

UNIVERSITY OF KANSAS DEPARTMENT OF SPANISH AND PORTUGUESE

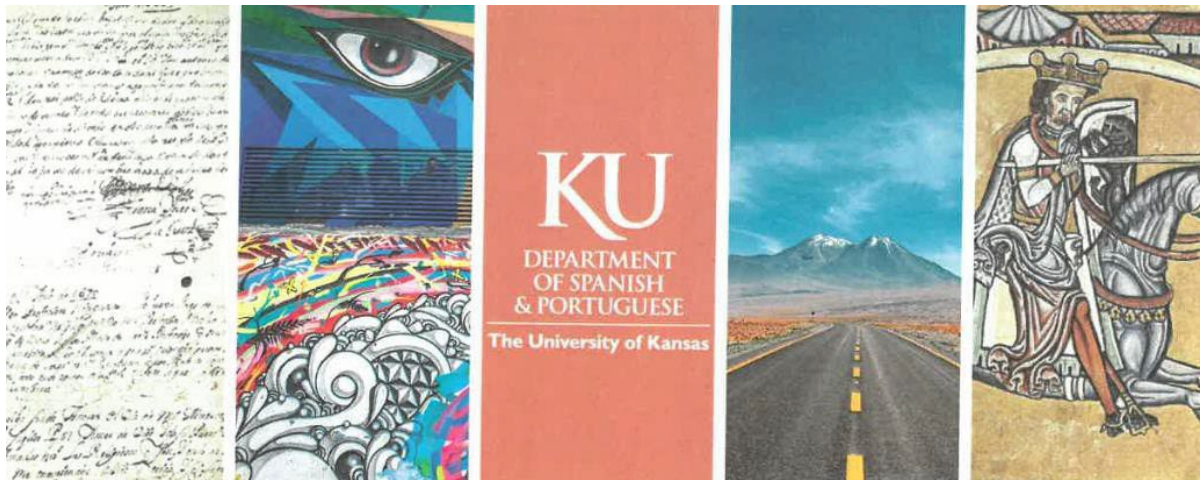
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Cultural Studies
Transatlantic Studies and Global Hispanophone Studies
Postcolonial, Migration, and Borderlands Studies
Latinx Studies
Literature and the Arts
(Music, Performance, Visual Culture, Print Culture)
Film
Urban Studies
Gender and Sexuality Studies
Archival Studies

GRADUATE STUDENT HANDBOOK

2024-25

Updated by Antônio R.M. Simões: July 31, 2024



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This manual provides information about the graduate program in the Department of Spanish and Portuguese. It references Graduate Studies guidelines but does not include all regulations applicable to graduate students at the University of Kansas. Please refer to the Graduate Studies Section of the [KU Academic Catalog](#) as well as the [KU Policy Library](#) for official information and requirements.

Abbreviations

ACTFL: American Council on the Teaching of Foreign Languages AEC: Applied English Center
AEC: Applied English Center
CERF (or CEF or CEFRL): Common European Framework of Reference for Languages CLACS: Center for Latin American and Caribbean Studies
CLAS: College of Liberal Arts and Sciences COGA: College Office of Graduate Affairs CR/NC: Credit/No Credit (CR/NC)
CTE: Center for Teaching Excellence DGS: Director of Graduate Studies DPR: Degree Progress Report
FAFSA: Free Application for Federal Student Aid FLRS = Foreign Language Research Skills
GA: Graduate Assistant
GAA: Graduate Academic Advisor GI Bill: (See MGIB-AD)
GPA: Grade Point Average
GPC: Graduate Program Coordinator GRA: Graduate Research Assistant GS: Graduate Studies
GTA: Graduate Teaching Assistant
IELTS: The International English Language Testing System IEP: AEC - Intensive English Program
ILR: Interagency Language Roundtable ISS: International Support Services
KUEA: Kansas University Endowment Association LTC: Language Training Center (in Wescoe, 4th floor) MA: Master of Arts
MGIB-AD: Montgomery GI Bill – Active Duty MOA: Memorandum of Agreement
MS: Master of Sciences
OUR: Office of the University Registrar PhD: Doctor of Philosophy
PTE: Pearson Test of English
TOEFL: The Teaching English as a Foreign Language UGF: University Graduate Fellowship

Key Offices at KU

Your unit's Director of Graduate Studies (DGS) or Graduate Program Coordinator (GPC), formerly known as the Graduate Academic Advisor, is your primary contact for any questions related to graduate study or requirements. If you would like to research an issue before speaking with your department or if you still have questions, the following offices can provide assistance:

College Office of Graduate Affairs (COGA)

[COGA](#) oversees graduate affairs and administers University policy for programs within the College of Liberal Arts and Sciences. The COGA website contains comprehensive information on requirements and processes pertaining to graduate education at KU. Most common questions can be answered with the information provided there, including questions regarding [enrollment changes or forms](#), University policies on [exams](#) and committee requirements, and University [graduation requirements](#). The College of Liberal Arts & Sciences' [Master's Hooding Ceremony](#) is coordinated by COGA.

COGA reviews all [student petitions](#) of University and College policy, issuing decisions on behalf of the College or referring as required to a faculty committee and/or the Office of Graduate Studies. The more common student petitions relate to [Enrollment](#), [Graduate Credit](#), [Leave of Absence](#), and [Time Limit Extensions](#).

COGA is a resource if you have questions about petitions or graduation requirements that your department is unable to answer. Refer to the COGA website (<https://coga.ku.edu/>) for current staff contact information.

Office of Graduate Studies

[Graduate Studies](#) is the office of the Dean of Graduate Studies at KU. The Executive Council of Graduate Studies sets policies and regulations governing graduate study and offers various programs for graduate students throughout the year. While COGA should be your first stop for any questions your department cannot answer, you may be referred to Graduate Studies for certain matters, especially for questions about [GTA/GRA/GA appointments and policies](#). The University's [Doctoral Hooding Ceremony](#) is coordinated by Graduate Studies.

Graduate Admissions (within the Office of Graduate Studies)

Contact Graduate Admissions for questions regarding KU Online Application for Graduate Study, ADMIT system/Prospect, English proficiency requirements, and official transcripts.

Office of the University Registrar (OUR)

Contact OUR at <https://registrar.ku.edu/> for questions related to enrollment (if the question cannot be resolved via the enrollment changes link provided above under COGA), tuition, campus fees, the Academic Calendar, and fee petitions.

Financial Aid

Contact Financial Aid (https://financialaid.ku.edu) for questions related to the disbursement of scholarships, fellowship awards, loans, and FAFSA.

International Support Services (ISS)

Contact ISS (<https://iss.ku.edu/>) for questions related to international students, including enrollment requirements, international student insurance, obtaining a social security card, I-20 questions, and any issue related to student

visas. While other offices on campus such as the AEC, Human Resources, or the Registrar may also handle related matters, because the students' legal status in the country may be affected, it is recommended that students contact ISS first.

Center for Teaching Excellence (CTE)

The CTE (<https://cte.ku.edu/>) is a university center dedicated to assisting instructors, including GTAs, to develop effective instructional techniques. The expert staff of CTE can introduce instructors to the pedagogical technology available at the University, and help instructors develop new approaches to teaching. CTE specialists work with instructors individually, and also offer a diverse array of workshops and discussions. They can also guide instructors to useful scholarly literature about college teaching and learning. See also the webpage of the CTE, *Teaching Resources* at <https://cte.ku.edu/teaching-resources>.

Applied English Center (AEC)

Located in the traditional college town of Lawrence, Kansas, KU provides an open, supportive, and welcoming environment for international students. KU's Applied English Center is a nationally accredited program that offers students a quicker way to start a degree program at KU, develop academic and English skills, and make lifelong friends.

The AEC helps prepare students who need to perfect their English before beginning their university studies, as well as those students who only wish to study for a short time in the U.S. We work with graduate students to refresh their skills in research writing, academic presentations, pronunciation, and other areas. We also work with departments to develop customized programs for particular groups of students. <https://aec.ku.edu/>

University Policies & Degree Requirements

This section contains information on the requirements and policies of the Office of Graduate Studies and the College of Liberal Arts & Sciences, both hereafter referred to as "the University". It is not a complete list of all policies pertaining to graduate students. Only those policies that *most commonly* affect graduate students are included.

Policies are described in general terms and are intended to help students understand what is expected. They do not reflect the exact language of the official policy and should not be confused with official policy. Specific information and restrictions as well as links to relevant forms may be accessed by clicking on the policy headings. Links to the official policies in the KU policy library are found at the bottom of each policy description. Students are accountable to and should familiarize themselves with the University's official policies.

General Policies

The following University policies apply to ALL graduate students regardless of degree, program, or department. These are minimum general requirements. Your department or program may have more restrictive policies in any of these areas.

Admission

Degree or non-degree seeking applicants must have a bachelor's degree (as evidenced by an official transcript from the institution the where the degree was obtained) and a minimum GPA of 3.0 in the most recent degree that was obtained.

Students* not meeting these requirements *may* be admitted provisionally upon recommendation by the department; however, restrictions on certain types of funding, including GTA/GRA/GA funding, apply to students on provisional admission status. Students should consult the program admissions advisor or Director of Graduate Study (DGS) on their eligibility for funding with admission.

*By Federal regulation, international students seeking F-1 status must meet the standards of Regular Admission. Provisional admission is not sufficient to issue the Form I-20.

Related Policies and Forms:

[Admission to Graduate Study](#)

English Proficiency Requirements

The University requires all applicants, international or domestic, to demonstrate English proficiency for admission to any graduate program at KU. There are three ways to prove English proficiency:

1. Declaration of native speaker status on the online application for graduate study.
2. Graduation with a baccalaureate degree (or higher) earned in residence from an accredited English- medium U.S. college or university, or a college or university in the United Kingdom, Australia, New Zealand, Ireland, English-speaking province of Canada, or an English-speaking, Caribbean country, with instruction conducted in English.
3. Degrees earned online may not be used to verify English proficiency. **Note:** this option is not sufficient for employment as a Graduate Teaching Assistant.

Official scores from an English proficiency standardized test (e.g., TOEFL, IELTS-Academic, or PTE), must be sent by the testing agency to the University of Kansas. Official scores must be less than two years old.

English Proficiency Score Requirements for TOEFL (iBT), IELTS, PTE and AEC

Importante note: As of Spring 2024, from the link

[English proficiency requirements | Graduate Admissions \(ku.edu\):](#)

Proficiency Bands and Score Requirements*

Documentation Type	Full Proficiency	Admission Proficiency
TOEFL (iBT) (test center and online/at home)	Total score of 80 with no part score below 20	Total score of 55 with no part score below 13
IELTS-Academic (test center and online/at home)	Total score of 6.5 with no part score below 6.0	Total score of 5.5 with no part score below 5.0
PTE Academic (test center and online/at home)	Total score of 60 with no part score below 55	Total score of 42 with no part score below 35
AEC Coursework	Completion of all AEC coursework and designation as "Proficiency Obtained"	Eligibility to begin Level 3 or higher
AEC Testing Required?	No	Yes

Proficiency Bands and Score Requirements

*MyBest scores are not accepted.

Applicants that do not meet the minimum scores should review the English Proficiency Chart, provided via the link <https://policy.ku.edu/graduate-studies/admission-to-graduate-study>, for information about provisional admission and petition processes based on exceptional circumstances.

As of 2023, we still accept Duolingo test scores *for admissions purposes*. Students must score 115 or higher. However, *this test does not qualify students for employment*. If a student is accepted into our program, they will also need to take the KU-administered SPEAK test available through the Applied English Center (AEC) before we can offer them a GTAship.

Since our requirements may change every year, it is imperative that you consult the [Graduate Admissions website](#) when applying to our program, because this website has the most up-to-date information regarding English requirements.

Applicants should submit their scores directly to the Office of Graduate Studies:

Office of Graduate Studies
213 Strong Hall
1450 Jayhawk Boulevard
Lawrence, KS 66045-7535

Related Policies and Forms:

Office of the University Registrar:
<https://registrar.ku.edu/>

Specific pages of interest:
[English Proficiency Requirements for Admission to Graduate Study](#)

[Spoken English Language Competency of Faculty and Graduate Teaching Assistants, Kansas Board of Regents Policy](#)
[Graduate Credit](#)
[Count Toward Degree Form Co-enrollment](#) Office of Graduate Studies: [MA and MS Degrees](#)

Enrollment

For graduate students in the College, advising on enrollment and course selection take place at the department level. While units within the College may define full-time enrollment more stringently, the University defines it as follows:

Fall and Spring semesters:

- Enrollment in 9 credit hours
- Enrollment in 6 credit hours plus a GTA, GRA, or GA appointment, regardless of percentage of appointment
- Enrollment in 6 credit hours for graduate students using the Montgomery GI Bill – Active Duty (MGIB-AD) and Post-9/11 GI Bill – Active Duty
- Doctoral candidates enrolled in dissertation hour(s).

*See Doctoral post-comprehensive enrollment.

Summer sessions:

- Enrollment in 6 credit hours
- Enrollment in 3 credit hours plus a GTA, GRA, or GA appointment, regardless of percentage of appointment
- Enrollment in 3 credit hours for graduate students using the Montgomery GI Bill – Active Duty (MGIB-AD) and Post-9/11 GI Bill – Active Duty
- Doctoral candidates enrolled in dissertation hour(s).

Graduate students are not normally permitted to enroll for more than 16 hours a semester or more than 8 hours in Summer session.

While these are KU's definitions of full-time enrollment, other institutions may have different definitions. Be sure to consult with your financial aid and/or health insurance providers before making enrollment decisions.

Students not enrolled by 11:59pm the day before the first day of classes will be subject to a late enrollment fee. The University Registrar then deactivates the KU ID of any student not enrolled by the last Friday in October (for Fall) or the last Friday in April (for Spring). Students who wish to enroll after that must pay a fee to be reactivated.

Students who wish to leave their graduate program should inform the department in writing so that a [Voluntary Withdrawal](#) form may be submitted on their behalf.

Deadlines for adding, changing, dropping, or withdrawing from courses entirely, as well as any fines associated with the change, are set by the University. Deadlines vary from year to year. Students should carefully review the current [Academic Calendar](#).

The College Office of Graduate Affairs (COGA) website has a very useful [Enrollment Changes Guide](#), which provides comprehensive guidance on the forms and endorsements required for different enrollment situations, including late enrollment changes after the published deadlines.

You may also wish to consult the Registrar's page on [Effects of Dropping or Withdrawing on your Transcript](#).

Related Policies:

[Discontinued Enrollment](#) [Enrollment Regulations](#) (CLAS)
[Full-time Enrollment for Graduate Students](#) [Graduate Coursework Expiration Dates](#) [Master's Enrollment Requirements](#)

Graduate Credit (Including Transfer Credit)

The Office of Graduate Studies [policy](#) on Graduate Credit defines KU's conditions for the following:

- Definition of graduate credit for the purposes of a course “counting” toward a graduate degree or graduate certificate at KU
- Transfer of graduate credit to KU from an outside institution
- Reduction in the required number of graduate hours for Master's students
- Counting credit hours taken as non-degree seeking students toward a later graduate degree at KU
- Counting credit hours taken as a certificate seeking student toward another graduate degree [Transfer Credit](#)
- The transfer credit option allows Master's students to count graduate-level coursework completed at another institution toward their KU degree. Restrictions apply to what non-KU graduate courses and how many credit hours that can be counted toward a KU Master's degree, so students should carefully review the information provided in the [policy](#) and the related ones linked below, as well as consulting with their DGS. In all cases, transfer credit must first be approved at the department or program level. To begin the transfer process, students should consult with their DGS to submit the required transfer materials. These include a transcript reflecting the courses to be transferred and descriptions and/or syllabi for the courses in question.

No transfer of credit is allowed for the PhD. In circumstances where students enter the PhD program with an MA from another institution or relevant graduate coursework, it may be possible for students to request a reduction in the number of hours required for the PhD. Students should consult with their DGS about their enrollment plan.

Reduced Credit Hour Degree

Kansas Board of Regents policy defines 30 hours as the minimum for Master's degrees at KU. Departments may petition for a reduced hour Master's degree for individual students. A reduction in hours is distinct from a transfer of credit and is reserved for those students especially well-prepared to complete a graduate-level degree and able to maintain a superior grade point average. Reduced credit hour degrees are also distinct from transfer credit in that they may be based on non-coursework (e.g., internships, work experience, study abroad, previously completed degrees, etc.) and there are no modifications on the transcript.

Restrictions apply to the number of credit hours that can be reduced for a Master's degree, so students should carefully review the information provided in the link above and the related policies below.

In all cases, a reduction in hours must first be approved at the department or program level, so to begin the process for approval, students should consult with their DGS.

Because there is no minimum number of required hours for the PhD, reduction of required hours based on prior degrees or experience is determined solely at the program level. Doctoral students should consult with their DGS about their enrollment plan.

Count Toward Degree

The [Count Toward Degree form](#) is an Office of the Registrar Form that allows graduate credit hours taken at KU as a non-degree seeking student to count toward a later degree at KU.

As with transfer credit and reduced hour degrees, restrictions apply, so students should carefully review the information in the link above and the related policies below, and consult with their DGS.

Related Policies:

[Graduate Credit](#)
[Count Toward Degree Form Co-enrollment](#)
[MA and MS Degrees \(on Reduced Hour Master's Degree\)](#)

Credit/No Credit

The University supports and encourages interdisciplinary study, which may include graduate students enrolling in coursework at the graduate level that is outside of their primary discipline. The Credit/No Credit (CR/NC) is an option for graduate students who are taking a course that is not required for their degree or certificate and who do not wish to have the course grade reflected in their overall graduate GPA. Rather than a grade appearing on the transcript, the student receives a designation of CR or NC, which does not factor in the GPA.

No course graded CR/NC will count toward the satisfaction of any graduate degree or certificate requirement. This includes, but is not limited to, courses taken to fulfill the Research Skills and Responsible Scholarship requirement for Doctoral students.

If a student chooses to take the CR/NC option, they must make this choice during the CR/NC time frame, which can be found on the Registrar's current [Academic Calendar](https://registrar.ku.edu/academic-calendar) at <https://registrar.ku.edu/academic-calendar>. This period typically begins after the last day to add a class and runs for approximately two weeks. This process must be initiated at the COGA office.

The student should consult with their program advisor about the appropriateness of the course prior to enrolling. In cases where CR/NC is elected, the course instructor is not informed of the election unless the student chooses to share this information.

Additional restrictions apply. Students should carefully review the information in the link above.

Related policies:

[University Senate Rules and Regulations \(USRR\) | Policy Library \(ku.edu\)](#)

Probation & Dismissal

Probation is an academic status that can be assigned to a graduate student if they are not making [satisfactory progress](#) toward completing their degree. The department initiates the probation process and will inform the student what they must do to return to good standing. (See: [Good Academic Standing policy](#))

Students are most commonly placed on probation if their graduate cumulative [GPA](#) drops below a B average (3.0 on a 4.0 scale). In these cases, probation occurs automatically and is reflected on the student's record for the semester following the semester in which the student's GPA drops below 3.0. If the student's overall graduate average is raised to 3.0 by the end of the probationary semester, the student will be automatically returned to good

academic standing.

Students may also be placed on probation by their departments for other reasons that constituting a failure to make satisfactory progress toward degree. These may include but are not limited to; failure to make adequate progress on a thesis or dissertation, unacceptable academic performance on program components outside of coursework (e.g., exams), an unsatisfactory result in their department's annual evaluation, or as a result of going beyond their official time to degree. Students should carefully review the Good Academic Standing policy or graduate students at KU for more information on what constitutes satisfactory academic progress.

Individual programs may also have additional measures of progress. Students should also consult the Annual Review section of their department graduate handbook and their program advisor for more information.

If a student is unable to raise their GPA or otherwise meet departmental expectations for adequate academic progress by the end of the probationary period, they may be dismissed from the graduate program. Once dismissed, a student will no longer be able to be enrolled in coursework and cannot complete their degree. Students dismissed from any College graduate program may not be admitted to any other graduate programs in the College.

A student on probation or facing dismissal should discuss their status with their advisor.

Related Policies:

[Academic Probation Dismissed Enrollment Probation and Dismissal](#) (CLAS)
[Good Academic Standing policy](#)

Grading

The Office of Graduate Studies' [Grading policy](#) governs requirements for the grading of graduate students above those described in [Article II](#) of the University Senate Rules and Regulations. Additionally, individual schools, departments, or programs may have grading policies that are more stringent than those of Graduate Studies. Students should review the [College-specific grading information](#) and consult their advisor and the departmental section of this handbook for additional information that may affect them.

At minimum, for all graduate students at KU, at least a B average is required on course work counted toward any of the Master's degrees at KU, and only courses graded A, B, or C (excluding C-) may be counted. Course work counted toward a Doctorate, including that for a Master's degree if obtained at KU, should average better than a B.

Additional information pertaining to graduate grading can be found on COGA's pages for [Retroactive Withdrawal](#), [Incomplete Grades](#), and [Graduate GPA](#). The Registrar's Office's also offers information on the [Credit/No Credit](#) option.

Related Policies:

[University Senate Rules & Regulations Grading](#)
[Academic Probation Dismissed Enrollment](#)
[Probation and Dismissal](#) (CLAS)

Time Limits

The University expects that a Master's degree should typically be completed in two (2) years of full-time study, the Doctorate degree in five (5) years of study, and both the Master's and Doctorate together in six- seven (6-7) years

of study.

Students who anticipate exceeding these targets should review the information in the link above and in the policies below, as well as consult with their program advisor to create a timeline for degree completion. In order to support this process, COGA offers DGSs and advisors a [Mentoring Agreement Template](#) to use and/or adapt to their own needs. The template may be used with students in danger of going beyond the program's expected time limits, or simply as an advising tool for all their students. It is especially useful for Doctoral students in the dissertation phase.

Related Policies and Forms:

[Master's Degree Program Time Restraints Degree Time Limits](#)
[Doctoral Program Profiles with Time To Degree Information Graduate Degree Completion Agreement](#) (PDF)
[Mentoring Agreement Info](#)

Leaves of Absence

In exceptional circumstances (e.g., cases of illness, emergency, financial hardship, military leave, to pursue family responsibilities, or to pursue full-time activities related to long-range professional goals) it may be necessary for graduate students to take a break from their program temporarily, without having to withdraw entirely from the program. An approved leave of absence allows a student to take a temporary break from enrolling in graduate coursework while remaining in good standing with the University and the department.

Requesting a Leave of Absence is done via a University petition. University petitions must first be approved and supported at the program level, so students wishing to initiate the petition process should first consult with their Director of Graduate Studies to review their department's internal petition procedures. The Director of Graduate Studies may request documentation to support the student's need for a leave of absence; however, the only document that COGA requires for the petition is the Leave of Absence Petition form, linked below.

Students on Leave of Absence are automatically reactivated after their leave is over and are eligible to enroll for their intended semester back during the normal enrollment periods. See the KU [Academic Calendar](#) for the exact dates that enrollment begins.

If at any time plans change and a student wishes to return and enroll before their leave was supposed to end, they may contact their department to be reactivated early.

Related Policies and Forms:

[Leaves of Absence](#)
[CLAS Leave of Absence Petition Form](#) (PDF)

Oral Exams

All graduate students must complete one or more exams as part of their degree requirements. In addition to department or program guidelines, the University has several [policies](#) pertaining to the following exams:

- Master's Exam/Thesis Defense for Master's degree
- Doctoral Comprehensive Oral Exam
- Doctoral Final Exam/Dissertation Defense

Before a student is allowed to sit for any of these three exams, pre-approval from COGA is required. This approval must be sought by the department at least two weeks prior to the exam date. COGA checks to ensure that

the student has fulfilled certain University requirements. The full list of requirements that COGA checks for may be found via the link in the heading above ([or here](#)). Students should begin communicating with their COGA's GPC, Director of Graduate Studies, and faculty advisor early in the semester in which they plan to take an exam, to ensure that their exams are administered in a timely fashion and to ensure that all University policies relating to oral exams are being followed.

In many cases, programs may have additional exams, such as a written pre-qualifying exam. Exam pre-approval by COGA applies ONLY to the oral portions of the three exams listed above.

The following are University policies pertaining to these oral exams:

[Master's Student Oral Exam Committee Composition | Policy Library \(ku.edu\)](#)

[Doctoral Student Oral Exam Committee Composition | Policy Library \(ku.edu\)](#)

Oral Exam Committee Composition

For all oral exams, the committee members must be appointed members of the Graduate Faculty of KU. Doctoral committees are composed of at least five voting members and the committee must have a home department majority. In addition, a majority of committee members serving on a graduate student oral examination committee must be tenured/tenure-track faculty holding regular graduate faculty or, in the case of Doctoral committees, dissertation faculty status in the candidate's department/program of study.

Many additional restrictions apply, especially for Doctoral exam committees. Master's and Doctoral students should carefully review the University policies pertaining to exams, as well as consult with their Director of Graduate Studies when forming an exam committee.

Oral Exam Attendance (Physical Presence)

The Oral Exam Attendance policy describes rules for physical versus mediated attendance (e.g., Skype, Zoom, or phone) at oral exams. Oral Committee Physical Attendance is not required anymore since the practice of virtual participation started during the Covid crisis. As of 2023, the updated policy on these matters is found at this link: <https://policy.ku.edu/graduate-studies/oral-exam-attendance>.

Doctoral Degree Requirements

In addition to the student's individual PhD program's degree requirements, the following are University requirements for graduation with a PhD at KU.

Residency Requirement

Two semesters, which may include one summer session, must be spent in full-time resident study at the University of Kansas. During this period of residence, full time involvement in academic or professional pursuits may include an appointment for teaching or research if the teaching/research is directed specifically toward the student's degree objectives.

Related Policies and Forms:

[Degree Time Limits](#)

[Continuous Enrollment for Post-Comprehensive Students](#)

During the semester in which the comprehensive exam is completed and each Fall and Spring semester that

follows, Doctoral candidates must enroll in at least 6 credit hours per semester until all requirements for the degree are completed OR until 18 post-comprehensive hours have been completed, whichever comes first. At least one of these credit hours each semester must be a dissertation hour (or an approved dissertation equivalent).

During the semester in which the student will complete this requirement, enrollment may be dropped to only the number of hours required to complete the 18. For example, if a student is entering the Fall semester having completed 15 post-comprehensive hours, they need only enroll in 3 credit hours. After fulfilling the post-comprehensive enrollment requirement, enrollment may be reduced to as little as 1 dissertation hour per semester or summer session up to and including the semester of graduation.

Students are strongly advised to closely review the University regulations on [continuous enrollment for post-comprehensive students](#) (found in the above heading or the policy links below). Failure to properly comply with the policy could result in additional enrollment requirements and tuition expenses near the end of their degree program.

Post-comprehensive enrollment requirements also apply to students with GTA/GRA/GA appointments, but these students must be certified to drop their enrollment levels. Departments are responsible for tracking student enrollment and submitting the certification form on the student's behalf through the Progress to Degree (PTD) system at least two weeks prior to the beginning of the semester in which the enrollment will drop below 6 hours. Students who are certified to reduce hours continue to meet the University's definition of full-time enrollment, as well as the enrollment requirements of their employment contract.

Related Policies and Forms:

[Post-Comprehensive Enrollment College Office of Graduate Affairs \(ku.edu\)](#) [Doctoral Program Time Constraints](#)
[Doctoral Candidacy](#)

Graduate Certificate Requirements

The University offers a variety of [Approved Graduate Certificate Programs](#) (search for “certificate”) to encourage current graduate students to pursue interdisciplinary study. Certificate programs also provide an option for a coherent course of advanced study for those not ready to commit to a full degree program. There are certain restrictions on the timing of admissions to a Graduate Certificate program and the granting of credit for courses completed.

Students whose interests or career goals may be served by a Graduate Certificate should familiarize themselves with the University’s policies relating to Certificate programs (found below) early in their graduate career, in addition to individual certificate program requirements.

Related Policies and Forms:

[Graduate Certificate Programs: Eligibility and Admission Criteria](#) [Policies & Procedures for Graduate Certificate Programs](#)

Graduation Requirements (MA & PhD)

In addition to all program requirements, students [planning to graduate](#) must complete all University graduation requirements prior to the published Graduation Deadline in each semester. Students should consult the [current Academic Calendar](#) for the published Graduation Deadline, which varies by semester.

COGA's graduation checklists contain a comprehensive list of all University requirements for graduation and should be used by every graduating Master's or Doctoral student in the College:

[MA DEGREE GRADUATION CHECKLIST; PhD DEGREE GRADUATION CHECKLIST](#)

Submission of the final draft of the thesis or dissertation is done electronically. Students must comply with all University requirements for [formatting](#) an [electronic submission](#) of the thesis or dissertation. There is no University requirement that students provide a bound or printed copy of the draft.

Students who have concerns or questions about fulfillment of graduation requirements may arrange for a Graduation Appointment with the [College Office of Graduate Affairs](#) (COGA) following the defense or final exam and in advance of the applicable Application for Graduation deadline. While this appointment is not a requirement, it can be useful to review all degree requirements with a COGA staff member, verify that the Application for Graduation and Thesis/Dissertation submissions have been completed, and receive guidance on any pending items.

GRADUATE STUDIES & DEPARTMENTAL FUNDING OPPORTUNITIES

- The Office of Graduate Studies offers [funding opportunities](#) in several different categories; the Department offers internal funding opportunities as well. Students interested in applying should direct inquiries to the Director of Graduate Studies. The Department will provide applicable bridge funding to cover the difference in pay/benefits between Graduate Studies funding and GTA funding when funds are available. **Some** of the available funding includes:
- Dissertation Fellowships: intended for Doctoral students who have passed their comprehensive examinations; for one academic year, non-renewable.
- [University Graduate Fellowships \(UGF\)](#): Departments may apply for University Graduate Fellowships (UGFs) to support their efforts to recruit, retain and support Doctoral students toward a degree.
- Summer Fellowships: intended primarily for Doctoral students.
- Graduate Scholarly Presentation Travel Fund: intended for graduate students presenting a paper at a national or regional meeting of a learned or professional society. See below, under “Travel funding for PhD student conference presentation” for instructions on how to apply.
- Doctoral Student Research Fund: Designed to support KU Doctoral students who need assistance in carrying out research that advances progress toward the degree. Applications for this fund are accepted only for a limited time as funding is available. Students should check the link above for additional information and restrictions.
- The Hall Center for the Humanities offers fellowships and award opportunities for graduate students to support dissertation research, conference funding, excellence in teaching, and community engagement. Application deadlines occur throughout the year. Award details, eligibility and application materials are available through [The Hall Center website](#).
- Graduate Student Emergency Fund, managed through [Kansas University Endowment Association](#) (KUEA), exists to provide financial assistance to students who have an immediate unexpected expense due to circumstances beyond their control. The unexpected expense can be an emergency or an unplanned non-discretionary expense. Funding is usually in amounts of \$500 or less. A limited amount of funding is available for each semester and can sometimes be exhausted before the semester’s end.

Alva V. Ebersole Award:

Those eligible for the Alva V. Ebersole Award for Excellence in Research are graduate students in the Department of Spanish and Portuguese who have completed at least one year of courses in the program. Previous awardees are excluded. Faculty nominations are based on a student's final research paper. The award is announced once a year, typically in the spring semester. Approximately six weeks prior to announcement, the Graduate Studies Committee will invite graduate faculty to nominate graduate students who they have taught in the Department of Spanish and Portuguese in the past academic year. The nomination includes a statement from the professor and the final unrevised paper submitted for the course.

Robert Granberg Award

Eligibility: GTAs in the Department of Spanish and Portuguese. MA students must have completed three semesters teaching in the program, and PhD students must have taught for at least two years to be considered for this award. Previous awardees are excluded.

The award is announced once a year, typically in the Spring semester. The awards committee will invite all departmental faculty, including lecturers, to nominate GTAs in the Department of Spanish and Portuguese. Self-nominations are also strongly encouraged. The nomination must include:

1. a brief statement from the professor/lecturer nominating the student, or, if a self-nomination, a statement of teaching philosophy (250-500 words) from the GTA
2. A list of all courses taught organized by semester
3. teaching evaluations for all courses
4. current degree progress report

Applicants and GTAs can access the Center for Teaching Excellence for resources on how to prepare a teaching portfolio. See www.cte.ku.edu for more information.

Kate Stephens Fellowship

This fund from the Kate Stephens trust is restricted to graduate students with research interest in literature or comparative literature or history, or ethics. The Stephens Fellowship is in memory of and in gratitude for the faith of the parents of Kate Stephens in education and its gifts of vision and its anodyne of labor.

Requirements for this grant:

- Applications are restricted to a candidate who has completed an undergraduate or an MA degree from any of the schools of the University of Kansas, including students who obtained an MA in our program.
- The student's research interests must show a humanitarian commitment.
- Research must be on the geographical areas east of the Allegheny Mountains (West Virginia) or west of the Rocky Mountains.
- *Note: on a world map, this latitude to the east, includes all South America, but excludes Central America and Mexico. To the West of the Rocky Mountains, the required geographical coordinates would include some Latin American islands in the Pacific, as well as Latin America's and Spain's circuits with the Asian Pacific.*

How to apply:

Every two years, at the start of the Spring semester, the Director of Graduate Studies will invite students who

complete the conditions for the scholarship to apply for this funding. Up to two graduate students in the Department of Spanish and Portuguese may receive this award, depending on the available funding. Applicants should send a statement of interest, an explanation of how the funds will be used, and a current degree progress report directly to the Director of Graduate studies. Students in the ABD phases of their PhD will be given priority.

Esther Blaska Award

Michael Cantu received his MA from the Department of Spanish and Portuguese, University of Kansas. In recognition of the Spanish and Portuguese faculty who mentored and supported him in graduate school, Michael has created this stipend in loving memory of Esther Blaska. Esther was a gifted piano teacher who left an indelible impression on her students. Her impact was immeasurable. When available, the funds shall be used to provide financial assistance for graduate students in the Department of Spanish and Portuguese in the College of Liberal Arts and Sciences. In the 2022-23 academic year, this award was used to support Hablemos.

While some summer opportunities do exist, most GTA, UGF (GRA) and GA appointments are for the academic year only. Graduate students may need to identify additional methods of funding for the summer months.

RESOURCES FOR GTAS AND GRAS

[GTA Memorandum of Agreement \(PDF\)](#): All GTA/UGF (“GRA”) appointments are governed by the MOA between the University of Kansas, Lawrence, the Kansas Board of Regents, and the Kansas Association of Public Employees.

[GRA, GTA and GA Appointments: General Guidelines and Eligibility](#)

[Office of Graduate Studies information on mandatory training](#)

[Full list of GTA/UGF \(GRA\) Benefits](#)

[GTA/UGF\(GRA\) Health Insurance Information](#)

[HR/Pay System for viewing paychecks](#)

[Graduate Teaching Assistants’ Coalition](#)

TRAVEL FUNDING FOR PHD STUDENT CONFERENCE PRESENTATION

Each academic year, the department intends to set aside \$3,000 for graduate student travel. Applications should be directed to the chair, with a cc to the director of graduate studies. Students do no longer need to first apply to COGA’s Graduate Scholarly Development Fund. Starting the 2022-23 academic year, funding provided by COGA will be allocated directly to the department. Last day to apply for funding in an academic year is preferably around March 1 of Spring. The chair decides the precise deadline.

To be considered for this departmental funding for conference presentations, the graduate student:

- Must be a PhD student.
- Must be presenting a paper.
- Needs approval of their advisor.
- Is in good standing in our program. ABD status preferred and more advanced students have priority.
- The department provides funding of max. \$500.
- In case the student has received external funding, the department can provide additional funding to a max. of \$750. Example: a student receives \$400 external funding, then the department could provide an additional \$350.
- All other factors being equal, preference is given to students who did not receive funding in the current or previous AY year.
- The office manager (currently Rhonda Cook) keeps a list of students who have received funding.

After checking with the office manager if the applicants are eligible, the chair prioritizes the names of the applicants and Rhonda initiates the paperwork.

MASTER’S DEGREE PROGRAM

Degree Goals

Study the major cultural expressions and literary movements from Spain and the Latin/o American region
 Acquire the theoretical tools necessary to engage critically in literary and cultural analysis and research
 Develop as a scholar, reflecting on the ties between cultural engagement, pedagogy, and research
Requirements
 Students who are admitted to the Master’s program in Spanish must complete a total of **30 graduate credit hours** (approx. 10 courses), the majority through courses in the Department of Spanish and Portuguese. Students must also complete the requirements for reading knowledge of a language other than English and Spanish. Incoming students will complete Portuguese 611 in their first semester.

Incoming students with a strong interest in pursuing a language other than Portuguese can do so, upon prior consultation with the Director of Graduate Studies and Admissions.

Minimum enrollment for GTAs: 15 hours per year. For a complete list of courses, see the [University Academic Catalogue](#).

Course	Credits	Notes	Course taken
SPAN 801: Teaching Spanish in Institutions of Higher Learning	3		
Medieval/Early Modern Peninsular	3	At least one course required in each of the four areas.	
Colonial Latin America (prior to 19th Century)	3		
Modern/Contemporary Peninsular (19th-21st Century)	3		
Modern/Contemporary Latin/o America	3		
One Seminar	3	Preferably after completing a 700- level course on a related topic.	
Completion of PORT 611 or reading knowledge of another foreign language as approved by Department.	3		
Elective course in the department	3	Students in the MA considering pursuing a PhD should enroll in SPAN 795, or an alternative course with a focus on literary theory. It is highly recommended that students seek to take at least one course with a focus on film studies or/and cultural studies.	
Two courses, tied to Latin/o America/Iberian context or to students’ overall academic trajectory, may be taken outside of the department with advisor’s approval.	6	If their advisor agrees with them, MA students who believe they could enhance their academic foundation may be permitted to enroll in ONE 500-level Spanish course for credit towards their degree.	

In their first semester, all incoming students must enroll in:

SPAN 785 or SPAN 780

PORT 611

Exceptions can be made when another language is seminal to the students’ research, and upon consultation with the DGS and/or GPC.

SPAN 801

Required for GTAs during their first semester teaching [Courses](#)

30 credits of coursework in literary and cultural analysis

When planning the course in consultation with the advisor, students should make sure that the 30 credits include:

A minimum of one course in each of the four following areas:

- Medieval/Early Medieval Peninsular
- Colonial Latin America (prior to 19th Century)
- Modern/Contemporary Peninsular (19th-21st Century)
- Modern/Contemporary Latin/o America

ONE Seminar (preferably after having completed a 700-level course or other courses on a related topic)

Please note:

Students in the MA considering pursuing a PhD should enroll in SPAN 795, or an alternative course with a focus on literary theory.

It is highly recommended that students seek to take at least one course with a focus on film studies or/and cultural studies, preferably within our department.

Two 3-credit hour courses tied to Latin/o America/Iberian context or to students' overall academic trajectory of the required 30 hours of coursework may be taken outside of the department with the approval of the graduate advisor.

Once all required coursework within the department has been completed students are encouraged to consider an Independent Study course.

MA students who feel that they could benefit from strengthening their language foundation, or/ and ability to engage in literary and cultural analysis may be permitted to take ONE Spanish course at the 500-level in our department for credit toward their degree. This must be done in consultation with their faculty advisor and/or the Director of Graduate Studies.

Reading knowledge of another foreign language as approved by the Department

The department highly recommends Accelerated Portuguese (PORT 611), which should be taken during the first semester of the MA program. Should a student choose a different language, they must first consult with the DGS or the GPC. Ultimately, an argument must be made of how knowledge of that language ties to the students' interests in the Spanish speaking world. Graduate students must show a grade no lower than a B in the courses toward fulfillment of this requirement.

To complete the requirement through a venue other than taking Portuguese 611, the student can:

- Take one semester of an indigenous Latin American language.
- Take either a reading knowledge language course in the chosen language at KU (courses focused on reading comprehension) or enroll at a graduate level in a language course of their choice.
- Show third semester college course work from another institution with an average grade of A or B.
- Pass an examination in the chosen language administered by the corresponding department at KU.
- Pass the FLRS Portuguese proficiency exam with a language proficiency level of Intermediate High or higher on the American Council on the Teaching of Foreign Languages (ACTFL) language proficiency

scale, or B1 in the CERF scale, or 1+ in the ILR scale.

- **Notes:** *FLRS = Foreign Language Research Skills; CERF (or CEF or CEFRL) = Common European Framework of Reference for Languages; ILR = Interagency Language Roundtable*

The department highly recommends Accelerated Portuguese (PORT 611), which should be taken during the first semester of the MA program.

For descriptions of 500, 700, 900–level, and independent study courses see the [Course Descriptions](#) section.

MASTER’S PORTFOLIO/QUALIFYING EXAM

Students will have an option as to which form of examination they choose to complete: the Master’s Portfolio Exam or the Master’s Qualifying Exam.

MA Portfolio

Introduction to the Portfolio and Personal Statement

To be completed in the student’s language of choice. As part of your general academic growth, you might be interested in writing the personal statement in the language you are least comfortable with.

A personal statement of a maximum of 6 pages in length that serves as a reflection on your learning experience and professional growth during the program. Students should introduce their portfolio and explain how it is representative of their accomplishments and intellectual growth.

Specificity is most encouraged, and the expectation is that students will include specific examples from their coursework in their narrative. Students may also choose to include experience gained through opportunities such as a University Graduate Fellowship, community outreach and teaching. Some of the questions that can guide your introduction and personal statement include:

- How has the MA has contributed to your understanding of the field of Hispanic studies? What skills have you acquired or improved throughout the MA experience?
- Were there any overarching themes throughout your classes and MA experiences more broadly?
- How would you describe the connections between your courses, and between content material that includes many national contexts, time periods, and perspectives?
- Has your work been particularly influenced by a specific theoretical angle, or do you find that you engage multiple theoretical approaches? Explain.
- How do you intend to use the knowledge and skills you have gained in your future endeavors, both professional and personal?

I. Curriculum vitae (CV)

You must turn in a copy in English, and optionally, a copy in Spanish.

Your CV should include education, work experience, awards, community outreach, grants and fellowships, language abilities, and experience abroad among other possible categories. Students are encouraged to seek assistance from the KU University Career Center (<https://career.ku.edu>). Students are expected to make an appointment with the center, visit the center, and follow their guidelines for CV preparation at . However, it is often easier to use one of the CVs of our faculty as a model, available on the [website](#) of the Department of Spanish and Portuguese.

II. Teaching Statement

A 700–800-word teaching statement (must be in English) in which students articulate their pedagogical approach to the classroom. This narrative will include their perspective about the teaching and learning processes, but also specific examples from their classroom experience. Students should also demonstrate familiarity with current pedagogical methods and should be able to articulate how they have employed these methods effectively in the classroom. Students are encouraged to draw from what they learned through SPAN 801.

In addition to their teaching statement, students have the option to include supplementary materials such as lesson plans or curriculum development they have completed during the program, including materials developed in courses, experiences as GTAs in Study abroad, or assessment work.

For this component, students are encouraged to explore and/or seek assistance from KU’s Center for Teaching Excellence, which has various resources available for instructors, including Graduate Teaching Assistants (<https://cte.ku.edu/about-cte>)

Three Sample Works in Spanish

Students must include three examples of a paper/project that they have completed during the MA program. You can use one of them to write your culminating project (see below). The papers should be at least 8-10 pages in length without bibliography. Each should center its analysis on one of the four areas of concentration in the MA program (Peninsular I or II, Latin America I or II). One of the three sample works should be a long seminar paper OR another research paper of similar length and scope developed in a 700-level course taken as seminar.

III. Culminating Project

This should be in the language most conducive to your specific project, and will be contingent, among other things, on the audience of your specific choice.

The Culminating Project is developed by the student to demonstrate their intellectual growth throughout the program. The Culminating Project allows students to explore questions of ongoing academic interest individually further throughout their MA program. Students may choose to complete one of the following Culminating Projects:

1. Developing an article suitable for publication from a long seminar paper completed during the MA (it can be one of the three sample works included in section IV of the portfolio). To this end, students will include both the original paper and their revised versions in their portfolio, as well as mention of two possible journals that are a good ‘fit’ for their submission. (25-30 pages in length with abstract).
2. Digital humanities project with abstract. A digital humanities project will enable public engagement with research in an accessible way. For example, students can create a digital archive which brings to the forefront an under-researched aspect of Hispanic culture. For this project, and in addition to their advisor, students are encouraged to visit and reach out to KU’s Institute for Digital Research in the Humanities (<https://idrh.ku.edu>). Make sure that you focus on the content of your DH Project. **Form (presentation) is important but secondary to content and to pertinent peer-reviewed bibliographic support.**
3. Digital or hard copy of a 3–4-day teaching unit with reflection. This project will consist of an original lesson plan that is representative of YOUR teaching style and methods. It must include lesson plans, classroom materials/content and sample assignments. In addition, students should submit a 2–4-page reflection explaining how these materials will facilitate student language learning and cultural competency. Students should also include a discussion of teaching methods to be employed for the learning

module or teaching unit. For this component, students are encouraged to explore and/or seek assistance from KU's Center for Teaching Excellence (<https://cte.ku.edu/about-cte>). Likewise in #2 above, **form (presentation) is important but secondary to content and to pertinent peer-reviewed bibliographic support.**

Oral Defense Result

During the final semester of their MA program students will meet with their advisor for an exit interview where they will receive feedback for their portfolio, including its strengths and areas for improvement.

Everything related to the oral defense is expected to be finished at least two weeks before graduation. In other words, the student and the student's committee must plan the defense in plenty of time to get to graduation without issues. Consider that the final product of the MA Portfolio must incorporate the student committee's suggestions, corrections, and whatever else is needed to complete the portfolio.

The Evaluation of the MA Portfolio

You must decide in consultation with your advisor whether you will take the Master's qualifying exam (see below) or prepare and defend a Master's portfolio. Either way, plan to use the summer to advance your preparation for your Master's degree graduation as much as possible. Otherwise, it will be very difficult, if not impossible, to adequately prepare for your graduation ONLY during Fall and Spring semesters.

If you decide to go down the MA portfolio route, then you need to work with your advisor on the following:

1. The composition (membership) of your Master's Portfolio committee should include a majority of members from our Department of Spanish and Portuguese, typically with a minimum of two members.
2. Your culminating project
3. Your teaching statement
4. Your revised CV - There should be plenty of faculty CVs on our department website that you can use as a template for yours or find guidelines for a CV or résumé preparation at <https://career.ku.edu/job-search-prep>.
5. Three of the best papers/projects from classes that you have already taken or will take. Review and add them to your Master's portfolio. One of them can be reviewed and expanded to become your culminating project.

MA PORTFOLIO – GUIDELINES, CHECKLIST, CULMINATING PROJECT, TIMELINE, AND RUBRIC

The MA Portfolio requires an oral defense.

Guidelines:

Setting the MA committee

The faculty advisor is responsible for establishing a committee, normally made up of three professors. The faculty advisor can consult with the advisee, but the faculty advisor has the final say. At least two of the members (including the faculty advisor) must have joint or full-time appointments with the Department of Spanish and

Portuguese. Students wishing to include a third member from another institution should notify the department's DGS and the department's Office of Graduate Affairs (COGA) contact, currently (2022-23) Aley Pennington, as soon as possible. There are additional steps to approve an external member if they do not already have the appropriate faculty privileges, and these may take time.

After the defense committee has been formed, the advisor should report to the department's COGA contact and DGS. The COGA contact will then send out a survey to assess availability for the proposed time period. There is no formal paperwork and once the exam is complete, the advisor will send the COGA Graduate Program Coordinator and the DGS an email notifying them of the pass or fail result.

Setting up a defense of the portfolio, graduation, and applying for the Doctoral program

Follow COGA guidelines for “Non-Thesis or Final Project option” in the Master’s Degree checklist. Graduating with an MA degree without having to submit a thesis is a very simple process. E-mailing to the department’s COGA contact the test result and the student applying for graduation is pretty much it. The student can apply to graduate school at any time during the semester, and if for any reason they have to reschedule or fail their exam, it's easy for COGA to rescind the application.

There is an oral defense of the portfolio. The Master's student will prepare their portfolio under the guidance of their advisor and will defend it before the three-member committee. The committee then meets and makes a pass/fail decision. The committee may have recommendations that the advisor will pass on to their advisee, and the advisee must correctly incorporate the recommendations to successfully complete the defense.

The date of the oral exam must be finalized/decided at least two weeks before the date it will take place. COGA recommends scheduling the oral exam no later than two weeks before the graduation deadline.

MA PORTFOLIO CHECKLIST

General Assessment of the Portfolio (Organization and General Professionalism):

Does the portfolio...

Include all requirements (Intro, CV, teaching statement, sample works, culminating project)?

YES NO

Show to be well-organized?

YES NO

Show thoughtfulness?

YES NO

In terms of general professionalism:

Does it offer materials that could be readily used when applying to PhD programs or other academic/professional opportunities?

YES NO

General Assessment by Section:

Introduction and Personal Statement (language of choice)

Did the student complete this requirement?

YES NO

Does the essay meet the general expectations set out in the description for this assignment?

YES NO

Comments/Observations:

Does the essay offer an introduction to the portfolio and explain how its contents are representative of the student's accomplishments and intellectual growth throughout their Master's degree?

YES NO

Comments/Observations:

Does the essay show attention to specificity rather than making broad generalizations with scarce attention to detail?

YES NO

Comments/Observations:

Does the essay address how the Master's experience has prepared them for future academic, professional and/or personal endeavors?

YES NO

Comments/Observations:

CV (one copy in English)

Is the assignment complete?

YES NO

Does the CV address all the elements encouraged in the description for this assignment?

YES NO

- Education
- Work Experience
- Publications
- Awards, Grants, and Fellowships
- Community Outreach
- Language Abilities

- Skills
- Other (list): __

Does the CV show evidence of professional preparation? In other words, is this CV presentable in applying to a PhD or to other forms of employment/career opportunities?

YES NO

Comments/Observations:

Teaching Statement (must be in English)

Did the student complete this requirement?

YES NO

Does the essay meet the general expectations set out in the description for this assignment?

YES NO

Comments/Observations:

Does the student offer specific examples that show attention to both theory and praxis?

YES NO

Comments/Observations:

Does the student offer evidence of reflecting on pedagogical approaches/methods?

YES NO

Comments/Observations:

Did the student include supplementary teaching materials in this section? The inclusion of supplementary teaching materials is optional. But if the student included them, please note:

Description of Supplementary Material	Assessment of how it strengthens the teaching philosophy (4 being the highest rating)				General comments/observations
	1	2	3	4	
	1	2	3	4	
	1	2	3	4	
	1	2	3	4	
	1	2	3	4	

Sample Works in Spanish:

Did the student complete this requirement?

YES NO

Does the essay meet the general expectations set out in the description for this assignment? Each reflects a focus on

a different area of concentration.

YES NO

Comments/Observations:

Original graded paper included

YES NO

Comments/Observations:

One of the three sample works is a long seminar paper OR another research paper of similar length and scope developed in a 700-level course.

YES NO

Comments/Observations:

The Culminating Project

Important: The culminating project must have its origin in the final assignment of a course carried out during the Master's program. This means that the options will vary depending on the course load for each student, and that the options will sometimes be limited. For example, students may not have assignments that require them to develop digital humanities projects or teaching materials.

MA Portfolio - Culminating Project

The MA Portfolio rubric (below) articulates specific evaluation criteria for the culminating project. For the assessment of other options (teaching unit or digital humanities project), the defense committee may adapt the rubric criteria to these two options. The MA Portfolio rubric is intended to be a practical and easy-to-use assessment for both the defense committee and the advisee.

Timeline to Prepare the MA Portfolio

These are some of the most important points for Master's students to consider before graduating in May:

- Do they have enough credits to graduate? (30 total, at least 50% at level 700 or higher)
- Have they met departmental course requirements?
- Did they decide with their advisor on a plan to prepare and take their exam or portfolio (committee composition, possible dates).

Graduation requirements are due just before the graduation deadline and most of them, for PhDs defending theses, cannot be completed until after they have defended their portfolio or passed their exam.

Timeline:

In **May**, after finishing **the first year** in the MA program, the advisor and the advisee meet to

- Review the work done during the first year.
- Decide between the Master's Qualifying Examination and the Master's Portfolio.

- If possible, decide the composition of the MA Committee.
- Develop a summer plan to prepare required materials for the Master's portfolio or to study for the Master's qualifying exam.

By **June 15** or earlier

The advisor or the advisee will notify the DGS+Adms Committee, by email, of their decision on the above points. They will copy each other to their email. This can be done before June 15, if one prefers.

If June 15 does not fall on a business day, then change the date to the first business day immediately before.

August 15-20

The advisor or the advisee report to the Director of Graduate Studies and Admissions on the advisee's progress toward MA graduation.

If August 10 does not fall on a business day, then change the date to the first business day immediately before.

January 15-25

Again, report to the Director of Graduate Studies and Admissions on the advisee's progress toward Master's degree graduation.

If January 15 does not fall on a business day, then change the date to the first business day immediately before.

During the Spring Semester of the Second Year in the MA Program:

Advisee concludes the final preparation for graduation in harmony with their advisor, members of their committee, COGA, and the DGS+Adms Committee.

The Rubric for the MA Culminating Project (See next page for rubric)

	Setup of central thesis and approach of project. How to write an academic paper beyond introductory level	Originality as well as depth and breath of knowledge in area of expertise	Conceptual or theoretical framework. Ability to evaluate primary sources, potential for publication	Arguments and analysis of pertinent texts; familiarity with norms of academic publications, i.e., how to write a professional paper	Conclusions: implications and significance	Growth in terms of how the student progressed in our program.	Overall
1 - Unacceptable	Thesis or central ideas unclear. Unconvincing need for the MA Portfolio project	Weak grasp of existing scholarship or project's context and their relationship to the scope of the project.	Basic concepts unclear. Weak or inconsistent use of theoretical sources.	Poorly develop or confused argument, with unclear connections to textual analysis	Weak summary or unconvincing statement of project's importance.	No demonstration of growth, no demonstration of improvement in our program.	Disorganized, incomplete, or unclear completion of project.
2 - Acceptable	Straightforward routine presentation of the problem content, and main ideas	Demonstrate knowledge of existing scholarship and basic relevance to the scope of the project.	Basic conceptual framework with some use of critical theory, although connections may not be clear	Relationship of textual analyses to project's main ideas is clear but would benefit from additional development.	Solid recap of the main part and project ideas and finding.	Some evidence of growth, but still limited to advance toward a PhD program. Or arrived with a good preparation, but little change.	Covers the necessary components of an MA Portfolio in a competent fashion.
3 - Very good	Clear, careful exposition of culminating project focus and central ideas that demonstrate usefulness of project for filling gaps in field.	Thoughtful use of existing sources to set up and develop ideas within the scope of the project.	Clearly articulated conceptual framework sustained or developed throughout.	Strong textual analysis well connected to a sustained argument and the project's thesis.	Strong summation of project's achievements and importance for the field.	Clear progress evidenced in the mastery of argumentation and ability to evaluate primary sources.	Solid, clear presentation with good potential for future refinement and impact.
4 - Excellent	Sharp articulation of thesis/main ideas that highlights originality of context and approach significance and persuasive need for project.	Agile dialogue with existing scholarship that showcases originality and is interwoven with project's scope.	Incisive conceptual framework that draws judiciously on critical theory to forge an original, sustained approach.	Penetrating and original textual analyses that develop and illuminate an elegant inventive line of argument.	Persuasive summation of project's significance and implications that point to exciting options for future work.	Excellent progress, with solid growth throughout our program that can be clearly compared.	Innovative and significant with indisputable impact on field.
Sample Score	4	3	2	3	3	2	3
Average	For example, suppose a student receives the grades listed in the row above. From these scores, we obtain: $4 + 3 + 2 + 3 + 3 + 2 + 3 = 20$. Then, $20/7 = 2.86$, which falls between "acceptable" (2) and "very good" (3) in the ordinal category.						
Performance	Then, we need to convert the ordinal categories (1, 2, 3, 4) to interval categories as follows: <ul style="list-style-type: none"> • 3.5 and above = Excellent → PASS WITH HONORS • 2.5 to 3.499 = Very Good → PASS • 1.5 to 2.499 = Acceptable → PASS • Less than 1.5 = Unacceptable → FAIL In this way, the final score (2.86) still aligns with the rubrics, and 2.86 falls into the "Very Good" category, which means a PASS!						

If passed with honors, the advisor can comment. For example:

Fulano: $3\ 3\ 3\ 3\ 3\ 3\ 4 = 22/7 = 3.14$ PASSED – VERY GOOD

Other comments (Use the <Return> or <Enter> key as needed):

VI. Other

Please list and comment briefly on any additional materials the student included in the portfolio, but which are not required, and which strengthen the portfolio project as a whole. If there are no additional materials, no action is

needed.

MA Qualifying Exam

Students would take the qualifying examination (written Master's exam) once they have passed or registered for the 30 hours of coursework (typically the fourth semester of the program). The exam assesses the students' command of the Master's Degree [reading list](#).

Content

The examination includes a written exam over a two-day period, which evaluates the student's knowledge and understanding of the Master's Reading list. Once grades are submitted, the advisor will hold a general conversation with the student on the strengths and weaknesses of the exam and offers general guidance on students' professional or academic plans following the MA. During this conversation, the student also has the opportunity to comment on their own answers to the written exam.

The written examinations will be administered over a two-day period. The exams will be divided into four areas with one and a half hours allocated for each category. There are two questions for each area.

Medieval/Early Modern Spain 19th, 20th and 21st Centuries Spain
Colonial Through 19th Century Latin America Contemporary Latin America (20th and 21st Centuries)

Students can opt out of ONE of the four areas by taking two courses in any one category and passing them with a grade of B or above. To opt out, the student must inform the Director of Graduate Studies in writing (via e-mail) anytime in the semester prior to taking the exams.

Procedures and Grading

See also Appendix B: MA Examination Grading Guide.

The department offers the examination once each semester. Exams will be scheduled in the second week of November for the Fall semester, and in March, in the week before Spring Break. The Graduate Program Coordinator and Director of Graduate Studies will ensure that the exam adheres to any individual accommodations. The Graduate Studies Committee oversees the writing, administration, and grading of the examination.

All students will be notified of the written exam results within two weeks following the exam. **If the student received a passing grade, the Graduate Director would inform the student of the time, date, and location for the oral examination.** Students will be notified of their grade within a week following their oral exam. All students will be notified of qualifying exam results, including comments from qualifying examination committee members, via letter sent through the University of Kansas e-mail system **no later than two weeks after the conclusion of the exam**. The Director of Graduate Studies will send out confirmation of the exam to the committee and will inform the Graduate Program Coordinator who will submit the required forms to the graduate school for approval.

Qualifying Exams can be deemed a pass (satisfactory) or a fail. An outcome of satisfactory indicates that the student demonstrates an understanding of the majority of the texts and concepts in the MA reading list. An outcome of unsatisfactory indicates that the student failed to demonstrate an understanding of course texts and concepts. For more information about these three outcomes, students should consult with their faculty advisor or the Director of Graduate Studies. **Those who do not pass one section of the written exam may retake that section, but only if completed before the end of the current semester. Those who do not pass two or more**

sections will be asked to retake the entire exam. Students who fail the exam may take it a second time. If the student fails a second time, the Graduate Studies Committee will discuss if the student will be offered an alternative exam. At least 90 days must elapse between exams and a second attempt must be completed within six months of the failure.

After a failed exam, students must meet with their faculty advisor/s and, when appropriate, with the faculty members responsible for administering those sections of the exam that must be retaken. A second failed attempt will prevent degree completion and will prompt a meeting with the Director of Graduate Studies to discuss future plans, which may include withdrawal or dismissal from the program.

Students who commence the exam but are unable to finish it for highly unusual or extenuating circumstances, such as documented medical issues or death in the family, should retake the exam within 90 days and will be given new questions. Students should inform the Director of Graduate Studies at the earliest possible time if an exam must be rescheduled.

PHD DEGREE PROGRAM

The Department of Spanish and Portuguese has developed a PhD to address the needs of a new generation of Doctoral students in the humanities. The program provides a rigorous and comprehensive education in the traditional disciplines of Iberian and Latin American literary and cultural studies, while also allowing for engagement with larger transdisciplinary and transnational approaches relating to the role of the humanities in the contemporary world. Students admitted to the Doctoral program will have the opportunity to develop research interests under the guidance of diverse faculty and to acquire the skills to teach successfully at the University level.

Degree Goals

- Broaden and deepen knowledge of literary and cultural movements, as well as engaging students in larger issues pertaining to the role of the humanities in the contemporary world.
- Develop the research, analytical, and writing skills necessary for producing a solid dissertation and publishable articles.
- Acquire working knowledge of major theoretical trends and critical issues (past and current) in the fields of specialization.
- Increase knowledge of broader historical, cultural, and socio-political issues surrounding the fields of specialization.
- Develop understanding of current foreign language pedagogy and instruction, as both theory and praxis.

Requirements

Students who are admitted to the PhD program in Spanish must enroll in 18 credit hours per year (three courses per semester) during their first two years in the program. Students must also complete the requirements for reading knowledge of a language other than English and Spanish. For a complete list of courses, see the [University Academic Catalogue](#). Students are also required to pass the PhD qualifying exams (the written exam and the oral defense of the dissertation proposal), and to successfully complete a dissertation.

Course	Credits	Notes	Course taken
SPAN 801: Teaching Spanish in Institutions of higher Learning	3		
Five Seminars in the Department of Spanish & Portuguese	15	<p>One of the five seminars can be approved as transfer credit from another institution.</p> <p>One of the five seminars can be a 700-level class, with the added requirement of written seminar quality paper.</p> <p>If an appropriate seminar is not offered during the last semester of coursework and preparation period for the qualifying exams, students can take an independent study course with a faculty of their choice to strengthen the preparation of their PhD paper (see section on PhD exams).</p>	
Literary theory course (SPAN 795)	3	Recommended in the second semester of the PhD. An alternative course with a focus in literary theory may count toward this requirement.	
Reading knowledge of two other languages as approved by the Department.	6	Completion of the language requirements. PORT 611 fulfills one of one of two requirements (see outline in the courses section below)	
Minimum of one minor (9 credits), either through courses outside the department, or a minor in Lusophone Studies that includes courses in our department.	9-12	Students may also choose to complete a graduate certificate (12 credits) as listed in the catalogue .	

In their first semester, all incoming students must enroll in:

SPAN 785 or SPAN 780

PORT 611

Exceptions can be made when another language is seminal to the students' research, and upon consultation with the DGS who will inform the GPC about the change.

SPAN 801

Required for GTAs during their first semester teaching [Courses](#)

The coursework for the PhD in Spanish at KU requires:

A minimum of 24 credit hours of graduate coursework (approx. 8 courses) within the Department of Spanish and Portuguese, and beyond the 30 hours required for the MA degree. The total credit hours should include:

- Five seminars
- One literary theory course, preferably in the Department (i.e., SPAN 795)

Please note: *The department strives to assure that our graduate students develop strong writing skills both in Spanish and English. Therefore, during their PhD program students who are non- native speakers of Spanish are required to submit at least one Doctoral seminar paper in Spanish, and non- native speakers of English must submit at least one Doctoral seminar paper in English.*

Exceptions/Accommodations

- One of the five seminars can be approved as transfer credit from another institution.
- One of the five seminars can be a 700-level class, with the added requirement of written seminar quality

- paper.
- Once all required coursework within the department has been completed, students are encouraged to consider an Independent Study course.

A minimum of 9 credit hours of graduate coursework toward a minor or a Certificate (Minors = minimum of 9 credit hours; certificates = usually a minimum of 12 credit hours but varies by department).

The Department of Spanish and Portuguese requires PhD students to attain a minor through courses outside of the department, or to complete a minor in Portuguese within the department. A certificate is not required, but courses toward the minor can count toward a graduate certificate upon prior consultation with the student's Graduate Program Coordinator. Many students pursuing a PhD in the Department of Spanish and Portuguese, for instance, complete a certificate in Latin American Studies suggestions. The Department's flexibility in allowing graduate students to integrate a wide variety of with a minor in Lusophone studies. The graduate advisors, guided by the student's interests, will offer suggestions.

The Department's flexibility in allowing graduate students to integrate a wide variety of certificates and minors is key to our commitment to the transdisciplinary and transnational perspective that is at the root of the humanities. Courses taken to acquire proficiency in a language *cannot* count toward the minor.

READING KNOWLEDGE OF TWO FOREIGN LANGUAGES OTHER THAN SPANISH, AND AS APPROVED BY THE DEPARTMENT

Incoming PhD students will complete one of the requirements through the course "Accelerated Portuguese" (PORT 611), which should be taken during the first semester of the PhD program. Should a student want to choose a different language, they must first speak to the Graduate Director or to their Graduate Program Coordinator.

For students focusing on the Latin American context, the department highly recommends that the requirement for a second language be fulfilled through a semester of a Latin American indigenous language. Ultimately, the choice of language and the mode of achieving reading level will be decided in consultation with the student's advisory committee. Graduate students must show a grade no lower than a B in the courses toward fulfillment of this requirement. A language used to satisfy the MA requirement may count toward this requirement. Please contact your advisor and/or the Director of Graduate Studies for questions on this possibility.

To complete the language requirements for a language other than Portuguese 611, the student can:

1. Take one semester of an indigenous Latin American language.
2. Take either a reading knowledge language course at KU (focused on reading comprehension) or enroll at a graduate level in a language course of their choice.
3. Show third semester college course work from another institution with an average grade of A or B.
4. Pass an examination in the chosen language administered by the corresponding department at KU.
5. Pass the FLRS Portuguese proficiency exam with a language proficiency level of Intermediate High or higher on the American Council on the Teaching of Foreign Languages (ACTFL) language proficiency scale, or B1 in the CERF scale, or 1+ in the ILR scale.

Note: *FLRS = Foreign Language Research Skills; CERF (or CEF or CEFRL) = Common European Framework of Reference for Languages; ILR = Interagency Language Roundtable*

For descriptions of 500, 700, 900-level, and independent study courses see [Course Descriptions](#) section.

PHD QUALIFYING EXAMS:

PhD Paper (Area A), Written Qualifying Exams and Defense of Dissertation Proposal (Areas B and C)

The PhD exams require completion of three areas: a research paper (Area A), written qualifying examinations (Areas B and C), and an oral defense of the dissertation proposal. All areas must be completed after having passed or registered for the 24 hours of required coursework in the department (typically the third year of the program). The DGS and the COGA's GPC will make sure that the qualifying exams adhere to the University Academic Support Centers (former AAAC) rules, <https://academicsupport.ku.edu/>.

General Timeline

PHD EXAM PROCEDURES (UPDATED ON MAY 3, 2024)

The student works closely with their Doctoral advisor in all matters related to course selection and program planning. By the end of the second semester of course work at KU, the student will meet with their Doctoral advisor to plan their areas of research/interest for their comprehensive exams and select two additional Advisory Committee members. Once formed, the student will meet with the Advisory Committee to ensure the fulfillment of all required coursework, as well as other requirements for the degree such as foreign language proficiency and the doctoral minors and/or certificates (see Advisory Committee form, Appendix A). In addition, the Advisory Committee and the student will discuss choices for the written paper (A) and lines of inquiry used to structure the reading lists for the two area examinations (B and C). After the exam, the student must meet with their advisor to select Dissertation Committee members and develop a dissertation prospectus. This prospectus is then presented to the committee during the oral examination.

EXAMS A, B, AND C, AND ELABORATION OF THE READING LIST/BIBLIOGRAPHY

Description of areas

Paper (Area A): The student will submit a paper that shows their ability to engage in theoretical and cultural/literary analysis. This paper can be the continuation/finished form of a project initiated in any of the PhD seminars. It exemplifies the student's research interests and may be linked to their anticipated dissertation topic.

Written Examinations

Examinations B and C consist of two three-hour written examinations (in Spanish) based on reading lists put together by the student in collaboration with their doctoral advisor and approved by Graduate Studies Committee.-

Area B: A corpus of primary and secondary sources that illustrates the student's primary area of study, at least in part as it is recognized by scholars in that field of study. Potential areas of study may include one of the four traditional geo-temporal areas (Contemporary Latin America, Colonial Latin America, Contemporary Peninsular Spain, Early Peninsular Spain), or an emerging area of study, such as transnational study areas (e.g., Transatlantic, Transpacific, or Archipelago Studies). This list also includes the student's choice of theoretical works on literary and/or cultural analysis more generally.

Students are expected to curate a B list of major works, movements, traditions, and theoretical frameworks relevant to the classes they would teach. This selection balances personalization with adherence to institutional structures shaping employment opportunities. For example, while students may favor theatrical texts, they should demonstrate proficiency in adjacent genres like prose fiction or lyric poetry. This ensures alignment with scholarly standards and professional expectations in the job market.

Area C: A corpus of primary and secondary sources that engage with at least two theoretical lines of inquiry, reflecting the students' academic profile. For instance, this may involve a combination of visual culture and feminist inquiry. The aim is to encourage exploration of diverse theoretical approaches, such as queer studies,

feminist inquiry, visual culture, theatre and performance, or urban studies, aligning with their academic interests and potential dissertation topics within Hispanic Studies.

PRACTICES AND PROCEDURES FOR EACH AREA

Area A: PhD Paper

The student will write a substantial research essay, equivalent in scope and depth to a peer-reviewed journal article in the field, typically ranging from 7000 to 12,000 words, under the guidance of their Doctoral advisor. Collaboration with additional members of the Advisory Committee in essay development is encouraged. The essay for Area A may take various forms, such as an analytical essay akin to a peer-reviewed journal article, showcasing the student's proficiency in critical cultural/literary analysis, a dissertation chapter, or a comprehensive research proposal tailored for an identified internal or external funding source. In the latter scenario, the word count must adhere to the funding source's guidelines.

To be accepted toward fulfillment of the PhD requirement, the essay must demonstrate breadth and depth of understanding of the topic in question and a mastery of the relevant critical corpus (i.e., major and current scholarship and research published on the topic), in addition to the ability to formulate an original line of inquiry and offer a strong thesis. The expectation is that students will undergo multiple revisions of their work prior to the final submission. Because the Advisory Committee will have sole responsibility for determining whether the paper is a pass or a fail, the involvement of all three members is encouraged, although the student should expect to work primarily with their doctoral advisor, especially as the date of comprehensive exams approaches. Other members of the advisory committee are not expected to provide feedback on PhD papers after the end of the semester prior to the exam.

To pass this exam, the student must submit the final version of the essay at least one week BEFORE the exam.

Areas B and C: Written Examinations

Written examinations for areas B and C are based on a reading list (bibliography) agreed upon in advance by the student and the Advisory Committee. Ideally, the student will collaborate with the advisor by enrolling in 1-3 credits of directed study to develop the bibliography. The bibliography should include an introduction (1-2 paragraphs) where the student outlines their area of interest. Students are encouraged to collaborate with their advisor in formulating high-quality questions to guide the development of the bibliography. It is imperative that the student articulate how each area complements the others to further inquiry in the fields of literary and cultural studies.

The bibliography/reading list: The bibliography should adhere to professional standards, following the latest MLA guidelines for organization and formatting. Each section (B and C) should contain a minimum of 15 primary sources and 15 theoretical works on cultural/literary analysis.

The bibliography and questions must be approved by all members of the student's advisory committee, and sent to the Graduate Studies Committee by the last week of classes of the Spring semester (if exams are to take place in the Fall), and by the last week of classes of the Fall semester (if exams are to take place in the Spring).

Written Examination Dates

The examinations will be given twice a year, to be scheduled no later than the third full week of classes in the Spring and Fall semesters. The dates for these exams will be announced at least four weeks before they are to take place. The Graduate Studies Advisor and Director of Graduate Studies will ensure that the exam adheres to any individual accommodations communicated through the University Academic Support Centers, former AAAC,

<https://academicsupport.ku.edu/>.

Grading of Written Examinations

Once the written exam is completed, the Advisory Committee will have sole responsibility for its assessment. The chair of the Advisory Committee must communicate in writing the results of each examination process to the Director of Graduate Studies no later than two weeks following completion of the exams. The Director of Graduate Studies will communicate the results in writing with the student; these letters constitute a record of the written examination process and are placed in the student's academic file as evidence of progress toward the degree.

Students who do not pass the Areas B and/or C exam will be able to retake either one or both during the semester immediately following the first attempt, during the same semester as the first attempt. A student may not take any part of the comprehensive written examination for areas B or C more than three times.

The exams are scheduled to conclude no later than 4 pm, ensuring access to necessary technical and staff support. Additionally, office staff can securely store laptops, and proctors are not required to work beyond regular hours. As students are excused from teaching during exam days, scheduling exams between 3-6 pm is unnecessary.

II. ORAL EXAM AND DEFENSE OF DISSERTATION PROPOSAL

Following the completion of the written exams, the student will convene with their doctoral advisor to designate the members of the dissertation committee. While the student may opt to maintain the same advisory committee or make changes, it is essential that the doctoral advisor emphasizes the student's autonomy in selecting the faculty members to oversee the dissertation, including the chair of the committee. This ensures that students work with advisors who best align to their academic interests and needs, even as they may change.

The oral examination should be completed by week 12 of the semester following the written examinations. This extended timeframe provides students with the opportunity to reconnect with their advisor, assemble their dissertation committee, and draft a comprehensive plan (prospectus) for the forthcoming dissertation phases. Furthermore, to aid students in navigating this unfamiliar terrain, it is essential to include a concise overview of the dissertation proposal, highlighting its purpose, scope, anticipated length, format, and bibliography.

ENROLLMENT AFTER COMPLETION OF PHD QUALIFYING EXAMS

After passing all areas of the Qualifying exams, the Office of Graduate Studies requires that Doctoral candidates be continuously enrolled in at least six hours each Fall or Spring semester, including at least one dissertation hour, until 18 hours have been completed or until graduation, whichever comes first.

After the 18 hours are completed, the student must enroll in at least one dissertation hour per semester until all requirements of the degree are met. Enrollment during this period may include the semester in which the exam was passed provided that it was taken before the first day of the term's final exam period.

Students who have completed their qualifying exams are not required by the Office of Graduate Studies to enroll during the Summer session. Doctoral students should consult with their advisors and departmental graduate staff to determine whether any other policies require them to enroll during the Summer.

DISSERTATION

Prior to beginning work on the dissertation, students are asked to consult carefully the 'Guidelines for Dissertations' appended to this document (see Appendix A).

Dissertation Committee

Membership on the dissertation committee is designated by the KU Office of Graduate Affairs based on recommendations by the Department. The dissertation committee may consist of five members, but currently, four members are considered sufficient. One of them must be from outside the Department, particularly if the dissertation topic engages with other disciplines. The chair of the candidate's committee is the director of the dissertation.

The three-person Graduate Advisory Committee may become the core of the student's Dissertation Committee. Yet, the student can change the composition of their committee after the PhD examination process is complete, and in consultation with their Doctoral advisor and Director of Graduate Studies.

Final Oral Defense

Timeline

Towards the Dissertation Defense After Students Finish Their Coursework Preliminaries: The Typical Bird's-Eye View of the Trajectory Toward the PhD:

After finishing their MA degree, students begin the Five-Year PhD program as follows:

- Semesters 1, 2, 3, 4 (first two years): 36 credit hours of coursework. In this period, students also confirm their PhD Exam committee, complete the PhD Exam committee form, and prepare their exam list.
- Semester 5: Take exams. Compose PhD Dissertation committee, complete and share dissertation prospectus.
- Semester 6: Start writing dissertation
- Semester 7: Write dissertation
- Semester 8: Continue writing dissertation, and submit all materials for job market
- Semester 10: Defend dissertation.

Timeline: PhD Exams in Fall:

April 1, or closest weekday before April 1, if April 1 falls on a weekend:

Students send the revised draft of their paper A so that committee members can read and comment on it one last time. Committee members must provide the student with their feedback by **April 20**, or closest weekday before or after.

April 30 or closest weekday before April 30, if April 30 falls on a weekend: Students send their **reading list** to their advisor who will share it with the committee.

May 15 or closest weekday before May 15, if May 15 falls on a weekend:

Students turn in their final version of Paper A to their committee for a pass/fail evaluation. A copy of Paper A along with the reading list will also be sent to the DGS.

August 5 or the closest weekday before or after.

Advisor sends to DGS the questions for the exams B and C. The DGS will inform our COGA's contact who, in

turn, will coordinate the exams with the DGS, and decide on precise dates.

August 12 or the closest weekday before or after.

DGS and Graduate Studies and Admissions Committee comment and approve questions.

Two first weeks of the Fall semester:

Exams B and C take place, and in two weeks maximum or earlier, all members of the student's committee send their grades to the DGS.

*After successfully passing the exams, the Oral Defense will be planned. By **October 15** or earlier, student advisor will inform the COGA contact and the DGS about the full committee composition, so that the Oral Defense can be finalized and implemented. The Oral Defense will take place in late November or early December.*

Once our COGA contact (Aley Pennington, term 2022-23) has all the names of the members in the Oral Defense, she will coordinate and decide on the precise dates of the exams in coordination with the DGS, as well as the subsequent oral defense of the thesis prospectus.

Timeline: PhD Exams in Spring

November 1, or closest weekday before November 1, if Nov 1 falls on a weekend:

Students send the revised draft of their paper A so that committee members can read and comment on it one last time. Committee members must provide the student with their feedback by **November 20**, or closest weekday before or after.

November 30 or closest weekday before November 30, if Nov 30 falls on a weekend:

Students send their **reading list** to their advisor who will share it with the committee.

December 15 or closest weekday before December 15, if Dec 15 falls on a weekend:

Students turn in their final version of Paper A to their committee for a pass/fail evaluation. A copy of Paper A along with the reading list will also be sent to the DGS.

January 5 or the closest weekday before or after.

Advisor sends to DGS the questions for the exams B and C. The DGS will inform our COGA's contact who, in turn, will coordinate the exams with the DGS, and decide on precise dates.

January 12 or the closest weekday before or after.

DGS and Graduate Studies and Admissions Committee comment and approve questions.

Two first weeks of the Spring semester:

Exams B and C take place, and in two weeks maximum or earlier, all members of the student's committee send their grades to the DGS.

After successfully passing the exams, the Oral Defense will be planned.

By **October 15** or earlier, student advisor will inform the COGA contact and the DGS about the full committee composition, so that the Oral Defense can be finalized and implemented. The Oral Defense will take place in late November or early December.

Description

As stipulated by KU's Office of Graduate Affairs, each member of the committee must read and approve the dissertation before the degree can be awarded. Each member should, thereof, have the opportunity to read the dissertation and to make suggestions before it is written in its final version.

During the last semester of writing the dissertation, the student must contact the Graduate Program Coordinator with Cc to the DGS to begin the defense scheduling process. The Graduate Program Coordinator will communicate on behalf of the student to schedule the defense, reserve a room, and complete pre-approval work prior to the exam. The dissertation defense scheduling process should begin no later than two months prior to the earliest possible defense date.

The student should send the final draft of their dissertation to each committee member via e-mail (or in hard copy by request) at least four weeks prior to the scheduled date of the dissertation defense to enable committee members to examine it fully. The grade (satisfactory, honors, or unsatisfactory) for the defense is determined by majority vote of the five-member dissertation committee.

After the final oral defense, the dissertation, prepared in accord with KU Office of Graduate Affairs and departmental guidelines, must be submitted electronically to the KU Office of Graduate Affairs. The KU Graduate Catalogue states that students who do not complete their dissertation within the eight-year time limit must petition for an extension of the deadline.

LEAVES OF ABSENCE AND EXTENSIONS

To request a leave of absence from the PhD program a student must submit a written petition to the Graduate Studies Committee. Leaves normally are for a maximum of one year. Such leaves are intended to accommodate students for personal reasons, i.e., illness, family crises, etc., and in special cases, for full-time professional activities related to the student's Doctoral program and long-range career goals. The Committee normally will not endorse any professional activities request submitted after May 15 for a leave beginning in the fall semester, or after November 1 for a leave beginning in the Spring semester. Normally the Graduate Studies Committee will recommend approval for single one- year extension to complete a dissertation, and to qualify for such an extension the candidate will be expected to have submitted to their committee a minimum of one half of the dissertation prior to the request. Dissertation directors are urged to remind students when they approach the eight-year limit of this policy. Retroactive requests will not be considered.

GENERAL DEPARTMENT POLICIES AND PROCEDURES

Admissions Deadlines

Applications for the Fall semester are due no later than April 1st for domestic applicants and international students with a valid visa transferring from another institution in the U.S. International applicants must submit all materials no later than February 1st.

Everyone applying within the above dates will be considered for departmental funding in the form of Graduate Teaching Assistantship (GTA) or University Graduate Fellowship (UGF). However, all applicants - domestic or international - wishing to be considered for additional university funding should apply by no later than February 1st.

Applications to begin in the Spring semester are only available to internal candidates and to candidates from exchange programs affiliated to the Department of Spanish and Portuguese.

MINIMUM ADMISSION CRITERIA

In addition to the general requirements of the Graduate School (see page 9) candidates to the graduate program in the Department of Spanish and Portuguese must meet the criteria below. Please note that students applying to our graduate programs must be proficient in oral and written Spanish.

For the MA Program

- B.A. degree, preferably in Spanish literatures and cultures, or related fields.
- Minimum GPA of 3.0 (on a 4.0 scale) in overall undergraduate coursework.

For the PhD Program

- MA in Hispanic Literatures or related field.
- Minimum GPA of 3.0 (on a 4.0 scale) in overall graduate coursework.

Internal MA Applications to PhD Program

The Department's Graduate Studies Committee oversees the application process.

Applications for the PhD program are due on the first Friday of the semester when the student will be taking their MA exams. Students should submit their completed application to the COGA Advisor AND to the Director of Graduate Studies for review. A completed application includes:

- Statement of PhD goals, including likely committee members
- Current degree progress report by signing in through <http://my.ku.edu>
- Writing sample from MA work
- One-paragraph letters from 2 faculty members from our Department with whom the student would work; applicants request these letters from faculty, to be delivered to the Director of Graduate Studies and Admissions.

In addition to reviewing the application materials, the Graduate Studies Committee contacts the Director of the Language Program for an assessment of the candidate's teaching qualifications.

APPLICATION MATERIALS & PROCEDURES

In addition to the [KU graduate application](#), the following components should be included in your online application:

- A statement of academic objectives describing your intellectual development, previous academic training, and areas of academic interest, and identify the faculty member(s) you are interested working with based on your subject area of interest. The quality of this statement is an especially important factor in the decisions of our admissions committee. The statement should be a maximum of two pages, single spaced.
- A curriculum vitae
- Copy of an official transcript from all post-secondary institutions attended
- A Spanish writing sample (not to exceed 30 pages)
- Three letters of recommendation with the appropriate [waiver form](#)

Proof of English Proficiency

The Office of Graduate Studies requires all applicants to demonstrate proof of English proficiency. See “Admissions” under the University Policies & Degree Requirements section of this document for more information regarding the University’s requirements for providing proof of English Proficiency.

English Proficiency: Passing Scores, KU Policy

For updates, visit [English Proficiency | International Admissions \(ku.edu\)](https://gradapply.ku.edu/english-requirements).

Full English proficiency is not a requirement of KU admission. You may be fully admitted to your undergraduate program regardless of proficiency, but may be required to take English coursework prior to, or concurrent with, your degree program courses. You must submit a test score (or other proof of proficiency) at the time of application. Scores must be less than two years old.

If you meet the minimum test scores described at the Graduate Admission website <https://gradapply.ku.edu/english-requirements> you may enroll in full-time degree coursework

Students who do not meet one of the scores above must take [KU’s AEC Proficiency Test](#). Students who pass this online test may enroll in full-time degree coursework. Students who do not will enroll at the Applied English Center. [This chart](#) estimates the extent of enrollment that may be required.

You may submit new scores or transcripts until the time you complete the AEC test. Once you have taken the AEC test, you must use that score. Late arrivals will be considered on a case-by-case basis. Students with limited access to testing may complete the [Duolingo English Test](#) online and share their scores with KU through the Duolingo system to provide a test score for admission. Students who submit scores through Duolingo will still need to take the AEC test.

Exceptions:

You do not have to prove English proficiency if any of the following is true:

- You are a native speaker of English.
- You have taken four years of college preparatory English and graduated from high school with a
- 2.5+ GPA in one of these qualifying English exemption regions: United States, United Kingdom, Ireland, Australia, New Zealand, an English-speaking province of Canada, an English-speaking Caribbean country, an English-speaking African country, or any U.S.-accredited school.
- You have earned a B or better in College English Composition 1 and 2 and earned 24 or more credit hours toward a degree at an institution in a qualifying region listed above.
- You have completed the full IB diploma program with an English HL of 5 or higher.
- You have earned an associate's degree with a 2.5+ GPA from a U.S.-accredited post-secondary college.

Provisional Admission

In exceptional cases, the department may recommend provisional admission of an applicant who does not meet the University’s minimum requirements for admission. This may occur, for example, if a student’s overall undergraduate GPA is deficient but the major GPA, GRE scores, and statement of academic objectives suggest strong potential for success in graduate studies. All recommendations for provisional admission are contingent on approval by the College and University.

To continue in the program, provisionally admitted students must meet with the Director of Graduate Studies at the start of the academic term, must comply with any requests for additional meetings or communications, and must earn at least a 3.0 GPA in the first semester of graduate coursework at KU.

Admissions Contact Information

If you have questions about the academic program or curriculum, contact the Director of Graduate Studies. If you have questions about the application process or required materials, contact the **Graduate Program Coordinator**.

COURSE DESCRIPTIONS

500-Level courses

MA students who believe they could enhance their academic foundation may be permitted to enroll in ONE 500-level Spanish course for credit towards their degree. This must be done in consultation with their faculty advisor and/or the Director of Graduate Studies.

700-Level courses

Attentive to strengthening the foundations of graduate students, with awareness of students' needs at BOTH the PhD and MA levels, and mindful of students' variety of academic backgrounds. Courses at this level will:

- Include representation from the MA exam list.
- Require a variety of assignments, which vary widely by course.

900-Level courses (seminars)

Courses at the 900-level are designed with attention to a career in research in Hispanic Studies or a related field in the Humanities. *These courses offer a more focused and in-depth exploration of a research question, and they engage all the primary, critical, and theoretical tools that are available to facilitate the development of publishable scholarship.* Students enrolling in a 900-level seminar are presumed to have already acquired a foundation in the field (such as is provided in 700- level coursework).

Independent Study

An Independent Study course is designed to meet the needs of an individual student and may include individualized instruction or directed readings. Once all required coursework within the department has been completed, students are encouraged to consider these courses

General Guidelines

Grading

See "Grading" under the University Policies & Degree Requirements section for further information regarding University minimum grading requirements.

Academic Integrity & Misconduct

In the Department of Spanish and Portuguese, we consider academic integrity essential to our work, and we expect students to adhere to its principles in conducting research. This means that students acknowledge the sources they use in their academic work and cite them fully and correctly; not acknowledging a source constitutes plagiarism.

Students should consult with faculty well before due dates if they are not sure how to handle a source. Academic integrity also means that work on examinations and assignments must be carried out by authorized means. Students are subject to sanctions by the University of Academic Misconduct if they violate these principles. Definitions are provided in the [University Senate Rules and Regulations](#).

Good Standing

To be considered in “good standing” in any graduate program, the University requires graduate students to maintain a minimum GPA of 3.0 (or “B” average) and be making timely progress toward meeting their degree requirements. For additional information on good standing, as well as probation and dismissal procedures for those students who do not meet the requirements for good standing, see the University Policies & Degree Requirements section of this document.

Advising & Mentorship

The Director of Graduate Studies advises entering graduate students. New students are also assigned a faculty mentor for their first year of study. The DGS and Graduate Studies Committee assign the first- year advisor with attention to, albeit not exclusively:

- To the students’ request
- To the alignment with areas of interest

By the end of the first year of graduate study leading toward the PhD, students should ask a faculty member to serve as their advisor. The faculty advisor must be a core faculty member in Spanish and Portuguese. The faculty advisor will work closely with the student to develop a coherent plan of study, which should be in writing and included in the student’s file as early as possible in the student’s graduate career. Each graduate student will meet with their faculty advisor a minimum of once a year to discuss their course performance and timely progress toward the degree.

Graduate Students are encouraged to complete a mentoring agreement with their advisor, which will be revisited at least once a year to assure an appropriate degree timeline. The webform for a [Degree Completion Agreement](#) can serve as a template for creating an appropriate timeline.

Change of Faculty Advisor

Under some circumstances, it is beneficial for a graduate student to be paired with a new faculty advisor. These situations may come about for varied reasons, including changes in thematic focus, need for additional expertise, incompatibility of student and advisor, or leave, departure, or retirement of the faculty advisor. A successful change in advisor will be contingent upon the identification of an appropriate new advisor and the willingness of the prospective new advisor to assume the responsibilities. If necessary, the Director of Graduate Studies can serve as an advisor on an interim basis for up to three months while the student identifies a permanent advisor.

To initiate this process students should take the following actions:

- Notify your current advisor that you would like to change advisors.
- Contact the potential new advisor to see if they are willing to serve as your advisor.
- Contact the Director of Graduate Studies (DGS) and Graduate Program Coordinator (GPC), former Academic Advisor (GAA), and communicate your plans to them; provide a reason for pursuing a change in advisor.
- If your current advisor is the DGS, communicate your plans to the department chair and GPC.

- The DGS and GPC will assist in the transition by verifying the change in advisor with the former and new advisor and communicating the change in advisor to the student's dissertation committee members.

Students are free to communicate independently with their committee members outside of the official communications documented in the steps above. In addition, students can also consult extra-departmental resources such as the [Ombuds Office](#), who can provide support in the process.

ANNUAL REVIEW

The Spanish and Portuguese Department engages in a process of annual reviews for each graduate student in the program during the Spring semester. These reviews are intended to identify areas for improvement, and to give students helpful guidance as they progress through the program. There are two types of annual reviews. One is written by the student advisor and the other by the DGS. The student advisors should be giving students ongoing advice and support that both identifies challenges and helps identify sources of support. The DGS annual review, in slight contrast, is intended to assess students' progress in the program from a more macro-level viewpoint.

The Director of Graduate Studies, in collaboration with the COGA advisor, will conduct annual reviews drawing from the combined feedback on each student's performance from a combination of sources, including: graduate advisor, collaborating faculty (for GRAs and co-teaching opportunities), Director and Assistant Director of the Spanish Language Program (for GTAs), and other funding sources (in the case of Graduate fellowships). The annual review will not include comments about personal issues.

You will receive a notification at the end of the Spring semester if needing to schedule an appointment with the Director of Graduate Studies. All information tied to the annual reviews is internal. Students should feel free to meet with the DGS and their advisor to discuss their annual reviews.

Grievance Procedures

The Department of Spanish and Portuguese advises that graduate students make an attempt to resolve issues, especially matters concerning grades, directly with the instructor or party involved, or with the Department Chair. If a grievance arises that cannot be resolved directly, or if the student does not feel comfortable attempting to resolve the issue with the department chair, the student should then follow the department's official grievance procedure, which has been approved by the University and may be found at the following link: [Spanish and Portuguese KU Grievance Procedure](#).

Petitions

If a graduate student has a compelling reason to seek exemption from a program requirement or University policy, they may submit a petition to the graduate faculty. Petitioners should write a letter, addressed to the graduate faculty, explaining the reasons why the student is seeking exemption from specific rules, as well as how the educational goals of the rules will still be fulfilled. Where applicable, this petition should be accompanied by a letter of support from the student's advisor and/or the appropriate supporting materials. The letter should be sent to the Director of Graduate Studies, who then refers the petition to the graduate faculty, which will convene to consider the petition.

In cases where the policy or requirement is a departmental requirement (for example, a course requirement for a degree), the Graduate Studies Committee will issue a final decision (for example, the student may be exempt from a Doctoral course requirement based on coursework taken at the Master's level at a previous institution).

In cases where the policy or requirement being petitioned is a University policy, the Graduate Studies Committee will decide whether to support the student's petition. If the faculty is in support, the Department will submit a petition form to the College Office of Graduate Affairs (COGA) accompanied by supporting materials as

required. The petition form specifies the supporting material needed for each kind of petition. These materials must accompany the petition sent to COGA. COGA's petitions webpage provides additional information regarding University petitions, including supplemental documentation that may be required by the University. Additional information regarding the more common University petitions, such as leaves of absence, enrollment requirements, and time limit extensions, may also be found in the University Policies & Degree Requirements section of this document.

In cases where the graduate faculty declines to support a University petition, no paperwork may be submitted to COGA. COGA only accepts student petitions in cases where there is documented departmental support and when the petition itself is submitted by a representative of the department.

Students should always consult with the DGS prior to submitting a petition to the graduate faculty to ensure that a petition is necessary and that all the appropriate supporting documentation is accounted for.

PROFESSIONAL DEVELOPMENT AND RESEARCH

Students are expected to attend and participate in the Department's events associated with the Department's mission on research, teaching, and service.

Hall Center Seminars

The [Hall Center](#) sponsors seminars that should interest graduate students in Spanish and Portuguese: Gender, Early Modern, Latin America, Modernities, Nature and Culture, Digital humanities, Peace, War & Global Change. Faculty in Spanish and Portuguese often co-host the Hall Center's Seminars, and it is expected that graduate students make use of these opportunities. Seminars provide a forum for faculty, graduate students, and visitors to present work in progress as well as to discuss issues of mutual interest.

The Center for Latin American and Caribbean Studies (CLACS)

The [Center for Latin American Studies \(CLACS\)](#) offers a variety of courses in partnership with other disciplines around KU. Graduate students in the Department of Spanish and Portuguese often obtain a minor or a certificate in Latin American Studies. In addition, CLACS offers opportunities and funding to study and research abroad. Many of the faculty in Spanish and Portuguese are affiliated with CLACS, and courses are often cross listed.

Graduate Association for the Department of Spanish and Portuguese (GRASP)

[GRASP](#) aims to foster the intellectual life and create a welcoming atmosphere for graduate students in the Department of Spanish and Portuguese. In addition to organizing gatherings and representing graduate students before the KU Senate, the group organizes on-campus conferences and talks, coordinates internal colloquiums on research and teaching, and collaborates with other KU departments and public institutions in Lawrence to promote the cultural diversity of Spanish speaking communities. To keep in touch with GRASP, e-mail (graspkusan@ku.edu) and/or check the GRASP website regularly (<https://spanport.ku.edu/grasp>) for further information and details on short and long-term projects. FB: <https://www.facebook.com/profile.php?id=100077790138739>

Latin American Graduate Organization (LAGO)

LAGO offers a space for Latin American graduate students to share social, cultural, and academic experiences. LAGO also promotes opportunities for collaboration amongst graduate students with interests in Latin America, the campus community, and Lawrence community at large. For further information, e-mail: lagostudentsku@gmail.com

COMMUNICATIONS, OFFICE USE, AND SUPPLIES

Orange Room

The Orange Room (2655 Wescoe) has a security lock system. Once you receive the passcode, please don't share it with anyone. All faculty and graduate students are welcome to use the refrigerator, microwave, and Keurig coffee maker, but please help us **keep the space tidy and clean**.

Graduate students have their mailboxes in the Orange Room and should check them daily for information relating to [Graduate Association for the Department of Spanish and Portuguese](#) (GRASP) and graduate-level courses.

The Orange Room is off limits to all undergraduate students because of security needs (exams, quizzes, etc.). GTAs should not meet with undergraduate students in this space, nor require them to drop anything in their mailboxes. Instead, undergraduate students must turn in their work to the instructor in class, electronically, or directly to the GTA's office. If a student needs to make up an exam, the GTA can ask the office staff to book a date/time for the Conference Room (2648 Wescoe) or the Seminar Room (2600 Wescoe).

Copying and Supplies

GTAs have access to the all-in-one copier, printer, and scanning device in the Orange Room at the department's expense, exclusively for course-related documents associated with their employment. The course coordinators for the 100 and 200 level courses will request and distribute copies for GTAs. For course related materials, GTAs may also request assistance from Don Allmon at dallmon@ku.edu or call 758-864-8282 IT to connect their personal laptops to the main departmental printer. GTAs may also request office supplies as needed, like pens, markers, paper clips, rubber bands, staples, tape, etc. from office staff.

Mailboxes, Mail and E-mail

GTAs are expected to check their mail and e-mail daily. Undergraduate students are not allowed to drop assignments off for their instructors at the main office or at their mailboxes. The student alone, not the office staff, is responsible for properly delivering their assignment to the GTA or GTA's office.

Faculty mailboxes, an outgoing federal, and campus mail drop can be found in the main office. We encourage students to use their home address for federal mail, but should that not be a viable option, the departmental address is:

*The University of Kansas
Department of Spanish & Portuguese
1445 Jayhawk Blvd. Wescoe Hall, Room 2650
Lawrence, KS 66045*

Campus Telephones

All university numbers have the prefix 864- or 312-. To dial a campus number from on-campus, dial 4 and then the last four digits of the number. Phones have been replaced by Skype for Business, but numbers have remained the same.

University Online People Search and Personal Information

If you change your home address or telephone number, be sure to notify the office manager. To update your personal information on the KU databases as follows: 1) login to <https://sa.ku.edu/>, go to 'Student Center', then

click on 'Personal Information', and finally select 'last Current Jayhawk Address'; and 2) login to <https://hr.ku.edu>, click on 'myKU', select 'HR/Pay', and then select 'Personal Information Summary'. KU People Search is updated each Fall and includes your e-mail and campus address.

Graduate Employment

All applicants to the Master's and PhD programs will be considered for departmental funding in the form of Graduate Teaching Assistants (GTA). Offers of financial assistance are contingent on approval by the College and the University, and on the availability of funds from the State.

Graduate Teaching Assistants (GTAs)

The Memorandum of Agreement made between the University of Kansas and the Board of Regents with the Kansas Association of Public Employees (representing the Graduate Teaching Assistants) states that a 50% Full Time Employment (FTE) should entail a maximum of 20 hours per week, including teaching, preparation, and assessment. Stipends for the 2023-2024 academic year start at **\$18,650** (9 month). Those holding an assistantship benefit from a 100% remission of tuition and payment of up to 3 hours of student fees.

Please note:

- Students holding a Foreign Language & Area Studies ([FLAS](#)) Fellowship for the academic year are not eligible to simultaneously serve as a GTA.
- The Department will provide bridge funding to cover the difference in pay between FLAS funding and GTA funding when funds are available.

Length for GTA Appointments

Providing that both academic work and teaching are satisfactory, Master's students are eligible for four semesters of support as GTAs, and PhD students will receive support for ten semesters; those admitted to the Master's program that proceed to the PhD program will be eligible for a total of 14 semesters.

Students who are required to take additional coursework to make up deficiencies, or under extenuating circumstances, may petition the Graduate Studies Committee for a corresponding extension of up to six semesters for Master's students, and of no more than twelve semesters for PhD students.

University Graduate Fellowship (UGFs) or Graduate Research Assistants (GRAs)

University Graduate Fellowships (UGFs), often referred to as Graduate Research Assistantships (GRAs) in the Department of Spanish and Portuguese, are usually tied to fellowships or funding obtained by a faculty member to work in collaboration with a student. In addition, all graduate students are encouraged to seek fellowship funds that will support their research experiences. See the section "Graduate Studies Funding Opportunities". For all awards and fellowships where the Department is responsible for nominating graduate students (e.g., Graduate Summer Research Scholarships), the Department will first advertise the opportunity and the Graduate Studies Committee will review all applications.

Teaching Assignments

All 50% GTAs with one-year contracts teach five or six contract hours per semester during the regular academic year. In addition, the Department shares a commitment to assuring that all PhD students are exposed to a variety of courses as part of their professional training. Thus, the twelve semesters as a GTA should include, at a

minimum, exposure to three different courses, of which at least one should be above the 200 level courses. With these principles in mind, the following course assignments are 5-6 contact hours per week, and as such, are the equivalent of a 50% GTA appointment:

- Any one section of: SPAN 104, SPAN 108, PORT 104, PORT 105.
- Two sections of SPAN 212 or of SPAN 216.
- One section of SPAN 324 (Intermediate Grammar and Composition) + One section of SPAN 328 (Intermediate Conversation).
- One section of SPAN 340 Textual Analysis and Critical Reading + One section of SPAN 328 (Intermediate Conversation) or SPAN 428 (Advanced Conversation).
- Any one section of: PORT 106, PORT 110, PORT 212, PORT 216 + One section of PORT 388 (Intermediate Brazilian Portuguese Conversation).

SUMMER GTA APPOINTMENTS

Note that there is a distinction between Summer on-campus and Study Abroad appointments. Summer on-campus applications should be done in a very simple form and are appointed by the Chair (since most appointments are made through the LTC). Study abroad appointments are done before campus appointments.

Summer GTA appointments are not guaranteed and are contingent on each course meeting minimum enrollment numbers. In addition, the availability of summer teaching is subject to the administration and varies from year to year. The department will inform students when summer GTA appointments become available, as well as of other available opportunities in the Department's summer language institutes. Positions will be announced no later than mid-April. Be aware that last-minute changes may occur contingent on enrollment. The Graduate Studies Committee will review all applications. GTAs are selected to fill these positions on a competitive basis, and the criteria includes, among other factors, consideration of the impact of teaching the course on the students' professional trajectory, as well as the students' access to other employment opportunities during the Summer months. The director of Graduate Studies will send the call for applications. Students interested in teaching over the Summer must turn in all materials requested by no later than the first Friday of the Spring semester.

Graduate Teaching Assistants for Study Abroad Programs Include: Barcelona, Buenos Aires, Salvador da Bahia (contingent on student enrollment and CLAS funding).

Students interested in serving as Graduate Teaching Assistants in any of the Spanish and Portuguese faculty-led Study Abroad Programs must apply before the advertised deadline. Historically, this deadline was around **December 15**, but it has recently been moved to an earlier date in the Fall.

The application materials must include:

- A statement of interest (max. of 2 double-spaced pages), where you answer the following:
 - Which Study Abroad Program are you interested in?
 - Why are you interested in serving as a GTA in a study abroad experience in general, and in this one in particular?
 - How do you feel this experience will contribute to your professional goals (research and pedagogy)?

In addition, please indicate whether you have previously worked for other Study Abroad Opportunities, and/or participated in the past as a student in a study abroad program.

Review of applications: Applications will be reviewed by the Graduate Studies Committee. The selection criteria include, among other factors, the students' academic standing, and the impact of this Teaching Assistantship on their professional trajectory, with attention to both teaching and research. Students with "incompletes" in any of their courses will not be considered for summer teaching positions abroad. Normally, Teaching Assistantships for Study Abroad Programs will be announced no later than February 15th.

GTASHIPS AND NON-RETURNING STUDENTS

TO QUALIFY FOR A SUMMER POSITION, STUDENTS MUST BE CONTINUING IN THE DEPARTMENT.

Out-of-field GTAs

Out-of-field GTAs are normally hired on a semester-by-semester basis depending on enrollment and budget. The teaching load for out-of-field GTAs is the same as for GTAs seeking degrees. Out-of-field GTAs are also expected to complete SPAN 801 (Teaching Spanish in Institutions of Higher Learning) and must receive a grade of B or better to be considered for future reappointments.

Lecturer Positions

Sometimes graduate students need an extension to be able to finish their dissertation. The department supports graduate students in good standing who are making progress toward the completion and defense of their dissertation. Contingent on enrollments and instructional funding, 50% lecturer appointments may be available to PhD students who are ABD in Spanish for a maximum of one year while they complete and defend their dissertation.

To be considered for this position, applicants must have established solid teaching credentials and their graduate advisor must confirm satisfactory progress toward completion of the dissertation. Additional conditions apply. See Appendix with GTA support guidelines.

In addition, and in response to enrollment demands and when staffing shortages and instructional funding permit, the department will consider applications from recent PhD graduates for possible one- year lecturer appointments at a rate of 50% or higher. An appointment above 50% as a lecturer and appointments to teach undergraduate courses at the 300 level or higher are only considered if the dissertation is defended and the final, corrected dissertation submitted before the start of classes for the term in which the appointment begins. Additional conditions apply. See Appendix with GTA support guidelines.

OBSERVATIONS AND ANNUAL EVALUATIONS OF GTAS

As an integral part of professional development, GTAs will receive regular feedback on their teaching. Once per year, the Director of the Spanish Language Program and/or Course Coordinators, AS WELL AS an assigned faculty member (whenever applicable, the students' graduate advisor), will observe a complete class. The Director and/or the Course Coordinators will communicate with the GTAs to notify them of the week these observations will take place. The GTAs will receive feedback on their teaching observations from the two faculty members who observed the class. Copies of the observation forms (See Appendix D) and any additional written comments will be turned in to the Graduate Director.

Robert Granberg Award for Excellence in Teaching

(See section on Funding Through the Department of Spanish and Portuguese.)

Graduate Teaching Assistants: Best Practices

PRE-SEMESTER ORIENTATION AND MEETINGS WITH COURSE COORDINATORS

In the week prior to the start of classes, and in addition to the general [Graduate Studies mandatory training](#) GTAs in the Department of Spanish and Portuguese are required to attend and complete two days of orientation with the Director and Assistant Director of Language Instruction. Attendance is mandatory. Please contact the Department Chair if you have any questions about this policy.

In addition, meetings for the purpose of discussing and planning course procedures and assignments (including exams) are convened by the course coordinators. Attendance of these meetings is imperative to ensure the consistency of multi-section courses.

STUDENT DEBT

Student debt has become a matter of great concern at the University of Kansas in recent years. The Department of Spanish and Portuguese is also concerned and wants to help our students in any way we can to enter the job market debt free. The [Office of Graduate Studies](#) can also help.

In the Department of Spanish and Portuguese, we do not have anyone with the training to help students with their finances, but we can facilitate, if necessary, access to KU services where there are staff well-trained in these roles. If students need help planning and organizing their finances, [Financial Aid & Scholarships](#) can provide support for graduate students who need professional advice on student debt and general money management. We can facilitate these contacts, if necessary, but students can request an appointment directly on the [Financial Aid website](#). If GRASP and any of our faculty are interested in coordinating with SMS to share information about their services or discuss this issue, SMS specialists will be happy to do so. Requests can be sent to financiaid@ku.edu.

Office Hours

Each GTA is required to hold three office hours per week. Office hours must be held at different times and on different days for the convenience of the students. GTAs must post their office hours on the door to their office and include them in the class syllabus along with their name, office location and e-mail address. Should you be unable to attend your office hours due to an emergency, please notify both students and the office staff.

Tutoring

In addition to the support students receive from their instructors during office hours, there is a list of private tutors available at the main office for those seeking further help. A GTA is forbidden from tutoring students enrolled in their class for pay. As of 2022, KU's Academic Learning Center offers individual tutoring for SPAN 104, 108, 212, 216, 324, and 328: <https://learning.ku.edu/individual-tutoring>

KU Pilot Writing Support Program for undergraduate and MA students in Spanish

The KU Writing Center (KUWC), in collaboration with the Department of Spanish and Portuguese, now offers writing support in Spanish. **Undergraduate students starting at the 300 level and MA students are encouraged to seek assistance from writing consultants.**

PhD students are encouraged to apply to join the writing consultant team. Graduate writing consultants are peer educators who meet one-on-one with students to discuss writing projects in a variety of disciplines and genres. Graduate consultants collaborate with writers at any point in the writing process; teach strategies for researching,

writing, organizing, revising, and editing; and direct writers to resources. They also support other KUWC programs such as workshops and writing groups. Bilingual consultants in Spanish and English provide support in speaking and writing in both languages as part of a pilot program with the Department of Spanish and Portuguese. Consultants are required to work in-person at the Lawrence campus. The KU Writing Center is located in the Anschutz Library on the Lawrence campus, and shifts are scheduled from 8 a.m. to 8 p.m. Monday through Thursday and 8 a.m. to 5 p.m. on Fridays. The schedule depends on the needs and availability of the consultant.

For more information on becoming a Spanish writing mentor, contact Education Program Manager Jennifer Rupp (jennifer.rupp@ku.edu), or Professors Amy Rossomondo or Araceli Masterson-Algar.

Teaching Resources

- [CTE Teaching Resources](#)
- [Academic Achievement and Access Center](#)
- [Center for Service Learning](#)
- [Instructional Development and Support](#)
- [KU Writing Center: Instructor Writing Resources](#)
- [University in the Art Museum: Teaching Resources for Graduate Students](#)
- [Center for Teaching Excellence](#)

See also Appendix C, for a list of Libraries, Museums and other Educational Resources.

OFFICE LOGISTICS FOR GTAS

Office Keys

Each GTA will receive keys from the office manager to the outside door of Wescoe Hall and to each individually assigned office. We ask graduate students to be very security-conscious, and to please make sure that the office is locked in their absence. Deadbolts should be used when you exit your office. There will be a \$10.00 fee to replace each lost key.

Computer Use

Since September 1, 2019, you are required to have your DUO login setup. The IT contact or the office manager will provide a DUO device. All GTA offices in Wescoe have at least one computer to be shared with no more than one other GTA. GTAs may also choose to use computers in the Ermal Garinger Academic Resource Center (EGARC) language lab and at various locations in other KU buildings. Also, it is possible to access the V:\, G:\, and H:\ Drives from off-campus computers via the internet. For instructions, please visit <https://technology.ku.edu/services/central-file-storage>. If you are still unable to access the V, G, or H:\ drives off-campus, please contact Don Allmon at dallmon@ku.edu, or call 758-864-8282 for IT Support.

Retroactive Credit

Inform your undergraduate students that the KU foreign language requirement is fulfilled upon completion of the fourth semester of Spanish (SPAN 216). In certain cases, the university will count retroactive credit for high school Spanish. GTAs should encourage students to speak to their Graduate Program Coordinator. Incoming students from high school should know the following:

According to the Undergraduate Admissions site: <https://spanport.ku.edu/undergraduate-admissions> (See last item titled “Retroactive Credit”)

Students with no prior college or university Spanish course credit are eligible for retroactive credit according to this formula:

- 3 hours of retroactive credit are awarded to a student who enrolls initially at KU in a third-level Spanish course (SPAN 212) and receives a grade of C or higher.
- 6 hours of retroactive credit are awarded to a student who enrolls initially at KU in a fourth-level Spanish course (SPAN 216) and receives a grade of C or higher.
- 9 hours of retroactive credit are awarded to a student who enrolls initially at KU in a 3-credit-hour Spanish course (SPAN 322, 323 or 324) with a fourth-level course as a prerequisite and receives a grade of C or higher.

Undergraduate students interested in retroactive credit should consult the department before enrolling.

To apply for retroactive credit, the student must bring a complete application to the Spanish and Portuguese main office in 2650 Wescoe. A complete application for retroactive credit includes:

- A copy of the student's *high school transcript* (this can be obtained at Admissions and Scholarships).
- A copy of the student's *Degree Progress Report* from the myKU portal.
- A *note from the student* stating that they wish to apply for retroactive credit.

Regardless of the number of credits, the student will be charged \$50.00 by the Bursar's office after the credits have been applied to their transcript.

See also the page **Credit and Exemption for High School Work**, <https://admissions.ku.edu/apply/credit-transfer/high-school>, especially the fourth item, "Foreign language credit."

Exams

The department gives common final exams to students in SPAN 104, 108, 212 and 216. The course coordinator will provide GTAs with the dates and times for the exams. For all other levels, GTAs will receive instructions of when to meet with their course coordinator to plan and submit the exam for review and approval.

Student Grade Records

GTAs are responsible for keeping accurate and updated records of students' attendance and grades on all evaluated work. These should be accessible in the Blackboard or Canvas grade book. It is imperative that GTAs use the grade recording system designated by the course coordinator. Student work, including final assignments and exams, will be returned to the department within thirty (30) days of the deadline.

UNIVERSITY POLICIES

As employees of the University of Kansas, GTAs must follow [KU Employees' Policy](#). Below are some of its most salient stipulations:

Consenting Relationships

As stated in the "[consenting relationships policy](#)", the University of Kansas disapproves of consenting relationships where a professional power differential exists (i.e., administrator and faculty, faculty and student, supervisor and employee).

Religious Observances

Examinations and tests should not conflict with mandated religious observance days. In cases of conflicts between regularly scheduled class activities and mandated religious observances, the student is responsible for initiating discussion with the instructor to work toward a mutually acceptable solution. GTAs should advise students to identify themselves privately so that necessary adjustments are made.

Privacy and Student Records

According to the Family Education Rights and Privacy Act (FERPA), information on a student's academic performance should be made available only to the student, the student's designee (designation in writing), or to those within the institution who need to know the information to carry out their official professional responsibilities. No external (non-KU) website can be used for student submission, grades, or coursework. Below are some of the most salient practices to assure abidance to FERPA:

- Use a secure server for storage of all student information.
- Use secure encryptions and recommended formats provided by the university, (e.g., Blackboard, Canvas).
- Return tests/papers individually, or with a self-addressed stamped envelope.
- Obtain a written release prior to sharing students' work or photo for any purpose.
- Never e-mail student information.
- Never share a students' information—students control their records.
- Never post grades, class photos, nor any information regarding students' records (i.e., student roster).
- System access \neq permission to read a file! Check with the course coordinator prior to accessing ANY student information. [Student Academic Misconduct](#)

GTAs should notify the course coordinator immediately and in writing of situations of student misconduct (i.e., plagiarism, cheating in an exam, disrespectful behavior toward instructor or students). The university's [Policy for Academic Misconduct](#) should be included in the syllabus, and discussed during the first day of class. GTAs will work with the course coordinator on the steps that follow any event of Academic Misconduct.

CHANGING CLASS LOCATION FOR A DAY; CANCELLING A CLASS; ABSENCES AND SUBSTITUTIONS

Classes at the 100- or 200-level must ONLY meet at the regularly scheduled location and time. Beyond the 200-level, instructors (including GTAs and lecturers) must notify the course coordinator and the office staff via e-mail if a class will take place at an alternate location or time. Instructors can NEVER cancel class for any reason except for emergencies or pre-approved professional obligations.

If unable to deliver the class due to an emergency or professional obligations, instructors are responsible for arranging a substitute and for notifying their immediate supervisor (i.e., course coordinator, Director or Associate Director of the Language Program or Department Chair) and the office staff via e-mail, using the *Substitution of Class Request Form* provided in this Handbook.

Instructors should notify their supervisors and office staff about their absences at least two weeks in advance. The instructor requesting an absence must provide class materials in advance to the substitute instructor.

In the case of an emergency, the instructor who is being substituted must still fill out the *Substitution of Class Request Form* and submit it to the office within one week for record purposes.

Examples of emergency situations:

Illness Accidents

Medical emergencies of children (in the case the instructor is a parent, guardian, or caregiver) Death of immediate family

Examples of professional obligations

Conferences

Campus visit (job interviews and MA students soliciting PhD programs)

Instructors must seek approval from their immediate supervisor two weeks in advance for a professional obligation. Approval of an instructor's request is contingent on (1) the availability of a substitute, and (2) the instructor's prior request(s) for a substitute. If the instructor's request is approved, they must submit the *Substitution of Class Request Form* to their supervisor and the front office staff, and documentation of the professional obligation.

In case an instructor requires special accommodations or a flexible attendance policy, the instructor must inform the Chair of the Department, Director of Graduate Studies and Director of the Language Program and will be asked to contact the ADA Resources Center for Equity and Accessibility and follow appropriate protocol.

HELPFUL CONTACTS:

Snow days: check www.alerts.ku.edu for updates on cancellations due to snow.

Public Affairs in Strong Hall: 785-864-2700, publicaffairs@ku.edu.

EMERGENCY CONTACTS

- [Police or Fire/Medical: 911](#)
- [Public Safety Office: 785-864-5900](#)
- [Watkins Health Services: 785-864-9500](#)

APPENDICES

Appendix A: Guidelines for Dissertation

The dissertation is expected to be an original contribution to knowledge, demonstrating in-depth mastery of the latest scholarship in the field of study.

- Follow dissertation format (in punctuation, bibliography, etc.) beginning in the early drafts, so that valuable time is not wasted during the dissertation process. Please consult the MLA Style Manual and the KU Graduate Studies Policy on Doctoral dissertation, at <https://policy.ku.edu/graduate-studies/doctoral-dissertation>. Rigorously edit your own work before submitting drafts so that your committee can focus on your ideas rather than your writing. Consult the MLA's Line by Line on how to edit your own writing.
- Form your Committee, in consultation with your Dissertation Director, when you complete the written portion of the PhD exams (if not before). This committee does not have to be identical to the PhD Advisory Committee. Your director will be a specialist in your field of concentration, but the other members of the Committee may be chosen for their expertise in related areas of study (e.g., a theoretical problem, a genre). It can be helpful to have a reader who is not an expert in the field, who might be able to see problems in the communication of ideas.
- With your committee, formulate a plan of action and a timeline. Normally, the director will read all chapters as they are finished, and the committee will decide which of the other two readers will read which portions of the dissertation along the way. Make sure that everyone involved is aware of how things will proceed and keep your lines of communication open with each of your committee members. If you get "stuck" at any point in the process, the best approach is to consult with your advisor and other members of the committee to discuss strategies to get yourself going again. It is your responsibility to convene meetings of the dissertation committee, when needed.
- Dissertation writing depends on revision. It is not unusual for some chapters to require more than one rewrite. In some cases, material will have to be shifted from one chapter to another or changed to be made consistent with claims made in other parts of the dissertation. It is necessary to allow time in the plan of action to undertake such revisions.
- After the Director approves a penultimate draft, the two other readers will have the opportunity to view this draft. Make sure you allow enough time (at least three weeks) for them to read the dissertation and make comments, before you set a final defense date.
- After you have incorporated the revisions suggested by your readers, you can ask your advisor to set up a date for the defense. Consult our COGA Graduate Program Coordinator (GPC) for procedures. Consult with your advisor or the Director of Graduate Studies, but at least one digital copy of a final version of the dissertation must be delivered to the Department office at least three weeks before you defend.
- The last stage of the process is to discuss with your director any minor revisions resulting from the defense (the correction of typographical errors, for example) required before the final version of the dissertation is submitted to the KU College Office of Graduate Affairs (COGA).

Appendix B: MA Examination Grading Guide

This is not a numerical rubric, but rather a holistic description of what *outstanding*, *very good*, *adequate*, and *unacceptable* answers to the MA examination will typically look like. Any given answer to an examination question may not match any of these descriptions exactly.

A passing examination on any of the four sections of the examination will require a combined score of 4 (for two questions), but with no answer in the “unacceptable” range. Students of superior ability might have scores of 6-8, but most students can realistically expect a score of 4 or 5.

Score of 4, Outstanding:

The student has demonstrated *detailed* and *thorough* knowledge of the sections of the MA reading list tested on this particular part of the exam, in all genres. They have chosen appropriate examples to answer questions, without being artificially limited by gaps in familiarity with significant texts on the list. Knowledge of individual works reveals awareness of formal and technical aspects, not merely plots and themes. The student demonstrates an excellent grasp of literary history, the chronology of movements, and the relations among authors and works.

The student has shown the ability to write eloquently, in Spanish prose free of grammatical or stylistic problems, and produced well-organized essays. Typically, the student will have written a longer-than-average answer, going well beyond what is necessary to merely pass the exam. They have answered thoughtfully, without simply repeating standard knowledge about the works discussed, and have demonstrated informed, in-depth knowledge of theoretical and scholarly discourses at a subtle and sophisticated level. Creative or unexpected ideas about the texts will be well-supported by detailed examples.

Score of 3, Very good:

The student has demonstrated that they have read and studied the sections of the MA reading list tested on this particular part of the exam, in all genres. The choice of texts is adequate to answer the questions but may reveal some minor unevenness in preparation in particular genres and periods. There may be some minor inaccuracies in the descriptions of individual texts, but the student has enough resources to choose the best works to answer the question well.

The student writes well in Spanish. They have marshalled more than enough ideas and evidence to answer the questions but may have offered less relevant details about works merely to demonstrate competence. Even if the student has slightly misinterpreted a question, there is no doubt as to whether they have the knowledge necessary to pass the exam. Typically, the answer will be substantial in length (given the time constraints) and insightful, without major missteps.

Score of 2, Adequate:

The student has studied the MA reading list and can situate works in their historical context adequately. The student can make obvious connections and comparisons between works. Some choices in answering questions may be motivated by unevenness in knowledge of genres or periods. Some inaccuracy in the description of individual works may be in evidence, along with some forgivable overgeneralizations about literary history. There may be some limitations in the ability to analyze literature *as literature*, beyond the level of plot and theme, but the student is aware of basic narrative, dramatic, and poetic techniques, and conventions. The student might demonstrate detailed knowledge of a particular work but have difficulty relating it to larger trends.

The student’s prose may have some stylistic or grammatical issues, but ideas are clearly expressed. The student has answered the questions at a minimal level, following the instructions, but sometimes has simply offered standard

information about the work rather than addressing the specificity of the question. Typically, the student demonstrates adequate knowledge of literary history, but limited analytical abilities or awareness of critical debates in the field. The student may have made errors of fact in characterizing individual works, but not so many as to fail the entire question.

Score of 1, Unacceptable:

The student's familiarity with major subsections of the list is in doubt. The student may have trouble finding enough to say about specific texts to answer the questions adequately. The student does little but provide plot summaries or other basic information, with limited analytical content. The answer may contain a significant number of oversimplifications, inaccuracies and/or major misunderstandings of texts, authors, and time periods.

There may be problems in clarity and accuracy of writing in Spanish or organization, or that have contributed to a failing grade on this section of the examination. Answers are typically too short and do not adequately answer the questions as posed.

Appendix C: PhD Advisory Form

PhD ADVISORY COMMITTEE RECOMMENDATIONS (PhD Advisory Form)

Date:

Student:

Advisory Committee:

Courses taken (24 hours of graduate credit recommended)

LIST COURSES HERE (include semester and professor's last name)

Has the Ph.D. theory requirement been satisfied?

Courses to be taken:

Seminars (five required, at least four at KU):

Languages:

Areas for written examinations:

- A - Research Paper (approx. 40 pages, double spaced)
- B - Specific Field
- C - Theoretical Framework

Minor:

Dissertation topic:

Projected date of Ph.D. Exams: Exam to be taken no earlier than _____

Other Comments:

Approved by Graduate Studies: _____, _____

Director: [Date]__

Appendix D: Campus Libraries and Institutes

Campus Libraries and Institutes

The University of Kansas library system, with more than two million volumes, has several libraries of major importance to research in Spain, Latin/o America, and U.S. Latinx Histories, Literatures and Cultural Expression.

- Watson Library on the Lawrence campus houses the humanities and social science collections. With subscriptions to the major scholarly journals and micro-reproduction series and its book collection, the library is a major research center in the Midwest. In addition to the standard bibliographic reference services offered to graduate students, the libraries offer computer-assisted information retrieval in a variety of fields.
- Because the University of Kansas is a Federal Depository Library, Government Documents in the Anschutz Science Library contains copies of the voluminous publications of the federal and state governments, including legislative hearings and reports, studies by executive branch agencies, and extensive economic and demographic data.
- The Kenneth Spencer Research Library, also located on the main campus, was completed in the fall of 1968. It houses the Department of Special Collections, the University of Kansas Archives, and the Kansas Collection and provides an outstanding environment for graduate research. The Department of Special Collections includes about 160,000 volumes and many thousands of manuscripts in the humanities, the social sciences, and the history of science and technology. The Kansas Collection, concerned with the social, political, cultural, and economic history of Kansas and the surrounding region, includes about 78,000 volumes and about three million manuscript pieces that offer a lens into Kansas' Latinx and Spanish speaking histories.
- The Spencer Museum of Art houses the University's Art & Architecture Library, with extensive holdings related to visual history.
- [The Dole Institute of Politics](#) on the University of Kansas west campus, a non-partisan center for politics and the media, houses Senator Robert Dole's papers, state-of-the-art exhibits, broadcast facilities capable of facilitating conferences, lectures, debates, and other programs on a global scale, and meeting rooms capable of hosting nationally significant programs. The 4,000 boxes of Dole's papers comprise the largest congressional collection in the world. The Dole Lecture Series, held each November on successive Sunday evenings, features the nation's top presidential scholars, historians, journalists, former presidents, cabinet members and White House members. Each April, the Dole Lecture features a nationally prominent figure who will address aspects of contemporary politics or policy. The institute is a great resource for students of 20th Century government and politics.
- Other branch libraries on campus include the Maps Library, the Music Library, the Law Library, and the Engineering Library.

Regional Libraries

Lawrence is within a two-hour drive of many libraries of use to scholars in the fields of literary and cultural studies.

- In downtown Lawrence, the Watkins Community Museum contains material on local topics.
- The Harry S. Truman Library in Independence, Missouri (one hour away), is a branch of the National Archives. It offers quick and easy access to all types of documents, and a large and permanent collection of its own, especially strong in matters relating to the history of American diplomacy.
- The Library of the Kansas State Historical Society in Topeka, Kansas (30 minutes away), has extensive manuscript and newspaper collections. The Society's Museum is especially rich in material culture resources.

- The Central Plains Regional Branch of the National Archives and Records Service in Kansas City, Missouri (45 minutes away), is the depository for the records of the Federal Courts of this region (Iowa, Kansas, Missouri, and Nebraska), the Bureau of Indian Affairs, and the Army Field Establishment, which was created during World War II and the Korean War.
- The Linda Hall Library of Science in Kansas City, Missouri (one hour away), contains an excellent collection of materials in the history of science with major emphasis on the physical sciences. The library includes an outstanding group of rare editions in early and modern science and an unusually complete set of periodicals of the learned scientific societies of the world.
- The Western Historical Manuscript Collection at the University of Missouri in Kansas City is a joint collection of the University of Missouri and the State Historical Society of Missouri. It contains more than 12,000 cubic feet of primary source documents relating to the history and culture of Kansas City, western Missouri, and the Midwest.
- The Marr Sound Archives, at the University of Missouri in Kansas City, hold almost 250,000 sound recordings focusing on the American experience as reflected in recorded sound. Recordings date from the beginning of recorded sound in the 1890s up to 1980.

Museums

Important holdings in American art can be found throughout the region.

The Spencer Museum of Art on the Lawrence campus provides a facility that is widely recognized as one of the foremost teaching museums in the United States. The new building's ten galleries and central court include 29,000 square feet of exhibition space; its collections number more than 25,000 objects. The museum works with instructors on setting up special exhibits tailored to specific courses.

Appendix E: GTA Support Guidelines

GTA Support Guidelines FINAL March 3, 2022

Drafted by Verónica Garibotto and Margot Versteeg
(To be revisited every year)

Goal

Support our graduate students

- 1) academically with the completion of their degree and
- 2) on the job market.

The idea is to support students to find a job elsewhere. We can help them with the transition. We can help some graduate students by appointing them as lecturers (with a lighter load, and the obligation to apply for jobs). For international students who cannot be appointed as lecturers because of their visas, we can extend their GTA-ship. That's why the two options. Both are intended for a limited time.

General Background

The University allows MA students 6 semesters (Spring & Fall; summers do not count) of GTA eligibility. PhD & MA-PhD students are both allowed 16 semesters of GTA eligibility.

The Department of Spanish & Portuguese only allows MA students 4 semesters of eligibility, PhD students are allowed 10, and MA-PhD students are allowed 14.

Any semester limit extension that exceeds the department's limits but not the University's, can be handled by the Department and does not need to involve the University.

As long as MA students do not exceed 6 semesters and all others do not exceed 16, the Department itself can decide to make extensions to GTA eligibility.

Please note that the University can easily allot more semesters to GTAs, but those additional semesters do not necessarily come with funding. The Department on the other hand, considers semesters with funding as GTA.

Budget information

GTA support is currently (2022) \$17,800/year (from instructional budget – non-base) Lecturers currently (2022) make \$5,000/class (from instructional budget – non-base)

Proposal: Hiring recently graduated PhD students as lecturers

1. Provided our staffing needs allow, recently graduated students can be hired as lecturers.
2. Hiring will be based on “reversed seniority” meaning that the most recently graduated students have priority. Students who have not received an extension as a GTA have priority over those who have.
3. The “recent graduate lectureship” will be a 0.5 FTE appointment, consisting of 2x2 courses (\$20k annual) to allow these lecturers to actively continue their job search.
4. Requirements: PhD in hand by May (for an August appointment), proof of successful teaching

5. record and proof that the student is actively looking for jobs outside of the Department.
6. For evidence of job search activity, students need to include in their applications 1) an updated copy of their application materials (cover letter, CV, statement of teaching philosophy, statement of research interests, and 2) a brief narrative explaining their application plans and/or recent job search efforts. For proof of a successful teaching record, applicants need to include student evaluations and coordinators' observations.
7. Complete applications should be addressed to a committee consisting of the Chair, the Director of the Graduate Studies and Admissions Committee, and the Director of the Language Program.
Deadline: **May 1.**

Extensions of GTA-ship

- a) Given our budget constraints, students should focus on finishing their PhD in 10 semesters.
- b) If needed, a student can apply for an extension of their GTA-ship. Extensions will be given in yearly increments.
- c) Application deadline is March 1 for an extension for the following academic year.
- d) The application materials consist of a narrative plus timeline explaining how the extension will be used; a short endorsement from the advisor; and tangible evidence that the dissertation is almost finished. Proof of a successful teaching record needs to be provided. For proof of successful teaching record, students need to include student evaluations and coordinators' observations.
- e) During the Fall of the extension year, the student will need to show that they are actively looking for jobs outside of the Department. For evidence of job search activity, they need to provide
 - an updated copy of their application materials (cover letter, CV, statement of teaching philosophy, statement of research interests), and
 - a brief narrative explaining their current job search efforts.These materials need to be sent to a committee consisting of the Chair, the Director of the Graduate Studies and Admissions Committee, and the Director of the Language Program by December 1 of the extension year.

Appendix F: GTA Annual Evaluation: Reference Documents for Consideration

Document-1: Broad Assesment

PART I: General Information

Name of GTA:

Name of Supervisor/Reviewer:

Review Period:

Course(s) Taught in this Review Period: Department or Program Providing Appointment: Academic Department or Graduate Program Home of GTA:

PART II: GTA Self-Evaluation, Course Observation Evaluation, and Student Course Evaluations

The GTA may provide a self-evaluation (optional) of their performance for the review period. Samples for a self-evaluation, course observation and other online forms can be found at either of the following URLs:

- Policy: <https://policy.ku.edu/human-resources/performance-evaluation-GTA>
- Grad and Student Hourly Evaluations at KU HR: <https://humanresources.ku.edu/performance-evaluations-graduate-teaching-assistants-gta-graduate-research-assistants-gra-and>

- Did the GTA complete a self-evaluation? [Future online version: Upload this document button]

Yes No

2. Did the supervisor or faculty advisor review the specific position description(s) upon which this evaluation is based before meeting with the GTA?

Yes No

3. Did the supervisor or faculty advisor complete at least one course observation evaluation that was also provided to the GTA? [Future online version: Upload this document button]

Yes No

4. Were student course evaluations included in this GTA evaluation and made available to the GTA for review?

Yes No

PART III: Evaluation

Please rate the performance of the GTA in this review period only in each of the following five areas. Examples of core competencies or performance factors for each area are available as links or are enclosed at the end of this form.

1. Teaching and Presentation Ability

Comments

- Unsatisfactory
- Needs Improvement
- Satisfactory
- Outstanding
- Exceeds Expectations

2. Quality of Work

- Unsatisfactory
- Needs Improvement
- Satisfactory
- Outstanding
- Exceeds Expectations

3. Oral and Written Communication

- Unsatisfactory
- Needs Improvement
- Satisfactory
- Outstanding
- Exceeds Expectations

4. Accountability and Self-Management

- Unsatisfactory
- Needs Improvement
- Satisfactory
- Outstanding
- Exceeds Expectations

Subject Knowledge and Learning Ability

- Unsatisfactory
- Needs Improvement
- Satisfactory
- Outstanding
- Exceeds Expectations

Please provide some specific information related to **the GTA's strengths:**

Please provide some specific feedback on **areas in which the GTA can improve:**

PART IV: Overall Rating

Please rate the overall performance of this GTA for the current review period.

- Unsatisfactory
- Needs Improvement
- Satisfactory
- Exceeds Expectations
- Outstanding

Signature of Graduate Teaching Assistant* Date

Signature of Reviewer

Date

Document-2: GTA Competencies/Performance Factors for Evaluation

The following performance factors, or core competencies, reflect University expectations, values, and priorities for graduate teaching assistants. These factors should be reviewed in conjunction with any unit-specific factors prior to the beginning of the review period, as well as at the conclusion of the period in which the performance is to be evaluated.

1. Teaching and Presentation Ability: able to monitor and evaluate student progress and assignments; able to develop and organize relevant teaching materials; able to utilize approved texts or other instructional materials; capable of preparing and administering examinations; provides opportunities for student engagement; team-oriented attitude; regular attendance at other related lectures and course meetings as specified by supervisors; effective working relationships with diverse constituencies; knowledge of student perspectives.

2. Quality of Work: Completes work thoroughly and accurately; pays attention to details; well-organized; completes work on time; provides prompt responses to supervisors, colleagues and students; consistent and high level of performance; accepting of constructive criticism by demonstration of the ability to listen and incorporate the critique of others; understands the importance of confidentiality and the academic and privacy rights of students (e.g., FERPA, University Rules and Regulations); able to provide clear assignment instructions; well-prepared to teach each class.

3. Oral and Written Communication: able to communicate with a diverse range of people; provides accurate information and teaches course content with enthusiasm; deals effectively with stress; active listening skills; courteous and patient; able to understand and constructively respond to student needs; clarity in both oral and written skills with the ability to talk/write at the appropriate level; capable of providing clear and constructive feedback regarding colleagues upon supervisors' request.

4. Accountability and Self-management: Possesses organizational and time management skills; holds office hours at the specified time and location; maintains on-going communication regarding workload to supervisor; able to multitask, prioritize and respond promptly to requests of supervisors (e.g., the submission of grades, meetings to review work, updating of Blackboard, etc.); takes responsibility for all aspects of their work; willing to ask for help and to help others; able to adhere to the course outline and schedule on the syllabus; able to meet the department and university criteria for holding a GTA position; punctual and reliable.

5. Subject Knowledge and Learning Ability: demonstrates the ability to learn new content quickly especially new scholarship in the field as it relates to the course; interested in learning more than the basics of teaching pedagogy; capable of responding to student questions in a timely manner; open to new technology related to the implementation of the course (e.g., Canvas, PowerPoint, Excel, laboratory hardware and software, etc.); able to write clear examinations that are consistent with learning outcomes and course goals.

Document-3: University of Kansas – GTA Course Observation Form

Instructor: _____ Class: _____ Observer: _____ Date: _____

Rating Scale:

5 – Strongly Agree 4 – Agree 3 – Neutral 2 – Disagree 1 – Strongly Disagree

The GTA actively engages students with the course material(s) and subject matter.

5 4 3 2 1

The GTA uses whole class, group, and/or individual activities effectively.

5 4 3 2 1

The GTA asks questions or makes comments that generate a high level of critical thinking.

5 4 3 2 1

The GTA interacts well with students and addresses students' needs and questions.

5 4 3 2 1

The GTA is knowledgeable in key terms, concepts, ideas, and theories and conveys them in a manner that is understandable to the average student.

5 4 3 2 1

The GTA is professional, appropriately dressed, punctual, and prepared for class.

5 4 3 2 1

The GTA adheres to the course schedule and syllabus.

5 4 3 2 1

The GTA makes appropriate use of (technology/instruments/texts/readings).

5 4 3 2 1

Overall Assessment of Instruction:

Unsatisfactory Needs Improvement Satisfactory Exceeds Expectations Outstanding

Comments:

Instructor's Signature/Date

Observer's Signature/Date

Provide one copy to the GTA. Retain original in departmental files. New GTAs should be observed a minimum of once a semester, and continuing GTAs once a year.

Appendix G: Class Observation Form: Reference Documents for Consideration

Document-1: University of Kansas – Instructor Course Observation Form

Instructor: _____ Class: _____ Observer: _____ Date: _____

It takes a lot of hard work and dedication to be an effective instructor/teacher/educator. The professional growth and development of our graduate students is a critical component of our program. This evaluation is one more tool to assure that instructors receive feedback from a professor of their choice (ideally their advisor) to improve their craft, and to add sources to show evidence of teaching during their job application process. It is considered common courtesy to offer the instructor a copy of the completed form, ideally combined with a brief conversation/debriefing shortly after the observation.

Before Observing:

- The instructor will work with the observer to set a date and time for the observation. The instructor should be informed of when the observation will take place. Observations should take place after the first two or three weeks of the semester, when students are still becoming acquainted with the classroom environment and instructor's teaching style.
- As a courtesy, the observer will ask the instructor upon arrival if they have a preference for where they should sit in the classroom, and whether it is ok with the instructor if they move around from group to group during group activities.

Please submit a copy of this completed form together with any additional notes or course materials to the Director of Graduate Studies

Rating Scale:

5 – Strongly Agree 4 – Agree 3 – Neutral 2 – Needs Improvement 1 – Unsatisfactory

Document-2: Communication

The instructor shows knowledge of the material at hand and communicates in a manner that is accessible to the average student.

5 4 3 2 1

The instructor strives to use Spanish 90% of the time, applying effective comprehensive input strategies (gestures, visuals, sounds, technologies, i.e.)

5 4 3 2 1

The instructor uses *technology/instruments/texts/readings* effectively.

5 4 3 2 1

The instructor actively engages students with the course material(s) and subject matter through interdisciplinary connections, use of a variety of sources, and opportunities for a variety of interpersonal and interpretive activities.

5 4 3 2 1

The instructor asks questions or makes comments that are appropriate to the student level, and that open venues for high level critical thinking.

5 4 3 2 1

Document-3 Classroom Atmosphere

The instructor creates a classroom environment that feels welcoming, culture rich, and that always encourages use of Spanish.

5 4 3 2 1

The instructor uses procedures that maximize instructional time (there is a classroom culture, students know what they are expected to do, and transitions are smooth).

5 4 3 2 1

The instructor effectively combines interaction with the whole class, collaborative learning opportunities by working in groups, and/or allowing time for individual activities.

5 4 3 2 1

The instructor provides clear expectations to guide student activities.

5 4 3 2 1

The instructor is responsive/alert to students' needs and questions.

5 4 3 2 1

The instructor is professional (i.e., punctual, prepared for class).

5 4 3 2 1

The instructor adheres to the course schedule and syllabus.

5 4 3 2 1

OVERALL ASSESSMENT

Unsatisfactory Needs Improvement Satisfactory Exceeds Expectations Outstanding Based on the observation, please identify or comment on one salient strength of this instructor:

Based on the observation, please identify or comment on one area that could improve:

Other comments/observations:

Instructor's Signature/Date

Observer's Signature/Date

Appendix G: Study Abroad Position Announcements

Barcelona

Position Announcement Department of Spanish and Portuguese

One Graduate Teaching Assistantship, With Possible Second Depending on Enrollment in the Program, Summer Language Institute (SLI), Barcelona, Spain Summer Session 2024

Duties:

1. In Spring 2024 assist the faculty director with recruiting, organizing, and orienting students for the program.
2. By accepting one of these positions, GTAs agree to develop their summer courses over the course of the Spring semester, in consultation with the program's faculty co-directors.
3. In Spain, fulfill all teaching responsibilities, especially (a) fulfill teaching assignment during the SLI Barcelona as assigned by the department; (b) collaborate with peers to develop a course syllabus and maintain program integrity; (c) prepare all quizzes and exams, and administer and grade all tests, quizzes, and homework assignments designated for the course; (d) hold regular office hours for the assistance of students; (e) maintain a clear grade book with a record of all student evaluations; (f) administer a "Student Course Evaluation" at the end of the SLI Barcelona; (g) comply with all University, school, and/or departmental policies and perform other related duties as assigned.
4. Accompany the KU group flight from Kansas City to Spain and back to the U.S. and assist the director in coordinating the group's arrival and transit in Spain.
5. Assist with group tours to on-site locations in Spain and remain in Spain for the duration of the program.
6. Assist with advising of students and assist the director in responding to student needs during the SLI Barcelona. GTAs will maintain a list of emergency contact numbers and help to assist students should emergencies arise.
7. Support all program activities in Spain.

Required qualifications:

1. Degree-seeking graduate student in good standing at the University of Kansas, continuing graduate studies in the department in Fall 2024.
2. Experience as a GTA in the Department of Spanish and Portuguese.
3. Fluency in Spanish and English.

Note: Fluency in a foreign language means the ability to communicate effectively in both everyday and complex situations. Intermediate: Basic conversations, may struggle with complex topics; Advanced: Conversations on various subjects, occasional errors; Superior: Natural, accurate expression in all contexts.

4. Completion of SPAN 801 or the equivalent.
5. Academic preparation sufficient to teach courses at the required level for the SLI Barcelona.
6. All other things being equal, the committee will consider seniority, relevance to the student's academic program and give priority to a person who has not previously worked with a KU summer program abroad.

Financial assistance: In addition to a salary of \$3,675.00, round-trip transportation costs, lodging, breakfast, lunch, and per diem for meals and program-related expenses. Evacuation and repatriation coverage through Assist America.

Application procedure: A complete application includes three main components. These materials must be submitted through our website at https://kusurvey.ca1.qualtrics.com/jfe/form/SV_3z5N2yYsQ4iRBrw, to Professor Antônio R.M. Simões, Director of the Graduate Studies and Admissions Committee.

1. A letter of application, in English or Spanish. In the letter outline your qualifications and the relevance of this summer teaching assignment to your professional and academic development. If you are an international student with limited eligibility for other forms of summer employment, please indicate your need for this kind of position. Please include the name of your advisor on the top of your letter, between the address component and the salutation line (e.g., Advisor: Fulano Zutano). These letters are expected to address the GTA interest in the position. The letter applying for the summer positions should not exceed two pages, single spaced;

2. A current DPR (Degree Progress Report) form that includes courses taken at KU;
3. A semester by semester list of all courses and levels taught at the University of Kansas; additional information about teaching experience elsewhere may also be included. A detailed curriculum vitae may be submitted in lieu of this listing provided that it includes such a semester-by-semester listing.

These positions and the salary level are contingent upon final budgetary approval from the College of Liberal Arts and Sciences and adequate student enrollment in the program.

Although we do not have the dates for Summer Abroad 2024 in Barcelona, our current estimate is that it will start in June. Check with the KU Office of Study Abroad for exact dates.

Submissions must be made online at https://kusurvey.ca1.qualtrics.com/jfe/form/SV_3z5N2yYsQ4iRBrw.

DEADLINE: Monday, October 30, 2023, at 5 p.m.

*Students may apply for summer positions in Spain, Argentina and Brazil simultaneously. One letter of application is sufficient. However, in this letter, (1) please indicate each specific position for which you are applying, (2) rank the order of your preference for these positions, and (3) provide comments for each position about your specific qualifications and how the position will contribute to your professional development. Summer positions on our Lawrence campus, are expected to be announced in February, and it will require a new separate application.

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Buenos Aires, Argentina

Position Announcement
Department of Spanish and Portuguese

One Graduate Teaching Assistantship, Summer Language Institute (SLI)
Buenos Aires, Argentina
Summer Session 2024

Duties:

1. In Spring 2024, assist the faculty directors with recruiting, organizing, and orienting students for the program.
2. By accepting one of these positions, GTAs agree to develop their summer courses over the course of the Spring semester, in consultation with the program's faculty co-directors.
3. In Argentina, fulfill all teaching responsibilities, especially (a) teach one section of Spanish as assigned by the Department, and in coordination with the Co-Directors, oversee the program's conversation component; (b) develop a course syllabus and maintain program integrity; (c) prepare all quizzes and exams, and administer and grade all tests, quizzes, and homework assignments designated for the course; (d) hold regular office hours for the assistance of students; (e) maintain a clear grade book with a record of all student evaluations; (f) administer a "Student Course Evaluation" at the end of the summer session; (g) comply with all University, school, and/or departmental policies and to perform other related duties as assigned.
4. Accompany the KU group flight from Kansas City to Buenos Aires and assist the director in coordinating the group's transit and arrival in Buenos Aires.
5. Assist with group travel to on-site locations in Argentina and remain in Argentina during the program.
6. Assist with student advising and assist the director in responding to student needs, including emergencies, during SLI Buenos Aires.
7. Support all program activities in Argentina.
8. Assist the director in coordinating aspects of the return to the United States and accompany the KU group back to the United States.

Required qualifications:

1. Degree-seeking graduate student in good standing at the University of Kansas, continuing graduate studies in the department in Fall 2024.
2. Experience as a GTA in the Department of Spanish and Portuguese.
3. Fluency in Spanish and English.

Note: Fluency in a foreign language means the ability to communicate effectively in both everyday and complex situations.

Intern: Basic conversations, may struggle with complex topics; *Advanced:* Conversations on various subjects, occasional errors; *Superior:* Natural, accurate expression in all contexts.

4. Completion of SPAN 801 or the equivalent.
5. Academic preparation sufficient to teach courses at the required level for the SLI Buenos Aires.
6. *All other things being equal, the committee will consider seniority and relevance to the student's academic program and give priority to a person who has not previously worked with a KU summer program abroad.*

Financial assistance: In addition to a salary of \$3,675.00, round-trip transportation costs, lodging, breakfast, lunch, and per diem for meals and program-related expenses. Evacuation and repatriation coverage through Assist America.

Application procedure: A complete application includes three main components. These materials must be submitted through our website at https://kuservey.ca1.qualtrics.com/jfe/form/SV_bKHSvh8pqGPDjOm, to Professor Antônio R.M. Simões, Director of the Graduate Studies and Admissions Committee.

1. A letter of application, in English or Spanish. In the letter outline your qualifications and the relevance of this summer teaching assignment to your professional and academic development. If you are an international student with limited eligibility for other forms of summer employment, please indicate your need for this kind of position. Please include the name of your advisor on the top of your letter, between the address component and the salutation line (e.g. Advisor: Fulano Zutano). These letters are expected to address the GTA interest in the position and a letter applying for the summer positions should not exceed two pages, single spaced;*
2. A current DPR (Degree Progress Report) form that includes courses taken;
3. A semester by semester list of all courses and levels taught at the University of Kansas; additional information about

teaching experience elsewhere may also be included. A detailed curriculum vitae may be submitted in lieu of this listing provided that it includes such a semester-by-semester listing.

This position and the salary level are contingent upon final budgetary approval from the College of Liberal Arts and Sciences and adequate student enrollment in the program.

Although we do not have the dates for Summer Abroad 2024 in Buenos Aires, our current estimate is that it will start in June. Check with the KU Office of Study Abroad for exact dates.

SUBMISSIONS MUST BE MADE ONLINE AT https://kusurvey.ca1.qualtrics.com/jfe/form/SV_bKHSvh8pqGPDjOm.

DEADLINE: Monday, October 30, 2023, at 5 p.m.

*Students may apply for summer positions in Spain, Argentina, and Brazil simultaneously. One letter of application is sufficient. However, in this letter, (1) please indicate each specific position for which you are applying, (2) **rank the order of your preference for these positions**, and (3) provide comments for each position about your specific qualifications and how the position will contribute to your professional development. Summer positions on campus, to be announced in February, will require a separate application.

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Salvador da Bahia, Brazil

**Position Announcement
Department of Spanish and Portuguese**

**One Graduate Teaching Assistantship
Summer Language Institute (SLI)
Salvador, Bahia, Brazil
Summer Session 2024**

Note: The Salvador, Bahia, Brazil program is partially sponsored by military funds, through a program called ProjectGo. As a result, many students in this program are students from other institutions in the United States who are military cadets participating in the ProjectGo program. Information about ProjectGo can be found here: <https://www.rotcprojectgo.org/>

Duties:

1. In Spring 2024, assist the faculty directors with recruiting, organizing, and orienting students for the program.
2. **By accepting one of these positions, GTAs agree to develop their summer courses over the course of the Spring semester, in consultation with the program's faculty co-directors.**
3. In Brazil, fulfill all teaching responsibilities, especially (a) teach one section of Portuguese as assigned by the Department, and in coordination with the Director, oversee the program's offerings as needed; (b) develop a course syllabus and maintain program integrity; (c) prepare all quizzes and exams, and administer and grade all tests, quizzes, and homework assignments designated for the course; (d) hold regular office hours for the assistance of students; (e) maintain a clear grade book with a record of all student evaluations; (f) administer a "Student Course Evaluation" at the end of the summer session; (g) comply with all University, school, and/or departmental policies and to perform other related duties as assigned.
4. Accompany the KU group flight from Kansas City to Salvador, Bahia and assist the director in coordinating the group's transit and arrival in Salvador. Leave Salvador only after the group has left so that departures are smooth
5. Assist with group travel to on-site locations in Brazil and remain in Brazil during the program.
6. Assist with student advising and assist the director in responding to student needs, including emergencies, during SLI Salvador.
7. Support all program activities in Brazil.

Required qualifications:

1. Degree-seeking graduate student in good standing at the University of Kansas, continuing graduate studies in the department in Fall 2024.
2. Experience as a GTA in the Department of Spanish and Portuguese.
3. Fluency in Portuguese and English.

Note: Fluency in a foreign language means the ability to communicate effectively in both everyday and complex situations. Intern: Basic conversations, may struggle with complex topics; Advanced: Conversations on various subjects, occasional errors; Superior: Natural, accurate expression in all contexts.

4. Completion of SPAN 801 or the equivalent.
5. Academic preparation sufficient to teach courses at the required level for the SLI Salvador.
6. *All other things being equal, the committee will consider seniority and relevance to the student's academic program and give priority to a person who has not previously worked with a KU summer program abroad.*

Financial assistance: In addition to a salary of \$3,675.00, round-trip transportation costs, lodging, breakfast, lunch, and per diem for meals and program-related expenses. Evacuation and repatriation coverage through Assist America.

Application procedure: A complete application includes three main components. These materials must be submitted through our website at https://kusurvey.ca1.qualtrics.com/jfe/form/SV_bKHSvh8pqGPDjOm, to Professor Antônio R.M. Simões, Director of the Graduate Studies and Admissions Committee.

1. A letter of application, in English or Spanish. In the letter outline your qualifications and the relevance of this summer teaching assignment to your professional and academic development. If you are an international student with limited eligibility for other forms of summer employment, please indicate your need for this kind of position. Please include the name of your advisor on the top of your letter, between the address component and the salutation line (e.g. Advisor: Fulano Zutano). These letters are expected to address the GTA interest in the position and a letter applying for the summer positions

should not exceed two pages, single spaced.

2. A current DPR (Degree Progress Report) form that includes courses taken.

3. A semester by semester list of all courses and levels taught at the University of Kansas; additional information about teaching experience elsewhere may also be included. A detailed curriculum vitae may be submitted in lieu of this listing provided that it includes such a semester-by-semester listing.

This position and the salary level are contingent upon final budgetary approval from the College of Liberal Arts and Sciences and adequate student enrollment in the program.

Although we do not have the dates for Summer Abroad 2024 in Salvador, our current estimate is that it will start in June. Check with the KU Office of Study Abroad for exact dates.

SUBMISSIONS MUST BE MADE ONLINE AT https://kusurvey.ca1.qualtrics.com/jfe/form/SV_bKHSvh8pqGPDjOm.

DEADLINE: Monday, October 30, 2023, at 5 p.m.

*Students may apply for summer positions in Spain, Argentina, and Brazil simultaneously. One letter of application is sufficient. However, in this letter, (1) please indicate each specific position for which you are applying, (2) **rank the order of your preference for these positions**, and (3) provide comments for each position about your specific qualifications and how the position will contribute to your professional development. Summer positions on campus, to be announced in February, will require a separate application.

The University of Kansas is an Equal Opportunity employer.

Lawrence Campus - Summer

Positions Announcement
Department of Spanish and Portuguese
Graduate Teaching Assistantships Contingent Upon Enrollment and Budget
LAWRENCE Campus
Summer Session 2024 (ONLINE)

Duties:

1. To fulfill all the teaching responsibilities, especially to
2. in accordance with departmental assignments, teach Spanish courses during the summer session. The department anticipates offering five online course sections, including SPAN 104 (1 section), SPAN 108 (2 sections), SPAN 212 (1 section), and SPAN 216 (1 section).
3. collaborate with peers to develop a course syllabus and maintain program integrity.
4. prepare all quizzes and exams, and to administer and grade all tests, quizzes, and homework assignments designed for the course.
5. hold regular office hours for the assistance of students.
6. maintain a clear grade book with a record of all student evaluations.
7. administer a "Student Course Evaluation" at the end of the summer session.
8. comply with all University, school, and/or departmental policies and to perform other related duties as assigned.

Financial assistance: Contingent on budget and enrollment. Depending on number of credit hours taught we expect to pay approx. \$3,500.00 for each position. This position and the financial assistance are contingent upon final budgetary approval from the College of Liberal Arts and Sciences and adequate student enrollment in the program.

Required qualifications:

- Degree-seeking graduate student in good standing at the University of Kansas, continuing graduate studies in the Department in Fall 2024.
 - Experience as a GTA in the Department of Spanish and Portuguese.
 - Fluency in Spanish and English.
 - Completion of SPAN 801 or the equivalent.
 - Academic preparation sufficient to teach courses at the required level for the Lawrence campus.
- *All else being equal, the committee will prioritize individuals based on their seniority and relevance to the student's academic program. Preference will be given to applicants who have not previously participated in a KU summer campus program.*

Application procedure: A complete application includes three main components. These materials **must be submitted through our website at https://kuservey.ca1.qualtrics.com/jfe/form/SV_bxCSIBWTgjCtmyG** to Professor Antônio R.M. Simões, Director of the Graduate Studies and Admissions Committee.

1. A letter of application, in English or Spanish. In the letter outline your qualifications and the relevance of this summer teaching assignment to your professional and academic development. If you are an international student with limited eligibility for other forms of summer employment, please indicate your need for this kind of position. Include the name of your advisor on the top of your letter, between the address component and the salutation line (e.g., Advisor: Fulano Zutano). These letters are expected to address the GTA interest in the position and a letter applying for the summer positions should not exceed two pages, single spaced. **If you have already submitted a letter of application for any of the international GTA positions for Summer 2024 (due last October), you may resubmit the same application letter for this campus position.**
2. A current DPR (Degree Progress Report) form that includes courses taken.
3. A semester-by-semester list of all courses and levels taught at the University of Kansas; additional information about teaching experience elsewhere may also be included. A detailed curriculum vitae may be submitted in lieu of this listing provided that it includes such a semester-by-semester listing.

Availability for Additional Teaching Opportunities in June: If more courses are added to our schedule, would you be able to teach **in-person** during June 2024? Please specify your availability via this form.

DEADLINE: Friday, March 1, 2024, at 5 p.m.

The dates for **this year's** Summer Program in our Department are **June 3–28 (session 1), and July 1–26 (session 2)**.

The University of Kansas is an Equal Opportunity employer.

Santiago de Compostela, Spain – AY2023-24

Position Announcement
English Lecturer Position in Santiago de Compostela
Academic Year 2023-2024

NOTE: This announcement, like all other announcements, requires annual updates. Before distributing new announcements, please ensure that the information is kept current as it becomes available.

POSITION

The Department of Spanish and Portuguese at the University of Kansas, through an exchange agreement with the Facultade de Filoloxía Inglesa at the Universidade de Santiago de Compostela, announces one position for an English Instructor. The Department of Spanish and Portuguese screens applicants and recommends the selected individual for approval by the Universidade de Santiago de Compostela. The selected candidate will receive a monthly stipend that covers all living expenses and includes medical insurance. This is a great opportunity for students seeking to improve their Spanish skills, looking to enrich their résumé, and/or working on research in Galicia and in Spain more generally. **This position and the salary level are subject to the final approval of the Universidade de Santiago de Compostela.**

QUALIFICATIONS

Preferred: GTA currently teaching in the Department of Spanish and Portuguese. Experience teaching courses at the level of SPAN 216 or higher.

Required: Graduate student in a degree program at KU with demonstrable qualifications for teaching English as a second language. For this position, the applicant must demonstrate native-level proficiency in English.

Selection criteria in order of importance include: (1) demonstrated excellence in teaching; (2) evidence of ability to work independently; (3) evidence of professional commitment to scholarship, research, and collegiality; (4) relevance to your academic program (either for research or for strengthening cultural and linguistic competency); and (5) GPA and seniority if all other factors are equal. Please indicate your intention about returning to the KU program the following year, because returning students have higher priority.

RESPONSIBILITIES

Teach classes approximately 10 to 12 hours each week (these are called “prácticas,” in which students integrate receptive and productive skills); hold office hours; prepare, give, and grade examinations during three examination periods (September, February, and June-July); and participate in the administration of oral exams.

Important! *Students selected for the teaching position in Santiago de Compostela must help our Department to promote and recruit prospective graduate students at Santiago de Compostela and report regularly by e-mail on their activities to promote our program and recruit new students.*

APPLICATION PROCEDURE

Submit all your materials through our website at

https://kuservey.ca1.qualtrics.com/jfe/form/SV_8j1tzinoEZm7YIm. Address a letter of intent, curriculum vitae, and a current DPR (Degree Progress Report) form to Professor Antônio R.M. Simões, Director of the Graduate Studies and Admissions Committee, Department of Spanish and Portuguese. In the letter, please describe your

qualifications and explain how this position is relevant to your academic program and professional goals. Please feel free to contact Professor Simões at asimoes@ku.edu if you would like more information about the position. Once selected, the nominated applicant will be asked to provide two letters of recommendation for the Universidade de Santiago de Compostela.

DEADLINE: Friday, January 13, 2023, at 5 p.m.

Additional information: For information concerning the Universidade de Santiago, consult their web site at <http://www.usc.es>.