

**Master of Arts in Spanish
Sonoma State University
2021 Self-Study Document**

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Program Introduction and History

In 1960 legislation was signed establishing Sonoma State College, and in 1961 it became part of the California State College system (now the California State University). It first opened to 274 students in Fall 1961 in leased buildings in Rohnert Park. The move to its permanent site of 215 acres took place in 1966, upon completion of Stevenson and Darwin Halls for classrooms. The first master's degrees were offered in 1966, in biology and psychology.

A master's program in Spanish was introduced in 1970; however, soon after its approval foreign language study underwent a nation-wide decline in enrollments both at the high school and university levels. The result of this general lack of interest in foreign language study produced a marked decrease in majors seeking high school teaching positions. The low enrollments in the Master's program could not support its continuance and it was therefore placed in moratorium.

In 1999, efforts were made to revive the Spanish MA program. At that time, efforts extended to the point of convening a day-long workshop and discussion session with potential students that attracted approximately 15 interested prospective students and which revealed that most interest was in a program that could be completed while still retaining a full-time teaching job during the academic year. However, despite talks throughout 1999 and 2000, financial and administrative support for the program was not forthcoming and the idea was tabled until 2006. When again the 'state side' of the university indicated that it would not financially commit itself to beginning a new program, negotiations were begun with the School of Extended Education (as it was then named) to house a self-support MA in Spanish program. The program was proposed, vetted, and moved through various levels of governance and administration until it was approved by the chancellor in 2008.

The program's academic and structural development was informed by a curriculum survey of 10 Spanish Master's programs of comparable size and scope that was conducted in 2006, by a review of the applicable SSU graduate program requirements, by an examination of the admission requirements, exit requirements, and fee structures of several comparable MA programs in the region, and by feedback from faculty committees and administrators.

The program's structure was designed with the view that students enrolling in the Spanish MA program would come primarily from three sources:

- (1) Currently employed single-subject Spanish teachers in the SSU service area,

(2) Recent SSU Spanish program graduates, and

(3) Students attracted to the program from outside the SSU service area.

With a typical student completing the program in three years, and assuming an ideal student population of 15, the program must attract, admit, and retain five new students per year to remain at the desired size.

Program Statistics

Figure 1 shows admission by year, Figure 2 shows the percentage of students completing the program within 3 years, by year of admission.

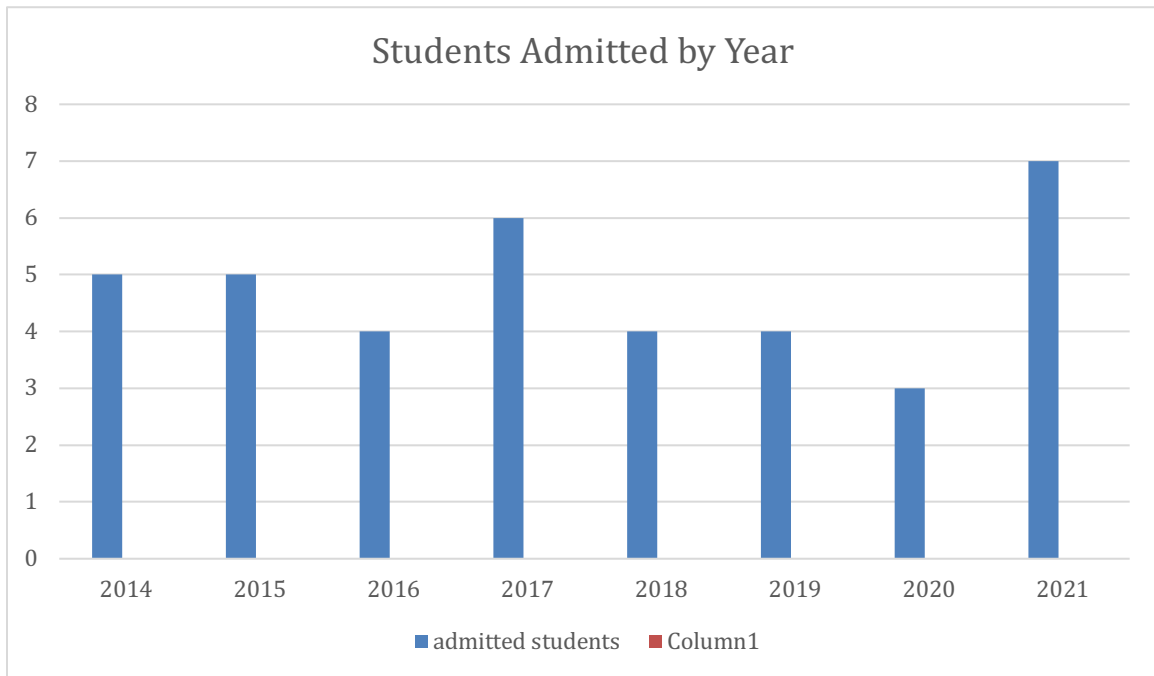


Figure 1. Entering admitted Spanish MA students, by year.

Degree Trends - by Primary Major				2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Arts & Humanities										
	Spanish	Masters Degrees	MA	5	3	4	4	6	6	4

Figure 2. Number of degrees conferred by year.

Gender and Ethnicity

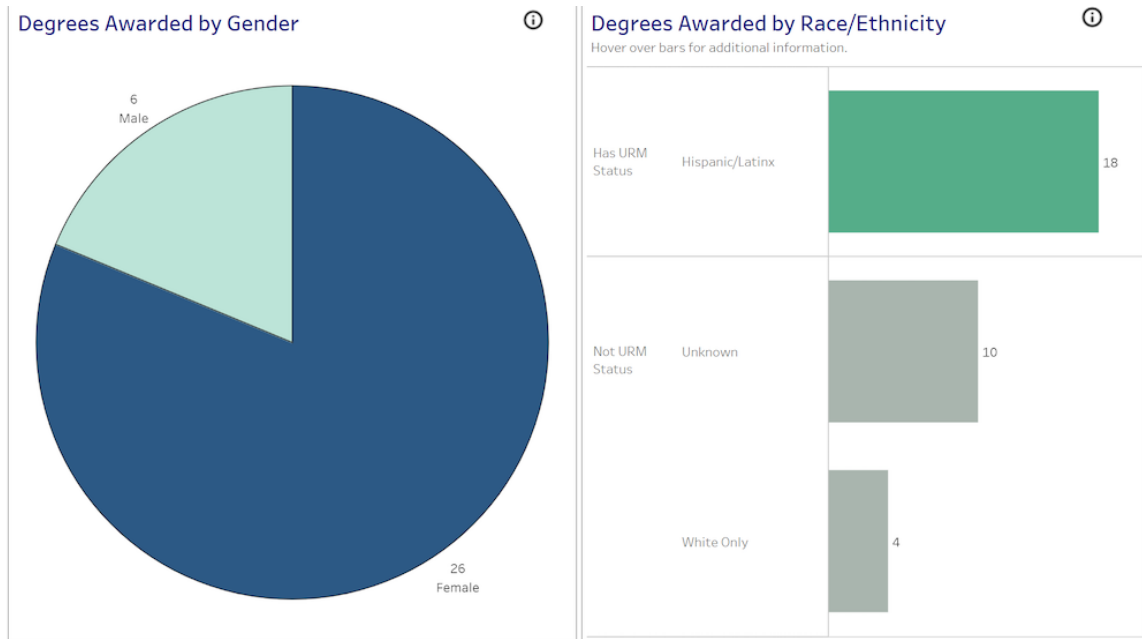


Figure 3. Degrees awarded by gender and ethnicity between 2014-2020.

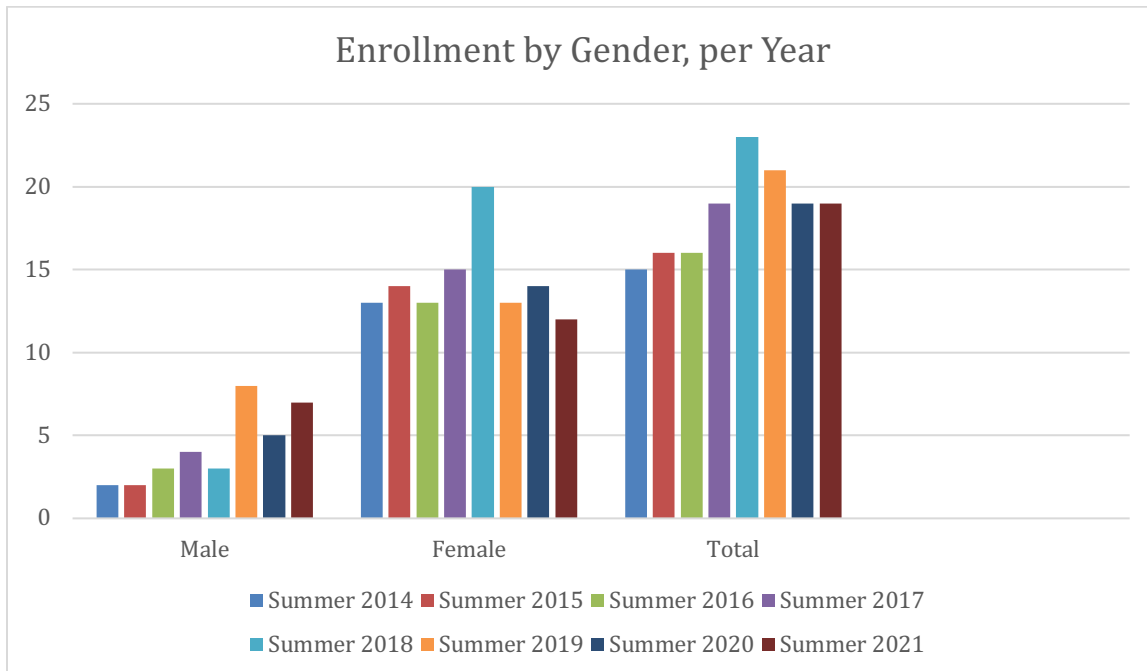


Figure 4. Enrollment by gender identification through 2021.

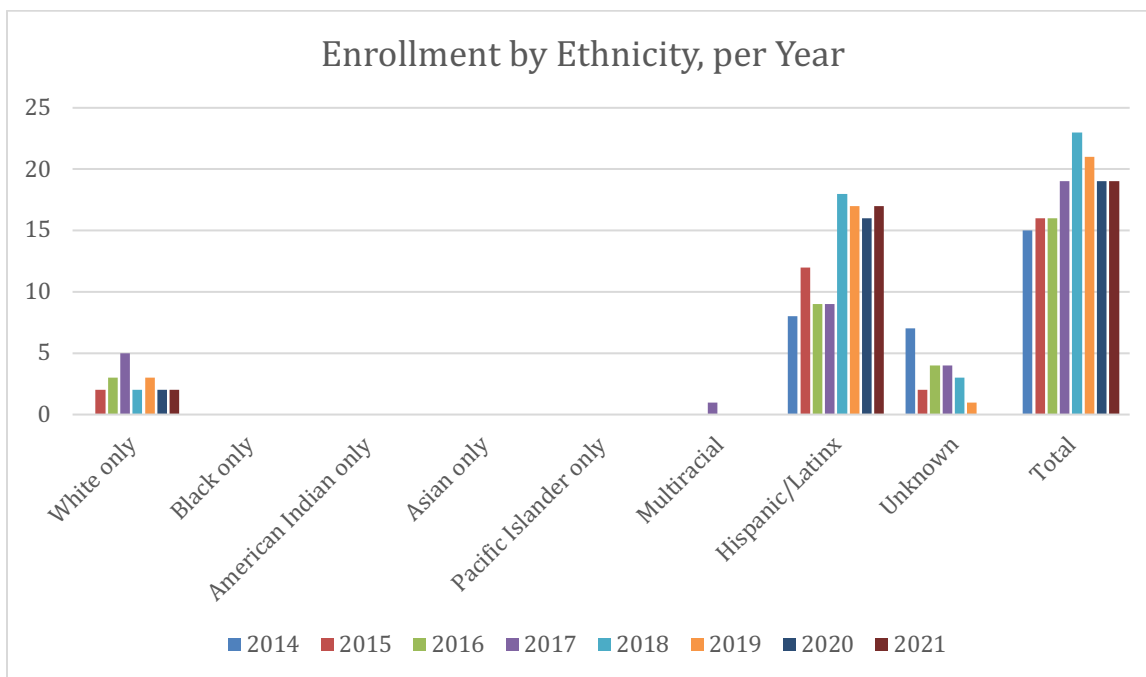


Figure 5. Enrollment by Ethnicity through 2021.

Mission

The Master of Arts in Spanish program at SSU is an attractive and competitive graduate program in language, literatures, and cultures. Among the program’s strengths are its broad approach to curriculum, flexible electives, and a unique practicum/internship component. The program requires its students to study at least three courses in literature, two in linguistics, one in pedagogy, and provides a mentored teaching practicum or internship experience; students are able to pursue curricular interests in greater depth by taking at least 2 units of additional elective courses. Upon completion of the program, it is anticipated that all students will be:

- Prepared (both in curricular and pedagogical terms) to teach any course in Spanish language, literature, or culture in secondary schools, community colleges, or among lower-division university courses.
- Able to submit a competitive application to regionally or nationally recognized Ph.D. programs in either Hispanic literatures, linguistics, or pedagogy.

- Conduct original research on topics in applied or theoretical linguistics in Spanish with a solid background in linguistic principles.
- Conduct original research on topics related to Hispanic literature with a solid grounding in the literary canon.
- Able to express themselves with a high level of accuracy and fluency in written and spoken Spanish in a variety of professional settings.

Admission Requirements

University Requirements

General Requirements

A student shall: (1) have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities; (2) be in good academic standing at the last college or university attended; (3) have attained a grade point average of at least 2.5 in the last 60 semester (90 quarter) units attempted; and (4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe.

Graduate Admission Requirements

Admission requirements and procedures for graduate students are described in the Admissions section in the catalog. Admission to the University with unclassified post-baccalaureate standing does not in any way constitute admission to, or assurance of consideration for, admission to a graduate degree or credential program. Two admissions procedures are involved in pursuing graduate work at the University: 1) admission to the University; and 2) admission to the department offering the degree or credential program in which the student is interested. Students should, therefore, contact both the relevant department and the Admissions Office.

Change in Graduate Standing

Many students are admitted to the university in conditionally classified standing with contingencies to remove prior to becoming a classified student. This admission does not guarantee a space in the graduate program. Such a guarantee is obtained by a change in graduate standing to classified status verified by the program in question. At the time this status is confirmed, a form is filed with the Admissions and Records Office and the Graduate Studies Office confirming the department's approval of this change in status.

Spanish MA Program Requirements

Admissions

Students will be admitted in an annual cycle in time for each year's summer program courses.

Admission Requirements

To be considered for admission, candidates must meet one of the following options:

- a)** Have a BA in Spanish from an accredited institution, or
- b)** Have a bachelor's degree in another discipline from an accredited institution and have completed the following SSU courses or their equivalents:
 - SPAN 301
 - SPAN 304
 - SPAN 305
 - SPAN 306
 - SPAN 307
 - SPAN 400
 - SPAN 401
 - SPAN 402, or
- c)** Have a bachelor's degree in another discipline from an institution where Spanish is the primary language of instruction and have completed the following SSU courses or their equivalents:
 - SPAN 400
 - SPAN 401
 - SPAN 402
- c)** Demonstrable mastery of the content of the above-referenced courses obtained in a formal setting.

Courses used to fulfill admission requirements may not be counted toward the MA in Spanish program requirements (e.g. if a student takes SPAN 401 prior to being admitted to the graduate program, it will not be counted toward the MA unless it is repeated with a different topic).

Degree Program Requirements

University Requirements

Advancement to Candidacy

Master's degree students are advanced to candidacy when the student has completed at least 18 units and when the department has assessed the academic and professional capacities of the student and is convinced that the student has the competence to complete all requirements for the degree, including the Comprehensive Final Examination. Advancement to candidacy is done by filing the Advancement to Candidacy form (GSO1), which describes the Comprehensive Final Examination and its associated reading list, is approved by the Graduate Advisor and Department Chair, and is reviewed by the Vice Provost for Academic Affairs.

Completion of the Written English Proficiency Requirement

In order to ensure that graduate students possess the ability to communicate effectively in written English, advancement to candidacy will be contingent upon fulfillment of the Written English Proficiency Test (WEPT), or equivalent. See: <https://english.sonoma.edu/writing/wept> for information about the WEPT.

General Requirements for the Master's Degree

All courses applied to the program must be completed with an overall GPA of 3.00, and no course for which a final grade below C is assigned may be used to satisfy this requirement. Graduate programs must be completed in no more than 7 years, which is computed as 14 semesters.

Applicable university-wide requirements:

1. A classified student must demonstrate, throughout enrollment in the graduate program, the level of competence required to be successful in the completion of the requirements. This evaluation of competence is primarily the responsibility of faculty actively teaching in the program.
2. Advancement to candidacy is required and should be done when the student enters the final phase of the program. Students in the MA in Spanish program may petition to advance to candidacy after completing at least 20 units of coursework.
3. At least 21 semester units shall be completed in residence.
4. No more than 30 percent of coursework shall be allowed in transfer.
5. No credit toward a master's degree will be given for student teaching in a credential program.
6. SPAN 500, 501, 502, 503, 504, 505, and 506 must be taken in the graded mode.

All other courses may be taken either in the graded mode or in a Credit/No Credit mode. No more than one-third of the total program units may be in a nontraditional grading mode (e.g. Credit/No Credit).

7. No classes completed as an undergraduate may be used except those granted provisional graduate credit prior to award of the baccalaureate degree.
8. The candidate must complete a comprehensive exam as required by the department.

Provisional Unclassified Graduate Credit for Senior Students

Students who plan to complete upper-division or graduate-level courses in their final semester may petition for provisional unclassified graduate credit for such courses. Courses required for the baccalaureate will not be granted this provisional status. The petition must be filed at the same time as the application for award of the degree. Teaching credential candidates should consult the School of Education about the advisability of such a petition.

Provisional unclassified postbaccalaureate credit can only be granted for upper-division and graduate-level courses and will be recorded in the student's academic record as earned prior to the award of the baccalaureate. Such credit is applicable to graduate objectives at the discretion of the relevant academic department. Should requirements for the baccalaureate not be completed by the date specified on the application, the petition for postbaccalaureate credit becomes null and void.

Courses that may be included in a Master's Program

300-499 Upper-division courses may be accepted for graduate credit contingent upon written approval of the Graduate Advisor.

Only Spanish courses numbered 306-494 will be accepted for credit toward the MA in Spanish. Courses numbered 495-499 may be accepted upon written approval of the Graduate Advisor.

500-599 Graduate courses in Spanish are accepted for the program. All students must take each of the following courses: SPAN 500, 501, 502, 503, 504, 505, 506.

Spanish Program Requirements

Before being advanced to candidacy, all students must have completed at least 20 program units (including at least four of the required courses) and must have obtained a passing score on the Written English Proficiency Test (WEPT).

Courses

Academic Year Elective Courses:	2 units
Summer-term Required Courses:	24 units (6 courses)
Teaching Practicum / Internship:	<u>4 units</u>

Total: 30 units

Summer-term courses

- Literature:	12 (3 courses)
- Linguistics:	8 (2 courses)
- Pedagogy:	4 (1 course)
- Total:	28 units

Academic Year courses

- <u>Elective Units</u>	<u>2</u>
- <u>Practicum/Internship:</u>	<u>4 (1 course)</u>
- Total:	8 units internship + electives

Graduate Course Descriptions

SPAN 500

Spanish Second Language Pedagogy

A course in second language acquisition theory and second language pedagogy in which participants learn to understand and apply models of proficiency-oriented and standards-based language instruction. 4 units.

SPAN 501

Teaching Practicum / Internship

This course is a participatory experience for students in the MA program. Students will participate in the instruction of a postsecondary Spanish class. Spanish program faculty will collaborate with and mentor students in class activities, creating an inclusive atmosphere, and working with diverse populations of students. Alternatively, students may collaborate with program faculty to design an internship experience that provides a practical dimension to research or learning obtained through the program. 4 units. Prerequisite SPAN 500.

SPAN 502

Advanced Linguistics

A course in Spanish linguistics that will analyze the form, meaning, and function of linguistic units; including, but not limited to, phonetics/phonology, morphology, and syntax. Requires completion of a research project. 4 units.

SPAN 503

Practical Linguistics

A course in the significant elements of Spanish linguistics as applied in areas such as translation and interpretation, the pragmatics of oral and written discourse, including literary texts. Requires completion of a research project. 4 units.

SPAN 504

Hispanic Literature I

This survey course examines the literature of Spain and the Americas written before 1700 in a variety of genres and styles. Methods of literary analysis and historical contexts will be covered. This course will require the reading of *El Quijote* among other texts. 4 units.

SPAN 505

Hispanic Literature II

This survey course examines the literature of Spain and the Americas written in the XVIII and XIX centuries. Methods of literary analysis and historical contexts will be covered. 4 units.

SPAN 506

Hispanic Literature III

This survey course examines the literature of Spain and the Americas written since 1898 in a variety of genres and styles. Methods of literary analysis and historical contexts will be covered. 4 units.

SPAN 595

Special Topics

Directed, individual study on a particular topic. Course may require completion of a 400-level undergraduate course as well as additional readings, assignments, or projects. May be repeated for credit. 4 units.

Comprehensive Final Examination

Students must satisfactorily pass the Comprehensive Final Examination. The Comprehensive Final Examination, which includes both oral and written components, is based on a reading list and is developed and scored by a committee of program faculty. The Comprehensive Final Examination will contain six sections – one each for each of the areas represented by the core program courses (Pedagogy, Advanced Linguistics, Practical Linguistics, Hispanic Literature I, Hispanic Literature II, and Hispanic Literature III); students must earn a passing score on at least 5 of the 6 sections to be recommended for the degree. Students who fail part(s) of the examination may retake only the failed part(s) of the examination one time. Two failures of the examination may

terminate the student's candidacy for the degree and may result in dismissal from the program.

The reading list is unique to each cohort of students as it is developed from materials in the six courses representing each of the core content areas as specified on the student's Advancement to Candidacy form (GSO1).

The Comprehensive Exit Exam is 6 hours in duration and is administered on the Saturday of the first full week after the second summer course.

Assessment

Assessment Plan and Learning Outcomes

A successful graduate student in the Spanish M.A. Program should:

1. Demonstrate in-depth knowledge of the cultures and literatures of Spain and Latin America.
2. Demonstrate knowledge of the theoretical approaches and critical scholarship in the areas of literature, linguistics and language pedagogy.
3. Be able to derive a valid interpretation and evaluation of scholarly works based on a reasoned analysis and to make original scholarly contributions that engage previous research.
4. Be able to critically analyze and evaluate scholarly works and debates produced in different contexts (literary, linguistic, historical, geographical, and cultural).
5. Be able to conceptualize research questions and carry out original research, as shown in their written papers and presentations.

Assessment of these learning outcomes is conducted by the following procedures:

- An indirect assessment of learning outcomes 1-4 is the completion of these curricular requirements with a grade of A or B. All the students enrolled in the Graduate Program are expected to achieve an A or B in all required courses.
- The oral presentations of the student's own research during the semester and the research paper(s) due at the end of each course. In their papers the students have to demonstrate their in-depth knowledge of the cultures and literatures of Spain and Latin America, depending on the to (outcome 1), and their knowledge of the theoretical approaches and critical scholarship in the areas of literature, linguistics and language pedagogy (outcome 2). The evaluation of the papers is based relative to these criteria

and grades on them will be compiled across students in order to better identify those areas in which improvements are needed.

- In every graduate course students are required to make oral presentations presenting their preliminary findings about the primary sources (literary texts) and secondary sources (theoretical approaches and critical scholarship). The final paper or research project presents the results of the readings of the primary sources and the evaluation and application to them of the specific(s) area(s) of scholarship. During the course students meet regularly with their professors outside the classroom to monitor their progress. The assessment, then, is a continuous process in each course and is focused primarily on learning outcomes 2, 3 and 4.
- Students are encouraged but not required to attend and present papers at scholarly conferences. In their presentations students should be able to conceptualize research questions and carry out original research (learning outcome 5). Articles to be published and papers to be presented at scholarly conferences are read in advance by the faculty. They give the students feedback and make suggestions on how to improve their papers. As an indirect assessment of learning outcome 5, the Program organizes and hosts a graduate student conference run almost entirely by the students with the guidance of the program director. Every year the graduate students have the opportunity to present their scholarly work along with other graduate students and academics in the field. Most recently, the majority of students presented (virtually) in 2020 along with panelists from the east coast, Mexico and Spain.
- Advanced students are also encouraged to submit the results of their research to scholarly journals. They do so in consultation with the faculty and/or the program director.

Graduate Student Conference

In the last 5 years the graduate students have organized, hosted and presented at their own conference (except 2021). This is remarkable considering that they have had little support other than logistical support from the Program Director a small financial contribution from the School of Arts and Humanities Dean. During the pandemic the graduate students persevered and developed the conference online for Summer 2020, hosting presenters from the east coast, Mexico and Spain. This was their first time designing a virtual conference and it was very well implemented.

The annual graduate student conference gives our students the an opportunity to share work and meet new people, it has been a lesson in building skills not always learned in the classroom and this, in turn, gives our students an added advantage on the increasingly competitive job market. Many of our students will go on to be teachers and

professional academics and this type of interpersonal work requires practice. Conference planning has also provided our students with an opportunity to administrate—managing both finances and people. Each year the students have had a mission and have deliberated on what kind of conference they would organize. They discuss the themes, regions, and discipline(s) involved (literature, pedagogy, linguistics) and what the purpose of the conference should be. Most recently the conference topics have been: “Sonoma 2020: Innovaciones en la enseñanza del español para la nueva década” and “Spanish Language Teaching: Más allá del aula”. The graduate students self-select an organizing committee of a few people to run the logistics and make the important decisions.

I am pleased to report that for each conference the students have executed a well-organized and fruitful conference while being both frugal and professional. They have paid attention to important details such sending call for papers in a timely manner, maintaining and updating the webpage and the Canvas site (when online), sending informative emails, developing programs, inviting guests, creating directive signs and posters (for on campus conferences), as well as offering certificates of completion. The students also planned appropriately for timely lunch deliveries and provided water and coffee (when in-person).

Their conference is an important contribution to our service areas since no other four-year institutions offer graduate programs in Spanish. We’ve had faculty from the nearby community colleges participate in workshops and report on research findings and when in-person we’ve had participants from throughout the state. Our experience has convinced us that this type of small, graduate student conference is a worthwhile endeavor that can benefit scholars of all levels. Planning the conference requires advance preparation and commitment, although the students have generally found the task is not as demanding as it seems initially, especially when previous organizers share pertinent information from their experiences.

Overall, the conference has provided our graduate students with the opportunity to make a positive impression on the visiting graduate students and faculty, and to network accordingly-- allowing them to make connections with specialists in the field and to receive constructive feedback on work-in-progress. For the organizers, the experience is good preparation for the administrative aspect of academic life. For both groups, the conference provides an opportunity to socialize graduate students into the academic community

Teaching Associates

Teaching Associates’ principal service to the University is to teach, under the supervision of a faculty member, one elementary language class of about 20-30 students, meeting 4 hours each week. Teaching Associates are given instruction in a pedagogy course (SPAN

500 or an equivalent) prior to teaching their own course and other advice and assistance is offered as needed by the Program Director/Supervisor. TAs must enroll in at least 1 unit during the semester of teaching and have the option to fulfill Practicum units (SPAN 501) by teaching at SSU. Duties, including class preparation, correction of papers and quizzes, office hours, and meetings, amounting to an average of twenty hours per week. The selection process for the Spanish Teaching Associate (TA) Program takes place in the Summer (for Fall semester) and in December (for Spring semester). Selected graduate students typically teach SPAN 101 or 102 in the Fall and SPAN 201 or 202 in the Spring.

Supervisors and Teaching Associates meet periodically for discussion of relevant problems. However funding to support the teaching associates with regular meetings and pedagogical support is no longer available, and in the past was limited. We are fortunate to be able to select from experienced teachers in most cases, but this should not be expected and in order to run a full-fledged lower-division language program more financial support and resources are needed. The program offers 1-3 teaching positions per semester and some Associates choose to teach for the full academic year, however appointments are by semester and based on funding. To facilitate ongoing training and support, the program requires the support of either a TA Coordinator or funding for the Program Director to fulfill necessary duties such as class observations and regular meetings with TAs for assistance in course development and guidance throughout the semester. This work has been done without any financial support for many years and to the detriment of the program.

Currently, the Program Director is the sole advisor to the Teaching Associates however, for a lower- division language program to thrive, and for the TAs to have a true and meaningful learning and teaching experience the appropriate administrator must have the ability and support to execute the following:

- Advise and assign courses to TAs according to their experience and programmatic need;
- Develop semester course schedules and communicate with individual TAs about their teaching preferences for academic semesters;
- Convene TAs regularly to review the curriculum, Examine proficiency scores and assessment strategies;
- Administer language-specific placement tests and guide their assessment;
- Mentor and observe all graduate student TAs each semester throughout the academic year;
- Mentor and observe new staff (lecturer and graduate student) members;

- Accept student and TA concerns and solve as needed or communicate them to the appropriate administrator;
- Recommend language-specific curricular modifications; Guide the TAs with respect to materials and curricular modifications.

In order to fulfill the duties listed above, the program would require 2 units of support per semester.

TAs employ communicative language teaching strategies as they simultaneously plan lessons, develop curricula, and create assessments. They also learn how to use a textbook and its online components to develop a semester-length curriculum and daily lessons. TAs also design original, creative activities that enhance and complement textbook material. Our TAs have learned how to use Canvas, the online learning management system for SSU and have adjusted to the online teaching modality with professionalism and dedication throughout the pandemic. Altogether, graduate students that successfully complete the Spanish TA Program in the Department of Modern Languages and Literatures will graduate with an understanding of methods of teaching college Spanish as well as hands-on experience with elementary Spanish curriculum design, assessment development, lesson planning, use of technology as a pedagogical tool, and classroom teaching.

Successful completion of SPAN 500 (Spanish Language Pedagogy) is strongly recommended for consideration for a Spanish TA position. With a strong theoretical background in foreign language pedagogy and knowledge of the evolution of language teaching during the 20th and 21st centuries, TAs gain critical insight into current approaches to teaching in the field. Additionally, TAs become familiar, in theory and in practice, with the most up-to-date approaches to teaching Spanish, which are centered on guidelines provided by the American Council on the Teaching of Foreign Languages (ACTFL).

Calendar

Students entering the program and proceeding according to schedule may expect to finish 26 months later (e.g. students entering in Summer 2021 will finish at the end of Summer 2023).

Summer scheduling

Summer Scheduling Format:

Two 3-week sessions with a one-week recess.
 For example, in 2022:

SPAN 506: June 13 – June 30, M-Tu-W-Th 9:00am-2:30pm

SPAN 503: July 11 – July 28, M-Tu-W-Th 9:00am-2:30pm

Budget

The Spanish MA program operates on a self-support basis. Figure 6 that follows is a budget snapshot for the 2021-2022 academic year:

Gross Revenue	\$88,000	
Projected Students	11	
		% Gross Revenue
	Total	
Coordination	\$13,064	14.85%
Faculty Compensation	\$26,576	30.20%
SEIE Operations	\$4,400	5.00%
SEIE ACP Staff (LCD)	\$7,040	8.00%
Surplus / Deficit	\$10,894	12.38%

	Summer 2021	Fall 2021	Spring 2022	Total AY21-22
	<i>Span 504, 505</i>	<i>Span 501,595</i>	<i>Span 501,595</i>	
Projected Enrollments	14	6	6	
SPAN 501 (2 units) - Parissa Tadrissi	0	0	0	0
SPAN 595 (2 units) - Parissa Tadrissi	0	0	0	0
SPAN 500 (4 units) - Summer 2023	0	0	0	0
SPAN 502 (4 units) - Summer 2023	0	0	0	0
SPAN 501 (4 units) - Parissa Tadrissi	0	3	3	6
SPAN 595 (4 units) - Parissa Tadrissi	0	3	3	6

SPAN 504 (4 units) - Tania de Miguel	14	0	0	14
SPAN 505 (4 units) - Emily Clark	14	0	0	14
SPAN 503 (4 units) - Summer 2022	0	0	0	0
SPAN 506 (4 units) - Summer 2022	0	0	0	0
Student Credit Units	112	24	24	160
Course Fee per unit \$550				
Revenue from Student Fees	\$61,600	\$13,200	\$13,200	\$88,000
Less: 9% Chancellor's Office Overhead	(\$5,544)	(\$1,188)	(\$1,188)	(\$7,920)
Less: 16% EO-1000 Cost-Recovery / Campus Reimbursement	(\$9,856)	(\$2,112)	(\$2,112)	(\$14,080)
Net Margin	\$46,200	\$9,900	\$9,900	\$66,000
Instructional Expenses:				
Faculty @ Flat rate of \$10,620/course	\$21,536			\$21,536
Faculty SPAN501 @ \$300/student		\$900	\$900	\$1,800
Faculty SPAN595 @ 1 student/1 unit		\$1,620	\$1,620	\$3,240
Medicare @ 1.45%	\$312.27	\$36.54	\$36.54	\$385
Faculty Coordinator @ 4 WTU			\$8,595	\$8,595
Benefits @ 52%			\$4,469	\$4,469
Guest Lecturers	\$0			\$0
Operating Expenses				
Marketing	\$3,000			\$3,000
SEIE Operations @ 5%	\$3,080	\$660	\$660	\$4,400
SEIE Profit @ 8%	\$4,928	\$1,056	\$1,056	\$7,040
Admissions & Records @ \$1/unit	\$112	\$24	\$24	\$160
Library @ \$3/unit	\$336	\$72	\$72	\$480
Total Expenses	\$33,304	\$4,369	\$17,433	\$55,106
Estimate Net Excess Available for Allocation				\$10,894
A&H @ 20%				\$2,179
SEIE @ 80%				\$8,715

Figure 6. SEIE Budget Snapshot, Spanish MA Program, 2021-22.

Fees

As of summer 2020 tuition fees are set at \$560/unit, up from \$390/unit at the time of the last review in 2014. For the M.A. Program there are no ancillary or campus fees added. The program's initial fee structure, between 2008 and 2011, was \$355/unit. This represents a dramatic increase in fee structure in recent years while the cost for running/maintaining the program has remained stable in comparison.

Financial Aid

Students in the program are eligible for financial aid which is available through the university's Financial Aid Office.

A limited number of students in the program (1-3 per year) will be selected as Teaching Associates and will be assigned to teach a lower-division Spanish course with a salary of approx. \$4,000 per course per semester.

In the last two years our graduate students have been eligible to apply for the Graduate Equity Fellowship which awards amounts ranging from \$500- \$4500 of grant money per year, usually to a total of 6 graduate students throughout the university. Thus far 2 of our students in Spanish have received this fellowship.

Program Faculty

Program faculty represent the Hispanic cultures, educational traditions, and language of different parts of North America, South America, and Europe, and have a rich array of personal, professional, and educational experiences from throughout the Spanish-speaking world and beyond. Program faculty members are active participants and leaders in campus, regional, statewide, national, and international professional governance, organizations, and associations and are actively engaged in scholarly activity and its dissemination. Additionally, visiting faculty from other institutions are invited to teach courses and give lectures in the program; typically there is one SSU professor and one visiting professor per summer term. Program faculty are (in alphabetical order):

- **Kelly Arispe**, Boise State University (*Ph. D. University of California, Davis*): SPAN 503.
- **Silvia Bermúdez**, University of California, Santa Barbara (*Ph. D. University of Southern California*): SPAN 506.

- **Robert Davis**, University of Oregon (*Ph. D. University of North Carolina, Chapel Hill*): SPAN 500.
- **Tania De Miguel Magro**, University of West Virginia (*Ph. D. State University of New York, Stony Brook*): SPAN 504.
- **Casilde Isabelli**, University of Nevada, Reno (*Ph. D. University of Illinois*): SPAN 500.
- **Jeffrey Reeder**, Sonoma State University (*Ph. D. Univ. of Texas, Austin*): SPAN 502 and 503, Program Founder, former Program Director.
- **Parissa Tadrissi**, Sonoma State University (*Ph. D. University of California, Santa Barbara*): SPAN 505 and 506, Program Director.
- **Robert Train**, Sonoma State University (*Ph. D. University of California, Berkeley*): SPAN 595.

The Program Director

The Program Director's function is to serve as a representative of the program both to the student and the university. The Program Director advises students in the selection of appropriate coursework, evaluates transfer courses, assists students in the completion of forms and documents, advises students and faculty members about program requirements and policies, recommends students for advancement to candidacy, approves and disseminates the reading list, and assembles and serves as initial evaluator for the comprehensive final examination. In recent years the Program Director has also served as the lower-division language coordinator and support for the TAs however this is not part of the Program Director position duties.

In addition, to serving as the initial evaluator for admission to the program, the Director is also the first point of contact with potential admittees, delivering information sessions, responding to inquiries and evaluating applicant eligibility for the program.

Academic Program Review
Spanish MA Program
Sonoma State University
(School of Extended Education)

External Reviewer Report

Prepared and submitted by

Casilde A. Isabelli, Chair and Professor
Department of World Languages and Literature
University of Nevada, Reno

Submitted on October 15, 2021

REVIEWER QUALIFICATIONS

The Spanish M.A. Program Director, Dr. Parissa Tadrissi, extended an invitation to serve as an external reviewer and I accepted based on following:

- An academic and scholarly preparation as an MA in Spanish Linguistics and Literatures, and PhD in Spanish Linguistics;
- 30+ years of teaching every level of courses in Spanish language along with undergraduate and graduate courses in applied linguistics and foreign language teaching methodology;
- On-going record of research and publications in applied linguistics and language program management;
- Administrative experiences including having served for three years on the University Promotion and Tenure Committee, seven years as Chair of the Department of World Languages and Literatures at the University of Nevada, Reno and, twelve years as Basic Spanish Language Program Director in the Spanish program.
- As department chair, my portfolio includes college academic program reviews, faculty evaluations, assessment, budget, space allocation and improvement, and building infrastructure among other duties.
- Member of the American Association of University Supervisors and Coordinators of Language Programs (AAUSC).
- Member of a department for the last 20 years that offers nine language programs, two BAs (French and Spanish), four minors (Arabic, Chinese, Italian, and Japanese), a Spanish MA program, and two two-year language programs (German, Paiute, and Portuguese).

INTRODUCTION

Criteria used for this evaluation include best practices, guidelines, and standards associated with the American Association of University Professors (AAUP), American Council on Teaching Foreign Language (ACTFL), Association of Departments of Foreign Languages (ADFL), Modern Language Association (MLA), and best practices associated with higher education assessment.

I would like to preface this report by thanking the SSU graduate students, the graduate faculty (Dr. Emily Clark, Dr. Parissa Tadrissi, and Dr. Robert Train), the Spanish MA Program Director (Dr. Tadrissi), and administrators (Dean Hollis Robbins and Interim AVP Stacey Bosick) who met with me via Zoom on September 22 and 23, 2021 and to the faculty who wrote the self-study report. I also note that despite the materials provided and the opportunity to virtually visit with SSU, my knowledge of the campus culture is only partial; some decisions may be driven by conditions or constraints of which I am not aware.

I found many positive aspects in the Spanish MA program. Evidence from the visit and self-study report demonstrates that the graduate faculty members are well-prepared and dedicated professors, and that the quality of the individual graduate courses is high. Based on the learning outcomes assessments, graduate students appear to be developing general knowledge in Hispanic linguistics, literatures, cultures, and pedagogy and general skills in critical thinking and research.

Faculty members should be commended on their curriculum and attention to the students.

Based on the self-study report and on observations from my conversations with the program members, the graduate Spanish MA program at SSU is exemplary in its quality, content, sequencing, and advising. However, I have identified several areas that should be addressed as soon as possible. My recommendations are as follows:

1. to better support the graduate teaching associates' (TAs) teaching in the undergraduate Spanish program, the work of the TA supervisor needs to be formally defined and created. That role needs fall under the responsibility of teaching (and not service).
2. facilitate enrollment in the MA program for those students graduating with a BA but do not yet possess a diploma: the graduate director reports that due to issues with *Cal State Apply* applications processing program, students can apply but cannot start the program until their diploma is processed. As reported by the Program Director, this is impossible to do at the moment since the MA program starts in June and the diploma is processed at a later time. This application system hampers facilitated enrollment in the program.
3. develop a strategic vision for improving the research, instructional, and outreach missions of your program over the next seven years and include it in the program's self-study. Identify aspirational but realistic goals that could be achieved with and without additional resources.

MISSION

SSU is recognized as having a mission of sufficient scope to enable it to be a distinguished arts and sciences university that delivers high-quality education through innovative programs where their Strategic Priority 2 reports an outstanding teacher education program. It recognizes the importance and complementary relationship of teaching and research followed by enrichment of instruction via field experience/independent study and development of the life of the university community. The mission and goals reported in the self-study are largely consonant with those of the university:

The Master of Arts in Spanish program at SSU is an attractive and competitive graduate program in language, literature, and cultures. Among the program's strengths are its broad approach to curriculum, flexible electives, and a unique practicum/internship component. The program requires its students to study at least three courses in literature, two in linguistics, one in pedagogy, and provides a mentored teaching practicum or internship experience; students are able to pursue curricular interests in greater depth by taking a least 2 units of additional elective courses.

The program student learning outcomes are the following:

Upon completion of the program, it is anticipated that all students will be:

1. prepared (both in curricular and pedagogical terms) to teach any course in Spanish language, literature, or culture in secondary schools, community colleges, or among lower-division university courses;
2. able to submit a competitive application to regionally or nationally recognized PhD programs in either Hispanic literatures, linguistics, or pedagogy;
3. conduct original research on topics in applied or theoretical linguistics in Spanish with a solid background in linguistic principles;

4. conduct original research on topics related to Hispanic culture with a solid grounding in the literary canon;
5. able to express themselves with a high level of accuracy and fluency in written and spoken Spanish in a variety of professional settings.

The goals listed in this mission and the expected SLOs align with best practices of master's programs in Spanish across the country. It is not clear, however, that the Spanish MA program is optimally supported to carry out this mission. The report will go on to identify some general issues. Recommendations regarding individual areas are incorporated under each header.

LEARNING OUTCOMES AND ASSESSMENT

Although the mission statement of the program states an anticipated program outcome that the student will be “able to submit a competitive application to regionally or nationally recognized PhD program...” (2) and of the ability “to express themselves with a high level of accuracy and fluency in written and spoken Spanish in a variety of professional settings” (5), neither are reflected in the assessment plan. Additionally, although the program has successfully structured a sequence of courses that develops general knowledge in Hispanic linguistics, literature, and culture, this content knowledge is missing from the program SLOs. I recommend the faculty to revisit the program outcomes and modify the assessment plan where needed.

CURRICULUM

The innovative approach of offering the MA through Extended Studies during the summer months affords the program and institution the ability to offer a high-quality Spanish MA program during non-contract days where 50% of the faculty are invited visiting professors from national institutions. This setup allows the students to be exposed to a diverse range of expertise while at the same time offering a cost-effective program to the students and SSU. Additionally, the program has successfully structured a sequence of courses that develops general knowledge in Hispanic linguistics, literature, pedagogy, and culture.

The graduate students with whom I met spoke provided laudatory comments of the program and faculty and offered many positive comments. Although they praised the individual faculty members, the quality of the curriculum, the format of the summer intensive program, and the attention they received from the program director, one curricular issue lay with the apparent emphasis in the program on preparing high school and community college teachers.

Although the self-study reports that the student will be “able to submit a competitive application to regionally or nationally recognized PhD programs in either Hispanic literatures, linguistics, or pedagogy” (2), a few students, who were PhD oriented, mentioned that the current program would have served them better in this aspect if there was a thesis option in the MA program. With this thesis, they felt that they would be able to submit a better PhD program application. Based on the self-study document, only two course descriptions mention the required completion of a research project: SPAN 502: Advanced Linguistics and SPAN 503: Practical Linguistics. However, in the assessment section of the report, it does state that there is/are “research paper(s) due at the end of each course”. Additionally, graduate students are encouraged to participate in the annual Graduate Student hosted Conference. All these projects would provide the graduate students ample opportunities to provide a writing sample for a strong PhD application. Although

it appears that there are plenty of curricular opportunities for students to prepare materials through their courses, I recommend the consideration of including an opportunity for students to carry out a thesis option as an additional opportunity, which is a common, but not frequently used, feature in Spanish MA programs nationally.

In relation to preparing the student to be better qualified to enter a PhD program, the graduate students reported that there seemed to be a lack of interest in hosting and promoting the Graduate Student Conference on behalf of the MA Program faculty. This is supported in the self-study report, where it states the fact that the graduate students “have organized, hosted and presented at their own conference...is remarkable considering that they have had little support”. This does not seem to be a lack of faculty support, but rather some degree of disinvestment since conferences hosted by graduate students typically have minimal faculty support. However, since this conference is included as part of the self-study report when discussing curriculum, I recommend that faculty explore ways to support students even more with this conference, keeping in mind that they align with student expectations and faculty workload realities. The Spanish graduate program would be enhanced by offering more faculty support for student research activity. Not only does the conference prepare students to prepare a talk and consequentially prepare them for applying for PhD programs, but this research activity will also bring institutional and national visibility to the program. The upper administration, for example, was proud to mention this annual student conference.

GRADUATE TEACHING ASSOCIATES (TAs) AND SUPERVISION

The program mission reports that it “provides a mentored teaching practicum or internship experience”, however the absence of a formal mentor or supervisor for the TA(s) was not only an issue of concern of the faculty in the program, which is also presented in the self-study, but also by the graduate students. The self-study reports that “funding to support the teaching associates with regular meetings and pedagogical support is no longer available, and in the past was limited”. In order to better support the TAs teaching in the undergraduate Spanish program and to follow-best practices as described by the American Association of University Supervisors, Coordinators, and Directors of Language Programs (AAUSC), without language program supervisor guidance and oversight “it would be impractical, indeed unethical, and potentially harmful to the success of a department to offer undergraduate courses taught by novice teachers” (AAUSC, 2017)¹. Although the program has preferred to offer TA positions to students who had significant pedagogical training so as to limit supervision, this practice disadvantages those who do not hold this experience. I recommend that the position of TA supervisor be formally created and assigned.

Additionally, AAUSC states that supervisors should be compensated adequately given that “by definition the position requires a significant amount of invisible labor that often goes unrecognized or perceived as service” (2017). I recommend that the work of the TA supervisor be counted as teaching/instructors on their role statement and not service. Additionally, the position should be compensated to reflect the time needed to properly train, support, and oversee the teaching associates. As reported in the self-study report, the supervisory “work has been done

¹ American Association of University Supervisors, Coordinators, and Directors of Language Programs. 2017. “AAUSC statement of Policy on the Hiring of Language Program Directors”. Retrieved 10/15/2021 from <http://AAUSC.org/Policy-on>

without any financial support for many years and to the detriment of the program”. Formalization of the position would in turn alleviate the extra workload that the Program Director has taken on.

Indirectly related to the graduate program, but directly related to the opportunities offered to the Spanish TAs, is the reported lack of upper-administration support to fund lower-division first-, second-, and heritage-language Spanish classes. Without these courses, there are few, if any, classes for TAs to teach in Spanish. Although budgetary issues and general education goals appear to be the reason for this lack of support, offering Spanish language courses, especially to heritage language speakers, serves the Hispanic population at SSU (36.8%) especially given the recent Hispanic Serving Institution (HSI) designation. Spanish heritage language speakers usually possess well-developed oral communicative skills but lack in instruction focused on literacy and expanding their bilingual range (Potowski, 2003)³. Heritage-language courses contribute to formalizing writing and speaking skills, which this population typically lacks. The faculty members also report an interest of many prospective students in lower-division and heritage-language Spanish courses; that high student demand is coupled with high need and employability for students to be able to serve the Hispanic community. I recommend that the program explore ways to gather evidence of student interest and work with upper administration to show how offering such courses would not only benefit the Hispanic student population but also the general student population in preparing them for a bilingual career opportunity. Additionally, I recommend that the program explore ways on how funding for HSIs could fit into supporting the lower-division language program.

FACULTY

The Spanish MA program at SSU is served by a strong and well-qualified faculty. The students I met were unanimous in praising the commitment and dedication of faculty. As one of them noted, “I feel my professors know me, and they provide me with what I need”. They referred to their professors as very supportive and good advisers and mentors who were always willing to meet with them and discuss the subject matter and kept them informed of initiatives related to the discipline. One of the students applied for a PhD program saying that “I received a tremendous level of support from one of my professors when applying to a PhD program”. Overall, the students I met with were engaging individuals, proud of their linguistic progress and acquired cultural knowledge, excited about the graduate program experiences, and adamant that they valued studying in a program where the curriculum and professors consistently supported their academic successes. However, students appeared to share the faculty’s perceptions that the faculty is overworked and overwhelmed by the combined demands of teaching, research, and service. Some degree of stress is not unusual: professors everywhere comment on the challenges of balancing those three elements. For the SSU Spanish faculty who participate in this summer program, a time that this work is considered over-load, might take away time they need to spend on research. Also, particularly this year, without Dr. Reeder’s presence teaching and serving in the program, these stresses are augmented. I would recommend that the department receive a dedicated replacement hire for Dr. Reeder to alleviate this stress.

³ Potowski, K. (2003). Chicago’s Heritage Language Teacher Corps: A model for improving Spanish teacher development. *Hispania*, 86 (2), 302-311.

The faculty must be commended on servicing students who are mostly Latino and who are being prepared to serve the Latino community - an activity that they view as central to the mission of their program as well as that of the University. However, they express perceptions that their work in this area is not being recognized when it comes to allocation of resources, be it recognition of their workload via replacement positions, teaching associate funding, and/or the lack of funding for lower-division Spanish classes. It is not clear to me from my visit that these perceptions are accurate, at least currently. I encourage faculty members to communicate their concerns openly and to make their cases for resources, compensation, and recognition and to explore ways to work with and incorporate upper-administration priorities.

RECOMMENDATIONS

In sum, I would like to ask the faculty to explore ways to address the above-mentioned weaknesses and I make the following recommendations:

1. I recommend careful consideration and assessment of the program SLOs, along with considering how to augment PhD preparedness in the program. I believe that these recommendations will help also make graduate Spanish at SSU stronger to prepare the students better for their future endeavors, be it high school or community college instructors or candidates applying for PhD programs.
2. To better support the TAs teaching in the undergraduate Spanish program, I recommend that a TA supervisor needs to be formally created and defined in their role statement as a teaching responsibility and be properly compensated to reflect the time needed to properly train, support, and oversee the teaching associates. This will in turn alleviate the workload that the Program Director has taken on to accommodate these shortcomings.
3. To alleviate the burden placed on the SSU Spanish faculty with Dr. Reeder's one-year absence, I would recommend that the department receive a dedicated replacement hire for Dr. Reeder. The Spanish graduate program faculty members report well-enrolled graduate and undergraduate classes; however, the faculty report that a proper replacement position was not authorized to replace Dr. Jeffery Reeder during his temporary year-long absence, therefore creating hardships being placed on the faculty and the inability to staff well-enrolled undergraduate and graduate classes.
4. I would recommend faculty efforts to foster recognition of the Spanish MA program by exploring ways to market their successful program and showcase student work.
5. I would also recommend that the program work with the School of Extended Education and the School of Arts and Sciences to explore ways to increase TA funding to provide better financial support for more graduate students in the program: currently they have only one position.
6. I also recommend that the department of Modern Languages and Literatures Spanish undergraduate program explore how to grow support for offering lower-division and heritage language Spanish courses. Such offerings would support the HSI designation SSU holds. Indirectly, such offerings would then open more opportunities for the need for Spanish teaching associates in the graduate program.

In conclusion, despite the issues identified above, the graduate students, the program faculty, and upper administration with whom I met were very enthusiastic about the Spanish MA program. Spanish at SSU is an area with continued great potential—strong faculty, high local need, and high employability of graduates. Currently that potential is hampered by lack of financial

support, a situation that has kept the program from growing. Future success will depend on the ability to think outside of the box, to focus objectives that make best use of available resources, and to best serve the Hispanic/Latino student body and community.

To: Dr. Hollis Robbins, Dean, School of Arts & Humanities
Dr. Michaela Grobbel, Interim Chair, Modern Languages and Literatures Department

From: Edward Beebout, Chair, Arts & Humanities Curriculum Committee

On December 7, 2021, the Arts & Humanities Curriculum committee discussed the Program Review Self-Study authored by Dr. Parissa Tadrissi on behalf of the Spanish MA program. The document was detailed and well-written, providing an excellent overview of the program as well as its key strengths and challenges.

Despite being self-supporting on a small budget, the Spanish MA is a competitive and engaging program in language, literatures and cultures. The faculty, which the self-study notes is made up of representatives from Hispanic cultures from North America, South America and Europe, has continued to strengthen the quality of the program since its inception in 2008. The external reviewer, Dr. Casilde A. Isabelli, noted this achievement and rightly commended the faculty members on “their curriculum and attention to students.”

Dr. Isabelli also listed ways the university could better support this important program. One area which AHCC fully endorses is better support for the graduate teaching associates (TA's) in the undergraduate Spanish program. Among the key recommendations: more clearly defining the job of the TA supervisor and having that important duty be listed as part of teaching duties as opposed to service.

We also support Dr. Isabelli's suggestion to address issues with the application process that could potentially lead to increased enrollment in the program. Finally, we agree with Dr. Isabelli that the Department of Modern Languages should explore ways to garner support for more lower division and heritage language Spanish courses. Such a move might not only lead to more opportunities within the MA program, it would also be in keeping with SSU's HSI designation.

**SPANISH MA
PROGRAM REVIEW SUMMARY SPRING 2022
GRADUATE STUDIES SUBCOMMITTEE**

**Current Program Review: 2015-2021
Prepared by Derek Girman**

Last Program Review: 2014

Program Overview

The Spanish MA program is a self-support graduate program offered through the School of International and Extended Education (SEIE) and embedded, academically, in the School of Arts & Humanities. The three-year program is an innovative degree program that provides coursework in the summer sessions to allow for participation by current working Spanish teachers and professionals. Through this model the program has successfully maintained enrollment at a comfortable capacity throughout the period of review. With a target admission of five new students each year, a consistent population of approximately 15 Spanish MA students in the program allows for both viable sustainability of the program in the SEIE model while providing for an intensive experience for students largely seeking a deeper understanding of Spanish linguistics, literature, and pedagogy. The self-study has carefully evaluated the state of the program and has used the program review process to identify a number of realistic short-term and long-term priorities that will further support the sustainability and improvement of this valued program.

Student Profile. Most students in the Spanish M.A. program are female (81%) and majority of students are from a Hispanic/Latinx background (56%). Although some students may be seeking a pathway to Ph.D. opportunities (~20%), by far the majority of students in the program are currently working as Spanish teachers or seeking to be Spanish teachers.

Faculty. Each summer session is generally taught by a combination of one SSU faculty and one visiting faculty member from another institution. All faculty teaching in the program have a Ph.D. and address a range of Hispanic cultures, traditions, and language backgrounds from across North America, South America, and Europe. It is noted that some of the faculty are from out of state institutions.

Program Coordinator. Annual release time of four WTU is provided for a Program Coordinator. This position coordinates faculty, curricula, meetings, assessments, advising, orientations, student meetings, student conference presentations, and liaisons with university committees and resources.

Program Strengths

Innovative Format. The Spanish MA program is distinct in its format and structure and serves as a “poster child” for how a graduate program can innovate and make use of the more flexible self-support model through SEIE. By using the summer-based curriculum the program is able to serve a wider variety of students, including returning professionals as well as students seeking to move more directly from the BA to the MA. The three-year program also generates overlap among the cohorts and provides a collaborative learning environment among students with different levels of experience.

Assessment. The program assessment demonstrated that the program elements address both graduate level learning goals and specific program learning objectives. The combined collection of coursework, critical review assignments, oral and written communication elements, and engagement with reference resources demonstrate key aspects of meeting distinct graduate level expectations through this degree.

Integrative Program. The emphasis on the integration of instructional coursework with professional level experiences and expectations provides for a distinct graduate level experience that not only allows students to achieve advanced disciplinary knowledge and critical evaluation skills, but also promotes practical, cultural, and ethical aspects of their field through the application of their knowledge. Opportunities to serve as a Teaching Associate also provide hands-on experience with college level Spanish instruction and allow for curricular and pedagogical applications of their developing knowledge base. In addition, the organization and participation in the graduate student led conference allows for professional interactions with their peers as well as professionals from international institutions.

Changes addressed since the last program review

The 2014 program review made no recommendations for program development, improvement or sustainability other than to monitor the enrollment. To this end, the Spanish MA has been able to maintain the program through admissions of between 3 and 7 students each year leading to production of between 3 and 6 Spanish MA degrees each year during the period under review.

Responses to External Review

The external reviewer, Dr. Casilde Isabelli, provided a thorough and complimentary review of the Spanish MA program, noting many of the same qualities outlined in the summary above. Dr. Isabelli made a number of suggestions for the program to consider for the next interval between program reviews. The Program Coordinator took time to provide an iterative self-study document that addresses the input from the external reviewer. In some cases, the suggestions of the external reviewer were addressed by providing further context regarding the existing program. In other cases, the external reviewer's suggestions are directly in line with the priorities identified by the program itself. We commend the Spanish MA Program leadership for directly addressing the external reviewer's comments and incorporating them into their planning for the program.

Program priorities for the next review period

The self-study uses the program review process to identify both short-term and long-term priorities for the Spanish MA Program. This introspective process will allow the program to work towards specific goals and provide a clear map for themselves and the university at large of the obstacles and potential solutions that will support the sustainability of this program.

Identification of the short-term priorities has allowed the Spanish MA program as well as university administration to immediately take action to try to address these issues. For example, efforts to address admissions roadblocks and to raise the profile of the Spanish MA program both within the university and outside are either underway or are forthcoming.

Among the long-term goals, some are resource-based while others are process-based, but each of these items are now documented and the good work of trying to address them can begin. Finding additional financial support for items such as TA coordination and TA positions may require increases in program size and coordination with the Spanish BA program and the School of Arts and Humanities regarding the combined formats of these degree programs. Generation of a teaching certificate and coordination with the Education MA are avenues that may provide ripe cross-disciplinary opportunities through the patient efforts of coordination across programs. Finally, I would suggest that showcasing student accomplishments and research efforts may be an item to consider moving towards a short-term goal, as a number of opportunities to support this may be immediately available.

Additional recommendations

Program Growth. A few additional items have been identified that might be taken under consideration as items to work towards in the coming years. First, the SEIE Curriculum Committee has recommended that a small increase in cohort size could allow for additional financial support of the program while still maintaining an effective and serviceable program size.

Instructional Faculty. The Spanish MA program has long and successfully incorporated visiting faculty into the program to work in tandem with SSU faculty. Given this model, it will be important to be vigilant for CSU policy changes that may impact the ability to hire out-of-state faculty and to have a plan in place for adapting to that potential landscape to sustain the high level of instruction that the program is known for.

Alumni Success. For many graduate programs a key measure of success, beyond the retention of students and the completion of the degree, comes from monitoring how alumni use the degree. Often some simple inquiries of MA program alumni can provide a key metric of how the graduate program is impacting associated fields and/or their own careers. If alumni are putting their Spanish MA to use in their post-Master's careers, this can be a point of professional pride that belies the strength and value of the degree provided by this program. This is something to consider for future program reviews.

Conclusion

The Graduate Studies Subcommittee commends the Spanish MA program for its innovative approach and sustainable nature that serves a range of current and emergent professionals. The program has demonstrated an important level of stability that makes effective use of the SEIE administrative structures. Through the program review process the Spanish MA program has made diligent efforts to identify a variety of priorities to work towards in the coming years. We appreciate that the program is well run, valued by its students as well as the academic and professional communities, and seeks to work to continually adjust to conditions both within and beyond the university to deliver a high-level Master's program.

December 16, 2021

Dear Dr. Tadrissi,

Thank you for visiting the SEIE Curriculum Committee on November 12th to answer questions and share information about the Spanish MA program. The Committee enjoyed learning more about the program and was happy to unanimously approve it moving forward. I write on behalf of the Committee summarizing our discussion. Below, please find our commendations, description of challenges, recommendations, and summary.

Commendations

The Committee commends the Spanish MA program in the following areas:

- Based on the external review, the program is well-run and highly organized. It is modeled after several successful similar-sized programs and has been commended for both the curriculum and attention to students. The program is flexible and caters to students who are already in teaching/education. It runs in the summers to accommodate student schedules.
- It received solid reviews across the board and students love the program. Several students in the program (roughly 20%) state that they plan to go on to teach in community colleges or pursue a Ph.D. program.
- The unique design of this well-established program allows students across cohorts to collaborate in the same classroom with the same faculty each summer, thus creating a more robust learning environment. This format also helps with retention and building a sense of community, which is a hallmark of this program.
- The program remains financially viable in spite of ongoing issues with recruitment due to registration logistics.

Challenges

The Committee notes the following challenges:

- One of the major challenges is that the timing of the summer programs does not allow for SSU students majoring in Spanish who graduate in May to start the program that following summer. This is because the BA degree is actually conferred in July, and this delays the timing for eligibility for the graduate program. Students who are interested in entering upon graduation often do not return after a year away. Dr. Bosick is pushing at a higher level to remove barriers and re-prioritize existing opportunities.
- Another logistical challenge is that some students would like to be dually enrolled in the credential program, but students cannot have two active applications due to PeopleSoft

limitations. Faculty in the program are working with Dr. Bosick to facilitate a solution to this issue.

- A possible future issue is an impending CSU policy that will preclude hiring faculty from out of state. This would be detrimental to the program because several key faculty members who are integral to the program are from out of state.

Recommendations:

- The committee recommends that the program continue to explore options to accommodate current Spanish BA students. One suggestion during a recent Curriculum Committee meeting includes pushing the course start dates back by a week, providing an extra window of time for their degrees to be conferred before the program begins. With this understanding, Admissions would be able to prioritize these students' applications, knowing that the degree conference will be coming. This could possibly accommodate BA graduates.
- We also recommend that the program consider possibly moving more toward high school focus as well.

Summary and Final Recommendation

Because the program runs in the summers, it is not in competition with Stateside programs and fills a needed gap. The timing works well for students who are mostly already working full time as teachers. It is more convenient for students.

This is a program that has received solid reviews from the external reviewers and is a popular degree option for existing teachers. In spite of logistical challenges with recruitment of students, the program has been successful in keeping the budget viable. There are typically 13-16 students per summer enrolled in courses, with about five per cohort and three cohorts total. This is considered robust when compared to master's programs across the nation and this number makes it possible to provide an intensive high-touch approach. Support for research projects is ample with these numbers; if there were above 20 students, support would be lessened. The program produces nominal revenue but consistently runs in the black. A goal is to increase the numbers to 7-8 per cohort.

Challenges include a logistics issue with enrollment of students graduating with a BA in Spanish and who may want to join the MA program the summer after graduation. This challenge, along with the PeopleSoft issue is being actively worked on.

Thank you for your hard work to make this a program SSU can be proud of. The SEIE Committee wholeheartedly recommends that the program move to the next level.

Sincerely,



Nanette S. Schonleber, Ph.D.
Chair, SEIE Curriculum Committee

Dean's Response: 2021 Spanish MA Program Review

December 3, 2021

I am grateful for the October 21, 2021 comprehensive review of Sonoma State's Spanish MA program by Dr. Casilde A. Isabelli, Chair and Professor, Department of World Languages and Literature at the University of Nevada, Reno. Professor Isabelli's assessment that the MA program is "exemplary in its quality, content, sequencing, and advising" but needs some administrative clarity (particularly regarding application and enrollment) as well as a strategic vision seems correct and forward thinking.

The key recommendations from the 2021 Spanish MA program review include a better alignment of the program SLOs with the assessment plan. Of note is the issue of serving PhD students, which is a stated mission of the MA program but without a curricular component such as an MA thesis to serve as a PhD program writing sample. Also, the creation of a compensated TA supervisor would support the success of graduate teaching associates.

The program review understands the budget limitations on offering lower-division undergraduate language courses to offer opportunities for graduate student teaching. I agree that offering more would be ideal and will keep the program review's recommendation in mind in future semesters. Ideally too there would be increased resources and compensation for MA Program faculty. I take Dr. Isabelli's recommendations seriously in these areas.

I would support immediately the recommendation to market the Spanish MA more broadly and work with SEIE to secure additional funding to

better support MA faculty and graduate students. I support the recommendation to increase the number of lower-division and heritage language Spanish courses to be taught by MA teaching associates and will support communication of this intention to our enrollment team to bring in sufficient students to make this happen.

I am optimistic about the continued success of the Spanish MA program and value Dr. Isabelli's thoughtful and thorough program review.

September 26, 2022

Dear Colleagues,

It was a pleasure to read all of the program review documentation for the Spanish MA program. Thank you to all of those involved in the review process and to the faculty of the Spanish MA, who have clearly built and sustained a high-quality program for our students. Dr. Isabelli, our external reviewer, has done an excellent job spotlighting strengths of the program and offering clear recommendations for the future. I am especially struck by her focus on student learning outcomes (SLOs), what we might alternatively call program learning outcomes (PLOs), and the need for assessment to ensure alignment of the program's offerings and these outcomes.

As Interim Dean of the School of Extended and International Education, I will emphasize that the Spanish MA is a self-support program, and therefore has the ability to collaborate with SEIE to adjust enrollment and expenditures. Because stateside funds cannot be used to support SEIE programs such as this one, it is not surprising that stateside administration has not supported resources including graduate tuition waivers, additional teaching assistants, or a teaching assistant supervisor position. As these resources would enhance the experience for faculty and students alike, I encourage the program faculty to work with Damien Hansen, Director of Academic Credit Programs, in SEIE to model enrollment against these expenses. It is likely that there is a "sweet spot" that would allow additional students into the program without jeopardizing the small cohort size and close mentoring that characterize the program. Additional revenue might bring these resources to fruition.

I appreciate learning about some of the administrative barriers the program faces and hope these will be articulated in the Action Plan/MOU so that they can be decisively addressed. I understand that our own undergraduates have been unable to enter the Spanish MA in the summer immediately following their spring graduation and have already been collaborating to remedy this issue, for instance. I believe we have now resolved this obstacle through discussions with Admissions, the Registrar's Office, Academic Programs, and SEIE, and we are finalizing a memorandum of understanding (MOU) between these offices that will carry the institutional memory for the arrangement. Another concern was raised about the continued ability to hire faculty from out-of-state - a highlight of the Spanish MA program. Rest assured that this policy does not apply to extended education programs: "Due to the nature of existing Extended Education Programs, the Out-of-State Employment policy may not apply to faculty employees who work exclusively for CSU Extended Education Programs" (HR 2021-04).

I look forward to collaborating with the faculty to ensure continued improvements and successes.
Thank you again for all of your work to support our MA students.

Thank you,

A handwritten signature in black ink, appearing to read "Stacey J. Bosick". The signature is written in a cursive, flowing style.

Stacey J. Bosick
Associate Vice President for Academic Affairs &
Dean of Undergraduate and Graduate Studies
(Interim Dean of SEIE)

UPRS Findings and Recommendations Report for Spanish MA

Dr. Parissa Tadrissi represented the Spanish MA program at a meeting with UPRS on September 28, 2022, to discuss the program review materials submitted during the 2019-20 academic year.

Curriculum

The Spanish MA program, situated within the School of International and Extended Education (SEIE) and academically integrated into the School of Arts & Humanities, operates as a self-sustaining graduate initiative. Spanning three years, this innovative program features coursework during summer sessions, facilitating participation for employed Spanish educators and professionals. This framework has effectively maintained enrollment levels within optimal parameters throughout the evaluation period. With an annual intake target of five new students, the consistent presence of approximately 15 Spanish MA candidates ensures program sustainability within the SEIE framework, while affording students an immersive educational experience centered on the nuances of Spanish linguistics, literature, and pedagogy.

Concerning the preparation of students for potential enrollment in PhD programs, graduate students have expressed a perception of limited faculty engagement in hosting and promoting the Graduate Student Conference within the MA Program. This sentiment is echoed in the self-study report, which acknowledges the remarkable initiative of graduate students in organizing, hosting, and presenting at their own conference despite minimal support. While this may not necessarily indicate a complete absence of faculty support, it suggests a degree of reduced involvement, as conferences primarily driven by graduate students typically receive limited faculty assistance.

A significant hurdle facing the program is the timing misalignment of the summer programs, which prevents SSU students graduating in May with a Spanish major from commencing the program in the subsequent summer. This arises because the BA degree is officially conferred in July, delaying eligibility for the graduate program. Consequently, students keen on immediate entry post-graduation frequently opt not to return after a year's hiatus.

Assessment

The program evaluation revealed that the program components effectively fulfill both graduate-level learning objectives and specific program goals. Through a comprehensive blend of coursework, critical review assignments, oral and written communication tasks, and utilization

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of reference materials, the program successfully encompasses essential elements aligned with distinct graduate-level standards within this field of study. External reviewers have underscored the importance of employing robust assessment methodologies, such as alumni surveys. These assessments serve as invaluable tools in gauging the impact and effectiveness of the program over time. By soliciting feedback from alumni, institutions can gain valuable insights into the strengths and weaknesses of their offerings, allowing for informed decisions to enhance curriculum, teaching methodologies, and overall student experience. As such, integrating assessment methods like alumni surveys is essential in ensuring programs remain responsive to the evolving needs of students and stakeholders, ultimately contributing to their sustained success and relevance.

Staffing and Resources

Typically, each summer session is instructed by a pairing of one SSU faculty member and one visiting faculty member from an external institution. All faculty members involved in teaching within the program hold a PhD and offer expertise covering diverse Hispanic cultures, traditions, and linguistic backgrounds spanning North America, South America, and Europe. Notably, a portion of the faculty originates from institutions located outside the state.

One logistical hurdle arises from the desire of some students to concurrently enroll in the credential program. However, this is hindered by PeopleSoft limitations, as students are unable to have two active applications simultaneously.

Students

Most students in the Spanish MA program are female (81%) and majority of students are from a Hispanic/Latinx background (56%). Although some students may be seeking a pathway to PhD opportunities (~20%), by far the majority of students in the program are currently working as Spanish teachers or seeking to be Spanish teachers.

Program Review Process

The program review document offers a thorough examination, showcasing robust faculty involvement. It delves into key aspects such as assessment practices and budget, among others. Moreover, it acknowledges the role of past program reviews in refining the curriculum and addressing the comments from the previous review cycle.

Furthermore, the document identifies both short-term and long-term priorities for the Spanish MA Program. This introspective process will allow the program to work towards specific goals and provide a clear map for themselves and the university at large of the obstacles and potential solutions that will support the sustainability of this program.

Commendations

FAR for Spanish MA

- According to the external review, the program demonstrates efficient management and exceptional organization. It takes inspiration from various successful programs of similar size and has garnered praise for its well-designed curriculum and dedicated focus on students. Notably, the program exhibits flexibility, specifically catering to individuals already engaged in teaching or education. Its scheduling during the summer months is structured to accommodate the diverse schedules of students.
- The program garnered positive reviews universally, and students express a high level of satisfaction with it. Approximately 20% of the students have indicated their intention to either pursue teaching positions in community colleges or enroll in a PhD program after completing the program.
- The distinctive structure of this program enables students from various cohorts to engage in collaborative learning within the same classroom alongside consistent faculty each summer. This setup fosters a richer learning atmosphere and contributes to improved retention rates while nurturing a strong sense of community, a defining characteristic of the program.
- Despite enduring challenges with recruitment stemming from registration logistics, the program maintains its financial viability.

Recommendations

UPRS recommends:

- That the program continues to investigate solutions to accommodate present Spanish BA students and considers delaying the course start dates by one week, thereby offering an additional timeframe for their degrees to be officially conferred before the program commences.
- Considering hiring additional instructors from out of the state to further strengthen the program. Since the program is self-supported, it can afford to hire out of the state instructors to enhance the disciplinary diversity of the program that covers diverse Hispanic cultures, traditions, and linguistic backgrounds spanning North America, South America, and Europe.
- That the program considers ways to better align their assessment with the SLOs, such as simple inquiries of MA program alumni.

Action Plan / (MOU) Spanish, MA			
Rec	Action	Responsibility	Planned Completion (e.g. by mid-cycle)
1	Revise and update curriculum map showing alignment between course learning outcomes and program learning outcomes. Consider MA program exit/alumni surveys.	Faculty	AY 25/26
2	Faculty to work with Enrollment Management on recognition of the Spanish MA program and student work; explore marketing strategies	Enrollment Mgmt, Dean, & Chair	AY 24/25
3	Explore ways to increase TA funding to provide better financial support for more graduate students in the program.	Grad Coord, Dean, & AVP AA	AY 25/26
4	Consider working with the Department of Modern Languages and Literatures Spanish undergraduate program to explore how to grow support for offering lower-division and heritage language Spanish courses.	Chair and Grad Coord.	With increased enrollment in the coming years.
5	Consider creating a TA supervisor position that defines in their role statement as a teaching responsibility and be properly compensated to reflect the time needed to properly train, support, and oversee the teaching associates in order to support the TAs teaching in the undergraduate Spanish program.	Chair and Grad Coord.	With increased enrollment in the coming years.
6	Address issues with the application process, regarding the challenges in timing for undergraduate students wanting to enter the masters program.	Admissions, AVP Academic Affairs, Grad Coord.	Completed.
7	Address challenges regarding students being unable to have two active applications due to PeopleSoft limitations for students wanting to be dually enrolled in the credential program.	Enrollment Mgmt & AVP AA	AY 25/26
8	Consider whether a new hire in the Spanish undergrad program can also contribute to MA program	Chair & Grad Coordinator	AY 24/25

Note: AVP Bosick met with Grad Coordinator Tadrissi, Dean Alamillo 10/16/24; emailed final to all plus Provost 11/20/24.