

**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.

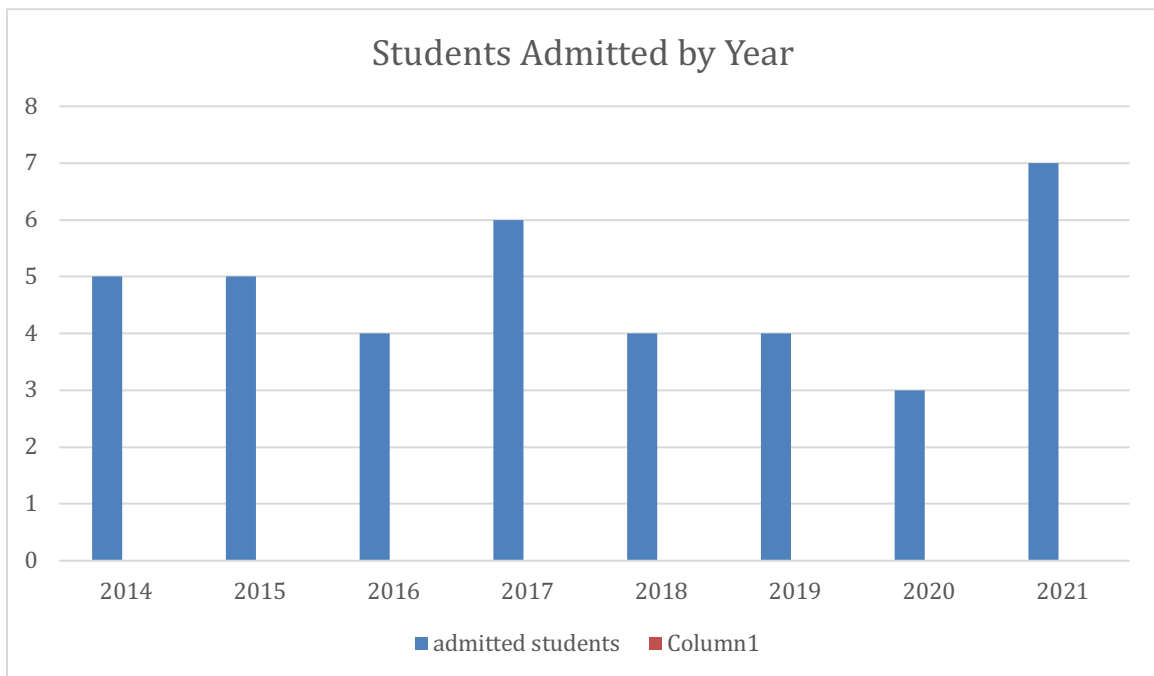


Figure 1. Entering admitted Spanish MA students, by year.

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

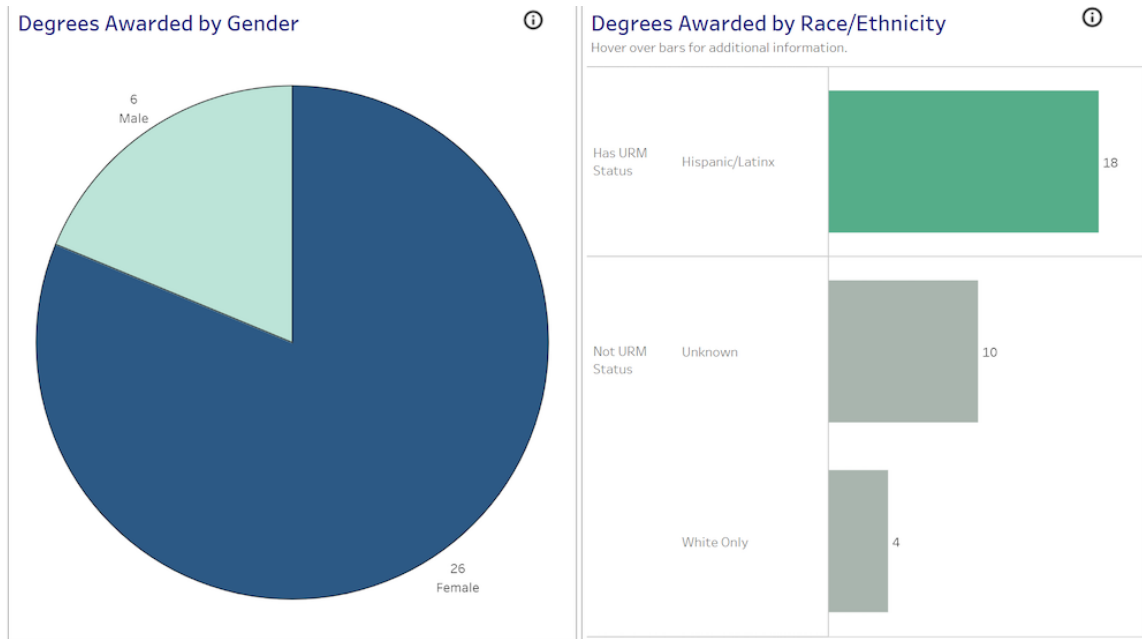


Figure 3. Degrees awarded by gender and ethnicity between 2014-2020.

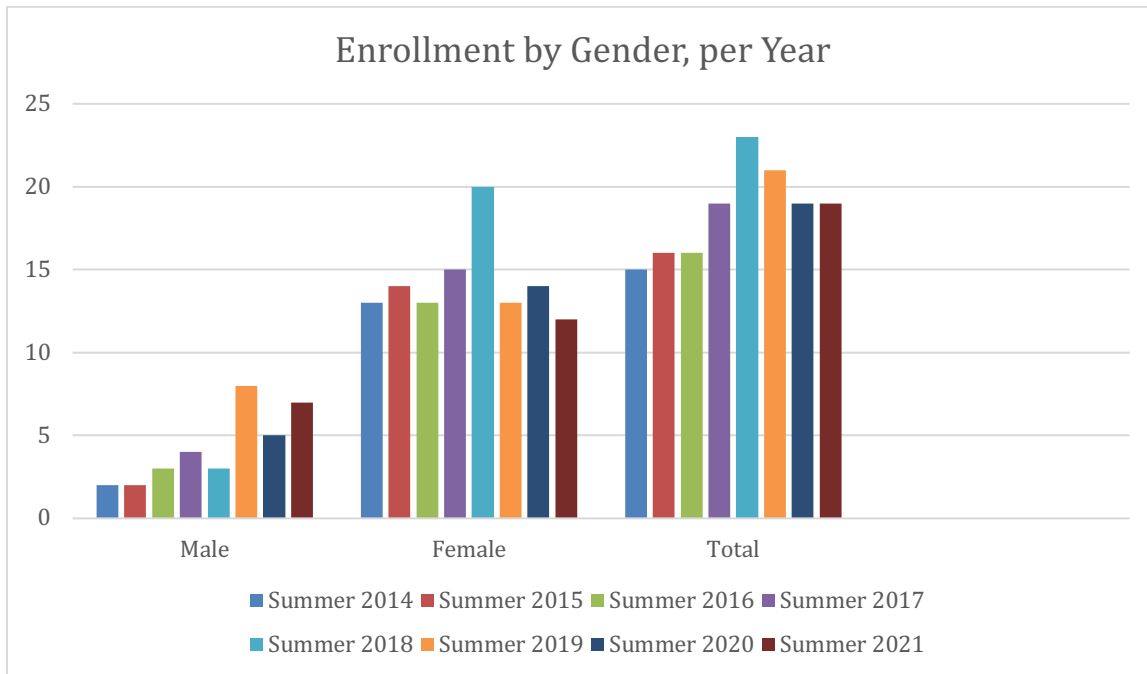


Figure 4. Enrollment by gender identification through 2021.

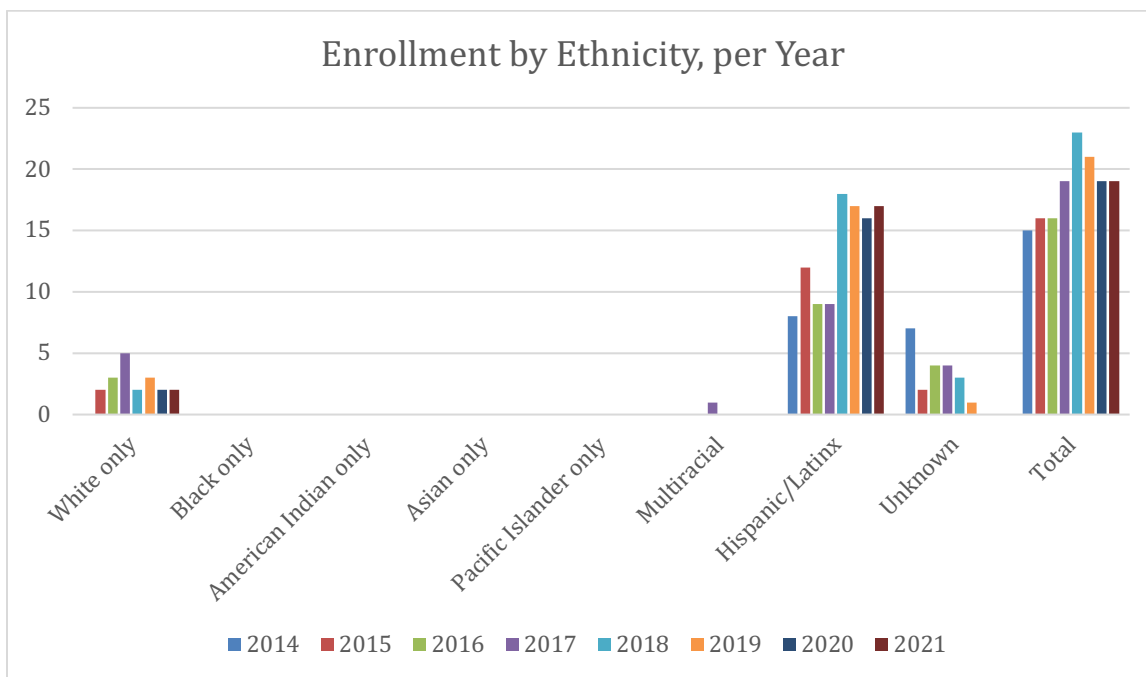


Figure 5. Enrollment by Ethnicity through 2021.

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

- Elective Units 2
- Practicum/Internship: 4 (1 course)
- **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.