be repeated. Any coursework not applied towards a prior graduate degree, and not exceeding time limits, will be included in the student’s GPR for subsequent degree programs.

**Scholastic Deficiency/Probation**
A degree-seeking graduate student or a post-baccalaureate non-degree student is considered to be scholastically deficient if he or she fails to meet certain criteria related to grade point ratio, or if he or she is failing to show acceptable proficiency in other areas. If deemed to be scholastically deficient, the student may become subject to one of several actions, including a warning, scholastic probation, suspension, dismissal, or termination. Scholastic deficiency is also enough to disqualify a student from any type of assistantship or funding. Complete information and criteria may be found in *Student Rules*, which is available at [http://student-rules.tamu.edu](http://student-rules.tamu.edu).

**Petitions**
During the course of your graduate career it may become necessary for you to make requests of the Department of Hispanic Studies or OGS. Petitions made to HISP must be in writing and must explain the rationale for the request. These should be addressed to the DGS and the advisory committee (if a degree plan is on file with OGS). Petitions made to OGS must be submitted, with the required approvals, on OGS petition forms. Forms may be downloaded from the OGS website. Petitions must have the signatures of all members of the advisory committee (if you have an approved degree plan on file with OGS) and the head of Hispanic Studies, recommending approval of the request, prior to the submission of the petition.

*Somed common petitions made to OGS:*
1. **Change of committee membership:** This petition must identify new members, members who are leaving, or members who are changing status within the committee (e.g., chair becomes member, member becomes co-chair, etc.).
2. **Change of courses on the approved degree plan:** You should identify courses to be deleted and courses to be added by the official course prefixes, course numbers, titles, and assigned semester hour value. Pay particular attention to the final total hours the degree plan will carry following the changes. Petitions will not be approved if their approval would cause the number of credit hours to fall below the minimum hours required for the degree. Courses in which you have earned a grade of D, F or U cannot be removed from the degree plan. Instead, you must absorb the grade by repeating the course with a grade of C or better.
Incompletes
Taking incompletes in graduate courses is strongly discouraged. In an emergency, students must make an agreement with the professor, and file a petition for an incomplete prior to the last day of regular class meetings (prior to the day of the final exam, not the day grades are due). Failure to do so will result in an F on the transcript. Incomplete coursework must be submitted no later than the end of the subsequent semester.
Petitions for incompletes are available from the DGS.
While carrying any incomplete grades on a transcript, a student may not apply for departmental funds or other awards. When applicable, students with an incomplete that carries over beyond the subsequent semester may have their assistantship withdrawn.
Appendix A

Department of Hispanic Studies Directory

Interim Head
Dr. Larry Mitchell
ej-mitchell@tamu.edu
845-2125

Director of Graduate Studies
Dr. Eduardo Urbina
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845-2126

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Department Fax Number
979-845-4893

Directory of Selected University Services

Adult, Graduate and Off Campus Student Services
http://studentlife.tamu.edu/agoss
979-845-1741

Association of Former Students
http://www.aggienetwork.com
979-845-7514

Bus Operations
http://transport.tamu.edu
979-845-1971

Campus Information
979-845-3211

Career Center
http://careercenter.tamu.edu
979-845-5139

Computing and Information Services
http://www.tamu.edu/scip/
979-845-8300 (Help Desk phone)

English Language Institute
http://www.tamu.edu/eli
979-845-7936

Graduate Admissions
http://www.tamu.edu/admissions/Grad/index.html
979-845-1044

Graduate Student Council
gsc.tamu.edu
979-862-1974

Office of Graduate Studies
http://ogs.tamu.edu/
979-845-3631

Housing: Married Student
http://reslife.tamu.edu/ua/
979-845-2261

Housing: On-Campus
http://reslife.tamu.edu/housing/
979-845-4744
Housing: Off-Campus
http://studentlife.tamu.edu/agoss
979-845-7433

International Student Services
http://International.tamu.edu/iss/
979-845-1824

Multicultural Services
http://aggieculture.tamu.edu/
979-845-4551

Parking, Traffic and Transportation
http://transport.tamu.edu
979-862-7275

Registrar
http://www.tamu.edu/admissions/records
979-845-1003

Student Counseling Service
http://www.scss.tamu.edu
979-845-4427

Student Financial Aid
http://faid.tamu.edu
979-845-3236

Student Health Center
http://shs.tamu.edu/
979-845-1511

Student Legal Services
http://studentlife.tamu.edu/scrs/
979-847-7272

Student Life
http://studentlife.tamu.edu/
979-845-1741

Texas A&M University Bookstore
http://tamu.bookstore.com
MSC 979-845-8681

Thesis Office
http://thesis.tamu.edu
979-845-2225
Appendix B

Department of Hispanic Studies Faculty


Brian Imhoff (Ph.D., University of Illinois, Urbana-Champaign): Associate Professor of Spanish. Spanish historical linguistics, Spanish dialectology, Colonial and Southwest Spanish. Joined the Texas A&M faculty in 1997.


Alessandra Luiselli (Ph.D., University of New Mexico): Associate Professor of Spanish. Latin American Colonial literature and women writers. Joined the Texas A&M faculty in 2003.


Sarah Misemer (Ph.D., University of Kansas): Assistant Professor of Spanish. Hispanic Theater. Joined the Texas A&M faculty in 2004.

Irene Moyna (Ph.D., University of Florida): Assistant Professor of Spanish. Spanish sociolinguistics, phonology and lexicography. Joined the Texas A&M faculty in 2006.

María Esther Quintana (Ph.D., University of California, Berkeley): Assistant Professor of Spanish. Chicano/Latino literature and women writers. Joined the Texas A&M faculty in 2006.

Eduardo Urbina (Ph.D., University of California, Berkeley): Director of Graduate Program and Professor of Spanish, Cornerstone Faculty Fellow, Director, Cervantes Project and Cátedra Cervantes UCLM, Joined the Texas A&M faculty in 1981.


Faculty at Affiliate Campuses (for Collaborative Ph.D. program)

Texas A&M International University- Laredo

José Cardona-López (Ph.D., University of Kentucky): Assistant Professor of Spanish. Field: Spanish and Spanish American literature.

Ray Keck, III (Ph.D., Princeton University): Professor of Spanish and President of TAMU. Field: Golden Age drama.

Agustin Martínez Samos (Ph.D., University of Texas at Austin): Assistant Professor of Spanish. Field: 19th and 20th Century Peninsular Literature.

Texas A&M University-Corpus Christi

Javier Villarreal (Ph.D., University of Texas at Austin): Associate Professor of Spanish. Field: Hispanic linguistics.
Texas A&M University-Kingsville

Roberto Cordova-Vela (Ph.D., Indiana University): Assistant Professor of Spanish. Field: U.S./Hispanic literature and culture.

Michelle Johnson-Vela (Ph.D., Indiana University): Assistant Professor of Spanish. Field: U.S./Hispanic literature and culture.
Appendix C

Professional Development

Departmental Academic Activities
You are an integral part of the academic life of the Department of Hispanic Studies. As part of everyone’s professional development, students are expected to attend all departmental lectures and guest lectures by official speakers. This is important, regardless of your particular academic interests or area of concentration, for it allows for the ever present possibility of networking. These events offer an opportunity to engage, not only our guests, but the members of the Department of Hispanic Studies in an academic setting beyond the classroom. Students who do not participate will be excluded from full consideration for departmental awards.

Assistantships, Funding, and Travel Grants
Graduate assistantships, both in teaching (GAT) and research (GAR), are available to qualified Ph.D. students in the Department of Hispanic Studies on a competitive basis. Graduate students holding assistantships must be registered for a minimum of nine semester hours during a fall or spring semester, or for six credit hours during the summer. Graduate students holding assistantships must also maintain an overall 3.0 GPR. Assistantships terminate upon failure to maintain the minimum enrollment requirement. Even students on non-teaching fellowships are encouraged to seek some teaching experience. This helps build a strong curriculum vitae and it offers skills that are necessary for those pursuing jobs in academia.

Conference Participation
Students are encouraged to participate in conferences. When one’s research and writing has matured beyond the scope of the classroom, it is important to expose this work to a body of academic peers. Though there are opportunities to present your work at various fora on campus, Texas A&M and the Department of Hispanic Studies offer limited funding to help you promote your work in regional, national and international venues. This experience allows graduates from our programs the opportunity to be at the status of other graduates in comparable programs around the country. As with teaching experience, this helps build a strong curriculum vitae and it offers experience that is necessary for those seeking jobs in academia.

Research and Presentation Grants
The Graduate Student Research and Presentation Grant Program is supported by funds provided to the Office of Graduate Studies by The Association of Former Students. The purpose of the program is to support graduate student research or travel by reimbursing students for certain expenses. Awards are limited to $500 maximum. Deadlines are as follows: October 15 for spring semester, March 15 for summer, and July 15 for fall semester. Each applicant must be enrolled for a minimum of nine semester hours during a regular or a 10 week summer session, and must not be a previous recipient of a Graduate Student Research and Presentation Grant. Applications and information sheets can be found at http://ogs.tamu.edu/ogs/currentResearchPresgrant.htm.
The Department of Hispanic Studies

The Department of Hispanic Studies has limited funds available to cover research and conference travel. The amount of this award can be up to $500. Preference will be given to students who have not received this award in the current academic year. Apply for this award by filling out the Travel Award Form available on the department web page or by contacting the DGS.

Women's Studies Program

The Women's Studies Program at A&M funds a competitive Graduate Student Travel Award for students who are presenting papers relevant to Women's Studies. This award is meant to supplement departmental funding for conference travel (up to $200 for domestic travel expenses). For detailed information on the application procedures, please contact the Women's Studies Program.

The Women's Studies Program also awards Graduate Dissertation Fellowships. Each year, two to three Graduate Research Fellowships of up to $1,000 for the support of Ph.D. dissertation research and $750 for master's thesis research on topics relevant to Women's Studies are awarded. This would include, for example, research on gender roles and expectations, gender-based discrimination, women's historical achievements, women's literature, women & politics, feminist literary criticism, media images of men and women, feminist theory, and other gender-related issues. For more information and application procedures, please contact the Women's Studies Program.

Glasscock Center for Humanities Research

The Glasscock Center offers numerous opportunities.

- The Graduate Scholar Award is comprised of three stipends of $3000 each awarded annually to support research toward the completion of a thesis or dissertation. Calls for this award are made in the spring semester.

- The Cushing/Glasscock Graduate Award supports research projects that are based in the collections of the Cushing Memorial Library and Archives. Funding is available for up to two projects in the amount of $1500 each, tenable from June 1st to August 31st of the year in which the award is made. Calls for this award are made in the spring semester.

- The Glasscock Center's Stipendiary Graduate Fellows program accommodates up to ten Graduate Student Fellows—both M.A. and Ph.D. candidates—per year. They participate in Glasscock Center activities and receive a $1000 research stipend. Calls for this award are made in the spring semester.

- The Glasscock Center's Graduate Student Travel to Conference Grants is awarded to as many as 20 applicants annually. This competitive grant of up to $300 ($500 for overseas travel) is open to both M.A. and Ph.D. students to support presentation of humanities research at conferences in their disciplines.
Appendix D: Sample forms
HISP 685: DIRECTED STUDIES
Guidelines and criteria

In the Department of Hispanic Studies, 685 courses are special courses calling for individual work to meet specific needs of a specific student. 685s are NOT for general use as electives and must apply directly to a student's chosen area of concentration (literature, linguistics-pedagogy, cultural studies, or bilingual-bicultural studies). A student wishing to enroll in a 685 must have a specific reason for taking this approach rather than a regular course. No more than three can be listed on a student’s degree plan.

Prerequisites are:
1. Permission of the supervising faculty member
2. Approval of the Director of Graduate Studies

It is further understood that:
1. Individual consultation and agreement between student and faculty will precede this formal, written request.
2. A final written report will be submitted by the faculty directing the 685. This report comments on the student’s overall work, the final project, and the grade for the course. It will be filed permanently in the student’s departmental file.
3. Although clock hours are not absolute, limiting or monitored, a general guideline is the expenditure of a minimum of 45 clock hours per semester hour of credit requested. This includes actual student-faculty contact hours as well as the time a student spends preparing for regularly scheduled meetings.
4. There will be regular meetings between the student and the faculty supervisor as agreed upon at the beginning of the project.
DEPARTMENT OF HISPANIC STUDIES
TEXAS A&M UNIVERSITY
HISP 685: DIRECTED STUDIES

Student’s Name: ____________________________  Student’s UIN: ____________________________

Date Submitted: ____________________________  Enrollment in HISP 685, Section: ____________

Semester (Fall, Spring, SSI, SSII) and year: ____________________________________________

Name of Faculty Offering the Course: ____________________________________________________

Purpose of the Course: (Briefly describe the course content.)

Describe the requirements to be completed, including papers, readings, etc. Attach a copy of the course syllabus.

I have read and understood the general directions on the reverse side of the application.

Signature of applicant

Signature of faculty supervisor

Signature of Director of Graduate Studies

Distribution: Head, Faculty Supervisor, Student, Student’s Departmental File
HISP GRADUATE STUDENTS

HOW TO REQUEST FUNDS FOR TRAVEL TO CONFERENCES
(February 15, 2007)

1. How do I request funds for travel?
   a. There are various sources on campus that you can approach to request funds. The Department of Hispanic Studies is only one of your resources. If you go here http://hisp.tamu.edu/~jvillalob/funding2.htm you will see a list of possibilities. I encourage you all to seek funding from outside the department first (especially if you can get more funding this way).
   b. If you are requesting funds from HISP, please follow the procedure. First, inform the Director of Graduate Studies that you are planning on submitting a request (include a copy of the email notifying you of your acceptance to a conference, if possible). Next, fill out the form available here: http://hisp.tamu.edu/~jvillalob/travelform.doc. Answer all questions and include all materials requested (be as thorough as possible), then submit the form to the DGS.

2. How many times can I request funds from HISP?
   a. You can request funding as many times as you like, but funds will first go to those who have not been awarded any funds in the current academic cycle. If you received funding from HISP this year, your best recourse is to request funds from another source. If money is available and no one is requesting it, then you may receive more than one award per year.

3. When should I request money for travel?
   a. As soon as you receive an acceptance from the conference organizing committee.

4. Your funding request may be denied if...
   a. You do not furnish the necessary information
   b. You are not in good academic standing (less than the minimum GPR, have incompletes, etc.)
   c. There are no funds to award

Many times the funds we offer do not cover expenses for the total budget you submit. This is why it is good to start with another source (such as the Glasscock Center) and then request funds from HISP to supplement what you get from them. The same can be said for OGS and Women’s Studies. I would also urge you to carefully consider where you submit abstracts. Going to one conference per year is probably enough (especially given funding limits), so make sure that you pick which one you attend. It is also wise to consider submitting abstracts to local conferences (close enough that you can drive there) so that you may be able to attend two conferences in one year instead of just one.
REVISED DECEMBER 5, 2005
REVISED JANUARY 25, 2007
REVISED DECEMBER 9, 2009

HISP BYLAWS, STANDING POLICIES, ADDENDA (2/19/04)

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BYLAWS: DEPARTMENT OF HISPANIC STUDIES

(As approved by HISP Faculty Secret Paper Ballot (12/17/03), and as Amended by TAMU Dean of Faculties K. Watson (1/6/04), and by TAMU CLLA Dean's Office (1/6&9/04)

STATEMENT OF MISSION AND PURPOSE

The Faculty of the Department of Hispanic Studies (HISP) establish these Bylaws at a time when worldwide globalization includes the demographically and culturally significant Hispanization of Texas, as well as of large northern cities and virtually the entire Southwest of the United States. Through teaching, research, service and administration the HISP Faculty contribute in their undergraduate work to the process of globalization through fostering university and professional levels of bilingualism and biculturalism especially in English and Spanish, but not to the exclusion of the other languages and cultures of the regions and lands where Spanish and Portuguese presence is significant.
The HISP graduate program trains specialist in the particular fields of Hispanic Studies, as well as those who concentrate in the multidisciplinary approaches to Hispanic linguistics, literature and culture.

Guided by the principles of fairness, flexibility and transparency, the HISP Faculty defines here the departmental membership, officers, structures and procedures requisite to achieving their purposes in accord with the vision, policies and procedures of Texas A&M University in College Station and its College of Liberal Arts. By means of these Bylaws the HISP Faculty also describe how the traditional professorial activities in teaching, research, service and administration contribute to building an increasingly successful Department wherein Students and Faculty realize their fullest potential.

MEMBERSHIP AND VOTING

1. HISP is composed of its Faculty and Staff, its Graduate and Undergraduate major students. For the purposes of voting on matters of general policy covered by these Bylaws, the following members of HISP are included: those in the tenured and tenure-track (T-TT) ranks of Distinguished, Full, Associate and Assistant professors; and, except where otherwise specified in this document, those in the non T-TT ranks of Distinguished Lecturer, Senior Lecturer, Lecturer (at least 75% time, and Assistant Lecturer (100% time. Faculty holding a budgeted joint appointment in HISP and another administrative unit are eligible to vote according to the above-stated principles.

1.1. Voting in absentia and by Proxy: For votes other than votes for Tenure and Promotion and for Promotion to Professor, Faculty absent on University Business will be allowed to vote in absentia or by proxy.

MEETINGS

2. Meetings: HISP shall usually meet as a whole once a month during the academic year. Meetings will be scheduled during normal business hours at a time when no HISP courses are being taught by the Faculty. All meetings will be announced and agendas distributed at least one week in advance.

2.1. Rules: All meetings will be conducted in accordance with Robert's Rules of Order.

2.2. Additional Meetings: The Head of HISP, or the chair of any duly-constituted HISP committee, following an affirmative vote by the committee, may call additional meetings as necessary to transact business. Meetings should be convoked during the designated periods when no HISP courses are being held. Special meetings may also be called by written petition to the Head, signed by at least 33% of the voting faculty.

2.3. Agendas: For each meeting of HISP or its duly-constituted committees, an agenda for the meeting shall be distributed to the appropriate departmental constituency, including the Head. The Head or Committee Chair shall be, as appropriate, responsible for the agenda.

2.4. Minutes: Minutes of meetings described in this section shall be prepared and distributed to the appropriate departmental constituency, including the Head, as soon after the meeting as is practical.

OFFICERS
3. The Department Head, the Director of Graduate Studies (DGS), and the Director of Undergraduate Studies (DUGS) shall be the officers of HISP.

3.1. **The Department Head:** Is appointed by the Dean of the College of Liberal Arts, in consultation with the Faculty, and serves at her or his pleasure. The Department Head is the chief executive officer of the HISP. In addition to his or her duties as defined by the Dean, the Department Head has the following duties:

3.1.1. Administrative: The Department Head:

3.1.1.1. Directs and monitors, in consultation with HISP Faculty, departmental initiatives related to program building at the undergraduate and graduate levels;

3.1.1.2. Represents HISP at official functions;

3.1.1.3. Presides at general and special meetings of HISP, and meetings of the Tenure and Promotion and of the Promotion Committee;

3.1.1.4. Calls elections of faculty to the designated departmental, college and university committees;

3.1.1.5. Appoints other HISP officers in consultation with the Faculty.

3.1.1.6. Recruits Faculty and Staff, both new and replacements, in consultation with the T-TT Faculty;

3.1.1.7. Determines the duties of individual Faculty members;

3.1.1.8. Fosters Faculty development in accord with the mission and purpose of HISP;

3.1.2. **Budgetary:** The Department Head:

3.1.2.1. Prepares the preliminary annual budget, and presents a report thereon to the Faculty;

3.1.2.2. Supervises the allocation of the budget;

3.1.2.3. Allocates salary increases to individual Faculty members in accord with University and College Policy, and, when applicable, in consultation with the Annual Review Committee;

3.1.2.4. Acts as advocate to the Dean and the Administration for appropriate budgetary resources, including Faculty salary increases and competitive pay scales.

3.1.3. **Curricular:**

3.1.3.1. Proposes developmental and long-range plans for HISP to its membership;

3.1.3.2. Determines individual course assignments after consultation with the DGS, the DUGS and individual Faculty;
3.2.3.3. Assures that the content of course offerings as specified in course syllabi agrees with corresponding catalog descriptions of the course.

3.2. The Director of Graduate Studies (DGS)

3.2.1. Appointment: The DGS shall be appointed by the Head in consultation with the membership of HISP.

3.2.2. Length of Service: The DGS will normally serve a term of four years.

3.2.3. Duties: In addition to those duties specified by the Head in consultation with the faculty, the duties of the DGS may include: recruitment and advising of students; planning and implementing the graduate curriculum in consultation with the Faculty; monitoring the overall progress of the graduate program; and serve as Acting Head when requested to do so by the Head.

3.3. The Director of Undergraduate Studies (DUGS)

3.3.1. Appointment: The DUGS shall be appointed by the Head in consultation with the membership of HISP.

3.3.2. Length of Service: The DUGS will normally serve a term of four years.

3.3.3. Duties: In addition to those duties specified by the Head in consultation with the Faculty, the duties of the DUGS may include overall supervision of the lower and upper division programs; planning and implementing the undergraduate curriculum in consultation with the Faculty; recruitment and advising of majors and minors; monitoring the overall progress of the undergraduate program; and serve as Acting Head when requested to do so by the Head.

DEPARTMENTAL COMMITTEES

4. The committee structure of HISP shall consist of the Tenure and Promotion Committee; the Promotion Committee; the several Annual Review Committees; Standing Committees; and ad hoc committees as needed, including search committees.

4.1. The Tenure and Promotion Committee (T&PC) consists of the tenured Faculty of HISP with rank of Distinguished Professor, Professor, or Associate Professor. It is constituted and functions as prescribed in the current version of the Review, Tenure and Promotion Manual (RTPM) of the College of Liberal Arts (CLLA). The T&PC makes recommendations directly to the Head in accordance with the RTPM.

4.2. The Promotion Committee consists of the tenured faculty of HISP with rank of Distinguished Professor and Professor. It is constituted and functions as prescribed in the current version of the RTPM in order to process promotion from associate professor to professor. The Promotion Committee makes recommendations directly to the Head in accordance with the RTPM.

4.3 The Annual Review Committee (ARC)

4.3.1 Tenured and Tenure-Track Faculty (T-TT). Faculty will elect from the ranks of the Associate
Professors, Professors and Distinguished Professors, an ARC to conduct the annual review of all T-TT faculty except the current membership of the ARC. The document produced by the ARC for each T-TT faculty member is only advisory to the Head.

ARC members will normally serve two-year, non-consecutive terms on an ARC that will consist of four voting members, two of whom at least will be full professors. The ARC will be chaired by the elective selection of its voting membership. The chair will be responsible for assuring that all existing HISP guidelines and policies for the professional evaluation of faculty are followed.

4.3.2. Faculty Not on Tenure-Track. These faculty will be reviewed by the "ARC-plus"; that is, by the ARC plus two more members (ARC+) drawn from the ranks of assistant professors or non T-TT Faculty with voting rights.

The annual review processes, including independent written reports by the ARC+ and the Head, will be those specified above for T-TT faculty.

4.3.3. Faculty Serving on the ARC or the ARC+. During their term of committee service, members of the ARC or ARC+ will be reviewed annually only by the Head who will prepare written reports for them. These will be the same as for all other faculty members except for input from the ARC or ARC+.

4.4. Committee for Annual Review of HISP Officers (AROC) is composed of all voting HISP faculty who are not officers (Head, DGS, DUGS) of the Department and is chaired by elective selection from the eligible HISP faculty.

4.5. Standing Committee:

4.5.1. Graduate Admissions Committee (GAC): HISP membership on the intra-system GAC will be by means of selective election from among the graduate faculty by the graduate HISP faculty. The term of membership on the Committee will be for a rotating three years.

4.5.2 Graduate Committee (GC)

4.5.2.1 Membership

4.5.2.1.1 The GC will consist of three members, at least one of which will hold the rank of Full Professor.

4.5.2.1.2 The DGS will be an ex officio and voting member of the GC.

4.5.2.1.3 Membership on the GC will be by means of selective election from among the graduate faculty by the graduate faculty in HISP.

4.5.2.1.4 Elected membership on the GC will be for a rotating three years.

4.5.2.2 Duties of the GC will include evaluation of graduate students, evaluation of the graduate curriculum, formulation of program reports, recommendations for graduate program policies.

Fourth, in order to respond to the needs of a relatively new and growing department, a permanent addition to departmental structure is proposed via the following amendment:

4.5.3 Undergraduate Committee (UGC)

4.5.3.1 Membership

4.5.3.1.1 The UGC will consist of five members.

4.5.3.1.2 The DUGS will be an ex officio and voting member of the UGC.
4.5.3.1.3 The undergraduate advisor will be an *ex officio* member of the UGC.
4.5.3.1.4 Membership for three positions on the UGC will be by means of selective election from among the faculty by the voting in HISP as defined in article 1 of these bylaws.
4.5.3.1.5 Elected membership will normally include representation from both the lecturer and T-TT ranks.
4.5.3.1.6 Elected membership on the UGC will be for a rotating three years.
4.5.3.2 Duties of the UGC will include evaluation of the undergraduate curriculum, formulation of program reports, recommendations for undergraduate program policies, pre-approval of new course proposals and curriculum changes.

4.6. Ad hoc Committees are appointed by the Head in consultation with the HISP faculty, the DGS and the DUGS. Their specific charges will indicate to whom they report.

**AMENDMENTS, STANDING POLICIES, ADOPTION AND OTHER ADDENDA**

5.1. **AMENDMENTS** to the Bylaws may be proposed by a duly constituted HISP committee or by petition, signed by 33% of the voting faculty, to the Head, to be included on a regular or special Faculty meeting agenda for debate only. The proposal is then considered and voted upon at the next Faculty meeting.

5.2. **STANDING POLICIES:** Central to the organization and function of HISP are the Standing Policies of these Bylaws. Changes in Standing Policies may be proposed by the Head, by a duly constituted HISP committee, or by petition, signed by 33% of the voting faculty to be included on a regular or special HISP meeting agenda.

5.3. **ADOPTION:** The Bylaws, Amendments and Standing Policies, when adopted by two thirds of the voting Faculty, will be submitted to the Dean. Following authorization by the Dean, these Bylaws, Standing Policies and Addenda will take effect immediately. Changes to the Standing Policies may be amended by a majority vote of the voting Faculty.

5.4 **OTHER ADDENDA:** Included with these Bylaws, their Amendments and Standing Policies are a number of other documents important to the operation and governance of HISP. While their inclusion with departmental bylaws is necessary, the addenda are not normally subject to modification by HISP and its membership.

**STANDING POLICY I:**

**DEPARTMENT POLICY ON TENURE AND PROMOTION**

1. **GENERAL STATEMENT**

The HISP Faculty clarify here the standards by which tenure-track Faculty members are judged during their probationary period. This statement indicates as clearly as possible the objectives to be met for tenure and promotion to Associate Professor by the time of final review. It also states criteria for promotion to Professor. These guidelines are primarily designed to ensure at all times that departmental procedures will be consistent, equitable, fair, and in accordance with the official CLLA (in the RTPM) and TAMU (in the PPM) policies.
2. PROBATIONARY PERIOD

Annual reviews are mandatory. A comprehensive review is performed at the midway point of the probationary period (usually during the third year of the initial appointment). It is important that tenure-track Faculty demonstrate high, continuing achievement by contributing to the programmatic needs of HISP through the three traditional areas of teaching, research and service. It is the responsibility of the candidate, in consultation with the Head and any other Faculty designated by the Head or sought out by the candidate, both to plan a program of academic career development and a time-table for implementation of the plan. By the midterm review candidates must show clear and substantial progress toward the requirements of tenure and promotion.

3. STATEMENT OF CRITERIA FOR TENURE AND PROMOTION

A. RESEARCH

A candidate must show through significant and substantial scholarly publication a record of achievement and disciplinary recognition that is consonant with the aims of a major research university. The quality of these publications is more important than their quantity, and the candidate must demonstrate significant intellectual growth beyond the dissertation.

If a candidate draws upon the dissertation for publication, such as a series of articles or a book, this work normally will be completed and submitted for publication by the time of the third-year review. If a candidate should present as the major work for the tenure and promotion file a book that was taken from the dissertation, the T&PC must firmly establish that the book is a substantially revised and expanded version of the dissertation and that it has gone significantly beyond the dissertation by including either new material or a new theoretical framework.

It must be understood that for any successful case for tenure and promotion, the candidate has to demonstrate evidence of a research program that is independent of, but not necessarily unrelated to, the dissertation. This may be shown by a variety of means; examples are the acceptance and/or publication of several articles related to that research program or concrete evidence of a new book.

Books are the most important indicators of scholarship. Critical studies and editions are prime examples. They should normally be published by a university press or as part of a recognized scholarly series issued by a commercial publishing house (or by an equivalent foreign publisher). Vanity press publications are not acceptable. Other types of editions, co-authored or co-edited studies will carry less weight. Bibliographical studies will be judged according to their scholarly merits. Translations cannot take the place of individual scholarly publications, but high quality translations of important literary works can be seen as significant contributions to the discipline. While textbooks may be viewed as valuable to the profession, they cannot be equated with scholarly books.

Articles will normally appear in refereed journals, volumes of critical essays edited by a respected member of the discipline, or selected proceedings from international or national conferences and symposia. Articles published in leading refereed journals will usually carry more weight than those appearing in volumes and proceedings, but the professional standing of the editor, other co-contributors and press must be evaluated and taken into account. Publications identified as notes will usually carry less weight than articles. Notes and reviews can enhance the overall record of the candidate.
B. TEACHING

For tenure and promotion a candidate's teaching must contribute efficaciously in the classroom to the effective education of students.

Effective teaching is assessed through use of a combination of different evaluation tools. At least once a year during the probationary period T-TT Faculty members, in two-person teams, will observe the candidate teaching a class, and then produce written evaluations of the candidate. Assessment of teaching also requires evaluation of the programmatic adherence of the candidate's syllabi and classroom teaching to the catalog description of the courses taught during the probationary period. Students' evaluations of teachers, as well as teaching awards and grants for development of new courses and innovative approaches to teaching, are other important evaluation guides.

C. SERVICE

The most important service any Faculty member can give is that which helps to build a stronger HISP, College of Liberal Arts, University and Profession, while establishing her or his personal profile at all those levels. It is normally the case that a candidate's first service is given to the Department and that the radius of his or her service increases with time.

Hence consistent, effective service begins with attendance at HISP departmental meetings and, then, active engagement in the initiatives that flow from the meetings through participation on ad hoc and standing committees. The candidate then often chooses to serve on College and University committees which complement her or his departmental service in HISP. As a researcher, the candidate's service includes increasing levels of participation in relevant professional societies, meetings and publications. Such service may be demonstrated by selection to serve on relevant committees, chair sessions at meetings, as well as doing book reviews for refereed journals and performing editorial work for such journals and other scholarly publications.

4. EARLY PROMOTION AND TENURE

Because the awarding of tenure is of such consequence to a department, early promotion and tenure will be granted only in unusually meritorious cases. Candidates to be considered early must have made consistent, effective contributions to the programmatic needs of HISP as demonstrated through exceptional performances in teaching, research and service. Candidates should offer a record of publications which is significantly better, both quantitatively and qualitatively, than that required in an ordinary tenure and promotion decision. Evidence in support of teaching should demonstrate very special contributions to the education of students enrolled in the candidates' classes. The service of candidates for early promotion and tenure must establish a record of initiative, leadership and professional integrity not normally found early in candidates' careers. Success in one area will not compensate for mediocrity or deficiencies in the others.

5. PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

Normally the promotion from Associate Professor to Professor can be considered after at least four
years of service and experience at the rank of Associate Professor. The promotion, however, is not a function of the numbers of years of service, but of clearly demonstrated achievement and distinction in teaching, research and service. Professors should be nationally and/or internationally visible, and recognized as leading scholars in one or more fields in which they have made an impact on the profession.

The research record for promotion to Professor must include a body of ongoing scholarly research beyond the review for tenure and promotion to Associate Professor. This record will normally include a book-length critical study or critical edition published by a university press or as a part of a recognized series issued by a commercial publishing house (or by an equivalent foreign publisher). This study or edition must have been published by the time of consideration of the scholarly record. Vanity press publication are not acceptable. Guidelines concerning other types of editions, co-authored or co-edited studies, bibliographical studies, translations and textbooks are the same as stated above in Sect. 3A, Paragraph. #4.

The overall record of research must be recognized as a significant scholarly contribution by the profession. Such recognition may be established through published reviews, citation lists, editorship(s) of and/or membership(s) on the editorial board(s) of a major journal(s), and related or similar professional criteria.

A professor is expected to be a leader in teaching, service and professional involvement. The rank bestows a special responsibility for the overall program of the Department, and for the relations with other University entities, faculty and students. While scholarly achievement is normally the deciding factor for this promotion, true eminence in other areas may carry considerable weight.

STANDING POLICY II:

PERFORMANCE INDICATORS TO BE ASSESSED IN ANNUAL REVIEW OF T-TT FACULTY AND FOR POST-TENURE REVIEW PURPOSES

The general philosophy and overall spirit that informs Standing Policy I (i.e., the processes for tenure and promotion, early promotion and promotion from associate professor to professor) inform this listing of indicators of achievement and performance. These listings identify more specifically those aspects or research, teaching and service which create a strong and improving HISP program. Their independent use by the Head and the several Annual Review Committees is meant to determine levels of "excellent," "very effective," "effective," and "unsatisfactory" performance by Faculty. Collegiality and openness in the review process will best lead to constructive orientation, useful mentoring and continued development of the Faculty. The assessment of three consecutive unsatisfactory annual reviews leads to the initiation of a post-tenure review process (see Addendum II).

A. RESEARCH

1: Shorter-term indicators may include:

a) the quality of research (as demonstrated by the venues of publication) and quantity of research over a three-year period;

b) receipt of a prize or award for a specific publication (article, critical study funding agencies;
d) reviews of published awards;

e) receipt of research-related awards.

2: Longer-term indicators may include: Impact in the profession of the research as demonstrated by

a) frequency of citation;

b) invitations to editorships or editorial boards;

c) invitations to edit special numbers of journals or thematically focused volumes of essays by diverse hands;

d) invitations to give plenty plenary-types lectures;

e) receipt of research awards and fellowships (international, national, regional, University, College);

f) demonstrated and documented development and participation in interdisciplinary or synergistic research projects;

g) subsequent editions, reprints, translations of previously published work.

B. TEACHING

Indicators may include:

a) quality of teaching as reflected by student and peer evaluations, and teaching materials;

b) maintenance of high standards for student performance and evaluations;

c) receipt of teaching-related grants from external funding agencies;

d) a thorough and up-to-date knowledge of their fields(s) of specialization;

e) effective planning, organization, and presentation of course material;

f) stimulation of participation, thought and inquiry by students;

g) effective advisement and direction of students in their academic work and in their research tasks (e.g. through the directing of senior honors theses, including students in and ongoing research project, co-authoring of papers with students, directing theses and dissertations, participating on M.A. advisory and PhD. dissertation committees);

h) contributions to the mentoring of students, especially by Faculty at the level of Associate Professor, Professor and Distinguished Professor;

i) well-conceived teaching outside of HISP (e.g., BUSH, COML, EURO, LBAR courses) that advance
the mission of HISP, the College and the University.

j) receipt of teaching-related awards.

C. SERVICE

Indicators may include:

1) departmental; effective chairing or participation on standing and ad hoc committees;
2) college: effective chairing or participation on standing or ad hoc committee;
3) university: effective chairing or participation on standing or ad hoc committees;
4) external:
   a: scholarly/editorial; editor of a journal, of a series; editorial board member;
   b) officer of a national or international professional organization;
   c) program or committee chair at national or international professional organization meeting;
   d) serving on external peer committees (tenure and promotion cases; proposal reviewer for scholarly awards);
   e) chair or member of a governmental task force, commission, or board;
   f) leadership role(s) in the community;
   g) manuscripts or abstracts evaluation
5) receipt of service-related awards;
6) receipt of administration-related awards.

STANDING POLICY III:

RESPONSABILITIES AND PROCEDURES OF THE SEVERAL ANNUAL REVIEW COMMITTEES

A: THE ANNUAL REVIEW COMMITTEE (ARC)

The ARC will produce written reviews for all T-TT Faculty (Assistant through Distinguished Professor), and submit them to the Head. Documentation for the performance indicators identified and described in Standing Policy II includes:

1. Current curriculum vitae, with copies of publications in print for the year of the review and two previous years.
2. A completed Calendar Year Faculty Accomplishments.

All T-TT Faculty should normally hand in to the HISP Administrative Secretary all me materials outlined above before or during the first week of classes of the Spring semester. The annual reviews for T-TT Faculty will normally take place in later January, early February so that written reviews may be forwarded to the Head by February 15.¹

B: THE ANNUAL REVIEW COMMITTEE-PLUS (ARC+)

The ARC+ will produce written annual reviews for Faculty not on Tenure-Track (normally senior lecturers, lecturers, assistant lecturers), and submit them to the Head. Documentation for the performance indicators relevant to non T-TT Faculty includes:

1. Current curriculum vitae, with copies of the computer printouts of student teaching evaluations for the same three-year window should be included.

2. A completed Calendar Year Faculty Accomplishments Parts I and II only need to be filled out, although any activity relevant to Parts II and IV should be noted for consideration by the ARC+ and the Head.

Non T-TT Faculty should normally hand in to the HISP Administrative Secretary all materials outlined above in early February. The annual reviews for all non T-TT Faculty will usually take place in mid February, so that report may be forwarded to the Head by February 28.

C. FACULTY SERVING ON THE ARC OR THE AR+

During their term of committee service, members of the ARC or ARC+ will be reviewed annually only by the Head who will prepare written reports for them. These will be the same as for all other faculty members except for input from the ARC or ARC+.

D: COMMITTEE FOR ANNUAL REVIEW OF HISP OFFICERS (AROC).

AROC is composed of all voting HISP faculty who are not officers (head, DGS, DUGS) of the Department and is chaired by elective selection from the eligible HISP faculty. Documentation for the performance indicators relevant to HISP Officers includes:

1. Bylaws Sections 3.1 (for the Head), and Bylaws Sections 3.2 (DGS), 3.3 DUGS), as well as Standing Policy IV for DGS and DUGS, wherein the areas of responsibilities and duties of each HISP officer are given. Also to be used are any relevant departmental documents further specifying the duties of the HISP officers.

2. The Officers Annual Report document.

HISP officers should normally hand in to the HISP Administrative Secretary all materials outlined above before or during mid-February. The annual reviews for HISP officers will normally take place in the first week of March, so that the review of the Head may be forwarded to the Dean and the Reviews

¹ In the case of third-year and sixth-year assistant professors, the reviews of the T&PC will function as annual reviews.
of the DGS and the DUGS to the Head by March 15.

All voting members of HISP excepting the Officers will examine the documentation specified above prior to AROC meetings and be sufficiently familiar with the cases so as to participate in the discussions. The written report on the Head will be submitted to the Dean and those on the DGS and DUGS to the Head by the deadline given above.

On the basis of the reports by AROC on HISP officers, the elected AROC chair will write a letter to each Officer which summarizes the respective evaluations of each Officer. The Committee, either represented by its chair or in its entirety, will be available to discuss the evaluation of the Head with the Dean if so desired by the Dean. For his part the Dean will use the written review of the Head by AROC as s/he sees fit. The written annual AROC reviews of the DGS and DUGS will be used in a personal meeting between the Head and the other Officers. The purpose of this meeting will be to assess the Officer's performance and to determine how well the Officer is helping HISP to achieve its short and long-term goals.

E: OTHER ARD, ARC+ AND AROC RESPONSABILITIES

Members of the several HISP Annual Review Committees will normally examine the documents specified in Standing Policies II prior to committee meetings and be sufficiently familiar with the cases so as to participate in the discussions. In addition to the written reports on individual HISP faculty discussed above, one or all of the several Annual Review Committees may also instruct their respective chair(s) to submit to the Head reports relevant to overall committee concerns to the Head. Finally, the several Annual Review Committees are responsible too for nominating Faculty for all manner of pertinent teaching, research and administrative awards.

F: PROCESS AFTER PEER REVIEW BY THE ARC AND ARC+

On the basis of the reports by the ARC and the ARC+, and of the Head's own evaluation. The Head writes a letter to each Faculty member in which the report is summarized and the Head's evaluation is stated. In case of significant difference in the respective reviews of individual Faculty by the Head and the ARC, the discrepancy will be addressed in the Head's annual evaluative review letter to Faculty member.

This letter serves as the focal point of a personal meeting between the Head and each Faculty member; the purpose of this meeting is to assess the faculty member's performance and to determine how the individual Faculty and HISP can assist each other in the achievement of the short and long-term goals of the individual and of HISP. The Faculty member, at the conclusion of the meeting, will sign the letter to indicate that the document has been discussed and reviewed; the signature, of course, will not necessarily indicate agreement. All queries, rectifications or complaints, if any, regarding the content of the annual evaluative review letter are to be addressed to the Head, not the chair or any other member of the ARC or the ARC+. This process will be normally concluded by April 1.

G: ANNUAL REVIEWS AND RECOMMENDATIONS FOR MERIT PAY INCREASE

For T-TT and for non T-TT Faculty, the Head's annual evaluative review letter (with comments reflecting the attached reports of the ARC and the ARC+) and the letter, if any, reply by faculty will
serve as the basis for the Head's determination of merit pay increases (when available) for faculty. For the DGS and DUGS the Head's annual evaluative review letter (with comments reflecting the attached AROC report) will serve as the basis for the Head's determination of merit pay increases (when available) for the DGS and DUGS. For the purposes of this determination the Head's evaluation will reflect the DGS's and DUGS's achievements in research, teaching, service, graduate or undergraduate administration.

**STANDING POLICY IV:**

**LISTINGS OF SPECIFIC DUTIES OF THE DGS AND DUGS THAT MAY BE USED FOR PERFORMANCE REVIEW PURPOSES**

1. **SOME OF THE SPECIFIC DUTIES OF THE DGS (Director of Graduate Studies) MAY INCLUDE:**

   a) recruit graduate students

   b) coordinate offers of financial assistance to graduate student;

   c) coordinate orientation programs for new graduate students;

   d) advise graduate students on their degree plans and graduate committees, and in registration;

   e) process petitions amending degree plans or making other requests of the Dean and Office of Graduate Studies;

   f) counsel graduate students concerning all programs of teaching and scholarship awards, as well as of other kinds of funding;

   g) in consultation with the Head and graduate faculty, plan the rotation of curriculum offerings and faculty, as well as the introduction and/or withdrawal of any graduate courses;

   h) confer with HISP Study Abroad directors concerning graduate students to be recommended to the Head for the HISP Study Abroad Graduate Fellowship Program;

   i) conduct exit interviews with each graduate student as soon after completing their degree requirements as possible in order to ascertain individual graduate student's experiences of the strengths and weaknesses of the graduate program, and maintain longitudinal records of career placement and professional advancement.

   j) serve as the HISP representative to Graduate Instruction Committee of CLLA, as well as between HISP and the Office of Graduate Studies;

   k) remain up to date on policy and requirements changes that might affect the HISP graduate program, and report those changes to the graduate faculty and the Head;

   l) reports to the Head and the Department on the status of the graduate programs and students;
m) supervise the HISP test for university-wide, graduate-student, foreign-language requirement.

2. SOME OF THE SPECIFIC DUTIES OF THE DUGS (Director of Undergraduate Studies (DUGS) MAY INCLUDE:

a) monitor continuity of lower division language program from first to second year language, as well as the transition to and continuity of the upper division offerings;

b) co-ordinate lower division language program;

c) train and supervise GATs (e.g., instructor of record for the 697 orientation to foreign language teaching course);

d) advise the Head regarding scheduling and teaching assignments for the undergraduate program;

e) coordinate undergraduate advising and student relations;

f) coordinate undergraduate student recruitment and retention efforts;

g) take part in the resolution of undergraduate grade disputes;

h. inform and encourage the Faculty regarding internal and external opportunities for undergraduate curriculum development and enhancement;

i) act as liaison with the Cellar Language Laboratory and Media Center;

j) supervise HISP's undergraduate placement/credit by examination program;

k) serve on the CLLA College Curriculum Committee, and act as the HISP liaison with the CLLA Office of Student Affairs;

l) act as liaison with high-school Spanish programs (e.g., High School Career Day, Honors Invitationals);

m) maintain longitudinal records of career placement and professional advancement.

STANDING POLICY V:

FORMATION AND PROCEDURES OF SEARCH COMMITTEES FOR T-TT FACULTY

All faculty searches will be conducted in accordance with applicable University rules and with the College of Liberal Arts recruitment and hiring procedures. This policy applies only to searches conducted by HISP and is not meant to cover the search for a head which is under the auspices of the CLLA Dean. When a T-TT vacancy occurs or a new T-TT faculty position is created, the Head, in consultation with the T-TT Faculty, will name a several member search committee drawn from the departmental T-TT professorate. The Head, or DGS, or DUGS will be an ex-officio member. The committee should demonstrate strength in the academic specialty being recruited. This Policy does not preclude membership from outside of HISP should the circumstances of a particular search make such
membership advisable.

The first meeting of the Search Committee will be chaired by the Head. At that meeting the following will be done; write the job description; determine the venue(s) of advertisement of the position (e.g., MLA Job Information List, The Linguist, etc.); set the time schedule for receipt of applications and for selection of semi-finalist candidates (normally to be interviewed at the MLA Annual Convention); and, elect the chair who will be responsible for the orderly functioning of the Committee during the life of the search.

The Search Committee shall keep the HISP T-TT faculty apprised of the progress of the search and solicit its input. This may be done by means of presentation by the search chair at either regularly scheduled HISP meetings or, if advisable or necessary, at special meetings.

The dossiers of candidates shall be available to all HISP T-TT Faculty during the search which contains within it a vetting process whereby Faculty may comment on specific candidacies. The list of semi-finalist candidates will be produced by the Search Committee and take into account T-TT Faculty comments.

The finalist candidates will be selected by the Search Committee following interviews with those in the pool of semi-finalists round of interviews is completed. The search chair, in conjunction with the Head, will create a schedule of on-campus interviews for finalist as early as possible (normally in January).

The on-campus interview will include a scholarly presentation and may include a demonstration class by the candidate, as well as different social activities; there will also be more formal meetings with the appropriate level(s) of Administration beyond the Department, as well as with HISP Officers and Faculty.

When the round of on-campus interviews is complete, the T-TT Faculty will rank order its selections via secret ballot. If the rank ordering of the T-TT Faculty and the Head are the same, the Head will forward the results to the Dean. If there are discrepancies between the rank orderings of the T-TT Faculty and the Head, the Head shall call a special meeting of the T-TT Faculty. Taking into account all discussion and/or votes from that special meeting, at which only T-TT Faculty will vote, the Head will rank order the candidates, inform all T-TT Faculty of her/his rank ordering, and submit it to the Dean. The Head will also give to the Dean a summary of the Search to that point and of the discussion and/or voting at the special meetings; if the Head’s rank ordering differs from the one which emerged at the special meeting, s/he will explain to the Dean the reasons for her/his rank ordering. When authorized by the Dean, the Head, in consultation with the T-TT Faculty, will enter into negotiations with the selected candidate.

ADDENDUM I

Indicators of Success or Achievement of Departments in the College of Liberal Arts
Suggestions from the COLLEGE OF LIBERAL ARTS Committee to Consider Merit-Related Topics

PLEASE NOTE: All indicators are to be considered for the most recent three-year period.

National Prominence or Visibility

• Proportion of the Faculty with publications in top journals or with top presses or nationally prominent artistic performances
- Proportion of the Faculty with competitive external grants
- Proportion of the Faculty with fellowships from external agencies
- Proportion of the Faculty with national awards or recognition (e.g., book awards)
- Rankings in National Research Council or commercial media outlets (e.g., US News), or by disciplinary groups, including comparative rankings of publication rates
- Placement of Graduate Students (particularly in Ph.D. granting institutions)
- Graduate Student grants, publications, external fellowships and national awards

Additionally, national recognition of faculty in professional associations (e.g., President): editorships, associate editorships or editorial board memberships of top journals; memberships on grant award panels for national agencies; national teaching awards, or success in hosting national conferences.

**Internationalization**

- Number of faculty with Fulbright Awards or other international fellowships
- Number of faculty invited to give plenary or keynote addresses abroad or other invited presentations abroad
- Number of international visitors brought to the Department, especially sponsorships of Fulbright visitors

Additionally, internationalization of curriculum, creation of special undergraduate or graduate experiences in the international area, participation in International Studies program, hosting international conferences and number of faculty offering study abroad experiences, attending international conferences, and engaging in research with international colleagues.

**Diversity**

- Success in recruiting and mentoring faculty from under-represented groups
- Success in recruiting and mentoring graduate students from under-represented groups
- Efforts in recruiting and success in mentoring undergraduate students from under-represented groups
- Number of hosted speakers from under-represented groups

Additionally, departmental efforts to add diversity to the department's curricular offerings and programs to encourage graduate study by TAMU undergraduates from under-represented groups; participation in programs such as the "Pathways to the Doctorate" or the Minority Opportunities through School Transformation (MOST) program, and in Women's Studies, Hispanic Studies, and African Studies minor programs; and hosting conferences, workshops, or seminars on diversity-related topics.

**Awards, Fellowships and Honors**

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<td>Nobel Prize</td>
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<td>Fulbright Awards</td>
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<td>American Council of Learned Societies Fellowships</td>
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<td>Fellowship/Residency/Center</td>
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<td>Huntington Library Research Fellowship</td>
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<td>American School of Classical Studies in Athens</td>
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<td>Residency at the Center for Advanced Study</td>
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<td>In the Behavioral Science</td>
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<td>Residency at the National Humanities Center</td>
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ADDENDUM II

TEXAS A&M UNIVERSITY RULE ON POST-TENURE REVIEW

1. Introduction

Among Texas public universities, Texas A&M University takes pride in having a unique set of missions. Established as a Land Grant institution to serve the educational, research, and public service needs of Texas in the areas of agriculture and engineering, Texas A&M University has since been designated a Sea Grant and a Space Grant institution, and its areas of scholarship have been greatly expanded. It is guided by the multiple synergistic missions of teaching, research, and public service.

The quality of a university’s teaching, research, and public service can be no greater than the quality of mind and expertise that the faculty brings to those missions. Indeed, in the faculty lies the talent, commitment, wisdom, knowledge, and intellectual courage required to push forward the boundaries of knowledge, make important discoveries, bring them to classroom and laboratory, and apply them to the benefit of society. Consequently it is in the best interest of the university to create an environment in which these academic pursuits can flourish, and to invest in faculty development activities that enhance the success of a faculty vitally engaged in teaching, research, and service.

In the academic community, tenure has traditionally meant that a faculty member has demonstrated, over a specific number of years and to the satisfaction of peers, a sufficiently high level of performance in teaching and scholarship to warrant the granting of a permanent position on a university faculty. Tenure protects academic freedom, the right of faculty members to pursue original research, or study ideas that are new, unpopular, or misunderstood. Such freedom of thought can only benefit society. Tenure has developed over hundreds of years, and forms the foundation of the modern university in Western society. Its value in encouraging new generations of scholars and sustaining the quest for knowledge should not be taken lightly.

The faculty of Texas A&M University has always measured its performance against a high standard of excellence, which was established and is maintained by hiring the best new doctoral graduates or established professionals, and by conducting annual reviews of faculty performance. The rigor of the hiring and review process, the demands of quality teaching and student advising, the necessity and value of research and the obligations of service to the public are clearly understood within the university community.

Post-tenure review is in furtherance of these high standards: and is intended to promote continued professional development. A fundamental purpose supporting post-tenure review is to enable a faculty member who has fallen below performance norms to pursue a peer-coordinated professional development plan and return to expected productivity. The objective is to conserve the investment of Texas A&M University in one of its great strengths, its dedicated faculty.

II. Post-Tenure Review

Post-tenure review at Texas A&M University applies to tenured faculty members and is comprised of annual review of performance (PPM 2.3.2.5, Section I., E.) and, in case of unsatisfactory performance as delineated in this policy, the construction of, and subsequent review of, performance in a professional plan.
A. **Annual Review.** As specified in PPM 2.3.2.5, annual reviews of performance are to be conducted for all faculty; must result in a written document of expectations for each faculty member, commensurate with his or her rank and seniority; and provide that evaluations of performance in scholarship, teaching, service, and other assigned responsibilities be made in writing. In order for annual review to be an integral part of post-tenure review, it will have the additional characteristics:

1. In each department, stated criteria for categories of performances to be assessed in annual reviews will be established by departmental faculty and approved by department head and dean. The categories established will range from a level deemed most meritorious to one deemed unsatisfactory by departmental standards.

2. An annual review finding unsatisfactory performance shall state the basis for finding unsatisfactory performance in accordance with the criteria.

3. A report to the dean of unsatisfactory performance as assessed by annual review will be accompanied by a written plan for near-term improvement.

B. **Professional Development Plan**

1. **Professional Review.** A professional review will be initiated when a tenured faculty member receives three consecutive unsatisfactory annual reviews. The department head will inform the faculty member that he or she is subject to professional review, and of the nature and procedures of the review. A faculty member can be exempted from review upon recommendation of the department head and approval of the dean when substantive mitigating, circumstances (e.g. serious illness) exist. The faculty member may be aided by legal counsel or another representative at any stage during the professional review process.

The purpose of the professional review are to: identify and officially acknowledge substantial or chronic deficits in performance, develop a specific professional development plan by which to remedy deficiencies; and monitor progress toward achievement of the professional development plan.

The professional review will be conducted by an ad hoc review committee (hereafter referred to as the review committee), unless the faculty member requests that it be conducted by the department head. The three member ad hoc faculty review committee will be appointed by the dean, in consultation with the department head and faculty member to be reviewed. When appropriate, the committee membership may include faculty from other departments, colleges, or universities.

The faculty member to be reviewed will prepare review dossier by providing all documents, materials, and statements he or she deems relevant and necessary for the review within one month of notification of professional review. All material submitted by the faculty member are to be included in the dossier. Although review dossiers will differ, the dossier will include at minimum a current curriculum vitae, a teaching portfolio, and a statement on current research, scholarship, or creative work.

The department head will add to the dossier any further materials he or she deems necessary or relevant. The faculty member has the right to review and respond in writing to any materials added by the department head with the written response included in the dossier. In addition, the faculty member has the right to add any materials at any time during the review process.

The professional review will be made in a timely fashion (normally less than three months after the faculty member under review submits the initial dossier). The professional review will result in one of three possible outcomes: (1) no deficiencies identified. The faculty member, department head, and dean...
are so informed in writing, and the outcome of the prior annual review is superseded by the ad hoc committee report; (2) some deficiencies are identified but are determined not to be substantial or chronic. The review committee specifically elaborates the deficiencies in writing and a copy is provided to the faculty member, the department head, and the dean: (3) substantial or chronic deficiencies are identified. The review committees specifically elaborates the deficiencies in writing and a copy is provided to the faculty member, department head, and dean. The faculty member, review committee, and department head shall then work together to draw up a professional development plan acceptable to the dean.

2. The Professional Development Plan. The professional development plan shall indicate how specific deficiencies in a faculty member's performance (as measured against stated departmental criteria developed under 2.A.1 of this policy) will be remedied. The plan will grow out of a collaboration between the faculty member, the review committee, the department head and the dean, and should reflect the mutual aspirations of the faculty member, the department head and the college. The plan will be formulated with the assistance of and in consultation with the faculty member. It is the faculty member's obligation to assist in the development of a meaningful and effective plan and to make a good faith effort to implement the plan adopted.

Although each professional development plan is tailored to individual circumstances, the plan will (1) identify specific deficiencies to be addressed; (2) define specific goals or outcomes necessary to remedy the deficiencies. (3) outline the activities to be undertaken to achieve the necessary outcomes; (4) set time lines for accomplishing the activities and achieving intermediate and ultimate outcomes; (5) indicate the criteria for assessment in annual reviews of progress in the plan; (6) Identify institutional resources to be committed in support of the plan.

3. Assessment. The faculty member and department head will meet annually to review the faculty member's program toward remedying deficiencies. A progress report will be forwarded to the review committee and to the dean. Further evaluation of the faculty member's performance within the regular faculty performance evaluation process (e.g. annual reviews) may draw upon the faculty member's progress in achieving the goals set out in the professional development plan.

4. Completion of the Plan. When the objectives of the plan have been met, or in any case, no later than three years after the start of the development plan, the department head shall make a final report to the faculty member and dean. The successful completion of the development plan is the positive outcome to which all faculty and administrators involved in the process must be committed. The re-engagement of faculty talents and energies reflects a success for the entire University community.

If, after consulting with the review committee, the department head and dean agree that the faculty member has failed to meet the goals of the professional development plan and that the deficiencies in the completion of the plan separately constitute a good cause for dismissal under applicable tenure policies, dismissal proceedings may be initiated under applicable policies governing tenure, academic freedom, and academic responsibility.

III. Appeal.

If at any point during the procedures the faculty member believes the provisions of this rule are being unfairly applied, a grievance can be filed under the provisions of PPM 2.3.2.6. "Faculty Grievance Procedures Not Concerning Questions of Tenure, Dismissal, or Constitutional Rights."
If the faculty member wishes to contest the professional review committee's findings of substantial or chronic deficiencies, the faculty member may appeal the findings to the dean, whose decision on such an appeal is final. If the faculty member, department head, and review committee fail to agree on a professional development plan acceptable to the dean, the plan will be determined through mediation by the University Tenure Mediation Committee.

IV. Voluntary Post-Tenure Review

A tenured faculty member desirous of the counsel of a professional review committee in evaluating his or her career may request such counsel by making a request to the department head.

APPENDIX
STATEMENT OF FACULTY SENATE
POST-TENURE REVIEW POLICY

OCTOBER 14, 1996

Among Texas public universities, Texas A&M University takes pride in having a unique set of missions. Established as a Land Grant Institution to serve the educational, research, and public service needs of Texas in the areas of agriculture and engineering, Texas A&M University has since been designated a Sea Grant and a Space Grant institution, and its areas of scholarship have been greatly expanded. It is guided by the multiple synergistic missions of teaching, research, and public service.

The quality of a university's teaching, research, and public service can be no greater than the quality of mind and expertise that the faculty brings to those missions. Indeed, in the faculty lies the talent, commitment, wisdom, knowledge, and the intellectual courage required to push forward the boundaries of knowledge, make important discoveries, bring them to classroom and laboratory, and apply them to the benefit of society. Consequently it is in the best interest of the university to create an environment in which these academic pursuits can flourish, and to invest in faculty development activities that enhance the success of a faculty vitally engaged in teaching, research, and service.

The faculty of Texas A&M has always measured its performances against a high standard of excellence, which was established and is maintained by hiring the best new doctoral graduates or established professionals, and by conducting annual reviews of faculty performance. The rigor of the hiring and review process, the demands of quality teaching and student advising, the necessity and value of research, and the obligations of service to the public are clearly understood within the university community, but they may not be clear to members of the larger community whose interests we serve and whose trust we wish to maintain. Therefore the faculty takes this opportunity to further explain tenure and the tenure process, to clarify the activities and time demands of the faculty, and to propose the post-tenure review policy that follows.
II. CRITERIA FOR RENEWAL, TENURE, AND PROMOTION

General criteria for retention and advancement within the faculty are stated in the University documents referenced earlier. To supplement these, we provide here the expectations we have in mind in evaluating cases brought before us for consideration.

A. Criteria By Rank

1. **Assistant Professor**: Assistant professor should have the terminal degree appropriate to their field or its equivalent. They should be well qualified to teach at the undergraduate and graduate levels and possess qualifications for research in a special field. Over time an assistant professor should show progress toward meeting the expectations for the rank of associate professor and the award of tenure.

2. **Tenure and Associate Professor**: Since promotion to the rank of associate professor is usually linked to the award of tenure, both are discussed here. In some circumstances a person may be appointed from outside the University to a senior rank without tenure, in which case the subsequent award of tenure is deliberated in the context of the requirements of the rank.

   Associate Professors with tenure should demonstrate meritorious performance in teaching, research or creative work, and service. The kinds of evidence we discuss later under "III. Procedures" (page 7) provide an opportunity for assessing meritorious performance in each of these areas.

   a) Teaching must be shown to be consistently competent, and the evidence presented should be both substantial and sufficiently thorough to make a strong case. The College's expectation is that the evidence will show in successful tenure cases a genuine commitment to undergraduate and, where appropriate, graduate teaching. Moreover, the College also expects that the record will indicate that the courses taught by the successful applicant will be characterized by diligent preparation, careful organization, clarity of presentation, intellectual rigor appropriate to the level of the students being taught, and fair and appropriate evaluation of students' test and assignments. Finally, it is expected that any master's theses and dissertations that an applicant supervises will be of high quality.

   b) Research and creative work must show evidence of both accomplishments and promise, and must be consonant with the aims of a major research university. Significant intellectual growth beyond the dissertation must have been demonstrated in a way that permits review external to the department. A first book or series of articles based on the dissertation should be published as early as is consistent with practices in nationally visible departments. Third year reviews will evaluate a candidate's plans for completing work derived from the dissertation and development of a research program beyond the dissertation. In all cases for tenure and promotion to associate professor, there must be evidence of a significant and sustainable research program that is beyond any book or series of articles derived from the dissertation and that is demonstrated in thematically or theoretically related refereed articles, book chapters, research grants, or other evidence of research activity.
ADDENDUM IV

LISTING OF DUTIES OF THE ADMINISTRATOR OF
THE CELLAR LANGUAGE LABORATORY AND MEDIA CENTER

(STILL TO BE FORMULATED AS OF 12/11/03)
TENURE AND PROMOTION PACKAGES

Submission Guidelines
2009-2010

Office of the Dean of Faculties and Associate Provost
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### SCHEDULE & TIMELINES (I)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March/April 2009</td>
<td>Through the Dean of Faculties, the Provost requests Deans to initiate tenure and promotion proceedings.</td>
</tr>
<tr>
<td>December 4, 2009</td>
<td>Deans submit recommendations to the Provost by sending complete files to the Dean of Faculties and Associate Provost Office. Files must be received by this date.*</td>
</tr>
<tr>
<td>January 2010</td>
<td>Deans meet and review recommendations with the Provost and Dean of Faculties. The Provost forwards recommendations to the President. Photos of candidates due by January 29. (See Sec. VI.)</td>
</tr>
<tr>
<td>February 2010</td>
<td>The President forwards recommendations to the Board of Regents through the Chancellor of the Texas A&amp;M University System.</td>
</tr>
<tr>
<td>March 2010</td>
<td>Board of Regents reviews recommendations and makes final decisions. Tenure and Promotion Recognition Book goes to the printer.</td>
</tr>
<tr>
<td>May 2010</td>
<td>Reception for those Tenured and/or Promoted</td>
</tr>
<tr>
<td>September 1, 2010</td>
<td>Tenure and Promotion decisions become effective.</td>
</tr>
</tbody>
</table>

*All T&P candidate dossier materials are expected to arrive in the Dean of Faculties and Associate Provost Office before or on the due date. If unusual circumstances necessitate submission of any materials after the due date, the Dean of the College must first obtain approval to submit late materials from the Dean of Faculties, at 845-4274.*
DEFINITIONS (II)

*College chart* - a form listing candidates’ names, departments, ranks, and other information. There are three college charts: one is for listing tenure-only candidates, one is for listing promotion-only candidates, and one is for listing candidates being considered for a combination of promotion and tenure. Samples of completed forms can be found in Sec. III: College Chart Preparation.

*Dossier* - A file for a single candidate that includes documents submitted by the candidate, outside peer-review letters, reports prepared by the various voting bodies (departmental T&P committee, Department Head, college T&P committee, Dean) and other supporting materials. Departments initiate the preparation of the dossiers and send them to their colleges for further processing and completion.

*Eligibility to Vote* – There are two criteria for voting eligibility:

1) Only tenured TAMU faculty are eligible to vote in cases where tenure is being considered for the candidate, or when the candidate already holds tenure and is seeking promotion.
2) To be eligible to vote on tenure or promotion, the voting TAMU faculty member must *also* hold a rank equal to or above that of the rank being sought by the candidate.

Example: For Assistant Professors seeking tenure and promotion to Associate Professor, only tenured faculty holding the rank of Associate Professor with tenure or above are eligible to vote. For Associate Professors seeking promotion to Full Professor, only Full (and Distinguished) Professors are eligible to vote.

*File set* - A complete set of materials on all candidates from a college. A file set consists of the *College Charts* (lists of candidates in specified promotion categories), and the *Dossiers* for each of the candidates listed on the charts. Departments will be responsible for compiling and organizing the candidates’ dossiers and then sending the dossiers to the college. Colleges will complete the dossiers by including the reports and votes of the College T&P Committee and the Dean. Any documents produced by or generated after a dossier leaves its department should be sent to the college through the department head. Colleges will send the completed file sets to the Dean of Faculties.

*Tenure and Promotion (T&P) Committee* – A single faculty committee which is charged with reviewing candidates who are eligible for tenure and/or promotion, and whose members are voting on those candidates.

- The department head cannot be a member of the T&P committee and cannot participate during T&P committee evaluations of the candidates.
- The “T&P committee” is defined as “the group whose vote is forwarded as the *faculty* vote on the candidate.”
- There cannot be different T&P committees for different candidates within the same department.
  - Different members or subsets of members of the T&P Committee can be assigned with the task of *leading* the evaluation and discussion of different candidates and/or evaluation areas (teaching, research, service). However, the *organization and*
assignment of evaluation responsibilities, and the actual process of evaluating and discussing candidates, must be systematic and uniform across candidates. All members of the T&P Committee who are eligible to evaluate and vote on any given candidate should be active participants of the evaluation process of that candidate. Members of the T&P Committee who do not read a candidate’s dossier should abstain from voting. Some members of the T&P committee might be ineligible to evaluate and vote on some candidates (e.g., an associate professor cannot evaluate a promotion to full; see “Eligibility to Vote,” above.)

COLLEGE CHART PREPARATION (III)

1. Using the supplied form (Excel doc), prepare up to THREE distinctive College Charts:

   a) One chart is for information on candidates being considered for tenure only (no promotion candidates). These are candidates who hold the rank of Associate or Full Professor without tenure. Most colleges will not use this chart.

   b) Candidates being considered for promotion only, such as those going from Associate Professor to Full Professor, and non-tenure track promotions (such as to Sr. Lecturer), constitute the second chart.

   c) The third chart is for candidates being considered for both tenure and promotion; these are almost always faculty going from Assistant Professor to Associate Professor with Tenure.

2. Place these charts as the first item in each hardcopy set. (Please do not put a copy in every candidate’s folder.)

3. Because of the use of UINs, please use a password protected file of the chart (Excel format) to Erin Schneider at erinschneider@tamu.edu or put a copy of the chart (not password protected) on the CD.
Examples of College Charts
Note: Candidate names & information are fictitious. Blank forms can be found on the Dean of Faculties and Associate Provost's website.

**Tenure-Only Chart**

<table>
<thead>
<tr>
<th>Present Rank (no change being sought)</th>
<th>Department</th>
<th>Candidates’ Names (alpha within dept.)</th>
<th>Candidate’s UIN</th>
<th>Years Teaching* TAMU</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc. Prof</td>
<td>Management</td>
<td>Black, Jane</td>
<td>0000000000</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Professor</td>
<td>Marketing</td>
<td>Mason, Gregory</td>
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<td>3</td>
<td>5</td>
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</tbody>
</table>

*Include all years teaching, except as a graduate TA or in other than an institution of higher education

**Promotion-Only Chart**

<table>
<thead>
<tr>
<th>Present Rank</th>
<th>Department</th>
<th>Candidates’ Names (alpha within dept.)</th>
<th>Candidate’s UIN</th>
<th>Years Teaching TAMU</th>
<th>Other</th>
<th>New Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc. Prof</td>
<td>Accounting</td>
<td>Barron, Camilla</td>
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<td>12</td>
<td>0</td>
<td>Professor</td>
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<tr>
<td>Assoc. Prof</td>
<td>Accounting</td>
<td>Huang, Zhisheng</td>
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<td>8</td>
<td>5</td>
<td>Professor</td>
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<tr>
<td>Assoc. Prof</td>
<td>Finance</td>
<td>Hill, James</td>
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<td>10</td>
<td>2</td>
<td>Professor</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Marketing</td>
<td>Dixon, Derrick</td>
<td>0000000000</td>
<td>10</td>
<td>0</td>
<td>Sr. Lecturer</td>
</tr>
</tbody>
</table>

**Tenure + Promotion Chart**

<table>
<thead>
<tr>
<th>Present Rank</th>
<th>Department</th>
<th>Candidates’ Names (alpha within dept.)</th>
<th>Candidate's UIN</th>
<th>Years Teaching TAMU</th>
<th>Other</th>
<th>New Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc Prof</td>
<td>Management</td>
<td>Olson, Famke</td>
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<td>4</td>
<td>6</td>
<td>Professor</td>
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<tr>
<td>Asst. Prof</td>
<td>Accounting</td>
<td>Alonzo, Selina</td>
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<td>5</td>
<td>2</td>
<td>Assoc. Prof</td>
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<tr>
<td>Asst. Prof</td>
<td>Accounting</td>
<td>Roget, Peter</td>
<td>0000000000</td>
<td>5</td>
<td>1</td>
<td>Assoc. Prof</td>
</tr>
<tr>
<td>Asst. Prof</td>
<td>Finance</td>
<td>Munsun, Lyra</td>
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<td>4</td>
<td>3</td>
<td>Assoc. Prof</td>
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<tr>
<td>Asst. Prof</td>
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<td>Zemick, Rita</td>
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<td>2</td>
<td>Assoc. Prof</td>
</tr>
</tbody>
</table>

*Include all years teaching, except as a graduate TA or in other than an institution of higher education
Count service up through March 2010 (ex. Hired 9/04 = 5.5 years)

FILE SETS—ORGANIZATION & SUBMISSION (IV)
(Note: Colleges may have additional requirements for their departments.)

Please submit four complete sets (hardcopy, organized as shown below) plus an electronic copy (PDF format) for archival purposes to the Office of the Dean of Faculties and Associate Provost, by the deadline.

Organizing the Candidates’ Dossiers for Hardcopy Submission

In each set, please group the dossiers into three major categories (omit those that do not apply to your college):

1. Tenure-only candidates
2. Tenure and Promotion candidates
3. Promotion-only candidates

Organize materials as shown below:

1. a) Tenure-only College Chart
   b) Tenure Candidate Dossiers in individual manila folders.* Order the files just as they have been listed on the college chart (first by rank, then by alphabetical dept., then alphabetically by name within each department).

2. a) Tenure and Promotion College Chart
   b) Tenure and Promotion Candidate Dossiers in individual manila folders.* Order the files just as they have been listed on the college chart.

3. a) Promotion-only College Chart
   b) Promotion Candidate Dossiers in individual manila folders.* Order the files just as they have been listed on the college chart.

This above grouping constitutes one complete file set.

*Manila folders should have tabs labeled with the following information:
-Candidate’s Last Name, First Name  -Rank sought (e.g. Tenure w/Promotion)
-Department/College  - Academic year (e.g., 2009-2010)
Electronic Submission (CD-ROM)

An electronic copy of the file sets and the college charts must be submitted at the same time as the four hard copies, along with CVs and biographical paragraphs for all candidates.

As with hardcopies, supporting materials (such as copies of articles) should not be included in the electronic submission.

The CD-ROM should contain five electronic folders labeled:

- Tenure-only candidates
- Tenure and Promotion candidates
- Promotion-only candidates
- Tenure CVs
- *Bios (please submit these with the dossiers)

The first three folders should contain:

- An **Excel-format copy of the college chart for the category**. (No .pdf charts please—we must cut/paste info from them)

- A **.pdf format file of each candidate’s dossier** (in the appropriate folder). These should be labeled only with the individual’s name [Last Name, First Name] so that they will sort alphabetically.

The Tenure CVs folder should contain:

- **Separate .pdf format copies of each candidate’s CV** for those seeking *Tenure with Promotion* and *Tenure-only* (required by the Regents).
  - Name individual CV files with just the name & first initial, like this: **Smith, J.** [Last Name, First Initial] in mixed upper/lower case letters (not all caps, please).
  - CVs may not contain personal contact information such as home address, home phone number, social security number, or personal email address. (Please remove before sending.)
  - The System requests that the candidate’s name on the CV appear **exactly** as it appears on the college chart & in the bio for the regents. In other words, if the CV says “Sam Smith,” the college chart and biography must also say “Sam Smith,” *not* “Samuel Smith.” If a middle initial appears on the CV (e.g., Samuel H. Smith), it must appear that way on the other two documents, and so on.

The **Bios folder** should contain a paragraph-long biography of candidate. See below for instructions:

**Submission of Biographies**
Submit on CD-ROM along with the electronic dossiers.

Biographies will be forwarded to the Chancellor and Board of Regents, and published in the spring recognition booklet featuring newly tenured and promoted faculty. Bios must be limited to 125 words (except in the case of Distinguished Professors, whose bios can be up to approximately 350 words).

By the date noted on the Schedule in Section I, Departments or Colleges must submit to the Office of the Dean of Faculties and Associate Provost a short paragraph (no more than 125 words) on each of the candidates being considered for recommendation for tenure and/or promotion.

The paragraph to be forwarded to the Chancellor and Regents (in Microsoft Word format) should include the following six pieces of information (in this order):

1) Candidate’s name
2) Terminal degree, institution where earned, year earned
3) Year they joined the Texas A&M faculty
4) Area(s) of Specialty
5) A brief outline of his/her contribution to the department in the areas of teaching, research and service (“bragging points” that exemplify to the public the quality of our faculty and contributions they are making).
6) Any notable awards or honors

Know that we will do our best to include in the booklet all of the information about the candidate that is contained in the submitted paragraph, but paragraphs are subject to editorial changes at the discretion of this office. Remaining within the guidelines for subject matter and length will minimize the need for editing after submission.

Here is a sample paragraph from the 2006 Tenure/Promotion Booklet (it is 113 words). You do not have to follow the template exactly, as long as you are including all of the pertinent information:

Andreas Klappenecker
Computer Science
Associate Professor with Tenure

Andreas Klappenecker received his Ph.D. in 1998 from the University of Karlsruhe, Germany. He joined Texas A&M University in 1999 as a Visiting Assistant Professor of Mathematics, worked shortly as a Research Associate at the University of Karlsruhe, and then joined the Department of Computer Science as an Assistant Professor. His research interests include quantum algorithms, quantum error-correcting codes, and more broadly the design and analysis of algorithms. Dr. Klappenecker received an Undergraduate Teaching Award in 2005, a National Science Foundation CAREER award and a TEES Select Young Faculty award in 2004, was named Fellow-at Large of the Santa Fe Institute in 2000, and received highest distinction for his Ph.D. thesis in 1998.

Photographs may be submitted later in the cycle (see Chart on p. 3 for due date).
DOSSIER ITEMS - ORGANIZATION AND PREPARATION (V)

General Instructions for Colleges
For each candidate’s dossier please do the following:

1. **Download the New, Revised Dossier Cover Sheet Form Available Online – Word format, quick-fill.** Fill out a Dossier Cover Sheet for Promotion and Tenure, to be included at the front of each candidate dossier. [http://dof.tamu.edu/admin/tp/]

2. Use tabbed divider sheets to separate the sections (Items) of the candidate’s dossier. (When creating the .pdf version of the dossier, you will also have to set it up as a multi-document file with “bookmarks.”)

Dossier Items

**Item 1: Candidate’s Statement(s) on Teaching, Research, and Service**

Description:
Written by the candidate, this is a concise statement of the candidate’s goals, philosophies, strategies and emphases in carrying out his or her professional responsibilities in teaching, in research, in service, and in any other activities. Each of the three areas should be individually addressed. Rather than using this statement as a forum to say why the candidate’s teaching, research, and service have been significant (or to make an argument for promotion or tenure), this statement should say how they candidate *approaches* these things.

Item 1 is an important document both for the candidate’s reflections and for contextualizing the other materials in the dossier. The personal statement should aid reviewers in understanding the candidate’s current philosophies in all three areas of teaching, research/scholarship, and service. It should also provide evidence (by referencing other dossier materials) of how the candidate’s philosophies in each of the three areas have been demonstrated and how they illustrate the candidate’s professional growth. (Alternatively, the statement might show how the candidate’s experiences with teaching, research and service have helped them develop their philosophies.) For example, a statement on teaching might explain the candidate’s philosophy of teaching (which should be more in-depth than a simple statement such as, “I believe in good teaching”) and explain how they came to hold that philosophy, as well as providing specific illustrations of how that philosophy is applied in the classroom. The statements on teaching, research and service should provide a context for review of the entire case.

Format & Guidelines:
- Three typed pages (max), single-spaced; 10 or 12-pt font; 1-inch margins
- May be formatted as a single document, OR as three individual documents (addressing Teaching, Research, and Service) that total the maximum of 3 single-spaced pages.
- Regardless of whether a combined document or single-documents format is chosen, these statements should be placed after the section divider tab for Item One (see Dossier Cover Sheet).
Item 2: The Candidate’s CV

Description:
The curriculum vitae will reflect experiences and development in the candidate’s career as a teacher and scholar. It provides an overview of the candidate’s academic accomplishments.

Format & Guidelines:
◊ The curriculum vitae should be concise, and padding should be avoided.
◊ List refereed publications (or other types of creative works) separately from those that were not refereed, and caption the lists accordingly. Provide complete documentation for each citation, including the date of publication and inclusive page numbers.
◊ Items that have been accepted but not yet published should be so labeled. (Most departments ask to see an acceptance letter.) Items that have been submitted but not yet accepted should not be shown unless they appear in a separately captioned list.
◊ It is strongly encouraged that if any coauthors are the candidate’s graduate students (past or present) they are delineated in a manner so that this relationship is discernable.

Signed Statement: The candidate must include a signed statement with the CV acknowledging that the CV being submitted is the most current and is correct as of the date of the signature. This statement and signature may be appended onto the end of the CV document. (Note: This is different from the Verification of Contents statement—Item 3, below— requested on the Dossier Cover Sheet.)

Item 3: Verification of Contents Letter

Description:
This is a statement by the candidate verifying what materials he/she has submitted for departmental review for the purpose of tenure and/or promotion consideration. The list of materials might include such things as: Philosophy Statement(s), Curriculum Vitae, Articles, Books, Portfolios, Student Evaluations, and other materials submitted by the candidate.

Format & Guidelines:
◊ A dated statement, signed by the candidate
◊ In the statement, the candidate should list all materials he or she is submitting to the departmental review committee

This list should not include departmental reports, outside letters, or other materials not submitted by the candidate.
Items 4-7: Department Evaluations of Teaching, Research, Service, and Other Activities

Description:
These are summary reports on the candidate’s teaching, research, service, and other activities. They should reflect the views of the voting committee’s members.

**Note:** The drafting of the summary reports may be assigned to an individual faculty member or subset of faculty members of the department’s T&P Committee, but the summary reports must be reviewed and edited until they can be accepted as accurate by the entire voting committee. A typed statement at the end of each report such as, “The opinions and conclusions stated in this report regarding the candidate accurately reflect the views of the T&P committee” will suffice. The purpose of this is to avoid situations in which a report indicates one conclusion about the candidate, but the vote does not support the evaluation.

These reports should allow subsequent reviewers to find documented evidence for statements made in the reports. However, they should not repeat information that can be found elsewhere in the dossier. They may refer to the outside letters and other materials without directly quoting them.

**Format & Guidelines:**
- Three or four separate reports that are indexed under separate section divider tabs in the electronic and hardcopy dossier files.
- Written by faculty T&P committee(s), not by the Department Head or the candidate. (Authorship of each report should be made clear—see sample statement in “Description,” above.)
- A statement at the end of each report reading: “The opinions and conclusions stated in this report regarding the candidate accurately reflect the views of the T&P committee.”
- Thorough analysis should be given to all three areas (Teaching, Research, and Service).

Additional information and guidelines specific to each report can be found below:

**Teaching Report**
The category of “teaching” includes, among other things:
- classroom and laboratory instruction
- development of new courses, laboratories and teaching methods
- publication of instructional materials including textbooks
- supervision of graduate students

In the report on evaluation of teaching, the following must be included for each candidate:

a) **Peer Evaluation** of course syllabi, assignments, examinations, and grading methods, as part of the determination of the scope, rigor, and quality of the candidate’s course offerings.
**Note:** Peer reports of structured classroom observations are helpful, but are not required. If such a report is provided, it should indicate the frequency of observations, as well as criteria for assessment of performance. If a department has engaged in periodic classroom visitation from the beginning of a candidate’s service for the purpose of developing teaching ability, these evaluations would be a natural addition to this section of the dossier.

b) **Student Ratings of Teaching**, with comments on these evaluations by peers: Complete longitudinal summaries (chronological, and in tabular form) of the student ratings must be presented, with numerical data set in the context of departmental standards and norms. (A department that does not utilize numerical ratings should provide a careful summary and analysis of the verbal responses over a multi-year period.)

c) **Peer Evaluation of Other Teaching Contributions** of value to the department, such as the direction of graduate students and undergraduate researchers, participation in student development programs, curriculum development, development of new courses or substantial revision of existing courses, pedagogical publications, textbook and other instructional materials, participation in honors programs, awards or recognition for distinguished teaching, and other teaching-related activities.

Do not include letters of testimonial from colleagues or students (these may be placed with Dossier Item 13: “Other Materials”).

**Research and Creative Activities Report**
For most disciplines, this category consists of research and publications. For some disciplines, however, it may include other forms of creative activity, such as architectural design, engineering technology, veterinary or medical technology, fiction, poetry, painting, music, and sculpture.

Within the report, describe authorship protocols within your discipline, especially relating to ordering of authors and how team members must contribute in order to be listed as a coauthor.

**Service Report**
This report might include service to the institution, to students, colleagues, the department, college, and the University. It may also include service beyond the campus, such as service to professional societies, research organizations, governmental agencies, the local community, and the public at large.

**Other Activities Report**
This report is for any activities that do not obviously fit into any of the other three. It may be omitted if it is not relevant to the candidate.
Item 8: Outside Reviewers’ Letters

Description:
Outside reviewers’ letters allow an opportunity for authorities in the candidate’s field to evaluate the candidate’s accomplishments and potential. External letters may reflect more than just scholarship. Reviewers may be asked to judge an individual’s teaching or other activities, as well as reviewing books or articles. (If a reviewer is asked to judge an individual’s teaching ability, it is recommended that they be sent a teaching portfolio or equivalent materials to review.) Be aware that letters from dissertation advisors may not carry the same weight as those from unbiased evaluators, and letters from former students are irrelevant except as supportive documents for the teaching evaluation.

Format & Guidelines:

◊ Letters may be received on official letterhead, or email letters are also acceptable if that is the preference of the reviewer.
◊ Most outside reviewers should be from peer institutions or better, but letters from clear leaders in the field are also acceptable.³
◊ At least three outside reviewer letters must be included with the dossier.
◊ Include a page in this section of the dossier listing the names and contact information for the reviewers, and providing a “biography” showing the qualifications and credentials of the reviewers you solicited. When listing them, please distinguish them under separate headings based upon which reviewers were suggested by the candidate and which by the department.
◊ Include a copy of the letters requesting outside reviews, as well as all letters received in response. (If a form letter is used for all reviewers, a single copy may be included, with a notation added to this effect.) Letters should be essentially uniform.
◊ It is recommended that an equal number of letters be solicited for each candidate.
◊ It should be understood that a lack of response from a reviewer who has been asked to send a letter should not be interpreted as a negative statement against the candidate.

Procedures for Requesting Outside Letters:
1. The candidate provides a list of names of possible reviewers. The candidate may also provide a list of those who should not be consulted.
2. The Department Head or T&P Committee provides a list of possible reviewers.
3. From the two lists, a group of at least three are selected and contacted by the Department Head or Committee Chair.
4. Take care to select outside referees…

³ In some cases, preeminence of institutions is obvious. Where the stature of an institution, program, or individual is not obvious, include an explanation of why the program and/or reviewer is appropriate. For example, an institution of lower reputation than Texas A&M may have one of the strongest programs in the field of the candidate. Although letters may be requested from outstanding individuals outside the academy, the file should still include three additional letters from individuals in peer programs/universities. Please realize that letters are much more persuasive when the reviewers are chosen from peer institutions.
a. ..whose objectivity is not open to challenge (i.e. avoid co-authors, longtime personal friends, former students or former mentors unless more than the minimum of three letters are presented).

b. ..whose rank at their institution is equivalent to or better than the one for which the candidate is being considered.

c. ..who do not appear on the candidate’s “do not contact” list.

5. Ensure that a mix of letters is solicited- some suggested by the candidate, some by the department. Clearly indicate who suggested which reviewers whose letters are included in the dossier.

6. The solicitation letter should request specific examples of the candidate’s current and potential scholarship and/or impact of teaching and service.

7. The solicitation letter must contain the following statement:

Your letter will be kept confidential to the extent allowed by Texas law. However, under Texas law, your letter could be relinquished through an open records request.

8. If a solicitation letter containing the elements of (6) and (7) is sent, and the referee declines to write a letter for the candidate, you must still list this referee’s name among those solicited (and indicate that they declined).

Item 9: Departmental (T&P) Committee Report and Recommendation

Description:
The T&P report is advisory in nature. The main purpose of this report is to convey the meaning of the departmental committee’s recommendation. In part, this report is an explanation of the departmental committee’s vote, centered on the candidate’s performance as it relates to his or her suitability for eventual promotion or tenure. If the vote was unanimous, an explanation will simply state that the committee overwhelmingly believed that the candidate’s teaching, research and service showed that the scholar has evidenced appropriate performance for promotion or tenure. The report should make it clear that adequate consideration was given to teaching, research and service (or relevant categories for the particular faculty member appointment), and that the recommendation was based on a set of written and widely circulated tenure and promotion guidelines promulgated by the college and/or department (which are reviewed and updated regularly). A mixed vote would require further explanation of both the candidate’s demonstrated abilities, and the committee’s concerns.

† Only one report should be submitted, and submitting minority reports is discouraged. However, if this is impossible and a committee must submit minority reports, they will only be accepted if the reports indicate the name(s) of those submitting the minority report(s). Unattributed minority reports will not be accepted.
The report should reflect the essence of the evaluative concerns and support regarding the candidate’s case, and the committee’s recommended action. For example, “the majority thought the quantity of publications was good, but questioned the quality,” or “a minority was concerned about the rate of productivity,” or “the research and scholarly publications were excellent but a few committee members expressed concerns about the quality of the teaching.” Do not include direct quotes of committee members, or minutes of the meeting. Do make sure that the summary correlates with the vote.


◇ Summarize the most relevant issues explaining the outcome of the vote. A record of votes alone does not document the important issues in the deliberations.
◇ Avoid direct quotes, minutes, or transcripts of the proceedings.
◇ Avoid summarizing information that can be found in other documents (although other documents, such as the teaching, research and service reports, may be referred to).
◇ Make sure that the committee’s recommendations are consistent with evidence of performance as documented in the rest of the dossier.
◇ While the T&P departmental recommendation should emphasize a case based on the evidence that supports the recommendation, an explanation of contrary statements in the departmental reports, external letters, or members’ votes should be explained and given a sense of the weighting on the overall decision.
◇ The committee’s report should reflect the committee’s acceptance of the conclusions in the analyses filed under Teaching, Research and Service. If those analyses do not reflect the deliberations of the committee and the committee’s recommendation, then the committee report must explain this.

All committee members are to know the contents of the committee report. Members should indicate their agreement with what is stated in the report, and that the document reflects their discussion and voting outcome. This could be done by having voting committee members sign the report.

DEPARTMENT HEAD’S PRESENCE AT COMMITTEE MEETINGS

Committee discussions and recommendations regarding candidates should be independent of any administrator’s recommendation, opinion, or influence. For this reason, it is recommended that the Department Head not attend the meetings during which the committee is processing a case. However, if the committee wishes to have the Department Head present, and if the department’s bylaws make it clear that this may occur, the committee may elect to ask the Department Head to attend. (In this case, the Department Head should be present for meetings on all candidates, not selective ones.)
**Item 10: Department Head’s Recommendation**

Description:
This report gives the Department Head an opportunity, after reviewing reports and recommendations generated by the T&P committee, to convey the rationale that ultimately leads to his or her recommendations for/against tenure and/or promotion. This should include a discussion of the T&P committee’s evaluations/recommendations, as well as the outside letters and any further evaluation the Department Head wishes to make.

Format & Guidelines:

◊ Provide a general basis for strength and weakness of the case.
◊ Provide the context of this particular case within the department.
◊ Explain special consideration cases (i.e., early promotion/tenure, delays in promotion/tenure, special hiring circumstances).
◊ Explain any mixed or negative votes, if not explained in the committee report.
◊ Explain the Department Head’s vote—especially if it is contrary to the departmental recommendation.

**Item 11: College Committee’s Report and Recommendation**

Description:
Similar to the Departmental Committee Report (See Item 9), this document should reflect the ultimate vote of the committee and the primary issues that convinced members to vote one way or the other.

**Item 12: Dean’s Recommendation and Summary**

Description:
Similar to the Department Head’s Report (see Item 10). As with that report, the Dean’s report is an analysis of the case which should provide a general basis for strength or weakness, explain any mixed or negative votes (if not explained in the College Committee Report), and explain the Dean’s vote—especially if it is contrary to any departmental or college recommendations.

! The Dean’s report makes an independent determination. The Dean’s report should be helpful in laying out the case without merely summarizing/quoting other materials in the package. This is especially important for cases that have generated strong differences in recommendation during the evaluation process.

In accordance with University Rule 12.01.99.M2, Section 4.6.3, “If the dean recommends against tenure and/or promotion and that recommendation is contrary to the department head’s recommendation, the dean shall inform the department head and faculty member of the reason for the recommendation.”
Reconsideration of a Case

If the Dean recommends against tenure and/or promotion and that recommendation is contrary to the Department Head's recommendation, the Dean shall inform the department head and faculty member of the reasons for the recommendation. The Department Head may then resubmit the case for further consideration to the Dean. If a case is resubmitted, it shall be re-reviewed by the dean and the college-wide tenure and promotion committee before a final recommendation concerning tenure and/or promotion is forwarded to the Provost and Executive Vice President for Academics.

Any petition for reconsideration must be based upon either (a) new evidence that is not already contained within the dossier, or (b) substantial and entirely new arguments that were not made in the first presentation.

Item 13: Other Materials and Documentation (optional)

Description:
This section is for any materials deemed pertinent to the case, but not appropriate for placement elsewhere. This might include letters from students or peers that were not part of a structured evaluation process, or letters from TAMU faculty members.

Supportive materials such as the teaching portfolio (if utilized) and copies of books or articles should be retained in the college, and not sent to the Office of the Dean of Faculties and Associate Provost with the T&P package.

Additions or Changes to the Dossier (if needed)

Additions or changes to the dossier after initial submission may occur at any level of the review and evaluation process. In general, it is advisable to use caution and limit changes to the dossier to additions, updates, or corrections that are substantive in nature. For example, candidates may request to update their CV after learning that a pending grant has been funded, a paper submitted for publication has been accepted, a new contract for a book has been signed, an important recognition has been awarded, etc. In the case of reconsideration requests by the department to the dean (see heading, “Reconsideration of a Case”, under “Item 12” above), the basis for seeking the reconsideration of the case and any supporting materials are considered additions to the dossier.

Modifications to the dossier must be clearly marked and documented. For example, a sheet may be inserted into the CV section stating exactly what has changed (such as, “Grant proposal X to NSF, listed as pending, has now been awarded”). The insert should contain a statement that the candidate deems the changes to be accurate as of this date, and should be signed and dated by the candidate.
Changes or additions to the dossier do not trigger nor prohibit re-reviews by evaluation bodies that have already produced a vote based on the older version of the dossier. Therefore, the department or the college (depending where the dossier is at the time the change is introduced) should indicate whether previous evaluation levels re-reviewed the material (e.g., “The department T&P committee reviewed update material on 9/27/09”), along with the results of the re-review (e.g., “The new information did not change the recommendation of the T&P Committee). Re-reviews by previous evaluation levels are rare occurrences, except in cases where the dean is asked to reconsider his/her vote. It is advisable to consult with the Office of the Dean of Faculties and Associate Provost before requesting or conducting any re-review.

Note: If the report of the previous level is specific in naming a change or addition that would alter their vote from negative to positive, and that change or addition happens, it may not be necessary for that level to re-review. For example, if a Departmental T&P Committee indicated (in the report) that those who voted negatively would—if the candidate had a signed book contract, for example—be persuaded to change to a positive vote, and if that contract came through while the file was at the Dean’s level, the Dean could simply include that in his or her report.

PHOTO SUBMISSION (January) (VI)

Every year, the Office of the Provost and the Office of the Dean of Faculties and Associate Provost cooperate to create a booklet honoring those who receive tenure and/or promotion, including those who have earned the distinction of Distinguished Professor during the current year of consideration.

Photographs of successful candidates must be received by the due date (see chart in Section I) to be included in the booklet.

Colleges may direct their departments to send the booklet bios and photos directly to our office, OR they may request that their departments send all submissions to the college for forwarding as a group. Please make sure that the guidelines below are followed:

Photographs
For best results, the photograph should be a head or upper-body shot in which the head is 1” high. Electronic (digital) photos are preferred, but should be a minimum of 300 dpi.

!Please do not copy and send website photographs (their quality in the printed booklet will be poor).

Email photographs as separate .jpg files. You are encouraged to refer to the previous year’s booklet for examples of biographies and photographs. Contact the Office of the Dean of Faculties and Associate Provost (see Section VIII: Resources) if you would like for us to send you a copy.

Send electronic photographs and biographies for the booklet to Erin Schneider, Program Coordinator, erinschneider@tamu.edu

Photos sent for the recognition booklet are not part of the dossier and will not be included with any materials forwarded for tenure or promotion consideration.
PROCESS INFORMATION (VII)

A. Committee Proceedings (Department and College)

B. Notifying Candidates of Tenure/Promotion Recommendations

C. Candidate’s Right to Withdraw

D. Mandatory (Penultimate Year) Review & the Probationary Period
   - Mandatory Review (Penultimate Year)
   - Non Reappointment
   - The “Tenure Clock” (Probationary Period)
   - Extensions to the Probationary Period
   - Reconsideration in the Terminal Year

E. Departments’ and Colleges’ Written Guidelines for Tenure and Promotion

F. Early Promotion and Tenure

G. Reviewing Faculty with Joint Appointments

H. Non-Tenure Track Faculty Promotions

I. Faculty Members Hired Before Terminal Degree Was Issued

A. Committee Proceedings (Department and College)

- Committee deliberations must be conducted in the strictest confidence.

- In presenting cases for tenure and/or promotion, departments should make clear any distinctive expectations that have existed with respect to particular candidates, which therefore should be brought to bear in the review. If a case is to be reviewed according to atypical criteria, that fact must be made clear in the presentation of the file. (See paragraph 4.5.4 of University Rule 12.01.99.M2—Statement on Academic Freedom, Responsibility, Tenure and Promotion.) In cases for promotion to full professor, please make the basis for the argument for excellence clear.

- Promotion and tenure are matters of central concern to many faculty members and to the university. Failure to provide and adhere to criteria for the granting of tenure and promotion can do long-term damage to a department and college, and certainly a negative decision can do long-term damage to an individual’s career. The process must uphold high standards and at the same time observe scrupulous standards of fairness.

- Department Heads, Deans and committees should take care to consult the University’s Statement on Academic Freedom, Responsibility, Tenure and Promotion to be thoroughly familiar with criteria for tenure and/or promotion by rank, and with procedures.
B. Notifying Candidates of Tenure/Promotion Recommendations

Candidates should be advised of the recommendation for or against tenure and/or promotion at each level of review. In the event of a negative tenure and/or promotion decision, the faculty member is entitled to a written statement of the reasons that contributed to that decision. If it is requested by the faculty member, the statement of reasons will be provided (usually by the Department Head) after the Board of Regents has ruled on the University’s tenure and/or promotion recommendations.

The following chart outlines the notification process. Notification should be made as soon as possible after a recommendation is made at a given level.

<table>
<thead>
<tr>
<th>Level of Review</th>
<th>Notification Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Committee</td>
<td>Department Head notifies candidate upon receipt of committee recommendation</td>
</tr>
<tr>
<td>Department Head</td>
<td>Department Head notifies candidate upon submission of recommendation to the Dean</td>
</tr>
<tr>
<td>College Committee</td>
<td>Dean notifies Department Head upon receipt of the committee’s recommendation; Department Head notifies candidate.</td>
</tr>
<tr>
<td>Dean</td>
<td>Dean notifies Department Head upon submission of recommendation to the Provost, by way of the Dean of Faculties. Department Head notifies Candidate.</td>
</tr>
<tr>
<td>Provost</td>
<td>Dean of Faculties notifies Dean, who notifies Department Head, who notifies candidate.</td>
</tr>
<tr>
<td>President</td>
<td>President notifies Provost. Dean of Faculties notifies Dean, who notifies Department Head, who notifies candidate.</td>
</tr>
<tr>
<td>Board of Regents</td>
<td>Dean of Faculties notifies Dean, who notifies Department Head, who notifies candidate.</td>
</tr>
</tbody>
</table>

The official decision by the Board of Regents regarding the granting of tenure and/or promotion of a faculty member will be conveyed in writing to the faculty member as soon as possible after the Board of Regents has officially acted on the President’s recommendations.
C. Candidate’s Right to Withdraw

At any point in the process, a candidate may elect to withdraw his or her name from further consideration. This must be a written request. In the case of mandatory tenure considerations, this will mean submitting a written resignation.

D. Mandatory (Penultimate Year) Review and the Probationary Period

Note: Guidelines on annual and mid-term (3-year) reviews have been relegated to a separate set of guidelines that is available from the Office of the Dean of Faculties and Associate Provost.

Mandatory Review (Penultimate Year)
These Tenure and Promotion Guidelines focus primarily on procedures for the Mandatory (penultimate year) review. This thorough review in the penultimate year of probationary service is required; however, conducting the review earlier is often appropriate, and encouraged. (If an early review does not result in a favorable decision for promotion and tenure, a review is conducted again at the mandatory time.)

Although the Department Head should initiate the mandatory review process, if they do not, any faculty member who is in their next-to-last year of probationary service should notify the Department Head that the year for a tenure judgment has been reached. This communication should be made in writing in order to avoid any misunderstanding of the matter by any party.

The timing of penultimate year reviews is illustrated in the table in the next section.

Non Reappointment
Since the probationary period consists of a series of one-year contracts, a decision not to reappoint an individual who is on probation can be made any time up to the year of the mandatory review. Non-reappointment should be considered if performance is unsatisfactory to the point that it is clearly unlikely the person will qualify for tenure, as neither party benefits from prolonging an unsatisfactory situation. Such a decision is made, of course, with great care and only in compelling circumstances. Please note that notification of non-renewal may be made in spite of a prior decision to extend the probationary period. However, once notification of non-renewal is made, no probationary period extension may be requested.

Please see University Rule 12.01.99.M2 or the Guidelines for Annual and Mid-Term Review (published by the Office of the Dean of Faculties and Associate Provost) for details regarding required notification procedures for non reappointment.
The “Tenure Clock” (Timing of Reviews)
The start of a tenure-track faculty member’s mandatory consideration year (academic year) can be calculated as follows:

Calendar year hired + Probationary period – 2 years = Fall semester of Tenure Consideration Year (e.g., regardless of month, contracted start date is in 2004 + 7 years of probation – 2 years = 2009. The mandatory review will start in Fall 08; if successful, the regents will grant tenure in Spring 2010, and the promotion and tenure will become effective in September, 2009).

Any individual hired for a tenure-track position will be required to submit materials for review during the academic year prior to the end of their probationary period. The timing of this depends upon the length of the probationary period (see chart below).

For example--For a faculty member hired in calendar year 2006:

<table>
<thead>
<tr>
<th>If probationary period is:</th>
<th>Mid-Term Review will occur between:</th>
<th>Mandatory Tenure Review (at all levels) will occur:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 years</td>
<td>Mar – Dec 2009 (due 09/10)</td>
<td>2011/12</td>
</tr>
<tr>
<td>6 years</td>
<td>Mar – Dec 2009 (due 09/10)</td>
<td>2010/11</td>
</tr>
<tr>
<td>5 years</td>
<td>Mar – Dec 2008 (due 08/09)</td>
<td>2009/10</td>
</tr>
<tr>
<td>4 years</td>
<td>Mar – Dec 2007 (but usually not done)</td>
<td>2008/09</td>
</tr>
<tr>
<td>3 years</td>
<td>N/A</td>
<td>2007/08</td>
</tr>
</tbody>
</table>

NOTES:
(1) The semester of hire does not determine the start of the “Tenure Clock.”
(2) The length of the probationary period will be found in the faculty member’s original letter of hire.
(3) The Board of Regents will review recommendations in the spring semester of the tenure review (academic) year.
(4) See the separate Guidelines for Annual and Midterm Reviews for more information about midterm review timing.

Extensions to the Probationary Period

Extensions to the probationary period may be granted upon petition by the faculty member, recommendation by the Department Head and Dean, and approval by the Dean of Faculties.

Extensions are usually for one year, but a longer period may be requested in compelling circumstances. Any extension greater than one year must be approved by the Provost. A faculty member may petition for an extension in the following cases:
- The faculty member is taking leave without pay, or a reduction in service to 50% time for a semester or academic year, provided the leave is not taken solely for the purpose of pursuing activities that will enhance the faculty member’s qualifications for tenure and promotion.

- The faculty member has encountered circumstances that may seriously impede progress toward demonstrating qualification for the award of tenure and promotion. Such circumstances might include (but are not limited to):
  - serious illness or injury
  - having responsibility for the primary care of an infant or small child
  - having responsibility for the primary care of a close relative who is disabled elderly or seriously ill
  - any serious disruption of the probationary period for unexpected reasons beyond the faculty member’s control

The above guidelines for extension were developed by the Faculty Senate and approved by the President of the University.

Reconsideration in the Terminal Year
In exceptional circumstances, a person considered for tenure in the mandatory year who is not successful may be reconsidered in the terminal year, at the discretion of the department and with the agreement of the Dean and the Provost that reconsideration seems appropriate. The sole ground on which a department may propose making such an exception to general practice is that the case has substantially changed since the mandatory consideration. The Dean of Faculties will discuss procedures should such a case arise. Reconsideration does not entail an additional terminal year.

E. Departments’ and Colleges’ Written Guidelines for Tenure & Promotion

University Rule 12.01.99.M2—Statement on Academic Freedom, Responsibility, Tenure and Promotion (SAFRT) requires that each college and the Libraries develop written guidelines describing their own evaluation criteria in accordance with those specified for the University. Departments should also have written guidelines. The rule states that guidelines should be redistributed to faculty at least every three years, and steps should be taken to ensure that faculty are thoroughly familiar with these guidelines. For the sake of openness of process and the maintenance of an atmosphere of trust, it is also advisable to announce the names of members of college and departmental evaluation committees on an annual basis.

A copy of each department’s and college’s guidelines for tenure and promotion should be forwarded electronically to Erin Schneider, Program Coordinator, on an annual basis. They may be sent to erinschneider@tamu.edu.

Each department must publish its annual review procedure on paper or electronically, and the annual review procedures for the department must be approved by the respective college dean.
and the Dean of Faculties, for the sake of consistency. The creation and modification of the annual review document should be a product of joint deliberation by faculty members and the Department Head. If there is no need for department specific guidelines, a college-wide document, developed jointly by faculty and administrators, and reviewed by the Dean of Faculties, is sufficient. The annual review procedure document must include the following information:

- The Period of Evaluation (may be longer than one year—see SAFRT sec. 2.5.2.)
- Aspects of Performance to be evaluated, as appropriate for each job title
- Annual Activity Report Format and Content Expectations. Examples of possible content of the report include:
  - a statement of assigned duties, consistent with the appointment letter or position description
  - a list of activities, accomplishments and awards
  - documentation, including such items as course syllabi, evidence of student learning, published papers or books, evidence of effectiveness in service, teaching portfolio, etc.
  - self-evaluation in the context of the assigned duties of the faculty member and the missions of the department and University
  - a statement of goals
- The Basis for Evaluation. All sources of information to be used for the evaluation must be specified (e.g. annual activity report, personal observation by evaluator, discussions with colleagues, students or others, student evaluations of teaching, peer evaluations of teaching, etc.)
- Timeline and Procedures for Evaluation
- Complaint Procedures

F. Early Promotion and Tenure

Since tenure and promotion are linked for individuals hired as Assistant Professors (or instructors), a recommendation for early promotion must be coupled with a recommendation for early tenure, and vice-versa.

G. Reviewing Faculty with Joint Appointments

University Rule 12.01.99.M2—Statement on Academic Freedom, Responsibility, Tenure and Promotion (SAFRT), sections 4.6.2.1. and 4.6.2.2., indicate that faculty members having joint appointments (if funded) or having appointments with interdisciplinary (intercollegiate) faculties are to be reviewed and evaluated for promotion and/or tenure by the secondary unit as well as the ADLOC department. This should be done in accordance with the guidelines from both departments/units. Each unit must have guidelines governing faculty review, promotion and tenure (and these guidelines must be approved by the Office of the Dean of Faculties and Associate Provost, and reviewed by that office whenever significant changes are made to them).
In the case of joint appointments involving more than one college, both Deans (and both college level promotion and tenure committees) provide recommendations to the Provost. In the case of interdisciplinary faculty, the additional review and evaluation must be sought early enough to allow it to become part of the dossier reviewed by the departmental T&P committee. The report by the committee of an interdisciplinary faculty may consist simply of a letter including comments on teaching, research, service, and intercollegiate cooperation.

H. Non-Tenure Track Faculty Promotions

The review process for non-tenure track faculty (such as Lecturer to Senior Lecturer, or Clinical Assistant Professor to Clinical Associate Professor) is very similar to that of tenured and tenure-track faculty, and is on the same timetable (e.g. follow the schedule and timelines in Section I). Non-tenure track promotion packages should not be forwarded outside of the regular tenure and promotion timetable.

The process is unique, however, in the following ways:

◊ Outside letters are not required (although they may be included if desired). It is recognized that some of those in non-tenure track appointments do not have external visibility.
◊ The weighting of teaching, research and promotion may differ significantly from what is expected of tenured and tenure-track faculty. The categories of Teaching, Research and Service may in fact be changed to more appropriately reflect the individual’s responsibilities and to reflect the evaluation guidelines developed by the college and/or department (regarding those positions).
◊ Non-tenure track packages do not require Board of Regents approval.

Non-tenure track faculty seeking promotion will submit a dossier for review, organized in the way described in Section V of this document (with outside letters being optional). Committee reports and Department Head and/or Dean’s reports should make clear the criteria and weighting used for the consideration. Each college may have its own (approved & published) criteria for reviewing non tenure track packages. In most cases, after being forwarded from the department, non-tenure track promotion packages will be submitted for review and a decision from the College Dean. Non-tenure track packages will then go forward to the Associate Provost, Provost, President, and Chancellor.

I. Faculty Members Hired Before Terminal Degree Has Been Issued

New faculty members hired as instructors because they have not yet received a terminal degree may be promoted to Assistant Professor upon receipt of that degree without a tenure decision being made. Instructor titles are tenure accruing. If the unit wishes the tenure clock not to start until the person obtains the terminal degree, the faculty member needs must be given a non-tenure track title.
If hiring paperwork was previously sent to the Dean of Faculties and Associate Provost Office that indicated the hire would be at the level of Assistant Professor conditional upon receipt of the degree, the Dean of Faculties will only require a memo indicating that this has occurred. If the individual was officially hired at the level of instructor, then all appropriate paperwork for a hire at the level of Assistant Professor must be filled out and submitted to the Dean of Faculties before the promotion may occur.

RESOURCES (VIII)

Questions about the organization, processing, and submission of the dossiers, file sets and T&P Recognition Booklet materials should be directed to:

Erin Schneider  
Program Coordinator  
Office of the Dean of Faculties and Associate Provost  
Henderson Hall 114  
1126 TAMU  
(979) 845-4274  
erinschneider@tamu.edu

Questions about the tenure and promotion evaluation process may be directed to:

Dean of Faculties and Associate Provost  
or Associate Dean of Faculties  
Henderson Hall 114  
1126 TAMU  
(979) 845-4274

Note: Colleges may have submission requirements and guidelines that do not contradict but complement these printed guidelines. Please, refer also to your college guidelines and college’s T&P coordinator for direction.
ANNUAL REVIEW FORM
TENURE TRACK FACULTY
2009 CALENDAR YEAR

TEXAS A&M UNIVERSITY
Department of Hispanic Studies

2009 Calendar Year Faculty Accomplishments

Faculty Name: __________________________________________

This evaluation covers the three year window from 2007 - 2009. Please type all information and attach current curriculum vitae.

PART I: TEACHING (35%)

A. Courses Taught. Please attach copies of student course evaluations.

<table>
<thead>
<tr>
<th>Course No. and Title</th>
<th>No. of Students</th>
<th>Instructor Overall (Question 10)</th>
<th>Course overall (Question 15)</th>
<th>Overall Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2009</td>
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<tr>
<td>Fall 2008</td>
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<td>Spring 2008</td>
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<td>Fall 2007</td>
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<td>Spring 2007</td>
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</table>

B. Special Contributions to the Teaching Mission of the Department.

I. Development of new courses or substantial revision of existing courses.

II. Participation in Honors courses and development of Honors courses.

III. List of awards or recognitions for distinguished teaching.

IV. Grants for projects which involve a teaching focus.
V. Special efforts made to improve one’s teaching or to develop new teaching materials; please specify.

VI. Coordination of language classes or special contributions to the teaching mission of the Department.

VII. Class Visitation. List here classes (course number & title, date of visit) during which you were visited and observed by other Faculty; attach copies of the peer visitation evaluations. Do not include visits that you performed for other Faculty’s classes (include those under III-Service).

VIII. Please indicate here anything you have accomplished this year under TEACHING that merits recognition as a contribution to interdisciplinary / multidisciplinary collaboration, diversity, or internationalization.

PART II RESEARCH (55%)

A. Publications (Books, Articles, Chapters, Book Reviews). Works that were published and appeared in print. Provide copies. Describe your contributions to any co-authored work. These will remain on file for use by next year’s Annual Review Committee, and then returned when they fall out of the three-year window of evaluation.

B. Presentations.

1. Papers presented. Provide title of paper, name of organization sponsoring the conference, and date.

2. Meetings chaired and other publications.

C. Grants.

1. Proposals funded. Provide title of project, funding agency or source, and dollar amount. If other authors are involved, describe your role.

2. Proposals submitted. Provide title or project, funding agency or source, and dollar amount. If other authors are involved, describe your role.

D. Editorial and Manuscript/Grant Reviewing Activity.

1. Editorial activity. Describe your work as editor of scholarly journals, service on editorial boards, etc.

2. Manuscript/grant reviewing. For which journals, publishers, or agencies have your reviewed?

E. Awards and Honors. List any special recognition you have received for your scholarly work.
F. Please indicate here anything you have accomplished this year under RESEARCH that merits recognition as a contribution to interdisciplinary / multidisciplinary collaboration, diversity, or internationalization.

PART III SERVICE (10%)

I. Departmental service:
   2009:
   2008:
   2007:

II. College service:
   2009:
   2008:
   2007:

III. University Service.
   2009:
   2008:
   2007:

IV. Professional service outside the university (national/internationally)
   2009:
   2008:
   2007:

V. Please indicate here anything you have accomplished this year under SERVICE that merits recognition as a contribution to interdisciplinary / multidisciplinary collaboration, diversity, or internationalization.

PART IV LONG TERM AND SHORT-TERM PROFESSIONAL GOALS FOR 2009 AND BEYOND

Provide below a written narrative of all long-term and/or short-term professional goals for 2009 and beyond. Please be as explicit as you can. You should separate your goals into (a) research, (b) teaching, and (c) service. Please attach additional sheets as necessary.

Here is the place where you should mention any scholarly or creative work that is currently in press as well as any scholarly or creative work that has been accepted but not in press. Please provide title, journal or publisher, and anticipated publication date (if known). You should indicate whether or not the work underwent a refereeing process. If you have a book contract, have been invited to submit an article to an edited volume, etc., you should mention that too.
ANNUAL REVIEW FORM
LECTURERS
2009 CALENDAR YEAR

TEXAS A&M UNIVERSITY
Department of Hispanic Studies
College Station, TX

2009 CALENDAR YEAR ACCOMPLISHMENTS:
LECTURERS

Name: _______________________________________________________

***Important: Please attach current and accurate curriculum vitae***

This evaluation covers a three-year window, from 2007 to 2009.

TEACHING (35 percent)
(Please type)

1. Evaluations of courses taught; please attach a copy of the student evaluation form for each class.

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<th>Course Overall (Question 15)</th>
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TEACHING (cont.)
(Please type)

Please note: all, some, or none of the below categories may apply.
2. Development of new courses or substantial revision of existing courses.

3. Participation in Honors courses and development of Honors courses.

4. List of awards or recognition for distinguished teaching.

5. Grants for projects which involve a teaching focus.

6. Special efforts made to improve one's teaching or to develop new teaching materials; please specify.

7. Special contributions to the teaching mission of the Department.

8. If you underwent a classroom teaching visitation, please attach copies of the peer teaching reports. Don't submit reports that YOU wrote when YOU visited other faculty's classes!!! Only submit those reports that were written by other faculty about YOUR classes.

OTHER INFORMATION
(OPTIONAL)

(Please type)

Please feel free to point out any job-related activities which you would like to bring to the attention of the Committee—e.g., departmental service, student clubs, advising, any research and scholarly activity, and community activities. The assessment of your annual review file, however, will be made on the basis of your teaching.
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* TAMU average salary divided by peer average salary

(1) Peer averages are weighted by TAMU faculty distribution
Vision 2020 — Texas A&M University
The Twelve Imperatives

The process of Vision 2020 produced hundreds of ideas supporting our goal. Almost all of these suggestions have merit, and most earn acknowledgment in the body of this report. The precepts, focused goals, and measures can be summarized in twelve overarching ideas. We call these the twelve imperatives.

(from the Vision 2020: Creating a Culture of Excellence Report)

- 1 Elevate Our Faculty and Their Teaching, Research, and Scholarship The world today is knowledge-based and constantly changing. In such a world, the quality research university is "a creator, organizer, preserver, transmitter, and applier of knowledge." The foundation of these functions is an excellent faculty in adequate numbers. We need to increase substantially the size of our faculty (perhaps by half), and we must attract and retain many more top scholars, teachers, and researchers. We will have to review and strengthen hiring and tenure policies, enhance compensation, focus our scholarship, and transform our administrative culture. We cannot achieve our goal without a nationally recognized faculty with a passion for teaching and an academic environment that values and rewards innovation, great ideas, and the search for the truth.

- 2 Strengthen Our Graduate Programs We must have a shift in our thinking about the role of graduate education to attain the level of excellence we desire. A substantially expanded graduate studies effort is critical to our academic aspirations and to our effectiveness as a great research university. Outstanding professors attract superior graduate students and, in many instances, the money to help support their research. But these professors by themselves will not be enough. We must create a dynamic, exciting, discovery-driven intellectual environment that will draw superior graduate students, comparable to those in the nation's best graduate programs.
• **3 Enhance the Undergraduate Academic Experience** The core of Texas A&M University must be a residential, learner-centered community that attracts excellent students and provides quality learning and mentoring experiences. We must better prepare learners for lives of discovery, innovation, leadership, and citizenship by better inculcation of writing, thinking, and self-expression skills. Texas A&M University is proud of its history of developing student leaders. Our co-curricular programs are already an area of true distinctiveness, but we must continue to strengthen their substance and reputation and extend their benefits to a greater percentage of the student body. While our retention rate is the highest in Texas, it is low relative to the best national institutions; we must make an institutional commitment to graduate those we enroll. We must emphasize education more than training and significantly improve our student-faculty ratio. We must provide more opportunity for intellectual exchange between distinguished faculty and undergraduates. Our recruiting should be more proactive and produce a more broadly representative student body. We need to expand our honors, study/live-abroad, interdisciplinary studies, and course-assistance programs.

• **4 Build the Letters, Arts, and Sciences Core** Texas A&M University has historically placed less emphasis on the letters and arts. While many of our basic science disciplines are nationally acclaimed, the best public universities have stronger and deeper liberal arts programs and a fuller range of such programs with a significantly higher institutional commitment. Such strengthening is necessary for the true, enduring education of our graduates and the enrichment of their lives. It is abundantly clear that we will never be seen as a premier institution nationally without a far stronger letters, arts, and sciences program.

• **5 Build on the Tradition of Professional Education** Undergraduate education in all areas, including professional education, has been our traditional strength at Texas A&M University. At the heart of Vision 2020 is a belief that we will not only sustain but also continually strengthen our professional programs at both the undergraduate and the graduate levels. We expect that these programs will be the first (as some already are) to represent Texas A&M University solidly and firmly in the top ten nationally. Our professional programs must also recognize the necessity to prepare their graduates more broadly for entry into a complex, changing, and unpredictable world.

• **6 Diversify and Globalize the A&M Community** The time has passed when the isolation of the Texas A&M University campus served a compelling utilitarian function. Information, communication, and travel technology have produced a highly connected global society. The ability to survive, much less succeed, is increasingly linked to the development of a more pluralistic, diverse, and globally aware populace. It is essential
that the faculty, students, and larger campus community embrace this more cosmopolitan environment. The university’s traditional core values will give us guidance and distinctiveness, while preparing us to interact with all people of the globe. Texas A&M University must attract and nurture a more ethnically, culturally, and geographically diverse faculty, staff, and student body.

- **7 Increase Access to Knowledge Resources** Despite recent progress, the intellectual assets represented by Texas A&M University library holdings are underdeveloped and must be increased. Coincidentally, we must recognize that the technology related to the storage, access, and distribution of knowledge resources has changed as much in the last decade as in the 550 years since the invention of movable type. Texas A&M University must invest rapidly, but wisely, to gain parity with its academic peers. It must lead, not just grow, in forcefully developing new methods and measures of success in this rapidly changing arena. The wedding of communications and computer technology will, no doubt, yield the most formidable change in academe by 2020. Texas A&M University must lead the adaptation.

- **8 Enrich Our Campus** The physical environment of our campus should be conducive to scholarly work and study. Texas A&M University has an efficient and well-maintained campus. However, during our rapid growth over the past four decades, the physical unity of the campus has been diminished by the presence of Wellborn Road and the railroad tracks. Innovative planning and bold leadership are needed to redress this division for reasons of safety and convenience as well as aesthetics. West Campus has not maintained the human scale that exists on the Main Campus. Through judicious planning we need to attain the same pedestrian-friendly scale and green space that gives the Main Campus its character. The use of large areas for surface parking needs to be reconsidered so that the unity of the campus is maintained as new building occurs to accommodate growth. As more of the university’s current land holdings are consumed by non-agricultural uses, acquisition of land on or near the Riverside Campus for agricultural development should be a high priority.

- **9 Build Community and Metropolitan Connections** The way that we relate to the local community, Houston, and other metropolitan areas of the state will have a powerful impact on Texas A&M University and the communities supporting and supported by the university. In addition, it is critical that the community in which we live provide opportunities for families to work and grow. Spouses need high-quality employment opportunities. Faculty and researchers need private-sector sponsorships and commercialization support. As we attract a wider range of people to Texas A&M University, the enrichment provided through our connection to a large metropolitan
area becomes increasingly important. Correctly choreographed, such a connection gives us the best of both worlds.

- **10 Demand Enlightened Governance and Leadership** Great universities have a clearly articulated vision, a stimulating intellectual environment populated by great faculty and students, and resources adequate to support quality offerings. One other characteristic often contributes to greatness: enlightened leadership. Clear, cooperative relationships between the university and the System must be the norm. To achieve our aspirations, strong, enlightened, stable, and forward-thinking leadership focused on academic quality is essential. We have made progress, but we must guard it zealously. Regents must continue to take the policy high ground. The System administration must acknowledge and nurture Texas A&M University’s role as a comprehensive research university with national peers. The university administration must be steadfast in its demand for quality in every decision. And finally, the university administration must make decisions through a process characterized by openness and appropriate faculty and staff participation. Our responsibility to the System as its flagship must be evidenced in all decision-making. Academic progress is fragile. Enlightened, shared governance and leadership are elemental to its achievement.

- **11 Attain Resource Parity with the Best Public Universities** The combination of rapid population growth, demand for government services and difficult economic times have placed a strain on the Texas treasury in recent years. A good and widely dispersed university system has provided access to a growing college-aged population. Access alone is no longer enough. Texas must have a few universities that offer opportunities equal to the best public universities, while taking complementary steps to maintain access. Competitive peer states have long recognized the economic necessity of comprehensive research universities in meeting the knowledge demands of an information society. States with the best universities are currently investing twice as much funding per student as at Texas A&M University.

Texas A&M University and the University of Texas are ideally positioned to achieve recognition as top national institutions because of the state’s historical, constitutional financial commitment to them. Texas may also need additional institutions of this caliber. The institutions designated to fill this role must be acknowledged and supported in a way that is consistent with national competition. They must be provided the flexibility and exercise the wisdom and courage to price their offerings more in line with their value, while taking complementary steps to maintain access. Finally, they must use
their historical strength to generate more private capital. Texas A&M University must attain resource parity with the best public institutions to better serve Texas.

- **12 Meet Our Commitment to Texas** Texas A&M University is a creation of the state and in its origin was designed to prepare educated problem-solvers to lead the state’s development. This fundamental mission, born out of the land grant heritage of service, remains today. Texas A&M University's aspiration to be among the best public universities in the country resonates with this historical mandate. The diverse population of Texas should have access to the best public education in America without having to leave the state. Texas A&M University must also reach out even more to help solve the most difficult societal problems, including those related to public education, crime, and the environment, and must honor its heritage of enhancing the economic development of all regions of the state. Texas A&M University, if it aspires to national prominence, must first stay committed to Texas.
Report of the External Reviewers
Texas A&M University System
Ph.D. Program in Hispanic Studies
April 8-10, 2007

The external reviewers wish to thank Dean Charles A. Johnson, Associate Dean Larry Oliver, and Chair Victor Arizpe, plus the other members of the TAMUS academic community, for their cordial reception, patience, and help during our visit to College Station on April 8-10, 2007. At the same time, they wish to applaud the colleagues and administrators of the TAMUS community for the cogent Self-Study provided to them prior to their arrival on campus, which has served as a guideline for the following report and recommendations.

The reviewers take pleasure in noting that they were very impressed with the faculty in the department. The faculty is committed to scholarship and to the students in the department; they have a strong publication record, are recognized as excellent teachers, and excel in the various fields they represent. The department has high potential to distinguish itself as one of the premier venues for pursuing Hispanic Studies in the United States.

The reviewers are also pleased to report that they found the graduate students extremely happy with the department, with the graduate program, and with the faculty. The students conveyed both admiration and respect for all the faculty in the department, whom they view as dedicated to students, as experts in their respective fields, and as outstanding teachers. Each graduate student seems to have developed a close academic relationship with a faculty member, and, on a broader scale, with other members of the department. The few complaints voiced by
graduate students centered on the lack of some required courses. As a whole, however, they expressed strong satisfaction with the department’s Ph.D. program in Hispanic Studies.

An additional aspect of the graduate program that deserves recognition is the high caliber of the graduate students themselves. They are all actively involved in professional conferences, in publishing, and in the type of intellectual pursuits that underscore academic excellence and a high potential for future academic employment. On the whole, they were lively, engaged and serious about their graduate studies. The department has done an impressive job at recruiting a very high quality cohort of students to the graduate program in the last three years.

In the remarks that follow, the reviewers have chosen to address in order the topics outlined by the Self-Study.

I. Curriculum and Staffing:

There is a perceived need, especially among the linguists and the students in the program, for an appointment in Applied Linguistics/Second Language Acquisition, with an emphasis on bilingualism and bicultural education. This appointment would accomplish two things: 1.) ensure the constant presence of a linguistics component in a team-taught HISP 600, one of the required introductory courses of the program; and 2.) provide a stimulus to students to consider a later concentration in Bilingual Bicultural Education, as well as anchor an individual in the program specifically trained in the field who may serve as a research resource as well as help develop the role of linguistics in bilingual education and pedagogy in the Ph.D. program. The evaluators agree with this assessment and recommend that the department be given an additional position in Applied Linguistics/SLA with specific expertise in bilingualism. Such a position will not only fill the gap in the doctoral curriculum but serve as a key resource for coordinating the lower division language offerings and TA training in teaching methods and strategies that the
evaluators found lacking in the department as a whole during their visit. While at present the introduction of a team taught course coordination approach for some of the three required introductory Ph.D. courses might prove a stop gap effort, there is no substitute for offering a course directly in this discipline as one of the options in the gateway courses to the concentrations in the curriculum.

Less specific measures that should be taken to enrich and diversify the curriculum involve greater efforts by the Ph.D. program to stimulate its interdisciplinary mandate beyond the department by exploring both course offerings and closer ties with other departments and interdisciplinary programs across the university. The rich potential for exploiting the resources at TAMU in gender and border studies are a case in point.

A much more serious issue that involves Curriculum and Staffing identified by the reviewers concerns the question of equity and parity between TAMU and the collaborative campuses, especially among faculty. Faculty at the collaborative campuses feel disenfranchised vis-à-vis course loads and the incentives they are offered to teach in the system-wide doctoral program. They participate in the latter but do so on an uneven playing field, teaching significantly more (3/3) even at the time when they are preparing for and offering doctoral level courses. It appears that decisions concerning faculty participation in the Ph.D. program at the collaborative campuses are made only with local staffing needs and curricular criteria in mind. However, even when there is only one student locally enrolled in a course offered by faculty at a collaborative campus, and that course is transmitted on a system wide basis, the local administration must realize that this is in fact a university-wide offering, whose implementation and resource needs transcend the issue of local enrollment figures. The administrations of the partner institutions appear to have lost sight of their involvement in, and original commitment to,
the intercampus agreement and the doctoral program, and regularly make curriculum and staffing
decisions that ignore their pledge to contribute equitably to the Hispanic Studies Ph.D.

Every effort should be made to coordinate, and re-enliven, the agreement between
TAMU and the collaborative campuses to ensure the full participation of the full faculty at all
campuses on an equal basis. The relationship and participation of the collaborative campuses in
the Ph.D. in Hispanic Studies should remain the abiding focus of attention as the program
develops, and careful consideration and oversight should be given to the issues of equity in
faculty participation and curriculum development.

To achieve this end, we recommend that the collaborative campuses be more actively
involved in the administration of the program and that their interests be represented through the
formation of an oversight committee. The charge of the committee should be to monitor and
address questions of faculty equity, planning, curriculum (especially course rotations), and
admissions.

II. Recruitment and Retention

Recruitment and Retention present fewer problems than what might be expected from the
Self-Study. In a meeting with the graduate students in the program from both TAMU and the
collaborative campuses, the latter uniformly expressed their satisfaction with their academic
experience plus the incentives that were provided to have them choose TAMU over other
institutions.

In the meeting with the graduate students, however, the reviewers were surprised to learn
that they were neither informed nor consulted in advance about the review of the program, and
that students do not have a voice or an on-going presence in departmental governance and
affairs. We believe this to be a potential recipe for trouble, regardless of the satisfaction
expressed by the students with the present state of the program. Every effort should be made to create a sense of community and integrate graduate student interests and concerns into the implementation of the program and into the daily life of the department. As a result, we recommend that the students elect a representative who can serve as liaison between them, the program administration, and the department. The student representative should be invited to participate as a nonvoting member in all faculty meetings, with the exception of those involving personnel decisions and rank and tenure.

The students' major concerns revolved around the questions of course availability and regular course rotations. Some courses for individuals wishing to complete a particular concentration (i.e., Bilingual/Bicultural Studies) have yet to be taught in the program. This is, of course, directly related to the absence of an Applied Linguist in the program, as well as to the lack of a coherent system of curriculum planning in the department and at the collaborative campuses. The graduate students should be polled regularly as to the courses that they need to complete, and when, in order to fulfill the requirements of their respective concentrations. Course offering decisions in the department should be made in consultation with the collaborative campuses and on the basis of programmatic needs; not on the decisions of individual faculty as to what they wish to teach in a given semester.

To this end, the reviewers recommend the formation of a departmental curriculum committee, composed of a senior professor, the Director of Undergraduate Studies, the Director of the Hispanic Studies Ph.D. program, and a graduate student, whose charge it shall be to plan and make recommendations to the chair regarding course offerings for the coming academic year.

Finally, although the students expressed great satisfaction with the program, the
reviewers felt that they were not in sufficiently close contact with faculty and failed to communicate with them on a regular basis about academic and programmatic interests and concerns. To foster more contact and a sense of collaboration, the reviewers recommend that the graduate students enrolled in the Ph.D. program be encouraged to work more closely with and receive regular advice from faculty. To this end, upon enrollment, each student should be assigned a faculty mentor whose field is related to the student’s interests, and who may serve as both academic resource advisor and mentor in all professional matters.

Although as the Self-Study indicates, the initial recruitment goals of the Ph.D. program in Hispanic Studies were not achieved, the program is only in its third year and this should not affect the fine tuning of recruitment strategies. In order to invigorate recruitment, the reviewers perceived the need for a coherent plan that will reach out to state colleges both in Texas and neighboring states to establish better and more direct communication with potential feeder schools. The department should institute recruitment measures that involve the writing of letters to chairs at potential feeder institutions describing the Hispanic Studies Ph.D. and inviting nominations of potential students, followed by letters and phone calls to the students who have been nominated as potential students to the program. As a complement to contact with faculty and the department, every effort should be made to involve the graduate students in recruitment, to serve as hosts during the campus visits of potential students, as well as to establish on-going contacts and serve as resource people during the graduate application cycle. Additionally, members of the entire faculty should pursue personal contacts with colleagues, and ensure that the program receives exposure at professional meetings like SCMLA and MLA. Among other effective recruitment strategies that should be pursued are the development of a pamphlet for mailing and distribution at conferences attended by faculty and students; advertising in
professional journals and newsletters; the establishment of targeted email distribution lists for sending information to key departments across the country about the program, its sponsored conferences and lectures, and the resources available to students and scholars at TAMU (specialized library holdings, upcoming lectures, conferences, and workshops, etc.). Finally, once the program begins to grant degrees and place its graduates, the formation of an alumni network for the dissemination of information as well as the identification of potentially good students.

In order to achieve recruitment goals more effectively and implement the measures outlined above, as well as assist in the daily administration of the Ph.D. program, the reviewers recommend that the department appoint a clerical staff person who will be responsible for coordinating and implementing all graduate outreach, recruitment, and the on-going monitoring of student progress. The clerical staff person may also serve as a resource for the collection of information about graduate student opportunities, especially grants, fellowships, travel subsidies, and other forms of funding. All of this would professionalize the efforts of the program and greatly facilitate communication both about it and in it.

Although the Self-Study urges that the competitiveness of stipends and packages for graduate study be examined, all the students (save a married one with a family at Laredo) seemed to express satisfaction with their current levels of support, noting that the cost of living in Texas, but especially in College Station, is low in comparison to the rest of the country. Nevertheless, the program should explore actively the nomination of current students, and all prospective applicants, to the Diversity Fellowships available on a university-wide basis. The latter offer a significant increase in stipends and other types of support that could prove powerful incentives for keeping and attracting the most highly qualified students.
III. Assessment and Learning Outcomes

The reviewers feel that, since the program is in its third year, it is much too early to address in any serious fashion the issues of Assessment and Learning Outcomes in the Program beyond the criteria identified in the Self-Study. By every measure presented there, the program is succeeding in advancing its students, gaining extramural exposure for them through their participation in recognized conferences and in publication, plus preparing them professionally the challenges they will face when they complete the degree.

Reviewers’ Perceptions And Recommendations:

As the reviewers talked to students, faculty, and members of the administration, there emerged two significant issues that went unaddressed in the Self-Study and that present immediate challenges to the program. The first is the question of the equality of the status of the faculty at the collaborative campuses, addressed above. The second involves two harmful and related concerns: a faltering departmental morale that translates itself into a mutual lack of support and respect for colleagues in the department, and the need for greater department-wide collaboration in the Ph.D. program. In order to be effective and prosper, the program and the department need to develop an esprit de corps and view themselves as members of a unified community with the Ph.D. in Hispanic Studies as the common enterprise that offers faculty and students alike common ground. While these are not so much issues affecting the Ph.D. program structure or its implementation, they are symptoms of a fragmented departmental culture whose fragmentation prejudices the success of the department as a whole. Members of the department need to accept openly and air any conflicts or resentments they may harbor and recognize that
they are a community that can only succeed in a climate where there is a shared agenda, mutual support, collegiality, and knowledge and appreciation of each other’s accomplishments and contributions (both local and professional). Beyond admitting and realizing the need for greater openness and communication to develop a positive, supportive departmental culture, there are several measures that may be taken in order to rally the members of the faculty as well as provide continuity for the sense of a community centered on departmental activities, but especially the Ph.D. program in Hispanic Studies. Among the latter for the faculty are the institution of a mentoring system for newly hired colleagues and yearly information sessions involving expectations and procedures for rank and tenure applications. On a broader scale, departmental morale could be raised significantly through the establishment of an annual regional or national conference organized and developed by both graduate students and faculty, or an annual or semesterly distinguished lecture, planned well in advance by students and faculty and perceived as a collective event emanating from the Ph.D. program. Activities like this would serve as unifying efforts that involve the entire department and both bolster support and provide visibility for it.

As a first fundamental step toward lifting the low morale of the department and rallying its members around its programs, the reviewers recommend a departmental retreat to air issues and explore solutions for achieving a more unified departmental culture; a culture that should specifically derive its strength from every faculty member’s interest and participation in the Ph.D. program in Hispanic Studies.

To conclude, the reviewers urge the department and the administration to ensure that three measures be taken over the coming academic year:

1) Address and remedy the unequal status of the faculty participating in the Ph.D. program at the
collaborative campuses. 2) Examine the question of departmental morale, seek common ground in collective departmental initiatives, and institutionalize a system of both faculty and graduate student mentoring. 3) Revisit the Ph.D. program's initial charge to foster and develop interdisciplinary ties by seeking curricular collaboration with other departments and programs across the university.

E. Michael Gerli
Commonwealth Professor of Hispanic Studies
University of Virginia

María Herrera-Sobek
Luis Leal Chair in Chicano Studies
University of California, Santa Barbara
TEXAS HIGHER EDUCATION COORDINATING BOARD
THREE-YEAR PROGRESS REPORT FOR NEW DOCTORAL PROGRAM

INSTITUTION: Texas A&M University

DOCTORAL PROGRAM: Hispanic Studies

DATE APPROVED BY TEXAS HIGHER EDUCATION COORDINATING BOARD:
January 24, 2003

DATE FIRST STUDENTS ENROLLED: Fall 2004

1. Doctoral program student information

   a. 

<table>
<thead>
<tr>
<th>Year</th>
<th>New Students</th>
<th>Total Students</th>
<th>Persistence Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FT</td>
<td>PT</td>
<td>FT</td>
</tr>
<tr>
<td>2004</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
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<td>9</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>2006</td>
<td>8</td>
<td>0</td>
<td>20</td>
</tr>
</tbody>
</table>

   *Start with 1st program year  FT=full-time  PT=part-time

   b. Percent of current full-time students financially supported and average dollar amount of assistance: 50%; $12,000

   c. Ethnicity and gender of current students:
      17 Hispanic, 5 White Non-Hispanic
      13 Female, 9 Male

2. Doctoral program student performance

   a. Number of publications: 6

   b. Number of awards received: 2

   c. Number of students advanced to candidacy: 0

3. Doctoral faculty information

   a. Current program faculty FTE 26

   b. List names and provide vitae for faculty added since time of Coordinating Board approval
      Dr. Irene Moyna
Dr. Esther Quintana  
Dr. Agustin Martinez Samos (TAMIU)  
Dr. Ruben Rodriguez Jimenez (TAMUK)  
Dr. Pilar Rus (TAMUK)  

c. Departures since time of Coordinating Board approval -4  

Dr. Manuel Martin Rodriguez  
Dr. Virigina Adan Lifante  
Dr. Bill Nichols (TAMIU)  
Dr. Ezra Engling (TAMIU)  

d. Total number of publications in refereed journals since Coordinating Board approval (by faculty member)  

<table>
<thead>
<tr>
<th>Name</th>
<th>Refereed Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardona, José</td>
<td>3</td>
</tr>
<tr>
<td>Curry, Richard</td>
<td>2</td>
</tr>
<tr>
<td>Espina, Eduardo</td>
<td>8</td>
</tr>
<tr>
<td>Galdo, Juan Carlos</td>
<td>3</td>
</tr>
<tr>
<td>Johnson-Vela, Michelle</td>
<td>2</td>
</tr>
<tr>
<td>Kallendorf, Hilaire</td>
<td>10</td>
</tr>
<tr>
<td>Luiselli, Alessandra</td>
<td>5</td>
</tr>
<tr>
<td>Mallén, Enrique</td>
<td>10</td>
</tr>
<tr>
<td>Moyna, Irene</td>
<td>1</td>
</tr>
<tr>
<td>Urbina, Eduardo</td>
<td>7</td>
</tr>
<tr>
<td>Villalobos, José</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL: 54  

e. Total number of grants/contracts received and amounts since Coordinating Board approval (by faculty member)  

<table>
<thead>
<tr>
<th>Name</th>
<th>Grants</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardona, José</td>
<td>7</td>
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<tr>
<td>Dyer, Nancy Joe</td>
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<tr>
<td>Galdo, Juan Carlos</td>
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<tr>
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<tr>
<td>Kallendorf, Hilaire</td>
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<tr>
<td>Luiselli, Alessandra</td>
<td>2</td>
<td>$5,000</td>
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<tr>
<td>Mallén, Enrique</td>
<td>10</td>
<td>$55,700</td>
</tr>
<tr>
<td>Urbina, Eduardo</td>
<td>5</td>
<td>$735,000</td>
</tr>
<tr>
<td>Villalobos, José</td>
<td>2</td>
<td>$7,000</td>
</tr>
</tbody>
</table>

TOTAL: $1,008,300
4. Program commitments (e.g., faculty additions, equipment purchases) made in response to consultant recommendations and/or in proposal. Report on status of each program commitment.

A) Faculty additions: one position in Afro-Hispanic Studies

B) Outfitted two classroom with equipment for delivery of courses through TTVN.

C) Secured office for graduate students

D) Outfitted a computer-lab for grad student use

5. Program targets

a. Have enrollment targets been met? If yes, list enrollments. If no, list enrollments and describe plans and timeline to reach target.

No. The PhD proposal lists enrollment targets for TAMU as well as for system affiliates. The following is what is listed as expected total enrollment by the 3rd year of the program:

- TAMU: 16 students
- System affiliates: 17 students
- Projected total: 32 students

Currently, in the 3rd year of the program, the enrollment is as follows:

- TAMU: 15 students
- System affiliates: 7 students
- Total: 22 students

We are currently devising strategies for more proactive recruitment from the system schools.

b. Have enrollment targets changed? How? The enrollment target has to be adjusted because our numbers have been low at the system schools. So far in three years, we have had two applicants at Kingsville, and one at Corpus Christi. TAMIU has been strongest of the system schools, and we had 4 students accepted there in 2004. Since then, we have had 3 students accepted at TAMIU.

c. Have cost estimates changed? How? No

6. Doctoral program research—new (funded internally or externally) research initiated with doctoral student involvement:

1. CORDE Project with the Spanish *Real Academia de la Lengua*
2. TAMU/Monterrey Tec Colonial Document Project
3. Colonial document translation program with Stephen F. Austin University

7. Institutional plans for future program evaluation: We are currently conducting a preliminary internal review in anticipation of the formal Department review scheduled for 2008.

8. Other information related to program progress (please add any other pertinent information).

Report approved by:

[Signatures and dates]

THECB 10/05