



DEPARTMENT OF
**CLASSICAL & MODERN
LANGUAGES & LITERATURES**

TEXAS TECH
College of Arts & Sciences

GRADUATE MANUAL

Spanish & Portuguese Program

A Guide for Graduate Students and Instructors

Effective January 2024

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Overview to Spanish and Portuguese Graduate Program

The Spanish and Portuguese Graduate Student Manual is your guide to the policies and procedures of the Texas Tech University graduate program in Spanish and Portuguese. It explains curricula and communicates as much as possible how our programs work.

You may find an on-line copy of the Spanish and Portuguese Graduate Student Manual at the Graduate Studies in Spanish and Portuguese web page (https://www.depts.ttu.edu/classic_modern/spanish/spanishgradprograms.php).

The Graduate Studies in Spanish and Portuguese web page also contains information about the graduate faculty; testimonies from former students; Frequently Asked Questions; a listing of graduate courses offered each semester; and information about the MA and PhD Programs, the program in Seville, and the graduate student organization, Céfiro.

In addition to the Spanish and Portuguese Graduate Student Manual, all graduate students should obtain and carefully read the Texas Tech Catalog as well as the [Graduate School webpage](#), which contain updated policies, forms, deadlines, and procedures required by the University.

Texas Tech University provides a quality graduate learning environment that will enable you to pursue your advanced studies in Spanish guided by graduate faculty with a passion for teaching, scholarship, and service.

The Spanish & Portuguese Program offers a wide range of compelling courses in the languages, literatures and cultures of the Spanish and Portuguese-speaking world. It also offers courses in linguistics, film, critical theories, and a variety of interdisciplinary courses that reflect the research and teaching interests of our dynamic faculty. As a community of active scholars, the Spanish and Portuguese graduate faculty provide graduate students with the opportunity to develop critical and analytical skills, the acquisition of a theoretical foundation for their work, and the necessary skills to attain their professional goals.

In our M.A. program, we strive to provide our students with a comprehensive knowledge of major fields of expertise in the discipline through a curriculum that encourages them to learn broadly and think deeply. At the Ph.D. level, we help our students build on that comprehensive knowledge, strengthen the theoretical framework of their research, and craft a contribution to the field through doctoral dissertations.

The Romance Languages M.A. in Spanish Degree Requirements

Texas Tech University offers the Romance Language M.A. in Spanish with two tracks: Hispanic Literature and Spanish Linguistics. Students are encouraged to minor in Portuguese by taking two graduate level courses in two consecutive semesters. Financial assistance is provided by the CMLL (Classical & Modern Languages & Literatures) department via assistantships and instructorships to promising graduate students enrolled in our programs. Support is often based on the typical academic year (fall-spring) and may include summer assignments if students remain in good standing.

Applicants for the Master of Arts in Romance Languages degree with a concentration in Spanish may complete 30 hours of graduate courses and a thesis or 36 hours of coursework. The degree may include a 6-hour minor.

After admission to a degree program, every applicant for the Master's degree is required to complete and submit **one** copy of a degree plan form to the Graduate School for approval before the second semester of enrollment in the program.

MUST COMPLETE:

36 Hours of 5000-level or above (thesis option: 30 hours of coursework + 6 thesis hours)

Degree Description

The Romance Languages M.A. in Spanish requires 36 credit hours in courses 5000 or above and pass an M.A. examination.

The Romance Language M.A. in Spanish is offered in two tracks: Hispanic Literature and Cultural Studies, and Spanish Linguistics. The M.A. is offered under Option I: Thesis, and Option II: Coursework/ Non-Thesis. The Thesis option requires 30 hours of coursework + 6 thesis hours, the Master's examinations (in two areas) and a thesis. The Coursework Option requires 36 hours of coursework and the Master's examinations (in three areas). All coursework counted toward the M.A. credit requirements must be in courses approved by the Department at the 5000-level or above.

Advisor Selection for M.A. Degree

Within their first semester, all MA students should identify and approach a mentor among the Spanish and Portuguese faculty. They may also consult with other faculty members for additional advising. In January of their first year, students will discuss their annual report with an ad-hoc committee. If choosing the thesis option, students must select an advisor in their second semester. Students may continue with their selected mentor or choose a different advisor in their second semester.

Language Requirements for the M.A. Degree (Hispanic Literature and Cultural Studies)

M.A. candidates in Hispanic Literature and Cultural Studies must possess reading knowledge of a third language other than English or Spanish. This requirement can be met in one of the following ways:

- a) Students may fulfill the reading knowledge requirement by passing with a grade of C or better the second course of the sophomore sequence of the required language. Intensive language courses at the graduate level are usually offered in the summer sessions. Students that complete Summer I and Summer II of a particular language at the graduate level can waive this requirement.
- b) Passing a standardized examination. Consult with the advisor in the Department of Classical and Modern Languages and Literatures for proficiency exams furnished by the department. Arrangements for these examinations should be made with the director of each language program. The CMLL Faculty in charge will provide test results to the Director of Graduate Studies through an official letter.

Hispanic Literature and Cultural Studies M.A. Track (30-36 hours)

Required courses:

LING 5322: Theoretical and Research Foundations of Second Language Teaching, for all current and prospect TAs/ GPTIs (Fall).

SPAN 5352: Methods of Literary Criticism

SPAN 53XX: One Spanish Linguistics course

Other areas: 3-6 hours of elective courses.

Minor

A minor at the M.A. level is optional. Minors and certificates outside of the department are not permitted. If a student is completing an MA thesis for which coursework outside the program is essential, they may petition for an exception by submitting a justification for the course and their advisor's approval to the Director of Graduate Studies.

Recommended minors:

- Portuguese
- Applied Linguistics

Literature and Cultural Studies M.A. Thesis Option

M.A. candidates have the option of writing an MA thesis in Spanish, English, or Portuguese language in lieu of 6 hours of graduate coursework.

All M.A. theses in Hispanic Literature and Cultural Studies must use the latest version of the Modern Language Association of America (MLA) citation style. Consult the Texas Tech Graduate School website for additional information on thesis preparation and format.

Students writing an MA thesis must enroll in 2 SPAN 6000 courses for 3 credits each, during the 3rd and 4th semesters, for a total of 6 MA thesis hours and 36 credit hours total.

Thesis Proposal

Students need to submit a proposal to their thesis advisor and the advisor must approve the proposal by the beginning of the third semester. The proposal should include, in the following order:

Full Working Title

(a) Abstract or thesis statement: The abstract is limited to 350 words in length, on the central problem(s) and major aims of the study. What preliminary results have been found?

(b) Significance: What contributions will the thesis make to the particular area of study and to Hispanic studies in general? What are the broader implications of this project for the Humanities in general?

(c) **Background:** How is your project unique? Include a concise review of the most important literature on the proposed topic(s), method(s), and theoretical approaches of the study.

(d) **Sources:** An overview of the primary and secondary sources to be investigated. Indicate what sources have been collected, what sources consulted, and how you plan to use them.

(e) **Methodology/ Theory:** What methods of analysis will be employed? What working methodological and theoretical approaches will inform these analyses?

(f) **Plan:** Outline the planned chapters with a brief explanation of what is to be included in each. Include the proposed argument for each chapter.

(g) **Timetable:** MA theses must be completed and defended within 2 semesters. It is important that you make a plan for a project with a scope that is feasible within this period.

(h) **Selected Bibliography**

A list of published sources that are most pertinent to the proposed study (archival, manuscript, and field sources will be described under “Data” above). The entries should be divided into topic areas and presented in a form consistent with the MLA citation style.

Thesis writing and defense

Overview: M.A. candidates have the option of writing a M.A. thesis in Spanish, Portuguese, or English to complete the degree. The thesis will take the place of the three comprehensive exams. Students are expected to write a high-quality M.A. thesis with the goal of sending the revised thesis to a journal for publication. M.A. thesis candidates must enroll in 6 credits of *SPAN 6000: Master’s Thesis* in addition to 30 hours of coursework.

A thesis committee consists of three members, including the committee chair, who will be the student’s major supervising advisor. The chair must be a tenured or tenure-track member of the Spanish and Portuguese program. The student, **in consultation with the committee chair**, selects the remaining committee members and chooses a tentative topic for the MA thesis.

After completion of the thesis, a public defense must be scheduled with the thesis advisor and the other two committee members. The committee must decide, unanimously, if the thesis is a pass or fail. Other options include the request by the committee to make minor or major changes to the thesis before it is accepted.

An MA thesis in Romance Languages with a concentration in Hispanic Literature and Cultural Studies should demonstrate mastery of the literature in a given subfield, as well as mastery applying relevant theory and concepts in each subfield. An MA thesis is not required to make an original contribution to the current field of knowledge.

Hispanic Literature and Cultural Studies Non-Thesis Option

Students opting to graduate through the non-thesis route must announce this decision in their second semester to their advisor.

The qualifying exam is a take-home exam to be conducted during the last semester of a student's MA degree plan.

By January 20 of the 4th semester, the degree candidate, in conversation with their M.A. director will select three courses (normally taught by three different professors and not including LING 5322) taken as part of the degree program on whose subject matter the student will be examined. The M.A. director approaches the course instructors on the candidate's behalf, confirms their willingness to act as examiners, and solicits from each instructor a set of exam questions based on the literary, cultural, theoretical and/or methodological knowledge that the student should have acquired in the relevant course. Examiners are free to structure and frame their questions in a variety of ways, and to specify the language (Spanish or English) in which particular questions should be answered.

On a pre-arranged date agreed upon by the student's advisor and the degree candidate, the candidate receives the three sets of exam questions. **The candidate then has one week to produce full written responses to all three question sets and submit them to the committee members.**

Candidates are free to use books, course notes, dictionaries, and other scholarly resources in preparing their answers. Normal standards of academic honesty and integrity apply. The use of translation software or AI (Artificial Intelligence) technology is not allowed. Each examiner evaluates the candidate's responses to his or her question set on a pass/fail basis.

One week after the written exam has been turned in, the M.A. committee convenes with the student for a one-hour oral defense, to clarify and expand on their written essays. If all the candidate's oral and written answers are entirely satisfactory, the exam is passed. If any of the answers are deemed unsatisfactory, then the candidate has at most one additional week to revise and resubmit the unsatisfactory answers. If the revised answers are deemed satisfactory, the exam is passed. If the revised answers are still unsatisfactory, the exam is failed, and the degree candidate must wait until the following semester to retake the comprehensive exams. The candidate may have one opportunity to fully retake the exams.

MA Exam Format

Each examiner may determine the format of exam questions that they feel best measures the student's mastery over the course material and allows them to demonstrate the following competencies:

- Ability to situate works within their literary and social contexts
- Ability to craft and support a thesis-driven argument
- Evidence of close reading and textual analysis skills
- Ability to productively dialogue with theory and criticism
- Oral and written linguistic competence in target language

The exam questions should be based only on the content of a course completed with the instructor. Examiners may ask for a single longer essay, or several shorter ones, keeping in mind the one-week period for producing the answers, alongside two other exams. The questions may be as broad or as specific as the examiner would like but should aim to demonstrate the course learning objectives.

The M.A. director is responsible for sending a copy of the exam questions and answers, along with the MA exam evaluation form, to Stephanie Santos for the student's file. Official reports on final comprehensive examinations are due in the Graduate School by April 25, submitted via the Enrollment Services Portal.

<https://www.depts.ttu.edu/gradschool/academic/deadlines/spring.php>

Hispanic Linguistics M. A. Track (30-36 hours)

Required courses

1. LING 5322: Theoretical and Research Foundations of Second Language Teaching
2. SPAN 5343: Studies in Spanish: Second Language Acquisition
3. SPAN 5340: Spanish Language and Linguistics (*or* LING 5312: Linguistics for 2nd Language Educators)
4. SPAN 53xx: One Cultural Studies/Literature course

Minor

A minor at the M.A. level is optional. Minors and certificates outside of the department are not permitted. If a student is completing an MA thesis for which coursework outside the program is essential, they may petition for an exception by submitting a justification for the course and their advisor's approval to the Director of Graduate Studies.

Recommended minor

- Applied Linguistics

M.A. Thesis Option for Linguistics

Overview: M.A. candidates have the option of writing a M.A. thesis in Spanish, Portuguese, or English to complete the degree. The thesis will take the place of the three comprehensive exams. Students are expected to write a high-quality M.A. thesis with the goal of sending the revised thesis to a journal for publication. M.A. thesis candidates must enroll in 6 credits of *SPAN 6000: Master's Thesis* in addition to 30 hours of coursework. Students must be given approval by a linguistics faculty mentor to conduct an M.A. thesis instead of the comprehensive exams. That is, a student in their first year of the program must demonstrate through work ethic and critical thinking that they are capable of carrying out a high-quality thesis. The M.A. thesis is expected to make an original contribution to the field.

Timeline: By the end of the 2nd semester, students must advise their faculty mentor of their intention to follow the M.A. option. Once the faculty mentor approves to work with the student on the M.A. thesis, the next step is to form a thesis committee at the end of the 2nd semester or no later than the first week of the 3rd semester. The student's thesis director, depending upon the specifics of the project (timeline of IRB, data collection, data analysis, etc.), will decide when the two SPAN 6000 courses will be taken. For example, additional options would involve: (a) two 3-credit SPAN 6000 courses in the spring of year 2; or (b) one 3-credit SPAN 6000 course in the spring and one 3-credit SPAN 6000 course in the summer of year 2 (this latter option would involve an August graduation and both student and thesis director would have to discuss how to acquire summer funding). In consultation with the faculty mentor, students must write a thesis proposal. The thesis proposal should be handed in to the thesis committee 10 days prior to the oral defense of the proposal. Students must defend their thesis proposal no later than the last class day of the 3rd semester. Upon a successful defense, the student and faculty mentor should schedule an M.A. thesis oral defense date during the 4th semester for a time when the student and three committee members are all available. Per Texas Tech graduate school, thesis defenses must be

prior to the end of March in order to graduate in May. The finalized M.A. thesis must be handed to the committee no later than 14 days prior to the oral defense.

Format of proposal: The proposal should follow APA format and include the following sections: Introduction, Background, proposed Methods (including statistical analysis if a quantitative study and type of qualitative analysis to be completed for qualitative studies), expected Results, Rationale for the study/Implications of such a study, Timeline, and References. The students should seek the guidance of their faculty mentor for the details of each section.

Proposal oral defense: The oral defense will take place one week after the proposal is handed to the committee. There will be no presentation, but rather the committee will ask the candidate questions regarding their proposed study, and they are expected to defend their methodological decisions. The point of the defense is two-fold: (i) for the candidate to demonstrate their critical thinking skills regarding their proposed study; and (ii) to allow the committee to provide the candidate with all the feedback possible prior to them collecting data for their study.

Format of thesis: The M.A. thesis should follow APA format and include the following sections: Introduction, Background, Methods, Results, Discussion, Conclusion, References, and Appendices (if necessary). The student will follow the official M.A. thesis template of Texas Tech University. Students should seek insights from their faculty mentor as to how to follow the norms of the specific subfield of their research.

Committee: An M.A. thesis committee consists of three members, including the committee chair, who will be the director of the student's thesis. The director must be a tenured or tenure-track member of the Spanish and Portuguese Division or Applied Linguistics (CMLL). The student, in consultation with the committee chair, selects the remaining committee members and chooses a tentative topic for the MA thesis.

Thesis oral defense: The oral defense will take place two weeks after the M.A. thesis is handed to the committee. The candidate will be given 15-20 minutes to present the thesis for their committee and public audience. Following the presentation, the committee will then ask the candidate questions dealing with the student's thesis. The student is expected to demonstrate their critical thinking skills in dialogue with their committee.

M.A. Non-Thesis Option for Linguistics

Students opting to graduate in the non-thesis route must announce this decision by the end of their 2nd semester to their linguistics advisor. Students will take three qualifying exams in a take-home format in March of the 4th semester. At the start of the 3rd semester, the student will inform their mentor which three subfields of linguistics in which they chose to have the exams. These areas currently include, but are not limited to: SLA, L2 Multiliteracies, L2/SHL Writing, L2 and SHL Pedagogical Perspectives, Eye tracking, Phonetics & Phonology, Quantitative Sociolinguistics, and Translation Theory & Practice. Based on the fields chosen, the student, in consultation with the faculty advisor, will approach other faculty members to form part of the committee.

Examiners are free to structure and frame their questions in a variety of ways, and to specify the language (Spanish or English) in which questions should be answered (for example: many exams involve one required question followed by 4 questions of which two should be selected). On a pre-arranged date agreed upon by the Graduate Advisor and the degree candidate, the candidate receives the three sets of exam questions. The candidate then has one week to produce full written responses to all three question sets and submit them to the M.A. director. Candidates are free to use books, course notes, dictionaries, and other scholarly resources in preparing their answers. Normal standards of academic honesty and integrity apply. Students should speak with their committee about which programs are permitted for each specific exam. Each examiner evaluates the candidate's responses to his or her question set on a pass/fail basis.

One week after the written exam has been turned in, the M.A. committee convenes with the student for a one-hour oral defense, to clarify and expand on their written essays. If all the candidate's oral and written answers are entirely satisfactory, the exam is passed. If any of the answers are deemed unsatisfactory, then the candidate has at most one additional week to revise and resubmit the unsatisfactory answers. If the revised answers are deemed satisfactory, the exam is passed. If the revised answers are still unsatisfactory, the exam is failed, and the degree candidate must wait until the following semester to retake the comprehensive exams. The candidate may have one opportunity to fully retake the exams.

Ph.D. Degree Requirements Hispanic Literature and Cultural Studies Track

The Doctoral Program in Spanish (Hispanic Literature and Cultural Studies) requires both greater breadth of study than the M.A. program and greater concentration in the area selected for specialization. To fulfill these requirements the student must demonstrate a reasonable comprehensive knowledge of literature and the ability to engage in original research.

Financial assistance is provided via assistantships and instructorships to promising graduate students enrolled in our programs. Support is often based on the typical academic year (Fall-Spring) and may include summer assignments as long as the department has enough open sections.

All prospective Ph.D. candidates must hold an M.A. or an equivalent degree in Spanish, Hispanic Studies, Hispanic Literature and Cultural Studies.

Admission to the Ph.D. program in Spanish at Texas Tech is selective, and all applicants are required to follow the same procedures.

All requirements for the doctoral degree must be completed within a period of eight consecutive calendar years from matriculation or four years from admission to candidacy, whichever comes first. Graduate credit for coursework taken at Texas Tech more than eight calendar years old at the time of the final oral examination may not be used to satisfy degree requirements. Absent an extension, the student may be permitted to retake the qualifying examination, and, upon passing that examination, be readmitted to candidacy by the Graduate Council for some period of time not to exceed four years.

Degree Description

Candidates for the Ph.D. in Hispanic Literature and Cultural Studies must complete at least 60 hours of graduate coursework and pass the Ph.D. examination. Students must also meet third language requirement (other than Spanish or English).

Students who have obtained a Romance Language M.A. in Spanish at CMLL may count all hours earned at the Master's level with a B or better towards the PhD coursework.

Hours earned at the M.A. level from a previous institution are applicable and graduate students may transfer up to 12 hours of credit maximum, at the discretion of the Director of Graduate Studies.

The Graduate School does not require a formal minor or graduate certificate. However, the student may pursue a minor/certificate or one may be required by the student's advisory committee. If one is taken, it must include at least 15 graduate hours in a program outside the student's major (counted towards the 60 hours). The minor will be declared in the student's doctoral degree plan. If a minor is taken, the major requires a minimum of 45 semester hours. Students are only allowed to pursue only **one** minor.

Students in the Ph.D. program may minor within the department, but they may also select a combination of courses within and outside the department if approved by the Director of Graduate

Studies and if the minor is recognized by the Graduate School. Students should consult with the DGS for approved options. A Ph.D. minor consists of 15 to 18 hours of coursework in approved areas.

If a formal minor/certificate is declared, it must be represented on the student's doctoral committee and must be covered on the doctoral examination. If no minor is selected, students can take all the necessary credits within the Spanish Program.

The student must satisfy the preliminary examination requirement, pass qualifying examinations, and prepare and defend a dissertation proposal to be admitted to candidacy.

At least 45 hours of Hispanic Literature and Cultural Studies courses are needed.

Required courses:

LING 5322: Theoretical and Research Foundations of Language Teaching*

SPAN 5352: Methods of Literary Criticism*

SPAN 53XX — Any Spanish Linguistics course*

* Ph.D. students who have taken these courses at the M.A. level at CMLL do not need to re-take them.

3-6 hours of elective courses.

Language Requirement:

Ph.D. students must also demonstrate reading knowledge of one language other than English and Spanish.

Minor/Graduate Certificate

A minor or graduate certificate at the Ph.D. level is optional but encouraged. Any minor or certificate consists of 15-18 hours of coursework as part of the 60 hours for the degree. A student can choose a minor in consultation with the Director of Graduate Studies or his/her committee chair.

Recommended Minors or Certificates:

- Portuguese
- Applied Linguistics
- Women and Gender Studies
- Comparative Literature
- Medieval and Renaissance Studies
- Indigenous & Native American Studies
- Latin American & Iberian Studies

Language Requirements for the Ph.D. Degree

All Ph.D. candidates must demonstrate reading knowledge of one language other than English and Spanish. This requirement can be met in one of the following ways:

- a) Students may fulfill the reading knowledge requirement by passing with a grade of C or above in two graduate language courses in the target language. Intensive language courses at the graduate level are usually offered in the summer sessions. Students who complete Summer I and Summer II of a language other than Spanish and English at the graduate level can waive this requirement.
- b) Students may fulfill this requirement by passing a reading proficiency examination for the language. Consult with the director of the given language program to arrange the exam. Arrangements for testing for other foreign languages will be approved by the Graduate Advisor.

Advisor and Committee Selection

All PhD students must select a mentor in their first semester. By the beginning of the second year, they must select an advisor to prepare for their exams and dissertation work, who may or may not be the same as the mentor. In consultation with their advisor, students will select an exam committee of two additional faculty members. For the dissertation committee, they may continue with the same members or change any one or all of them. Students may add external committee members in addition to the three Spanish and Portuguese members. The dissertation defense will be presided over by a dean's representative.

Ph.D. Exams

Overview

The doctoral exams provide the student with the opportunity to demonstrate and integrate comprehensive knowledge of chosen fields of specialization, as well as to demonstrate his/her preparedness to enter candidacy and begin the process of writing the dissertation.

The Ph.D. Qualifying Exam, Hispanic Literature and Cultural Studies

The written exams for the Spanish PhD consist of a completing a portfolio that demonstrates the development of their work thus far in the program. Under the guidance of their advisor and dissertation committee, students must submit the completed portfolio by the middle of the 5th semester. For students starting the program in the fall, the deadline for submitting the portfolio is October 15th or the following business day (if October 15th falls on a weekend, then it is due on Monday Oct. 16th or 17th). Students admitted in the spring must submit their portfolio immediately after Spring Break. The portfolio should be submitted by email as a single continuous pdf file to all members of the dissertation committee within the department.

Students should include a 1-page **cover letter** that explains:

- how the portfolio content is representative of the skills that the student developed in the program
- how the portfolio content supports or indicates the student's dissertation trajectory and future career plans
- the particular journal(s) that the student plans to submit to and why
- any other reflection on the portfolio writing process that the student would like to share

with the committee

Contents of the Portfolio

1. Article, in publishable format

The article should correspond to the student's primary dissertation area. Citation style should correspond to the requirements of the chosen journal. Students must submit the article to an appropriate journal in their field before defending their dissertation proposal, incorporating feedback from the committee from the portfolio defense. Students should include the journal guidelines so faculty can assess the adequacy of the chosen format.

2. Literature review of complementary field or second academic article

The student may turn in a second fully polished article, which will be submitted to a peer-reviewed academic journal before their proposal defense or complete a comprehensive literature review of a complementary field that supports their dissertation research. The literature review should give readers a full understanding of the field's history and current state. What are the foundational texts in the field, and what are the current trends and debates in the area? The literature review should be 25-35 double-spaced pages and should include at least 20 sources, cited in MLA style, 8th edition. The text should focus on academic sources but may include additional sources if relevant.

The literature review is not an annotated bibliography. It is not a list of summaries, but rather a synthesis that draws connections between sources to establish an understanding of the academic dialogue occurring in a field over time. The goal of the literature review is to allow students to identify their intellectual lineage, position themselves in a relevant gap in the research, and situate their research questions in relationship to existing literature and established academic dialogue.

See the following guides for writing a literature review:

- <https://www.sjsu.edu/writingcenter/docs/handouts/Literature%20Reviews.pdf>
- <https://writingcenter.unc.edu/tips-and-tools/literature-reviews/>
- https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html

3. Course proposal

Students will demonstrate mastery in an additional complementary field by proposing a course that they would like to teach in the area. A 2-3-page double-spaced **course proposal** should:

- explain the rationale behind the course's development
- justify the need for the course
- explain the target audience and level for the course
- explain how the course will complement the existing curriculum.

The fully developed **syllabus** should include the following elements:

- course title and description
- learning objectives, as articulated to students
- assignments
- course policies
- weekly calendar of readings

Finally, the student should include at least one full **lesson plan** that details step-by-step objectives and actions during one day of class.

If desired, the student may submit additional syllabi that highlight the range of their teaching abilities.

4. Teaching Statement

Students will explain their approach to teaching, learning goals, methodologies in the classroom, and strategies for assessment in a memorable, one-page, single-spaced document. They should draw on specific details from their teaching experience.

See the following guides for writing a teaching statement:

- https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/Components_of_a_Teaching_Philosophy_Statement_ed.pdf
- <https://cei.umn.edu/teaching-resources/writing-your-teaching-philosophy>
- <https://drive.google.com/file/d/1UepENU71RII5TkMxpUAtXrYvub0thasz/view>
- <https://crlt.umich.edu/resources-publications/teaching-philosophies-statements>

Oral Defense

There will be an oral portfolio defense immediately after the submission, thus still during the 5th semester. The exam committee is composed of the dissertation committee. The participation of the outside member of the dissertation committee in the exam is optional.

No oral portfolio defense shall occur if the students have not submitted the 5 required portfolio components and the committee has agreed to admit them to an oral defense thereof.

Advancement to PhD Candidacy

After passing the oral portfolio defense, students will be advanced to PhD candidacy. If students fail to submit a complete and satisfactory portfolio and/or fail the oral portfolio defense, they can resubmit their portfolio once, in the following semester, and defend it. After a second failure, students have failed the qualifying exam and will be dismissed from the program.

Dissertation Proposal

During their 6th semester, after passing the qualifying exam, PhD students must submit their dissertation proposal to their dissertation committee.

A dissertation proposal provides an overview of the proposed plan of work, including the general scope of the project, the basic research questions, research methodology, and the overall significance of the study. It should be written in a grant application-style submitted to a review board of scholars not necessarily working in the same area, but with broad research interests in the Humanities. The writing should be straightforward, spare, and substantiated with carefully selected examples and citations that support your own project ideas.

The proposal must fall within the parameters stated below and be presented in the following order.

The **PROPOSAL** (15-25 double-spaced pages) text should include, in the following order:

Full Working Title

- a) **Abstract or thesis statement:** The abstract is limited to 350 words in length, on the central problem(s) and major aims of the study. What preliminary results have been found?
- b) **Significance:** What contributions will the dissertation make to the particular area of study and to Hispanic studies in general? What are the broader implications of this project for the Humanities in general?
- c) **Background:** How is your project unique? Include a concise review of the most important literature on the proposed topic(s), method(s), and theoretical approaches of the study (including recent dissertations).
- d) **Data/ Sources:** An overview of the primary and secondary sources to be investigated. Indicate what research has been conducted, what sources consulted, and what further sources will be investigated.
- e) **Methodology/ Theory:** What methods of analysis will be employed? What is your theoretical framework?
- f) **Plan:** Outline the planned chapters with a brief summary of the contents of each.
- g) **Timetable:** Design a detailed 6-, 12-, or 18-month feasibility projection indicating the progress of your research and writing. How can this project be realistically completed in the time allotted?
- h) **Select Bibliography:** At least 3 pages of single-spaced entries with one line between each entry. (The latest MLA style SHOULD BE STRICTLY FOLLOWED.)

Defense of the Dissertation Proposal

Students must defend their dissertation proposal to their dissertation committee in the semester following the passing of the PhD exam, ideally in the 6th semester. The goal of the oral defense is to determine if the student is prepared to write their dissertation.

They can only advance to conducting dissertation work once all committee members have agreed to the proposal.

Ph.D. Dissertation

There are no firm guidelines for the minimum or maximum length (in pages) for a doctoral dissertation in literature or linguistics. However, a survey of recent dissertations from comparable programs, particularly dissertations which are well received and whose authors have obtained satisfactory employment, suggests that dissertations containing substantially fewer than 200 pages are in the minority. Similarly, few dissertations in this category contain more than 400 pages.

Ph.D. dissertations in literature may be written in Spanish, English or Portuguese language and must use the latest Modern Language Association of America (MLA) citation and formatting style. Consult the Texas Tech University Catalog and the Graduate School website for additional information on dissertation preparation and formatting.

Changes in Dissertation Topic/ Changes in Dissertation Committees

After the passing of the proposal, all changes (including changes in dissertation topic, reconstitution of the committee, or change of dissertation director) will require the consent of the committee chairs and the Director of Graduate Studies and may require that the candidate be examined over other areas.

Students who change committees must inform the Director of Graduate Studies in writing to obtain the Director's approval and to process those changes.

The Dissertation Defense

After all members of the Dissertation Committee are satisfied that the dissertation is in acceptable final form, the dissertation is presented at an oral defense with the presence of a Dean's representative. The defense is publicly announced and is open to all interested observers. The purpose of the defense is to allow the candidate to answer specific questions concerning the work presented in the dissertation, to elaborate on points requested by members of the Dissertation Committee or other observers, and to make any additional comments or observations deemed appropriate. It is important that the defense not be scheduled until all members of the dissertation committee have read and approved all parts of the dissertation. Under no circumstances should a defense be held while the candidate is still actively working on the dissertation.

The defense must be scheduled to take place **before** the Office of Graduate Studies filing deadline, and a complete draft of the dissertation (which must include all of the following: Table of contents, introduction, all chapters, conclusion, and complete bibliography) must be received by all Dissertation Committee members at least **one month** prior to the earliest possible date a defense may be scheduled. All material must be turned into the Graduate School for the student to graduate. There will be **no exceptions** to these deadlines. The Graduate School deadline to defend the dissertation for a May graduation is in March, which means that the full dissertation must be turned in to committee members in February to file for a May graduation: <https://www.depts.ttu.edu/gradschool/academic/deadlines/spring.php>

Estimated deadlines (refer to the most updated TTU Academic Calendar for exact dates)

To have the degree granted in the	Must have a complete dissertation to all committee members by	Have your oral defense by	Submit the final documents to the Graduate School by their deadline of
Summer semester (August)	Early May	Mid-June	1st week of July
Fall semester	Early August	Late September	Late October
Spring semester	Early February	Mid-March	Early April

Ph.D. Degree Requirements, Hispanic Linguistics Track

Candidates for the Ph.D. in Spanish (Hispanic Linguistics track) must complete approximately 60 hours of coursework. These 60 credits include 12 credits from obligatory courses, 30 credits from SPAN elective linguistics courses, and 18 credits from the obligatory Minor in Applied Linguistics (LING). These 60 hours of coursework do not include the additional 12 hours of SPAN 8000: Dissertation Hours. Hours earned at the M.A. level are applicable and graduate students may transfer up to 12 hours of credit maximum (the number of credits is up to the discretion of the Hispanic Linguistics).

All requirements for the doctoral degree must be completed within a period of eight consecutive calendar years from matriculation or four years from admission to candidacy, whichever comes first. Graduate credit for coursework taken at Texas Tech more than eight calendar years old at the time of the final oral examination may not be used to satisfy degree requirements. Absent an extension, the student may be permitted to retake the qualifying examination, and, upon passing that examination, be readmitted to candidacy by the Graduate Council for some period of time not to exceed four years.

Required Courses

At least 12 hours must come from the required courses listed below.

1. LING 5322: Theoretical and Research Foundations of Second Language Teaching
2. SPAN 5343*: Studies in Spanish: Second Language Acquisition
3. SPAN 5340*: Spanish Language and Linguistics (*or* LING 5312: Linguistics for 2nd Language Educators)
4. SPAN 53xx*: One Cultural Studies/Literature course

*Students with a M.A. in Hispanic Linguistics, Applied Linguistics or a related degree may provide the faculty with syllabi of these courses to receive credit for this requirement (up to 12 credits at the discretion of the Director of Graduate Studies in consultation with the faculty).

Spanish Linguistics Courses:

At least 30 hours must come from the elective courses designated as SPAN Linguistics. We expect that by the end of coursework students will have taken courses with all Hispanic Linguistics faculty. Through a diversity of courses, students should show that they are well versed in both *qualitative* and *quantitative* methods. Comparable coursework (of qualitative and quantitative methods) from other institutions will be evaluated. Students may take courses outside of CMLL relevant to their research but only at the discretion of the Hispanic Linguistics faculty. Note that *SPAN 6000: M.A. Thesis Hours* and *SPAN 8000: Dissertation Hours* do not count towards these 30 credits.

Spanish Linguistics Courses (30 hours):

SPAN 5340*: Spanish Language & Linguistics

SPAN 5343*: Studies in Spanish

SPAN 5382: Spanish in the U.S.

SPAN 5383: Spanish in Contact with Other Languages

SPAN 5384*: Acquisition & Development of Skills

SPAN 5385*: Seminar in Hispanic Linguistics

SPAN 5386*: Seminar in Second Language Acquisition

SPAN 5388: Spanish Phonetics & Phonology

SPAN 5389: Spanish Quantitative Sociolinguistics

SPAN 5390: Language Ideologies

SPAN 5391: Spanish Sociophonetics

*Can be repeated as topic varies.

Minor

A minor at the Ph.D. level for candidates in Hispanic Linguistics is required in the department's program in Applied Linguistics (LING). The minor is 18 credits.

Advisor and Committee Selection

All PhD students must select a mentor in their first semester. By the beginning of the second year, they must select an advisor to prepare for their exams and dissertation work, who may or may not be the same as the mentor. In consultation with their advisor, students will select an exam committee of two additional faculty members. For the dissertation committee, they may continue with the same members or change any one or all of them. Students may add external committee members in addition to the three Spanish and Portuguese members. The dissertation defense will be presided over by a dean's representative.

The Ph.D. Qualifying Exam, Linguistics

The doctoral exams provide the student with the opportunity to demonstrate and integrate comprehensive knowledge of chosen fields of specialization, as well as to demonstrate her/his preparedness to enter candidacy and begin the process of researching and writing the dissertation.

The written exams for the PhD consist of a completing a portfolio. Under the guidance of their advisor, students must hand in the completed portfolio by the middle of the 5th semester of their PhD work. For students starting the program in the fall, the deadline for handing in the portfolio is October 15th or the following business day (that is, if October 15th falls on a weekend, then it is due on Monday Oct. 16th or 17th). Students admitted in the spring must hand in their portfolio immediately after spring break.

Content of the Portfolio

1. Article, in publishable format

The article should preferably correspond to the student's primary dissertation area. Citation style should correspond to the requirements of the chosen journal. Students must submit the article to an appropriate journal in their field (to be discussed with thesis director and/or committee members) before defending their dissertation proposal, incorporating feedback from the committee from the portfolio defense. Students should include the journal guidelines so faculty can assess the adequacy of the chosen format).

2. Literature review of relevant field or second academic article.

The student may submit a second fully polished article to a peer-reviewed academic journal or complete a comprehensive literature review of a complementary field that supports their

dissertation research. The literature review should provide readers with a comprehensive understanding of the research area and highlight the theoretical and/or pedagogical contribution of the study, history, and current state of the field. What are the foundational texts in the field, and what are the current trends and debates in the area? The literature review should be 25-35 double-spaced pages and should include at least 20 sources, cited in APA style, 7th edition.

The literature review is not an annotated bibliography. It is not a list of summaries, but rather a synthesis that presents what has been found in previous research and that shows the gap that the study attempts to fill. The literature review will help the author discover the gap in the field and create research questions that the study aims to address. Hence, the goal of the literature review is to allow students to identify their intellectual lineage, position themselves in a relevant gap in the research, and situate their research questions in relationship to existing literature and established academic dialogue.

See the following guides for writing a literature review:

- <https://www.sjsu.edu/writingcenter/docs/handouts/Literature%20Reviews.pdf>
- <https://writingcenter.unc.edu/tips-and-tools/literature-reviews/>
-

https://owl.purdue.edu/owl/research_and_citation/conducting_research/writing_a_literature_review.html

3. Course proposal

Students will demonstrate mastery in a linguistics subfield by proposing a course that they would like to teach in the area. The **course proposal** should consist of 2-5 pages double-spaced and should:

- explain the rationale behind the course's development
- justify the need for the course
- explain the target audience and level for the course
- explain how the course will complement the existing curriculum.

The fully developed **syllabus** should include the following elements:

- course title and description
- learning objectives, as articulated to students
- assignments
- course policies
- weekly calendar of readings and assignments

Finally, the student should include at least one full **lesson plan** that details step-by-step objectives and actions during one day of class.

If desired, the student may submit additional syllabi that highlight the range of their teaching abilities.

4. Resume for industry

Each student should submit a 1–2-page resume for an industry position. Students may use an actual job post (found on LinkedIn for example) or could state which a general industry (EdTech, User Experience (UX), NLP, Conversation Design, Data Science, Computational Linguistics, etc.) for which they are tailoring their resume. Note: this is not a truncated academic CV, but an industry-focused resume.

5. Teaching Statement

Students will explain their approach to teaching, learning goals, methodologies in the classroom, and strategies for assessment in a memorable, one-page, single-spaced document. They should draw on specific details from their teaching experience.

See the following guides for writing a teaching statement:

https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/Components_of_a_Teaching_Philosophy_Statement_ed.pdf

- <https://cei.umn.edu/teaching-resources/writing-your-teaching-philosophy>
- <https://drive.google.com/file/d/1UepENU71RII5TkMxpUAtXrYvub0thasz/view>
- <https://crlt.umich.edu/resources-publications/teaching-philosophies-statements>

Oral Defense

There will be an oral portfolio defense immediately after the submission, thus still during the 5th semester. The exam committee is composed of the dissertation committee. The participation of the outside member of the dissertation committee in the exam is optional.

In addition to defending the dissertation proposal, students will also be asked to summarize their work (1) in 15-30 seconds for a non-specialized audience and (2) in 1 minute for a specialized audience. The purpose of this is to be able to speak to general and specific audiences in a precise manner.

No oral portfolio defense shall occur if the students have not submitted the 5 required portfolio components and the committee has agreed to admit them to an oral defense thereof.

Advancement to PhD Candidacy

After passing the oral exam, students will be advanced to PhD candidacy. If students fail to submit a complete and satisfactory portfolio and/or fail the oral portfolio defense, they can resubmit their portfolio once, in the following semester, and defend it. After a second failure, students have failed the qualifying exam and will be dismissed from the program.

Dissertation Proposal

During their 6th semester, after passing the qualifying exam, PhD students must submit their dissertation proposal to their dissertation committee.

A dissertation proposal gives an overview of the proposed work plan, including the project's general scope, the basic research questions, research methodology, and the study's overall significance. It should be written in a grant application-style submitted to a review board of scholars not necessarily working in the same area, but with broad research interests in the Humanities. The writing should be straightforward, spare, and substantiated with informed evidence/arguments and citations that support your own project ideas.

The proposal must fall within the parameters stated below and be presented in the following order.

The PROPOSAL (15-25 double-spaced pages) text should include, in the following order:

Full Working Title

- a. **Abstract or thesis statement:** The abstract is limited to 350 words in length, on the central problem(s) and major aims of the study. What preliminary results have been found?
- b. **Significance & Theoretical Impact:** What contributions will the dissertation make to the particular area of study and to Hispanic linguistics/Second language acquisition in general? What are the broader implications of this project for the discipline in general?
- c. **Background:** How is your project unique? Include a concise review of the most important literature on the proposed topic(s), method(s), and theoretical approaches of the study (including recent dissertations).
- d. **Methodology/ Theory:** What methods of analysis will be employed? What is your theoretical framework?
- e. **Data/ Sources:** An overview of how the data will be collected and analyzed.
- f. **Outline:** List the planned chapters with a brief summary of the contents of each.
- g. **Timetable:** Design a detailed 6-, 12-, or 18-month feasibility projection indicating the progress of your research and writing. How can this project be realistically completed in the time allotted?
- h. **Select Bibliography:** At least 3 pages of single-spaced entries with one line between each entry. (The latest APA style SHOULD BE STRICTLY FOLLOWED)

Defense of the Dissertation Proposal

Students must defend their dissertation proposal to their dissertation committee in the semester following the passing of the PhD exam, ideally in the 6th semester. The goal of the oral defense is to determine if the student is prepared to write their dissertation.

They can only advance to conducting dissertation work once all committee members have agreed to the proposal.

Advancement to PhD Candidacy

After passing the portfolio oral exam, students will be advanced to PhD candidacy. If students fail to submit a complete and satisfactory portfolio and/or fail the oral portfolio defense, they can resubmit their portfolio once, in the following semester, and defend it. After a second failure, students have failed the qualifying exam and will be dismissed from the program.

Dissertation: 12 Hours Minimum

Students are required to take 12 credit hours of SPAN 8000: Dissertation Hours. These hours do not count towards the 60 required hours. Please, note that ABDs need to be enrolled during the summer (at least in a one-credit-hour course).

Dissertation Defense

The dissertation committee is made up of at least three faculty members (that is, the committee can be larger than three faculty members). The dissertation director and one committee member must be a faculty member from Texas Tech University, while other members may be external to

Texas Tech University. The dissertation committee will advise the student during the process, read the dissertation during its various stages and vote during the final examination of the dissertation. The dissertation committee is the same as the one chosen for the comprehensive exams at the doctoral level. However, a student, in consultation with the dissertation director and the graduate advisor, may choose to make a change in the constitution of the committee between the exams and the writing of the dissertation. Such a change may occur when a student wants to add a faculty member to the dissertation for a particular area of expertise related to the dissertation topic.

TTU Graduate School requirements for the Doctoral exams and dissertation defense are on their website. Dissertation defenses are described in the university catalog as the "Final Examination:"

A final public oral examination, usually over the general field of the dissertation, is required of every candidate for the doctorate and must be held when school is in session. The oral examination must be scheduled by the student and the advisory committee after the committee has read the completed dissertation and before the defense deadline during the graduation semester. Students should present their dissertation to all committee members at least four weeks before the defense date. In addition, the Graduate School requires three weeks notification prior to the oral examination. The required Defense Notification Form noting the time, place, and other information concerning the examination is available here.

Please remember that:

- The student must be enrolled in the semester of graduation (SPAN 8000).
- The student must file a doctoral intent form with the official title of dissertation listed.
- The student must schedule the final oral defense of dissertation and submit "doctoral final oral examination notification form" at least three weeks before the defense.
- The student must hand the entire committee the finalized dissertation, following the Texas Tech University Graduate School thesis template, at least four weeks prior to the defense date.
- The student's oral defense of the dissertation is a public, formal event announced in the department.

Portuguese Studies

Coursework in Portuguese enhances students' understanding and appreciation of Latin America and the Iberian Peninsula and can provide a competitive edge in the job market. Graduate students in Spanish can integrate Portuguese into their M.A. or Ph.D. studies. Students may elect Portuguese as an area as part of their M.A. or Ph.D. examination. Texas Tech University also offers a Minor in Portuguese at the M.A. and the Ph.D. levels. At the M.A. level, a minor in Portuguese is obtained by taking 6 hours of coursework (PORT 5341 and PORT 5342). If Portuguese is an M.A. exam area, 9 hours of coursework are required. Students can receive a Ph.D. Minor in Portuguese with 15-18 hours of coursework.

Graduate Student Organization: Céfiro

Graduate students in Spanish and Portuguese at Texas Tech University are encouraged to participate in Céfiro, a graduate student organization that hosts an annual conference and publishes an academic journal.

Céfiro is a nationally recognized Spanish and Portuguese graduate student organization. The students are a vital part of this organization, responsible for various graduate student activities. Each Fall semester, they host an International Cultural Day in the Foreign Languages Building during which they spotlight the many cultures represented in the department. Every spring, Céfiro hosts an international graduate conference in which many faculty members and students present academic papers. In addition, the organization produces a yearly journal, giving graduate students opportunities for peer-reviewed publication and editorial experience.

Membership

Membership is open to all graduate students currently enrolled at Texas Tech whose areas or interests of study include Latin American, Latinx/e and Iberian languages, literatures, and cultures, as well as second language acquisition and linguistics. Membership responsibilities vary depending upon the activity or duty for which each individual volunteers.

The annual fee is used to fund the yearly activities. Membership benefits include discounted registration rates for the annual conference and journal subscription. Updated information about Céfiro is available online.

https://www.depts.ttu.edu/classic_modern/spanish/cefiro.php

Céfiro, the Journal

Since 1999, *Céfiro Journal* has been publishing insightful essays on the Luso-Hispanic literatures and cultures from the Iberian Peninsula and Latin America, and on linguistics and second language acquisition. Back issues of the *Céfiro Journal* are available on Dialnet

Graduate Student Representatives

The Céfiro Graduate Student Association holds a meeting of all students enrolled in the Spanish and Portuguese Program as soon as possible in the Fall semester of every academic year to elect two graduate student representatives to the faculty. All efforts are made to select one student specializing in Linguistics and one in Literature and Cultural Studies. The elected representatives need to be students who plan on being on the Lubbock campus for the entirety of the academic year. The selected students represent the interests and voice of the graduate students in the program. They will hold the position of representative for both Fall and Spring.

The Election Process

The Spanish and Portuguese Director sends out a call for nominations and the Céfiro President contacts all nominees to see who is interested in running. An anonymized vote is held virtually to decide the representatives.

Responsibilities

The responsibilities of the graduate student representatives include

1. attending all scheduled faculty meetings;
2. bringing issues that affect graduate students to the attention of the Director of the Program;
3. serving as a sounding board for the Program Director on graduate program curriculum decisions;
4. summarizing the faculty meetings and passing on information that has an impact on the graduate students to them via e-mail.

Graduate Student Annual Report

Every Spring semester all M.A. and Ph.D. students must complete a report describing their activities for the past calendar year and plan for the year to come. Students fill out the Annual Report Form and hand in at least one faculty evaluation of their teaching. They should also submit a polished copy of their CV. All documents should be submitted to the Director of Graduate Studies and the student's full committee. This document will be placed in each student's permanent file. The complete report is due in January each year. Graduate students are required by the Graduate School to update their accomplishments in Faculty Success (formerly Digital Measures) by the same deadline.

These annual reports provide the student with an opportunity to review his/her own progress in relation to expectations, and it also keeps the Director of Graduate Studies aware of a student's progress. Submission of annual reports is mandatory for all graduate students, and continued funding is contingent upon approval of the report.

The Graduate School requires faculty in each graduate program to conduct a formal review of their students' progress at least once each year, with copies of these progress reports submitted to the Graduate School via the Enrollment Services portal. Any student not making satisfactory progress may be placed on probation and given conditions to meet to stay in the program. Continued unsatisfactory progress in any area of a student's work will be cause for dismissal from the program

by the Dean of the Graduate School.

Graduate Credit Transfer from other Institutions

Students may transfer up to 12 hours of credit maximum. The Director of Graduate Studies will evaluate course transfer credits on a case-by-case basis. The syllabus for each course must be provided by the student and proof that it was passed with a B or higher. The Director of Graduate Studies will consult qualified members of the Texas Tech University Spanish and Portuguese faculty to determine the equivalence of the course content.

English Proficiency for Admitted Students

All international applicants must provide proof of English proficiency before their applications can be considered for admission. Only your most recent measure of English proficiency is considered for admission purposes. This test is waived only for graduates of U.S. universities or universities in [English proficiency-exempt countries](#). Applicants who have completed at least two consecutive years at a college or university in the U.S. or in an English proficiency-exempt country, are also exempt from the English proficiency requirement.

<https://www.depts.ttu.edu/gradschool/admissions/InternationalProspectiveStudents.php>

If a student has not met minimum language proficiency requirements, they must do so in their first semester, or their funding will be revoked.

Courses and Enrollment

Registration for courses

Each semester, courses offered for Spanish graduate students are posted online. Students should choose their courses in consultation with their advisor and Director of Graduate Studies.

After students choose their courses, they should notify the Director of Graduate Studies about their proposed coursework, through a meeting in person with the Director of Graduate Studies or by email. Students will have a hold on their account until the Director of Graduate Studies approves their courses.

All changes in registration (adding, dropping, changing credit hours, etc.) must be reported to the departmental Director of Graduate Studies **BEFORE** the change is made. Failure to obtain prior approval for changes from the Director of Graduate Studies could result in revocation of financial support.

All-But-Dissertation (ABD) Enrollment Process

ABDs must provide the following information to the Director of Graduate Studies to register:

- a) who their Dissertation Advisor is;
- b) which semester they need to enroll in; and
- c) whether or not they are going to be distance students.

This information is necessary to create a section in the course schedule for each ABD.

Independent and Interdisciplinary Study Courses

As part of a successful degree program, many students take interdisciplinary and independent study courses (SPAN 7000) to enrich and enhance the quality of their degree.

During Fall and Spring semesters, Linguistics graduate students should be registered in SPAN or LING courses. Only in the summer session can students take independent studies with the approval of their faculty mentor.

Certain restrictions exist for Literature and Cultural Studies students enrolling in independent study courses. Independent study courses are reserved for the following cases: **1)** Students who have exhausted all normal course offerings in each area and who wish to pursue an advanced topic, with their advisor's approval; **2)** Doctoral students preparing their dissertation proposal; and **3)** Students that teach in our Seville Center.

M.A. students will find that each semester enough graduate courses in each concentration are offered so that independent studies are rarely warranted for M.A. students. Under no circumstances are independent study courses offered in place of a normally offered course taught in another semester, or to improve an unsatisfactory grade.

Independent studies are offered only in the case of the absence of available coursework in a specialization, or to accommodate a student teaching in Seville. A student who requires an independent study course as part of the degree plan should prepare a course proposal, developed in communication with the supervising professor. Once approved, the proposal should serve as a syllabus for the course and should include (1) a brief description of the proposed course of study; (2) a working bibliography; (3) a description of the graded work that will be done, with dates for turning in work clearly indicated; (4) the signed agreement of the supervising professor.

Students may take a maximum of two (2) independent study courses (SPAN 7000), unless they are participating in the Seville Study Abroad Program.

Courses Outside of Program

For all students in linguistics, all courses should be SPAN or LING. Linguistics students may only take courses outside of SPAN/LING by providing justification of how the course achieves their professional goals and must receive the approval of the Hispanic Linguistics Program.

Doctoral Literature and Cultural Studies students may pursue a minor or certificate outside of the Spanish and Portuguese program if it is relevant to their course of study, with the approval of their advisor and the Director of Graduate Studies. Students may take between 15 to 18 credits outside

the program if they are completing an external minor or certificate.

Continuous Enrollment

Graduate students who have begun thesis or dissertation research must register for 6000 (MA level) or 8000 (PhD level) courses, as appropriate, in each regular semester and at least once each summer until all degree requirements have been completed, unless granted an official leave of absence from the program for medical or other exceptional reasons. This means that if a doctoral or master's (thesis option) student is off campus or does not have an assistantship this summer, they must enroll in 1 credit of 6000 or 8000, as appropriate, during the summer, unless they plan to graduate in August. If you did not enroll for 1 credit of 6000 or 8000, as appropriate, during the summer I, then you must enroll in credit during summer II.

Graduate Students on Assistantships

Graduate students in an assistantship position (GA/TA/GPTI/RA) must enroll in **at least 3 credits** during each summer term of employment.

Term of Graduation

Graduate students in a doctoral or master's program must enroll in at least 3 credits during the term they graduate.

Leave of Absence

Any student who fails to register during a Fall or Spring semester (or during either summer session once thesis or dissertation research has begun), and who does not have an official leave of absence from study is subject to review for readmission by the standards in effect at the time of reconsideration.

Official leave of absence, which is granted by the Dean of the Graduate School upon departmental recommendation, may be requested only in case of serious medical conditions and other exceptional reasons. Normally, leaves of absence will not exceed one year. Applications for leaves of absence must be submitted at least one semester prior to the planned leave.

Leaves of absence do not extend the maximum time allowed for completion of the degree. Requests for leaves of absence must be discussed with the student's advisor, then sent to and approved by the Dean of the Graduate School and the Director of Graduate Studies, including any supporting documentation prior to their leaving the university.

Readmission Process/Deferment Policies from the Graduate School

Students who fail to register or who leave school during a spring or fall semester must submit the "Graduate Application Change Form" plus a non-refundable application change fee; the form and the current application change fee are both available on the website www.depts.ttu.edu/gradschool. Automatic readmission is not guaranteed. As specified in the TTU Catalog, departments will

consider students on a case-by-case basis.

International and domestic students who wish to defer admission to a semester for which they did not originally apply must submit the “Graduate Application Change Form” plus a non-refundable application change fee; the form and the current application change fee are both available at www.depts.ttu.edu/gradschool. Deferral of admission is not guaranteed; departments will consider students on a case-by-case basis. The Office of Graduate Admissions will notify the student of the department’s decision via the Raiderlink portal.

Academic Probation and Suspension

Every student enrolled in the Graduate School must maintain high performance and comply fully with the institution's policies.

The Graduate School reserves the right to place on probation or suspend any graduate student who does not maintain satisfactory academic standing or fails to conform to the university's regulations.

Students who are admitted to a degree program on condition of maintaining a required GPA are automatically given academic notice. Failure to fulfill the conditions stipulated at the time of admission will result in termination from the program.

A student whose overall graduate GPA falls below 3.0 is placed on academic probation. If the student’s overall GPA remains less than 3.0 and the term GPA is greater than 3.0, the student continues on probation. If a student has two consecutive terms in which the overall GPA is less than 3.0, the student is suspended.

Any student who has been suspended must apply to the Graduate School for reinstatement. A student who has been suspended twice will be dismissed from the program.

Financial Support

The graduate faculty in Spanish and Portuguese encourage eligible students to apply for the graduate student scholarships and fellowships.

Conference Funding Process

This is a detailed process, but it is worth doing to receive the funding allocated for you to travel to conferences to present research papers. Start as soon as you have a conference acceptance letter. You must first secure a funding guarantee within the department and then apply for matching funds with the Graduate School. You are allotted \$300 for domestic travel and \$500 for international travel per academic year from CMLL. This amount will then be matched by the Graduate School. Email CMLL Director of Graduate Studies Dr. Lucas Wood (Lucas.Wood@ttu.edu) with a copy of your conference acceptance letter and all conference information, including the title of your presentation, full name of the conference, date, location, and supporting institution. Once you have received confirmation of CMLL funds from Dr. Wood, commence the process of applying for

matching funds from the TTU Graduate School: <https://www.depts.ttu.edu/gradschool/financial/travel.php>. Note that there are five required forms as part of the Graduate School travel funding application process, and that all requests must be received at least one month before the travel takes place. For the allocation of funds and required CMLL travel form, communicate with Theresa Madrid (theresa.l.madrid@ttu.edu). She must receive all domestic travel requests at least two weeks before the trip takes place, and all international travel requests at least one month before the event. Payment for conference fees and memberships must be completed in the CMLL office with a departmental card and cannot be reimbursed later if paid for with private funds. Travel funding may not be requested after the trip has taken place.

Internal Funding Opportunities

TTU General Scholarship

<https://www.depts.ttu.edu/gradschool/financial/GeneralFellowships.php>

Applicants do not have to be officially admitted to a TTU graduate program when applying for our fellowships. Additionally, applying to the Graduate School does not automatically qualify applicants for our fellowships. There is only one application for all student-initiated Graduate School Scholarships and Fellowships. Deadlines are in the Spring of each year for awards for the upcoming Fall and Spring semesters. Average awards range from \$3,000– \$5,000/yr. The application process is student-initiated, and there is only one application for all General Fellowships. Application period opens mid-November; deadline is mid-January. Awards are announced in mid-March.

Humanities Center Graduate Student Travel Grants

<https://www.depts.ttu.edu/provost/humanities-center/GradTravelGrants/GradTravelGrants.php>

Grants of up to \$1000 for travel expenses.

Dissertation Completion Fellowship

<https://www.depts.ttu.edu/gradschool/financial/DoctoralFellowships.php>

Apply in your penultimate year for a fellowship during the final dissertation year. This competitive internal fellowship provides a year of funding without teaching. The application process includes nomination from your advisor and the development of a research statement, personal statement, polished CV, and other documents. Due in February.

Graduate Student Research Support

<https://www.depts.ttu.edu/gradschool/financial/grantinaid.php>

This program is for Texas Tech University graduate students who need funds to complete their research (thesis/dissertation or non-thesis based). Funds may only be used for expenses directly related to research (e.g., supplies, software, access to materials, research-related training, or travel). There will be two grant cycles during the academic year, one in the fall and one in the spring. This award is disbursed as a scholarship. Variable award amounts of up to \$1,500 per award.

Resources on Campus for Locating Funding

Office of International Affairs

<https://www.depts.ttu.edu/international/scholarships/continuing.php>

International Affairs supports and facilitates the international mission of Texas Tech University. It provides services for faculty and students and offers international educational and cultural experiences for the University and community and is a major contributor to the globalization process of the University and its growing reputation as a major international educational and research center.

Office of Graduate and Postdoctoral Fellowships/ The Graduate School

<https://www.depts.ttu.edu/gradschool/financial/info.php>

<https://www.depts.ttu.edu/gradschool/financial/external-fellowships.php>

<https://www.depts.ttu.edu/gradschool/financial/external-resources.php>

The Office of Graduate and Postdoctoral Fellowships will help you find and apply for fellowship opportunities that meet your needs. The Office of Graduate and Postdoctoral Fellowships (OGPF) coordinates the application and award of all fellowships available through The Graduate School. OGPF also will help you find, write, and submit applications for external fellowships. OGPF is responsible for the review and approval of all fellowship/scholarship applications to external agencies, government institutions, private foundations, etc., submitted by graduate students and postdoctoral scholars who are listed as the principal applicant.

Librarian Brian Quinn

<https://www.depts.ttu.edu/library/about/staff/quinn-brian/index.php>

Brian Quinn has a great deal of experience and knowledge in locating external funding opportunities. Schedule an appointment to work one-on-one with him.

Office of Research and Innovation

<https://www.depts.ttu.edu/research/>

The Office of Research & Innovation facilitates excellent research, scholarship, and creative activities for all and promotes an academic environment embracing curiosity, innovation, debate, diversity, ethics, and integrity. The office supports responsible and safe conduct of research, faculty development and recognition, interdisciplinary collaborations, externally sponsored research, partnerships with industry and community and application of research for the benefit of society.

Scholarships and Financial Assistance for International Students

Florence Terry Griswold Scholarship

<https://www.depts.ttu.edu/international/scholarships/continuing.php>

One award for \$2,500 for a woman who is a citizen of a Pan American country (other than the United States). Deadline in January.

Good Neighbor Scholarship Program

<https://www.depts.ttu.edu/international/scholarships/continuing.php>

This state of Texas scholarship provides a complete waiver of tuition to eligible international students from countries in the Caribbean and North, Central, and South America. Scholarship winners must still pay all applicable university fees. Applicants compete with other international students from their home countries throughout the state of Texas for a limited number of awards that are given to a certain number of students from each country. Awards are based on academic

merit. Competition is intense for these scholarships and final award decisions are made by the Texas Higher Education Coordinating Board, not Texas Tech University.

International Peace Scholarship Fund

<https://www.depts.ttu.edu/international/scholarships/continuing.php>

www.peointernational.org/ips-eligibility-requirements

Provides scholarships for selected women from other countries for graduate study in the United States and Canada. An applicant must be qualified for admission to full-time graduate study and working toward a graduate degree in an accredited college or university in the United States.

Texas Public Educational Grant

<https://www.depts.ttu.edu/international/scholarships/continuing.php>

The Texas Public Education Grant (TPEG) is for incredibly special situations where there is a critical and compelling need to assist a student who has had a sudden and major financial problem. Only current TTU International students may be awarded. International students must be enrolled full time during the semester they apply for. International students must have completed a year of study at TTU and in Lubbock to be eligible. TPEG grant applications are open from the **1st** through the **10th** of that award cycle month (September, October, November & February, March, April). Applications submitted after that date (10th) will not normally be considered.

Tuition Assistance for Students of Mexico

<https://www.depts.ttu.edu/international/scholarships/continuing.php>

For citizens or permanent residents of Mexico. Tuition assistance allows Mexican nationals to pay in-state tuition and to WAIVE out-of-state tuition. This assistance is, therefore, not relevant/applicable to students already receiving a waiver of the non-resident tuition rate. Deadline is always ten days prior to the start of each semester.

Databases for Locating External Fellowships

The process of locating, narrowing down, and applying for fellowships can be time-intensive, and it is an essential part of an academic career. Apply for funding not only because of the financial assistance that it offers, but also because fellowships on your CV will make you stand out as a future job candidate. Bring your close reading skills to the task of sifting through the eligibility requirements and see the campus resources listed above to help select the opportunities that best fit your profile.

Funding Institutional

<https://www.fundinginstitutional.com/>

Funding institutional is the primary, most comprehensive database for finding external funding opportunities. TTU has a membership to allow us to utilize this resource. One shortcoming of the database is that it is challenging to filter by citizenship requirements.

To see models of successful grant applications, click on “Awarded Grants” in Funding Institutional. You can sort by institution,

UCLA GRAPES Database

<https://grad.ucla.edu/funding/#/>

UCLA's master database of scholarships, grants, fellowships, and postdoctoral awards is free-to-

search for applicants to any graduate program, to graduate students working on a master's thesis or doctoral dissertation, and to postdoc scholars. Allows you to filter search by citizenship eligibility.

University of Illinois Fellowship Finder

<https://apps.grad.illinois.edu/fellowship-finder/>

The U of IL fellowship search does filter by citizenship requirements and is quite comprehensive in finding opportunities.

Pro Fellow

www.profellow.com

Free online database that allows you to filter by citizenship eligibility.

<https://www.depts.ttu.edu/gradschool/financial/external-fellowships.php>

<https://www.depts.ttu.edu/gradschool/financial/searchForFellowships.php>

<https://www.depts.ttu.edu/pesa/>

External Fellowships

External fellowships for graduate and postdoctoral studies are available from many organizations outside Texas Tech University, including state and federal agencies, private foundations, non-profit groups, and international organizations. A variety of support is offered, from one-time awards to multi-year support for living expenses, educational fees, conference travel and/or research for beginning to advanced graduate students and postdoctoral levels. In addition to helping fund your education, external grants and fellowships are a great academic honor and help distinguish your academic scholarship.

The databases listed above will help to connect you with many more opportunities. Below is a limited selection of fellowships to consider applying for.

Fulbright-Hays Doctoral Dissertation Research Abroad Program (DDRA)

<https://www2.ed.gov/programs/iegpsddrap/index.html>

The prestigious DDRA Program provides grants to colleges and universities to fund individual doctoral students who conduct research in other countries, in modern foreign languages and area studies for periods of six to 12 months.

Kenyon College, Marilyn Yarbrough Dissertation and Teaching Fellowship

<https://www.kenyon.edu/offices-and-services/office-of-the-provost/recognition/marilyn-yarbrough-dissertation-teaching-fellowship/>

This program is for scholars in the final stages of their doctoral work who need only to finish the dissertation to complete requirements for the Ph.D. This offers the opportunity to experience living and working for a year at Kenyon, encouraging fellows to consider a liberal arts college as a place to begin their careers as teachers and scholars. Kenyon will provide a stipend of \$39,498 plus health benefits, housing (or equivalent allowance), and a small moving allowance. The College will also provide some allowance to cover research, travel to conferences and professional expenses. The fellow will be provided an office, a networked computer and secretarial support services. The fellow is expected to write the dissertation and to teach one course each semester, usually in the fellow's general research area.

American Council of Learned Societies Fellowship

<https://www.acls.org/competitions/acls-fellowships/>

ACLS invites research proposals from scholars in all disciplines of the humanities and interpretive social sciences. Six to twelve months devoted to full-time research and/or writing. Maximum award: \$60,000. To be completed after receipt of PhD.

Mellon Foundation Fellowships

<https://www.mellon.org/article/grants-fellowships-and-loan-repayment>

<https://citizensandscholars.org/fellowships/for-scholars-education-leaders/mellon-programs-grants/mmuf-travel-research-grants/>

The Predoctoral Research Grants (<https://www.ssrc.org/programs/mellon-mays-graduate-initiatives-program/mellon-mays-predocctoral-research-grants/>) offer supplementary financial assistance to Mellon fellows to support the completion of their doctoral work. Grants have been designed to allow maximum flexibility, allowing fellows to determine how to best allocate the available funds during their years of eligibility. The SSRC offers three types of predoctoral research grants: the Predoctoral Research Development Grant (PRD), the Graduate Studies Enhancement Grant (GSE), and the Dissertation Completion Grant (DCG).

Dissertation Grants are available to MMUF fellows enrolled in eligible PhD programs. The grants provide graduate students at the critical ABD stage of their doctoral programs with support to spend a year writing their dissertation. The Dissertation Grant offers up to \$20,000 for a 12-month period

The Travel and Research Grants provide up to \$5,000 for one summer or one semester. Grants may be used to cover dissertation research, travel to/from research sites, and photocopying of documents and/or the purchase of access to databases for research purposes.

National Endowment for the Humanities

<https://www.neh.gov/grants>

<https://www.neh.gov/grants/listing>

NEH (National Endowment for the Humanities) Fellowships are competitive awards granted to individual scholars pursuing projects that embody exceptional research, rigorous analysis, and clear writing. Applications must clearly articulate a project's value to humanities scholars, general audiences, or both.

Crossing Latinidades Pre-Doctoral Summer Institute and Year-long Fellowship

<https://crossinglatinidades.uic.edu/programs/>

Texas Tech is part of the consortium of institutions that participates in this program. The Summer Institute's goal is to equip participants who are already thinking of dissertation ideas with increased competence to enable intellectual innovation and expanded views of the field of Latino Humanities Studies before advancing to candidacy. Emphasis will be placed on exploring and reimagining a comparative framework for Latino Studies that moves beyond the single-nationality paradigm. Participants must make a presentation and bring a paper with possible ideas for the proposal on which they would work during the Summer Institute. Following the successful completion of The Summer Institute, participants enter a Mentorship Program during fall and spring semesters. Participants are expected to have a complete draft of the dissertation proposal by the end of the academic year. Participants in the summer institute will be considered for a year-long, \$30,000 fellowship to support their pre-dissertation work.

Dartmouth College, Cesar Chavez Dissertation Fellowship

<https://lalacs.dartmouth.edu/fellowships/cesar-chavez-fellowship>

The César Chávez Fellowships support scholars whose research addresses aspects of Latinx experience and culture. The Chávez Fellows are part of the Provost's Fellowship Program, a multidisciplinary cohort of approximately ten predoctoral and postdoctoral scholars who share a commitment to increasing diversity in their disciplines. Fellows participate together in mentoring and professional development programming, including guidance in preparing for faculty careers.

Humanities Texas

<https://www.humanitiestexas.org/grants>

Humanities Texas grants enable communities throughout the state to develop programs of local interest promoting history, culture, and education. Mini grants fund up to \$2,000 of the costs associated with public humanities programs. These small grants—which are easy to apply for and administer and are available on a rolling basis throughout the year. Major grants for community projects fund up to \$20,000 of the costs for comprehensive public programs such as lectures, seminars, and conferences; book and film discussions; interpretive exhibitions and materials; town forums and civic discussions; and teacher workshops. Programs should reflect substantial participation by both humanities scholars and members of the target audience(s).

Texas Public Education Grant

<https://www.depts.ttu.edu/financialaid/grantsTPEG.php>

The Texas Public Education Grant (TPEG) is a program administered by the State of Texas to help students with financial need, seeking a first bachelor's degree, graduate degree, or professional degree. Resident and non-resident, undergraduate and graduate students enrolled at least half-time. Grant may be prorated if enrolled less than full-time. \$100-\$4,000.

Scholarships for Latinx students

<https://www.edumed.org/financial-aid/hispanic-latinx-scholarships-resources/>

This site contains links to a wide range of opportunities for Hispanic and Latinx students.

Hispanic Scholarship Fund (HSF), General College Scholarships

<https://www.hsf.net/scholarship>

Awards range from \$500-\$5,000. Applicants must be of Hispanic heritage and may be undergraduate or graduate students.

Becas LLILAS Benson

<https://liberalarts.utexas.edu/llilas/visiting-academics/fellowship-competitions/becas-llilas-benson.html>

Grants of up to \$3,000 to support travel to consult the resources in the Benson Collection at the Teresa Lozano Long Institute of Latin American Studies at the University of Texas in Austin.

Newberry Library Fellowships

<https://www.newberry.org/research/fellowships>

<https://www.newberry.org/research/fellowships/short-term-fellowships>

<https://www.newberry.org/research/fellowships/long-term-fellowships>

Researchers with short-term fellowships spend one to two months investigating specific collection items that are essential to their scholarship at the Newberry Library in Chicago. Open to scholars

at ABD stage and beyond.

Harry Ransom Center Fellowships

<https://www.hrc.utexas.edu/fellowships/#program-guidelines>

https://www.hrc.utexas.edu/fellowships/pdf/HRC_Fellowship_Guidelines.pdf

The Ransom Center's internationally renowned collections encourage and support research in all areas of the humanities including literature, photography, film, art, performing arts, music, cultural history, and interdisciplinary studies.

LASA Travel Grants

<https://lasaweb.org/en/lasa2024/travel-funds/>

Financial assistance to attend the annual Latin American Studies Conference.

Note: **Writing for the Profession, SPAN 5301**, which will be offered every other year, will address grant writing, and look at models of successful grant applications.

Assistantships and Instructorships

CMLL strives to offer financial support to promising graduate students enrolled via assistantships and instructorships. Support is often based on the typical academic year (Fall-Spring semesters) and may include summer teaching assignments. The Chair of CMLL makes all offers of financial support.

When financial support is offered, it is usually in the form of employment in one of two position types: *Teaching Assistant* (TA) or *Graduate Part-time Instructor* (GPTI).

A **Teaching Assistant** (TA) position is supportive in nature, both on the employment and professional development levels. Teaching Assistants typically provide support to a faculty member's instruction (completing a variety of duties) or may act as the leaders of discussion sections (which run in concert with large enrollment courses). Graduate students receive training, guidance, and mentoring on how to teach effectively in their discipline, manage a classroom, devise materials, and other important related tasks. A TA is not eligible to be the *instructor of record* for a course, and commonly has less than 18 graduate credit hours in the subject area being taught.

A **Graduate Part-time Instructor** (GPTI) is usually an *instructor of record*, meaning that the individual is generally responsible for the teaching and care of his or her own class(es). GPTIs also receive training, guidance, and further professional development. As opportunities allow, advanced graduate students (i.e., Ph.D. students and ABDs) may have the opportunity to teach upper-level courses (beyond the Spanish Foundations language sequence). Faculty will select these students on a competitive basis.

Teaching Upper-level Courses

When 3000 or 4000-level courses are in need of a graduate student instructor, the program director will issue a call for applicants at least one semester prior to the course to be offered requesting copies of teaching evaluations, a short statement of how they would approach the class and how it fits with their career goals, and in the case of original course design, a preliminary syllabus from any interested students. PhD students in at least their second year with satisfactory academic performance may apply. A selection committee will then select the instructors based on a rubric. Preference will be given to students who have not taught an upper-level course. Selected students must visit two meetings of the existing class before their semester teaching.

Funding Period for M.A. and Ph.D. Students

According to university policy, **M.A.** students may expect **two academic years** of support as a TA/GPTI. **Ph.D.** students may ordinarily expect **four academic years** of support as a GPTI after the M.A. degree or its equivalent. A 5th year of funding support may be granted provided the student does not exceed 99 credits of coursework and dissertation hours, per Texas Legislature. An additional year of funding must be based on the recommendation of the Spanish and Portuguese faculty, your dissertation advisor, and have the approval of the department chair. Students should not expect additional funding beyond the 5th year at the PhD level or, at most, a 5th semester at the MA level.

In the case of doctoral students transferring credits from our M.A. program, they can expect **three academic years** of funding. A potential 4th year of support may be granted, subject to satisfactory progress

in the judgment of the Graduate Faculty, and with the approval of the Department Chair and provided they do not exceed 99 credits of coursework and dissertation hours.

Doctoral students who have been awarded the **Dissertation Completion Fellowship** will **not** receive additional support as a TA/GPTI after this period.

Please note that students in excess of 99 hours are not eligible to receive Graduate School funding support. The Texas Legislature has capped fundable graduate study at 99 doctoral hours for most programs and may impose sanctions upon universities permitting registration for excess hours. Doctoral students with more than 99 doctoral hours may be subject to pay out-of-state tuition, regardless of residence status. The Graduate Dean must approve exceptions or extensions in advance.

MA Students who intend to apply to continue with our program into the PhD program must inform their advisor and the Director of graduate studies no later than November 15 of their second year to qualify to be nominated for selective funding opportunities.

For graduate students not yet admitted to the Spanish and Portuguese Program, selection will be made by the Graduate Recruiter(s) in coordination with the Department Chair. For graduate students admitted to the Spanish and Portuguese Program, selection will be made by the Director of the Spanish Foundations Program in coordination with the Department Chair.

Guidelines for Requesting and Additional Year of Funding for PhD Students

The Texas Tech University Graduate School allows the Department of Classical and Modern Languages and Literatures (CMLL) to give PhD students four years of funding after the completion of the MA degree. CMLL will consider extending this funding for an additional academic year if the doctoral candidate's advisor indicates that the candidate has been making steady progress toward the completion of the dissertation; is in good academic standing; has not exceeded more than 99 doctoral credit hours; has strong teaching evaluations; and is an active participant in the events and intellectual community of the Spanish and Portuguese program.

The following are the steps a PhD student needs to take to request an extra year of GPTI funding from the department beyond the fourth year of funded graduate study:

1. The PhD candidate discusses the feasibility of completing the dissertation during the additional year with their advisor. Without the support of the dissertation director, an extra year of funding will not be granted.
2. After securing the support of the dissertation director, the doctoral candidate sends a written request to the Director of Graduate Studies, the Director of Spanish Foundations, the Director of Spanish and Portuguese and the dissertation director(s). This request can be made at any time during the Spring semester, but the department will not be able to make a decision until after April 15th.
3. Shortly after the request is made, the dissertation director and the Director of Spanish Foundations will send their written assessments to the Director of Graduate Studies, who will submit a recommendation to the Chair of CMLL (with a ranking of all students requesting extra years of

- funding, if necessary) by April 15th at the latest.
4. If a GPTI line remains open after April 15th and the student has been endorsed by all involved, an extension for the upcoming academic year will be granted.

The complete policy of the Texas Tech University Graduate School on the limits on time to degree for PhD students can be found at the following URL:

<https://catalog.ttu.edu/content.php?catoid=2&navoid=188#enrollment>

Stipend/Salary Requirements

All supported graduate students are expected to enroll full time, and to maintain that enrollment successfully (i.e., 9 credit hours or more in long semesters, at least 3 hours during any summer session in which employed). Unless it is carefully articulated in advance, all course enrollments will be within CMLL. Dual or interdisciplinary programs, courses for a minor or the pursuit of a professional certification need to be approved by the student's committee Chair and the Director of Graduate Studies.

Most Teaching Assistants and Graduate Part-time Instructors work at half time (i.e., 50%), although exceptions occasionally occur. Continuous support as a TA or GPTI is contingent upon several factors, including academic performance, academic progress, and teaching performance.

Fee & Tuition Waivers

Students who have a 50% appointment in the department are eligible for certain fee waivers. CMLL [Advisors](#) can assist individual graduate students with forecasting how such fees and tuition waivers will reduce their cost.

Please also see the [Graduate School Financial Information](#) Web page for updated information on tuition and related costs at TTU: www.depts.ttu.edu/gradschool/funding

Health Insurance

Texas Tech University requires non-immigrant students to maintain the health, evacuation, and repatriation insurance offered through the university. For more information, visit: www.depts.ttu.edu/international/iss/fl/healthinsinfo.php

Teaching for the Spanish Heritage Language Program

Each semester, all graduate students in the Spanish graduate program are encouraged to apply for the opportunity to teach for the SHL program. Teaching with us provides instructors with the possibility of working with the Hispanic community of Lubbock while developing instructors' autonomy by participating in the creation of class materials, assessment instruments and activities under the supervision of the program director. Since the basis of the SHL program relies on research and a methodology that differs from second language pedagogy, instructors need to enroll in a graduate course on Spanish heritage language pedagogy taught by the program director. In this course, students will understand the cultural, educational, historical, affective, and linguistic factors that shape the profiles of Spanish heritage speakers. Besides taking the abovementioned graduate course, students interested in this teaching opportunity must submit a **one-page letter of intent** describing why they would like to teach for the SHL program and a **copy of their CV**. Deadlines to submit application materials will be provided at the beginning of each semester via email. These materials should be emailed to Dr. Paola Guerrero Rodriguez (paola.guerrero@ttu.edu), director of the SHL program.

Applications will be evaluated using the following criteria:

1. Quality of written proposal
2. Past or future enrollment in the graduate course on SHL pedagogy.
3. Academic standing
4. Prior teaching experience

Selected instructors will be notified via email.

Summer Teaching Appointments

If the opportunity to teach during the summer arises, only students who have previously taught for the SHL program and have completed the training will be eligible.

Should there be more applicants than positions or more than one class becomes available, the following criteria will be applied to determine assignments:

1. Having taught in the program for at least one semester
2. Seniority

ABDs will be given preference.

3. Teaching record and experience

Reports from supervisors, student evaluations, courses taught, etc.

4. Continued enrollment

If you leave TTU, you will be considered only after students with remaining funding have been considered. See your original letter of acceptance/appointment to determine your years of funding.

5. Teaching assignment in Summer last year

Those who taught last year are given lower priority than those who did not have an assignment last year; previous assignments also include an appointment on the study abroad program.

Should you have any questions, please do not hesitate to contact the SHL program director, Dr. Paola Guerrero Rodriguez at paola.guerrero@ttu.edu

Seville Teaching Award

Appointment Award

This teaching appointment is an award given to Texas Tech University graduate students in Spanish. Awardees have the opportunity to teach in a study abroad context. Unlike on-campus teaching, study abroad involves having a sound teaching experience and effectiveness at TTU, understanding students' needs when living abroad, raising students' cultural awareness, providing a successful and long-lasting experience while learning the language and culture of Spain, and working well and respectfully with students and personnel at the Seville campus.

This study abroad program is an especially important language experience for the Spanish Program, and one which the Spanish Faculty wants to preserve and expand.

This teaching appointment is the result of a competitive application process and reserved only for graduate students who demonstrate that they can work well on the Seville campus.

After applications are received, the entire Spanish Faculty discusses the applicants, votes, and agrees on the top candidates. The faculty considers the following:

- Status in the program: ABDs have a better chance to obtain the position, but only if the student can successfully fulfill the other areas (see below) that are also evaluated. ABDs need to include in the application a written letter from their thesis directors with their approval to apply for the Seville position. If the application does not have the written approval of the thesis director, the application will **not** be considered.
- Excellent teaching skills: students' evaluations, teaching observations, ability to teach only in Spanish, being able to promote communicative interactions in the classroom, impartiality when providing grades, professional conduct with students (not fraternizing with their students). If the applicant does not fulfill this requirement, the applicant will not continue to the next step of the process.
- Good academic standing: grades, showing seriousness in studies and in the MA/PhD courses, and progressing successfully during her/his program and dissertation. Any concerns about the applicant's academic standing will result in them not being selected.
- Good citizenship: works well and respectfully with others—professors, colleagues, coordination team, the director of Spanish-lower courses, and other departmental administrative personnel. If the applicant does not show that he/she can work well with others, the applicant will not be selected. Good citizenship also means participating in the department's life by attending lectures, symposia, conferences, and workshops.
- Complete the form in a professional manner: complete sentences (no run-on sentences), providing clear statements and reasons for being on the Seville campus.

If the Spanish and Portuguese Faculty believes that the applicant fails to complete one or more of the aforementioned requirements, the applicant will not be selected. You will have two times to apply during

the academic year: (a) the September application is for the following Summer and Fall, and (b) the January application is for the following Spring semester

Responsibilities

Graduate students teaching in Seville must agree to the following:

- Helping recruit students and attend sessions and orientations the semesters before going to Seville.
- Arriving before the semester begins in Seville and staying until the semester is over.
- Staying in Seville during the entire semester. It is important to be available when you are not teaching in case someone needs to be substituted or needs additional help. There can be exceptions, such as short, research-related trips like library visits, short trips for data collection and/or conference presentations. These visits need to be scheduled in advance and need to be reported to both the CMLL professor on the Seville campus and Dr. Elola.
- Writing a weekly report via e-mail or through Zoom sessions to Dr. Elola about how the class that you are teaching is progressing.
- Maintaining all the class materials and grades either via Grade Keeper in Dropbox or Blackboard.
- Contacting Dr. Elola to discuss the curriculum in Seville and to prepare for your teaching duties in Seville before traveling to Spain.
- Contacting the Office of International Affairs (Lanna Sheldon) and Sara Pink, who is the Seville Center's director in Seville, with general questions about Seville and preparing for your time there. We will answer your questions and prepare you for your semester in Spain.
- Have a valid passport in order to accept this teaching assignment. You will also need a visa for Spain (Lanna Sheldon will be able to work with you on this). We also recommend that you acquire the international student ID card, as it will often get you free entrance into museums and other sites.

TA & GPTI CONDITIONS OF EMPLOYMENT

Expectations

As graduate instructors and teaching assistants you serve as role models for your students. CMLL encourages you to act professionally in and outside the classroom. It is also expected that you will support the department, the faculty, and fellow graduate students by attending and helping to organize departmental functions such as lectures, workshops, conferences, and cultural events. Such active participation enriches your intellectual life and professional preparation and contributes to the vital exchange of ideas within CMLL and the University.

General Conditions

Deviation from the rules stipulated here constitutes a breach of contract and may result in termination.

All TA2 Instructors /and Graduate Part-Time Instructors will:

- Attend all meetings called by your direct supervisors and/or Department Chair
- Teach the class assigned to you and follow the class schedule as specified in the syllabus.
- Follow all guidelines and rules of the syllabus.
- Attend Orientation Week activities conducted at the beginning of each semester (usually during the week before a semester begins).
- Enroll in and pass LING 5322: Theoretical and Research Foundations of Language Teaching, during the first semester of employment (usually the Fall) at CMLL, regardless of prior teaching or methodology experience elsewhere.
- Keep at least 120 minutes office hours per week (including summer semester), post these hours on the Blackboard page and the respective announcement boards outside the instructor's office. Remember: Encourage your students to attend your office hours.
- Keep office hours as posted, if office hours are changed, inform your supervisors. Communicate these changes to your students.
- If sick, or otherwise unable to teach an assigned class, contact your substitute (consult the "Substitution Network" document located in Spanish Foundations [SF] Instructor Handbook in One Drive) Upon your return, fill in the absence form and take it to the Director of the Spanish Foundations Program.
- Follow any other rules or regulations set forth by the Spanish Foundations Director (in the Instructor Handbook), the Spanish Foundations Leadership Team, the CMLL Chair, and the Director of Graduate Studies.
- Graduate Instructors must maintain a minimum of 9 credit hours of approved graduate courses for the entire duration of the term for which the assistantship is awarded. Any change of registration which a) causes the total number of hours to drop below this minimum, or b) has not been appropriately approved by the Director of Graduate Studies may result in an immediate revocation of the teaching assistantship.

All TA1 Instructors will:

- Attend all meetings called by your direct supervisors.

- Attend Orientation Week activities conducted at the beginning of each semester (usually during the week before a semester begins).
- Enroll in and pass LING 5322: Theoretical and Research Foundations of Language Teaching, during the first semester of employment (usually the Fall) at CMLL, regardless of prior teaching or methodology experience elsewhere; and regardless your status as TA1.
- Follow the rules or regulations set forth by the Director of Spanish Foundations (in the Instructor Handbook), the Spanish Foundations Leadership Team, the CMLL Chair, and the Director of Graduate Studies.
- Distribute your service activities with your direct supervisors.
- All TA1 Instructors must maintain a minimum of 9 credit hours of approved graduate courses for the entire duration of the term for which the assistantship is awarded. Any change of registration which a) causes the total number of hours to drop below this minimum, or b) has not been appropriately approved by the Director of Graduate Studies may result in an immediate revocation of the teaching assistantship.

If you have difficulties with a student consult the Director of the Spanish Foundations Program.

Code of Conduct

CMLL is committed to providing reasonable expectations of continued support for our graduate instructors. CMLL is also committed to provide training and mentoring that will enable TAs and GPTIs to perform their duties in a satisfactory manner.

Nevertheless, on occasion problems with TA/GPTI performance may be sufficiently severe that termination becomes necessary.