

Master of Arts in Hispanic Studies Student Handbook

Department of Foreign Languages and Literatures

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The purpose of this handbook is to be a comprehensive reference to prospective and current students with respect to academic policies, courses, degree requirements, and other information related to pursuing the MA in Hispanic Studies (MAHS) in the Department of Foreign Languages and Literatures, Thomas Harriot College of Arts and Sciences, at ECU. It is expected that the student will be familiar with the contents of this handbook, particularly with regard to academic requirements, retention & dismissal policies.

East Carolina University is committed to equality of opportunity and does not discriminate against applicants, students, employees, or visitors based on race/ethnicity, color, creed, national origin, religion, sex, sexual orientation, age, veteran status, political affiliation, genetic information, or disability.

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INTRODUCTION

Who we are and what we offer

WELCOME! The Graduate Faculty of the Hispanic Studies program of the Department of Foreign Languages and Literatures thanks you for your interest in our distinctive Master's in Hispanic Studies (MAHS) program. We are pleased to offer you a unique, student-centered learning experience focused on your career goals, to help you realize your potential professionally. Our program combines a distinctive, holistic curriculum not divided into the traditional categories of language, literature, and culture, as well as an experiential learning experience, the opportunity to design and carry out engaged research, and a distance education option for students whose location or schedule does not permit them to attend classes face-to-face. Our twelve graduate faculty from six different nations represent a wide variety of specialties and interests.

We have developed the policies and procedures found in this Handbook to aid you in planning your program of study and to help you understand your responsibilities and those of the University, the Department of Foreign Languages and Literatures, and the faculty in providing a rigorous, high-quality graduate experience. These policies and procedures are in compliance with and supplemental to those of the Graduate School found in the East Carolina University (ECU) Graduate Catalog: <http://catalog.ecu.edu/index.php?catoid=21>.

PROGRAM MISSION AND GOALS

The MAHS mission is to educate individuals to become culturally and transculturally literate and linguistically proficient at a professional level, and to possess critical thinking skills honed by the development, methodology, and execution of research projects. Thus, our goals for students fall into three groups: linguistic proficiency, cultural and intercultural competence, and research skills.

Students achieve sufficient proficiency in the language to converse with educated native speakers on a level that allows both linguistic exchanges and, to a lesser extent, metalinguistic exchanges (that is, discussion about the language itself). MAHS graduates will develop "Advanced Mid" levels in those skills on the American Council on the Teaching of Foreign Language (ACTFL) scale. This corresponds to the S-3 or "Professional Working Proficiency" level on the other commonly used proficiency scale, the Interagency Language Roundtable (ILR) used for government employment. This is defined as follows:

- able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics
- can discuss particular interests and special fields of competence with reasonable ease
- has comprehension which is quite complete for a normal rate of speech
- has a general vocabulary which is broad enough that he or she rarely has to grope for a word
- has an accent which may be obviously foreign; has a good control of grammar; and whose errors virtually never interfere with understanding and rarely disturb the native speaker.

We define cultural competence and transcultural understanding as the ability to comprehend and analyze discourse—the cultural narratives that appear in every kind of oral and written expressive form—from essays, fiction, poetry, drama, journalism, humor, advertising, political rhetoric, and legal documents to performance, visual forms, and music. To read a cultural narrative a student should possess the following transcultural skills:

- recognize and analyze intra- and inter-linguistic diversity

- converse with educated native speakers on a level that allows limited metalinguistic exchanges (discussion about the language itself).
- discuss some of the specific metaphors and key terms that inform Hispanic culture: e.g., “raza” in Latino culture, the “Special Period” in Cuba, “los desaparecidos” in Argentina, “the Two Spains.”
- understanding of how a particular background reality is reestablished on a daily basis through different types of discourse.

Because the program emphasizes the critical thinking skills developed through research, all the required core courses teach research skills. Together, they cover qualitative, quantitative, and evidence-based research. While a thesis is optional, a research project is required for every course.

ADMISSION

requirements and how to apply

Admission to a graduate program at East Carolina University is based on an evaluation of an applicant's overall record, experience, personal qualifications, and proposed area of study.

Applications cannot be considered until all required materials have been submitted. Applications and supporting credentials are reviewed by the Office of Graduate Admissions and the graduate program to which the applicant is seeking admission. All applicants must submit the online ECU application form. All graduate degree programs require a completed online application form, official transcripts, results from the GRE or Miller Analogy Test, and a nonrefundable application fee. The M.A. in Hispanic Studies also requires three letters of recommendation (use "Request Recommendation" link from menu on left of application main page), a writing sample (preferably a research paper or statement of why you wish to pursue the degree) and an interview via telephone or videoconference.

Prospective students may apply simultaneously for more than one graduate degree program, but a separate application is required for each degree program. The online application is available at the Graduate School [website](#). Any transcripts and test scores submitted will be used toward both applications; duplicates are not required.

Any individual applying or enrolled in the Graduate School must promptly notify the dean of the Graduate School in writing if any of the following occurs: any criminal charge; any disposition of a criminal charge; any type of military discharge other than honorable; or any school, college, or university disciplinary action against the student. Failure to report any of the above actions is grounds for denial or withdrawal of admission to ECU, as well as dismissal after enrollment.

Deadlines

The M.A. in Hispanic Studies only admits students in the fall semester; however, Those interested in beginning study at another time may enroll as [non-degree students](#), or in the [Certificate](#) program. Doing so will not guarantee acceptance into the MAHS. The deadline for consideration for admission in fall is July 15. Applicants interested in receiving a graduate assistantship are urged to apply by March 15. Such students are not eligible for assistantships, but may be eligible for other forms of financial aid.

Admission by Exception

Some programs may recommend admission by exception for a limited number of applicants who do not qualify academically for regular admission, but have other offsetting strengths. Admission by exception requires the student to earn a minimum 3.0 GPA in the first 9 or more completed hours to remain in the program. A hold is placed on the student's registration for the subsequent term until grades are posted and can be evaluated by the Graduate School. Students admitted by exception can attain full graduate standing after completion of 9 or more graduate credit hours with a minimum GPA of 3.0.

Provisional Admission

Applicants also may be admitted under provisional admission status. This designation indicates that one or more required final documents has not been received by the Graduate School at the time of admission. The document may include an official final transcript with the degree and conferral date posted, a copy of a license required by the program, or a transcript evaluation for an international transcript. The student is allowed to register for the first term of admission and is able to apply for financial aid, but the aid will not be applied until the required document is received by the Graduate School. Registration for future terms is restricted pending receipt of the final document. Students admitted provisionally can attain full graduate standing and receive their financial aid award after submitting the required missing document.

Applicants who are uncertain about the strength of their application or the documents required for admission are advised to consult with the program director or the director of graduate admissions about their admissibility.

Conditional Admission

International applicants may be considered for conditional admission without the submission of a TOEFL or IELTS score. Conditional admission requires successful completion of a language academy or program in the US prior to full admission to ECU. Applicants pursuing conditional admission still must submit all other required items to be reviewed, such as GRE or GMAT score. Upon completion of a language academy, the applicant will receive full admission and may begin taking graduate courses at ECU. Information about ECU's Language Academy (ECULA) may be found at the following link: <http://www.ecu.edu/ecula>.

Application Requirements

All applicants are required to submit a completed online application with a nonrefundable application fee.

- Baccalaureate degree from an accredited institution, not necessarily in the field if language skills are adequate (minimum requirement)
- Undergraduate GPA of 3.0 (general), 2.5 (minimum for provisional acceptance)
- If English is not the applicant's native language and they have not completed at least 18 credit hours at a United States school, they must achieve the minimum score required by the Graduate School on the TOEFL, IELTS, or PTE, or complete the ECU Language Academy (ECULA).
- Evidence of sufficient language skills in Spanish in oral interview and writing sample.

Documents to be submitted for admission:

Official transcripts are required from all foreign institutions attended unless a course-by-course evaluation of the transcript from a NACE accredited agency is submitted. Instructions regarding foreign transcripts are on the [Graduate School website](#).
TO [APPLY NOW](#)

- Completed application form
- Application fee
- Three letters of recommendation
- A writing sample (in Spanish). This does not have to be formal prose ; however, a research paper or statement on why you wish to pursue this degree are recommended. Minimum 1000 words.
- Official transcripts are required for all earned degrees (undergraduate and graduate) and for all institutions attended in the most recent five years.
- If English is not the applicant's native language and they have not completed at least 18 credit hours at a United States school, or completed the ECU Language Academy (ECULA), they must have official TOEFL, IELTS, or PTE test score reports sent.

FINANCIAL AID AND ASSISTANTSHIPS

Financial aid

The first step for finding financial aid is to fill out a FAFSA to find out if you are eligible for federal aid: <https://studentaid.ed.gov/sa/fafsa>

ECU maintains a one-stop site to find out about ECU scholarships available: <https://www.ecu.edu/cs-acad/universityscholarships/>

The state also has the NCEL: <http://www.ecu.edu/cs-acad/financial/ncel.cfm>

Our Financial Aid Office has a user-friendly info page about what is available: <http://www.ecu.edu/cs-acad/financial/availableaid.cfm>

Assistantships

All applicants who express the desire for an assistantship will be considered for a departmental graduate assistantship, with a stipend of \$10,000.

There are other assistantship possibilities such as working as research assistants for grant-funded projects, or through Joyner Library or Student Affairs. Your graduate program director will help you locate these opportunities--they are competitive, though, so applying early is advantageous!

Gradfunding mailing list

If you want to receive more about funding, join the gradfunding mailing list! This mailing list only shares funding information - positions available on campus, scholarships, and more! It's an opt-in list, so you have to join it!

Instructions on joining the mailing list are here: <http://www.ecu.edu/cs-acad/gradschool/Graduate-School-Financial-Resources.cfm>

CURRICULUM AND DEGREE REQUIREMENTS

Minimum degree requirement for the program is 30 s.h. as follows:

1. Core - 9 s.h.

- SPAN 6002 - Humanities Research Methods
- SPAN 6003 - Applied Research Methods
- SPAN 6004 - Engaged Field Work

2. Electives – 15-18 s.h.

a. Choose at least 6 s.h. from the following:

- SPAN 6010 - Hispanic Cultural Studies
- SPAN 6020 - Contemporary Issues of the Hispanic World
- SPAN 6030 - Topics in Hispanic Studies
- SPAN 6521 - Special Readings
- SPAN 6522 - Special Readings
- SPAN 6523 - Special Readings

b. Choose at least 6 s.h. from the following:

- SPAN 6040 - Current Trends in Hispanic Linguistics
- SPAN 6050 - Professional Literacies
- SPAN 6070 - Engaged Research Experience
- SPAN 6600 - Recent Trends in Foreign Language Teaching, Learning, and Acquisition

3. Options - 3-6 s.h.

Choose one of the following:

Thesis option – 3-6 s.h.:

- SPAN 7000 - Thesis

Non-thesis option - 6 s.h.:

- Additional electives - 6 s.h.

(for a complete list of courses and course descriptions, please see Section XI)

Students in the M.A. program may elect to complete a thesis, a comprehensive assessment project (CAP), or comprehensive exams. The thesis requires 24 s.h. of course work, the CAP and comprehensive exam require 30 s.h. For all three, students, in consultation with the program director, must form a supervisory committee composed of ECU faculty members who hold graduate teaching status. Students are encouraged to form their committees no later than 20 credit hours into their coursework (thesis students are advised to form their committees earlier). The committee requirements for each option are defined below.

Thesis committee: The thesis committee must consist of the following ECU faculty members:

- One faculty advisor/chair selected from the MAHS graduate faculty and
- Two MAHS graduate faculty members; or
- One MAHS and one outside graduate faculty member

CAP committee: The CAP committee must consist of the following ECU faculty members:

- One faculty advisor selected from the MAHS graduate faculty
- A second reader from the MAHS graduate faculty

Comprehensive Assessment Project

The CAP portfolio includes three pieces of writing: a revised fifteen-to-twenty five page essay, the unrevised version, and a three–page framing and reflection essay.

The student revises a paper written for a graduate course into the type of essay that scholars present at academic conferences. The framing and reflection essay contextualizes the paper's ideas and interpretive approaches within the framework of the student's coursework and intellectual development in the MAHS, and discusses the writing and revision process to communicate what was learned. Unlike the thesis option, the CAP does not require a prospectus. The CAP option requires the student to take six semester hours of coursework that the thesis option does not.

Students choose a director and one other faculty member for the CAP evaluation committee. The student and director meet at the end of next-to-last semester (or earlier) to develop a plan for the project. The student must turn a copy of the portfolio no later than three weeks before the date of the defense, the CAP Committee may request it sooner. At that time the student may be asked to make changes. The final portfolio must

be made available in the department office one week before the presentation. At the CAP defense, the student presents the paper and discusses the portfolio with the CAP committee. This one-hour defense typically takes place toward the end of the student's final semester. All faculty and graduate students will be invited. Both readers must award a passing grade for the exam to be considered successfully completed. An examination grade of Pass with Distinction, Pass, or Fail is submitted to the student no later than three weeks following the defense. In the event of failure, the student is allowed to retake the examination the following semester, but must enroll for at least 1 s.h. Failure the second time constitutes termination from the program.

	Fall 2020 CAP Schedule		Spring 2021 CAP Schedule
Oct. 28	Revisions due to director	Apr. 1	Revisions due to director
Nov. 11	Director returns final suggestions	Apr. 14	Director returns final suggestions
Nov. 18	Final version due 5:00 p.m.	Apr. 21	Final version due 5:00 p.m.
Nov. 25	(reading day): presentations	Apr. 28	(reading day): presentations
Dec. 1	Results posted	May 7	Results posted

REGISTRATION

Finding courses offered by semester

You can find the courses that are offered each academic term by using PiratePort. You should then discuss your option with your program director or faculty advisor. The following is an example of how to find all graduate-level courses in the Department of Foreign Languages and Literatures that are offered for a given term.

- Go to ECU PiratePort site:
- Click on the TOOLS tab
- Click on Course Catalog under Academic Planning section
- In “Search by Term” drop down menu, choose the term you are interested to review, then click Submit button

ENGAGED LEARNING AND RESEARCH EXPERIENCE

What is engaged learning and what can it do for you?

Engaged learning provides students with practical experience in the use of the foreign language and the opportunity to develop cultural competence under the supervision of practicing Sponsors in different professional fields. It affords experiences that will help students attain professional competence and develop self-confidence. It offers students the opportunity to test their aptitude and commitment to a field of professional activity and help clarify future career goals. Potential activities in which students may be involved include but are not limited to:

- Rendering translating and/or interpreting services.
- Assisting in community outreach or service program.
- Assisting in the planning, development, and evaluation of materials and programs.
- Participating in training programs and staff meetings.
- Observing and studying the organization and management of the Sponsor, paying special attention to the techniques of administration it employs in providing goods and services to its public.

- Assisting other professionals in achieving the Sponsor's goals.
- Preparing, editing, and presenting information for the media; assisting in public relations and informational campaigns.
- Sitting in on meetings; conducting intakes and interviews; managing casework.
- Developing pamphlets, exhibits, posters, or library resources; preparing newsletters, brochures, or information packets addressing Sponsor's activities.
- Participating in fund raising, membership drives, and proposal writing activities.
- Assisting with networking, referral, and inter-agency coordination of activities.
- Assisting with needs assessment; proposing plans, programs, and actions for addressing identified needs.

What is engaged research and what can it do for you?

In an increasingly data-driven economy, research, and research performed with human subjects, is an ever more valuable experience. In the core course SPAN 6004 - Engaged Field Work students will learn methodologies for conducting research with human subjects, how to create a field-based research project, how to prepare an Institutional Review Board (IRB) proposal for permission to conduct research with human subjects. They will also perform fifteen hours of service with their sponsor. Their final project is to produce a research proposal. Those students who wish to pursue engaged research will take SPAN 6070 - Engaged Research Experience to carry out the project designed in SPAN 6004. Some may wish to turn this into a thesis project.

Placement with a Sponsor

Once a student is accepted into the M.A., and in consultation with the program director or advisor, the student before being assigned a sponsor.

Each student will meet with the Director of Graduate Studies to discuss the possible placement sites for the engaged learning experience and the selection of a faculty member to serve as faculty supervisor. The placement will be determined by the Sponsor's needs, the student's professional interests and goals, and the advisor's assessment of student's potential for a successful experience there. Students must come to the meeting prepared to discuss the professional area(s) in which they are most interested and the type of Sponsor for which they most wish to work. The student then completes an application form (Appendix A of Engaged Learning Manual). Acceptance of a candidate is solely at the discretion of the Sponsor.

Learning outcomes

- **Linguistic Proficiency:** Demonstrate linguistic competence necessary to converse with native speakers on a level that allows the student to fulfill the duties agreed upon.
- **Professional Literacy:** Summarize and explain the professional policies and practices of the community partner.
- **Cultural Competence:** Summarize and explain the main historical, social, and economic events that contributed to the community partner's identification of the need for the services provided.
- **Engaged Learning:** Assess partner's fulfillment of the need and the quality of the service provided.

Expectations of students

In terms of general educational and performance goals, students are expected to:

- Become familiar with the history, purposes, methods, and problems of the Sponsor and to learn to work within its policies and procedures.
- Learn the practical mechanics of the Sponsor's operations; e.g., the use of equipment, files, forms, and reports; and the proper approach to working with colleagues and clients.
- Gain competence in professional skills involving the use of the target language and increased familiarization with the cultures that employ it.
- Develop an ability to observe and listen and to strengthen communication skills in both written and oral forms in the foreign language.
- Accept persons from different cultural and socio-economic backgrounds and respect various value systems and lifestyles.
- Tolerate frustration and be flexible, adaptive, and creative.
- Practice discipline in reporting to work on time, keeping appointments, preparing for supervisory conferences, planning and organizing work, meeting deadlines, and accepting constructive criticism as part of the learning process.
- Gain an understanding of the Sponsor's relationship to its community, clients and/or customers.

DISTANCE EDUCATION

ECU is the leader in distance education (DE) in the UNC system, offering more courses and degrees on line than any other institution.

The Hispanic Studies program in the Department of Foreign Languages and Literatures has been offering courses via DE since 1997, and has taught courses this way at all levels: from 1000-level introductory courses, through advanced undergraduate courses for our BA and BS Teaching degree students, and including 6000-level graduate courses.

The Hispanic Studies program will begin offering courses toward the M.A. via Distance Education in the 2019-2020 academic year so that people working full time, or who live far from ECU, may pursue the MAHS and finish it in between 3 and 12 semesters.

All DE courses will use videoconferencing for at least part of the course to replicate the classroom experience to the greatest extent possible and offer authentic communication in the target language. All DE students will have access to the professors outside of scheduled class times in virtual office hours. Our DE courses employ a web conferencing platform that provides a virtual classroom using live and recorded sessions, enabling faculty and students to attend class "live" from anywhere they have access to an Internet connection, and enables also allowing the student to see and hear the instructor as well as respond to the instructor's questions with audio.

Students have access to academic support services comparable to services provided to on-campus students and appropriate to support the program, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

MORE ON THESIS OPTION

FIRST STEPS: WHAT IS A THESIS? FINDING AN ADVISOR. FORMING A COMMITTEE

Students who select this option write a thesis and present a seminar based on the thesis research. The thesis proposal and the subsequent thesis must be approved by the student's advisor and committee composed of three Hispanic studies faculty members and an outside reviewer, the graduate program director or departmental director of graduate studies, and the departmental chairperson.

Theses in the Hispanic studies program are expected to reflect the research, writing, and critical thinking skills, linguistic and cultural competence, and knowledge base the students have developed during their time at ECU. The MAHS thesis is an examination in depth of a well-defined linguistic or cultural subject, and may be based on their engaged learning experience. It must present a clear, cogent, well-argued defense of a thesis based on analysis of primary sources or data. It must demonstrate some degree of original thought and a familiarity with appropriate secondary sources. The typical MA thesis is about fifty to one hundred (50-100) pages in length.

Students should begin to seek an advisor during their first semester within their program. The student should ask a faculty member with interests that mirror their own. For a complete list of faculty and their specialties please consult the list of faculty in this document or on our website. The requirements for working with an advisor vary within the department; some require a prospectus before they will sign-off to work with a student. The sooner a student seeks out an advisor and begins work, the sooner the student will finish.

When the thesis topic has been chosen and a supervisor has agreed, the student must then prepare a thesis prospectus. This is an important undertaking that forces the student to think about the argument, sources, and research design of the MA thesis. It is recommended that students complete the thesis prospectus process before the end of the second semester in the program.

Agreement to Supervise Thesis Form: Once a student has chosen a topic, a meeting should be arranged with a faculty member who has extensive training in the area. When the faculty member agrees to supervise the thesis, an [Agreement to Supervise Thesis Form](#) must be completed and submitted to the program director. Once the form is on file, the student may register for thesis hours and the thesis supervisor replaces the program director as the student's academic advisor.

Master's Pre-Thesis Approval Form: Within the first semester of thesis hours after selecting a thesis committee, students must complete and submit the Graduate School's [Pre-Thesis Approval Form](#) to the Department of Foreign Languages and Literatures (FL&L). A copy will be made for the Department's files and the original will be sent to the Graduate School. The Master's Pre-Thesis Approval Form must be approved by the Dean of the Graduate School before the student can defend and graduate. The faculty member advising the student should formally ask the committee members to serve.

- Changing advisors/committee: New forms have to be resubmitted and reapproved.

SECOND STEP: THE PROSPECTUS

The student should prepare a prospectus for his/her thesis supervisor. After the supervisor is satisfied with the prospectus, the other members of the thesis committee should also approve the prospectus. The thesis supervisor will make the approved copy available to all interested members of the Department, who will be invited to discuss any suggestions with the student. Remember, all Department members will eventually be invited to attend the thesis defense. The best time to receive advice and criticism from faculty who are not on the committee is at the prospectus stage of the thesis, not at the defense. Students must complete the thesis prospectus process by the end of their third semester in the program, although it is advisable to do so earlier.

The prospectus should answer three fundamental questions: what are you going to do? Why are you going to do it? How are you going to do it? You should also attach to the prospectus a detailed, tentative outline and a preliminary bibliography. The entire thesis prospectus (excluding the outline and bibliography) should be between 5-10 pages in length.

Part One: What are you going to do?

The first part should consist of one or two paragraphs outlining what it is you intend to do in the thesis. For example, you are going to examine the use of the subjunctive in "if" clauses in different Spanish-speaking populations, the availability of treatment to sufferers of type-two diabetes among Latino farm workers in Pitt County, or the use of metafictional devices in the novels of Gonzalo Torrente Ballester?

Part Two: Why are you going to do this?

This second part should address the question: Why is your project worth doing? To answer that question you must address the historiography and theoretical background of

the topic. You need to highlight the shortcomings of the existing scholarship to demonstrate that what you are planning to do has not already been done, or at least not in the manner that you intend to do it (i.e. new theoretical or methodological approach or new sets of documents/data).

Part Three: How are you going to do it?

The third section should explain to the committee just how you intend to go about your work. In this third section you should discuss sources and their relative availability, as well as methodology or theoretical perspective employed. In this section you assure your committee that you are aware of the problems that you will encounter as you try to complete your project. Are the necessary resources, archives, and equipment available? How long do you think the project will take? Do you really have the time, money, and language skills to complete travel to the Peruvian altiplano and stay there for three months interviewing subjects?

Part Four: Recapitulation or Significance

The fourth section should be a recapitulation of the first three. In other words, re-tell your committee in a paragraph what you are going to do, why it is worth doing, and assure them that the necessary resources and skills are available to you.

Attachments

Attach to the prospectus both a detailed tentative outline (to demonstrate that you have thought about all aspects of the project) and a preliminary bibliography (to demonstrate that you are aware of the secondary literature as well as the availability and location of primary sources). When appropriate, you might also wish to attach a list of specialized equipment, hardware, and software to be used and its availability.

Students are responsible for using their own time, money, and supplies to make the necessary copies of their thesis. Please do not ask any of the office staff to do this for you or expect to use the departmental copier.

FINAL STEPS: WRITING AND DEFENDING THE THESIS

Enrollment: Students are required to take six semester hours of theses, the Department strongly advises students to divide the hours into two, three-hour sections. Students should be enrolled in thesis hours for the first six hours. If a student is not able to finish and defend their thesis within the required six-hours, they may be allowed to

enroll in an additional credit hour in subsequent semesters with the permission of their thesis advisor and as permitted by the Graduate School ([Academic Regulations](#)). Students must be enrolled in thesis hours during the semester they plan on defending (with the exception of summer).

Defense: The thesis defense date is set by your advisor, committee, and you in cooperation. It is advertised via email to the Department listserv. A copy of the completed thesis must lie in the FL&L Office for **at least one week** before the defense. The Department faculty and graduate students will be invited to read the thesis. The faculty and graduate students will also be invited to attend the defense. The thesis committee will establish the procedures to be followed during the defense. At the oral defense, the committee may ask the student questions concerning any aspect of the thesis. Because the oral comprehensive examination is part of the thesis defense, the student should expect questions concerning how the thesis relates to the broader context. The student is required to demonstrate his/her knowledge of the field of concentration as well as establish how the thesis contributes to that field of study. Although members of the committee will play the major role in the defense, all faculty members and graduate students who attend may ask questions as well. **A student may attempt to defend the thesis no more than twice.** Normally, the thesis defense is an interesting, intellectually stimulating, and enjoyable experience for the degree candidate, committee members, and other faculty and students in attendance. Thesis defenses are rarely intimidating, unpleasant confrontations.

After the Defense: Once you've defended your thesis and made all of the changes, you still have not graduated. You must submit your thesis to the Graduate School which checks the format and content. Yes, your thesis is read by members of a committee at the Graduate School even after it has been approved. Dean of Graduate School Dr. Paul Gemperline prides himself in saying he's read EVERY thesis that has come out of ECU. The Graduate School requires students to submit their thesis by 5:00 p.m. on the required deadlines. All theses must be submitted electronically, for more information about how to upload your thesis please visit the Graduate School website.

Failure to submit your thesis on time and make the changes required by the Graduate School on time WILL result in you not graduating that semester.

Applying to Graduate: Students should [apply to graduate](#) a semester prior to their defense. The Department of Foreign Languages and Literatures will host a recognition ceremony at the end of the fall and spring semesters in which a student graduates; you may not graduate in a semester unless you defend and submit by the deadline for that semester. Students should not plan on graduating or defending in the summer.

Prior to Graduation:

1. Review your progress in DegreeWorks online throughout your candidature and note any issues immediately.
2. Double-check and make sure you submitted appropriate forms (i.e. the Pre-Thesis Approval Form)
3. Contact the program director to set up a meeting at least one semester before graduation. At this meeting, review your DegreeWorks audit to ensure all degree requirements have been or will be met.
4. Make sure you are enrolled in thesis hour(s) in your final semester.
5. Apply for graduation through PiratePort. Do not apply for graduation early or you will have administrative problems. Only apply for the semester in which you will actually be going to graduate.
6. Defend and submit your thesis to the Graduate School.
7. Make sure you have everything prepared for commencement and the Department's Recognition Ceremony

Theses Submission Deadlines for 2020/2021:

Fall 2020: November 25, 2020

Spring 2021: April 23, 2021

ECU offers several resources online and on-campus for students who are working on their thesis. Please see below for a list of helpful links.

- [Electronic Thesis Submission](#)
- [Proper Thesis Formatting](#)
- [Electronic Theses Workshops](#)
- [Three-Minute Thesis Competition](#)
- [The Writing Center](#)
- [Disability Support Services](#)

Thesis checklist for students

Listed below are procedures and requirements that must be met by students during the thesis writing process. **BE SURE TO READ THOROUGHLY THE RELEVANT SECTIONS IN THE ECU GRADUATE CATALOG.** You can also find much useful information concerning the preparation and submission of your thesis on the Graduate School's website. Remember that if a requirement is omitted or forgotten, even if the DGS and the thesis supervisor forget it too, it is **YOUR** responsibility to be aware of it. The ECU Graduate Catalog clearly places the onus **on the student** for ensuring that all requirements are met.

1. The ECU "Manual for Theses and Dissertations" must be followed closely where specialized format, margins, paper quality requirements, etc. are specified. Be sure to follow the detailed checklist available online at <http://www.ecu.edu/cs-acad/gradschool/ETD-Formatting-Requirements-Vireo.cfm>.
2. The Style Manual is at the discretion of the thesis director.
3. The thesis defense must be announced to the Department (usually via listserv) two weeks in advance.
4. The student must present copies of the thesis to his/her thesis supervisor **at least two weeks** before the date of the oral defense. One copy of the thesis will be placed in the departmental office for faculty use **at least one week** before the oral defense.
5. An oral defense must take place, which includes the comprehensive examination.
6. After the thesis has been successfully defended (and any required revisions have been completed), you will need to read submit your thesis electronically to the Graduate School. The Graduate School adopted a mandatory electronic submission of theses and dissertations. This is a complex and many faceted process. Students should visit the and read the appropriate pages on the Graduate School's web site concerning this submission process. Additional copies may be printed and bound at the student's expense. It is customary to present a copy to the thesis supervisor (and occasionally to the committee if funds permit).

COMPREHENSIVE ASSESSMENT PROJECT (CAP) OPTION

Comprehensive Assessment Project

The CAP portfolio includes three pieces of writing: a revised fifteen-to-twenty five page essay, the unrevised version, and a three–page framing and reflection essay.

The student revises a paper written for a graduate course into the type of essay that scholars present at academic conferences. The framing and reflection essay contextualizes the paper's ideas and interpretive approaches within the framework of the student's coursework and intellectual development in the MAHS, and discusses the writing and revision process to communicate what was learned. Unlike the thesis option, the CAP does not require a prospectus. The CAP option requires the student to take six semester hours of coursework that the thesis option does not.

Students choose a director and a committee is formed. The student and director meet at the end of next-to-last semester (or earlier) to develop a plan for the project. At the CAP defense, the student presents the paper and discusses the portfolio with the CAP committee, which includes the director and a second reader. This one-hour defense typically takes place toward the end of the student's final semester. All faculty and graduate students will be invited, and the portfolio will be made available in the department office one week before the presentation. Both readers must award a passing grade for the exam to be considered successfully completed. An examination grade of Pass with Distinction, Pass, or Fail is submitted to the student no later than three weeks following the defense. In the event of failure, the student is allowed to retake the examination the following semester, but must enroll for at least 1 s.h. Failure the second time constitutes termination from the program.

FACULTY of the MA in HISPANIC STUDIES

Department of Foreign Languages and Literature and Literatures

Name and title	Highest Degree Earned and Institution
Borisoff, Ann - Teaching Assistant Professor	EdD, East Carolina University
Daneri, Juan - Associate Professor	PhD, Washington University in St. Louis
Escourido, Juan - Assistant Professor	PhD, University of Pennsylvania
Fallon, Paul - Associate Professor	PhD, University of Kansas
Ford, Katherine - Associate Professor	PhD, Emory University
Knickerbocker, Dale - Professor	PhD, SUNY at Stony Brook
Levi Altstaedter, Laura - Associate Professor	PhD, Virginia Poly Inst & State Univ
Lorenzo, Javier - Associate Professor	PhD, Penn State University
Martínez, Purificación - Associate Professor	PhD, SUNY at Stony Brook
Medina, Almitra - Assistant Professor	PhD, Georgetown University
González Valdés, Alberto - Teaching Associate Professor	PhD, University of Connecticut
Valko, Jennifer - Associate Professor	PhD, University of California-Davis

LIST OF COURSES

SPAN 5340 – Advanced Translation Skills I 3 s.h.

P: SPAN 4340. Practice of translation skills with greater variety of style and subject matter.

SPAN 6002 - Humanities Research Methods 3 s.h.

P: Admission to the Hispanic studies master's program or consent of the director of graduate studies. Appraisal, analysis, and contrasting of concepts, methods, and approaches central to the study of the humanities at the advanced level. Theories of interpretation as applied to cultural products such as films and literary works.

SPAN 6003 - Applied Research Methods 3 s.h.

P: Admission to the Hispanic studies master's program or consent of the director of graduate studies. Design, interpretation and evaluation of qualitative, quantitative and mixed methods research.

SPAN 6004 - Engaged Field Work 3 s.h.

15 internship hours. Students are expected to provide personal transportation to field site. P: Admission to the Hispanic studies master's program or consent of the director of graduate studies. Theory, methodology, and design of community-engaged research projects. Development of community partnerships and field work.

SPAN 6010 - Hispanic Cultural Studies 3 s.h.

May be repeated for a maximum of 6 s.h. with change of topic. P: SPAN 6002 or consent of the director of graduate studies. History, culture, and civilization of the Hispanic world studied from analytical approaches used in the humanities.

SPAN 6020 - Contemporary Issues of the Hispanic World 3 s.h.

May be repeated for a maximum of 6 s.h. with change of topic. P: SPAN 6002, SPAN 6003; or consent of the director of graduate studies. Selected significant current events, trends, and schools of thought affecting contemporary Hispanic societies.

SPAN 6024 - MAT Internship 9 s.h.

P: TCHR 6010, TCHR 6011. Supervised teaching in the Spanish classroom with emphasis on reflective decision-making.

SPAN 6030 - Topics in Hispanic Studies 3 s.h.

May be repeated for a maximum of 6 s.h. with change of topic. P: SPAN 6002, SPAN 6003; or consent of the graduate director. Topic-specific study of Hispanic cultures through analysis of diverse discursive resources in a variety of media from Spanish-

speaking areas. Comprehension, analysis, and use of Spanish as appropriate to different types of discourse.

SPAN 6040 - Current Trends in Hispanic Linguistics 3 s.h.

May be repeated for a maximum of 6 s.h. with change of topic. P: SPAN 6002, SPAN 6003; or consent of the director of graduate studies. Selected significant current developments, issues, and research in Hispanic linguistics.

SPAN 6050 - Professional Literacies 3 s.h.

P: SPAN 6002, SPAN 6003; or consent of the director of graduate studies. Study and practice of Spanish as written and spoken in a range of professions and contexts.

SPAN 6070 - Engaged Research Experience 3 s.h.

45 internship hours. Students are expected to provide personal transportation to field site. P: SPAN 6004 or consent of instructor. Supervised engaged learning experience to carry out research through community service.

SPAN 6521 - Special Readings 1 s.h.

Intensive reading in area where student may already have credit.

SPAN 6522 - Special Readings 1 s.h.

Intensive reading in area where student may already have credit.

SPAN 6523 - Special Readings 1 s.h.

Intensive reading in area where student may already have credit.

SPAN 6600 - Recent Trends in Foreign Language Teaching, Learning, and Acquisition 3 s.h.

Current developments, issues, and research in teaching, learning, and acquisition of foreign languages.

SPAN 7000 – Thesis 1-6 s.h.

May be repeated. May count a maximum of 6 s.h. P: SPAN 6002, 6003, 6004; and consent of the director of graduate studies.

Master's Pre-CAPs Research Approval Form

At least one semester before the Comprehensive Assessment Project presentation and defense, this check list must be completed by the master's candidate in conjunction with the CAP director, who must approve the project. All CAP Committees will consist of the Director and one other ECU Graduate or associate Graduate Faculty member ("Second Reader"). A copy must then be sent to the Second Reader and the Graduate Program Director. All students whose projects involve human subjects must have their proposed research approved by the University and Medical Center Institutional Review Board (UMCIRB) before beginning the studies involving those subjects. A copy of this form must be included in the Appendix of the completed CAP.

Date:

Student Name:

Phone Number:

Email Address:

Degree Program/Dept.:

Banner ID:

Working Title of CAP research:

Mentor/Director: _____

Second Reader: _____

1. Has your project been reviewed and approved by your director? Yes_____ No_____

2. Does your research involve human subject? Yes_____ No_____

If yes, has it been approved by the UMCIRB? Yes_____ No_____

Approvals:

Director of CAP: _____ Date:_____

Graduate Program Director: _____ Date:_____
