ITEMS FOR REFLECTION FOR EACH STANDARD CAN BE FOUND AT http://www.stjohns.edu/about/ir/apr

1. Reporting School/College: St. John’s College
2. Program Reviewed: Spanish MA Q
3. Date Submitted to Department/Division Chair:

**Overview:  (Suggested limit 1 page)**
This section will focus the review for your reader. Please summarize your program’s mission and its relationship to the mission of St. John’s University, your Department and School/College Strategic Plan, and the University’s 2008-2013 Strategic Plan. Identify similar programs regionally and nationally and distinguish your program from them. Also summarize your findings as they relate to (1) market growth potential, (2) program quality, and (3) student learning. And, summarize any significant changes, achievements (by faculty and students and the program itself), and plans for the future.

**ACADEMIC REVIEW OF THE GRADUATE PROGRAM IN SPANISH**

(SELF-STUDY OF THE M.A. IN SPANISH)

DEPARTMENT OF LANG UAGES AND LITERATURES

Chair, Dr. Herbert Pierson

Prepared on April 5, 2010
by

Marie-Lise Gazarian, PhD
Graduate Program Director

(in consultation with Spanish Graduate Faculty)
Standard 1. The purpose of the program reflects and supports the strategic vision and mission of St. John’s University and of its School/College. (When responding to this standard, please see Items for Reflection under this Standard.)

1a. Narrative: (Suggested limit 1 page)

Both our Undergraduate and Graduate Programs in Spanish, under the umbrella of the Department of Languages and Literatures (known until 2002 as the Department of Modern Foreign Languages and Classical Studies) are Catholic, Vincentian, metropolitan and multicultural in nature. We are part of a totally international department where languages, varied cultures and literatures coexist. We embody social diversity, almost a microcosm of the universe. We open the minds of students and enrich their knowledge of the world to prepare them for a better way of life, with a variety of possible careers, both at home and abroad. Many of our majors on the Undergraduate level are fluent in a tongue or tongues other than English and major in more than one language. Just in Spanish in the Spring of 2010 we serviced both on the Queens Campus and Staten Island Campus 739 students, plus, on the Graduate level, 39 students, for a grand total of 778 students. Should we multiply these figures by two (to include the fall and the spring semesters), the Spanish Section, both Undergraduate and Graduate alone, has serviced an average of 1,556 students during the academic year 2009-2010. Spanish continues to be the most favored language among our students. As the latest Census demonstrates, Latinos are the largest minority in the United States. Since a good number of our students are of Latino background, we expect the number of students to increase even more in the future.

The Graduate Program in Spanish does more than reflect and support the fundamental principles embodied by St. John’s strategic vision and mission. It can be considered as one of its pioneer programs within the University. It was already in existence in 1935 at 75 Lewis Avenue, Brooklyn, long before St. John’s moved to the Queens Campus during the academic year 1955-1956. Since then it has provided cross-cultural awareness and service to the community, especially the Hispanic community, on a national and international level. The B.A./M.A. Program in Spanish (1981) was the first combined degree program, along with sociology, to have been established within our University. Since the academic year 1981-1982, we offer an intensive, accelerated, combined degree in Spanish in five years of full-time study. Sophomores who have completed 12 credits in Spanish with a 3.5 or above index and with a minimum of a 3.0 cumulative index are encouraged to apply.

Our Graduate Program in Spanish (M.A.) caters to the economically underprivileged, seeks excellence and brings opportunity to young minds as well as opens doors to scholars from the Hispanic world who, although many of them came to this country with more than one university degree, could not exercise in their field of expertise and had to hold jobs as parking attendants, drive trucks, work in delis, in order to survive. Some, prior to coming to the United States, held positions as history
professors, journalists, educators, ministers, lawyers, politicians; we even had a Governor of a province in Peru. When we placed an ad about our Graduate Program in a well-known Spanish-language newspaper, we reached out to the Hispanic community, many of them poor, and received over a hundred phone calls. They wanted to validate their university degrees with an American degree. Only some were eligible for a loan, others received a partial assistantship, others borrowed money from their retirement plan, others worked nights so they could pay the tuition, which unfortunately is high in comparison with city universities. Thanks to St. John’s and our program in Spanish, these men and women regained a sense of dignity and hope. Now, with their M.A. in Spanish from St. John’s, many opportunities have opened to them. Some, we are proud to say, have become our own adjuncts and teach undergraduate courses, a policy that we encourage. Among those who come directly from our Graduate Program in Spanish are: Elizabeth Collado, Elsa Conenna, Domifer Francisco, Myrna Fuentes, María Guevara, María Elena Palau, Irma Romero, Leonid Serafin and Olga Villacís. They immerse non-Hispanic students into the language and culture and give Hispanic students a sense of identity and pride in their heritage. They are totally devoted to St. John’s, their Alma Mater. Many of our M.A. graduates have entered a PhD Program in Spanish elsewhere to complete their studies. As they indicated, had we had our own PhD as we used to, they would have enrolled in the program.

Our competitive edge comes from:

- The expertise and reputation of our Graduate Spanish faculty
- The uniqueness of our course offerings, both traditional and innovative in nature
- The personal relationship of faculty on a one-to-one basis with students

Our Graduate Program in Spanish is based on the core values of the University that reflect Truth, Love, Respect, Opportunity and Excellence. We aim at a global, multicultural quality education and, at the same time, equal opportunities for all, especially people of Hispanic background. We must not forget that Spanish is the second language spoken in the United States after English and that St. John’s University has a strong commitment to the Hispanic community as well as to Hispanic studies (Undergraduate and Graduate Programs in Spanish), which explains the University’s closely-knit relationship with Latin American countries and Spain. St. John’s focus is to provide a global education to all. All our courses are taught in Spanish and are geared to the teaching of the language, the culture and the literature from both Peninsular and Spanish American literature.

1b. What activities provide evidence that the program furthers the Catholic identity of St. John’s University? (Suggested limit 1/3 page)

St. John’s University stands out as one of the largest Catholic universities without having ever lost, in spite of its size, the familiar atmosphere that has endeared students to their Alma Mater since the creation of the Institution of higher learning in 1870. As of
2010, St John's has a total student population both undergraduate and graduate with an enrollment of 20,109 students. The undergraduate enrollment of 14,983 students come from 42 states and from 91 foreign countries; the 5,086 graduate students come from 35 states and from 64 foreign countries. This year we celebrate St. John’s 140th anniversary.

As a Catholic university, St. John’s is committed to academic excellence and embraces the “Judeo-Christian ideals of respect for the rights and dignity of every person” and “engages in dialogue with other religious traditions.” In our own classes, we have seminarians, ministers, Evangelists, and, of course, mostly Catholic students, since most Hispanic people are basically Catholics. Our Graduate Program in Spanish gives a sense of pride and dignity to the students enrolled in it. We observe every day the display of cordiality among administrators/professors/students/staff alike. The two assistants to the Chair, Brenda Padró and Vivian Vescovacci, welcome students with warmth and effectiveness and give the Department a sense of compassion and care that only a Catholic and Vincentian University can provide. This is also true of the Graduate Division, where students are treated by administrators and staff alike in a friendly fashion. I should also like to praise the Office of Graduate Admission and the Office of International Student and Scholar Service that guide step by step our foreign students and make them feel at home. Special thanks also go to the Office of Institutional Research for their unconditional help.

The way we conduct our Graduate Program in Spanish goes hand in hand with the words of our Provost, Julia Upton, R.S., PhD, who stated in the “Strategic Plan 2008-2013”, “… “To that end, we must continue our commitment to academic excellence, experience-based learning and service, and foster the interaction between and among faculty and students and administrators -- in and outside the classroom--that builds lasting relationships and our overall sense of community.” This interaction is not anything new for us, it has always existed since the creation of the M.A. and the BA/MA Program in Spanish under Dr. Philip Astuto. The five Spanish full-time faculty members: Drs. Alina Camacho-Gingerich, Marie-Lise Gazarian, Carmen Klohe, Eduardo Mitre and Nicolás Toscano are engaged in research, are known nationally and internationally and are always there for the students. The following points reflect how our Program furthers the Catholic identity of St. John’s University:

- The Program services the Hispanic population by providing first and second generation Latinos with a way to preserve their identity, by reaching out to them through courses totally held in Spanish on literature, culture, language and linguistics.

- As part of a Catholic university, the Undergraduate Program in Spanish encourages sons and daughters of immigrants to further their education. In many cases, our students are the first graduates in their family and their professors stand as role models. Some of these students end up majoring in Spanish and may enter the BA/MA Program or enter the M.A. after completion of their undergraduate studies.
Both the Undergraduate and Graduate Programs in Spanish are committed to academic excellence and embrace the “Judeo-Christian ideals of respect for the rights and dignity of every person and engages in dialogue with other religious traditions.” The Catholic identity is demonstrated by the courses we teach, the authors we cover, in particular the Mystics, the cultural aspects of Spanish-speaking countries, mostly of Catholic tradition. (Spanish 317, the course I taught this semester on Gabriela Mistral, for instance, attracted students from within our program, but also from the School of Education, the Master of Arts in Liberal Studies, and Global Studies, because of its multifaceted aspects. Gabriela Mistral was a poet, an educator, a diplomat, the spiritual godmother of UNICEF who fought for social justice, and a follower of Saint Francis of Assisi.)

Our Summer Programs in Spain and Argentina maintain their Catholic roots: The history, art and literature of Spain and Spanish America are directly connected with the legacy of the Catholic Church. Both professors, Dr. Toscano and Dr. Camacho are Catholics and scholars in their respective fields. When undergraduate and Graduate students return from their summer abroad, whether in Spain or Argentina, or both, they come back with a new passion for the language and culture, an experience they will never forget.

Dr. Gazarian wrote a biography on Fernando Rielo, a contemporary Spanish mystic poet and the founder of a Catholic Institution in Spain. The book, translated into several languages, is used by many Catholic universities, including our own. (See the Department of Philosophy). Dr. Gazarian is the author of some 14 books.

The author of many books, Dr. Toscano wrote a book on the first Jesuit and Franciscan missions established on the territory of North America.

Dr. Camacho Gingerich is the author and co-author of several multidisciplinary studies, including Coping in America: The Case of Caribbean East Indians, Mexico in the Twenty –First Century and Handbook on Adoption.

On the local, state, national and international levels, our alumni serve as effective leaders and responsible citizens. We pledge to foster those qualities required for anticipating and responding to the educational, ethical, cultural, social, professional, and religious needs of a dynamic city in a dynamic world. Many of St. John’s alumni are prominent figures. There are roughly 140,000 St John's alumni, many of whom reside in the greater metropolitan area. Standard and Poor's consistently ranks St. John's among the top universities in the nation with alumni who hold executive positions. Many from within our own Department hold important positions: College Professors, Department Chairs, Vice-Presidents of banks and other corporations, airline managers, court interpreters, teachers, government officials, etc.
In its Vision Statement our University declares that “As a Catholic and Vincentian university, we will be known worldwide for addressing issues of poverty and social justice.” As a Vincentian university, St. John’s embodies “the spirit of compassionate concern for others so characteristic of St. Vincent de Paul,” striving “to provide excellent education for all people, especially those lacking economic, physical, or social advantages.” Our Graduate Program in Spanish is rooted in the Vincentian tradition and values. These values can be observed by the courses we teach and the way we teach them, by the way we listen to our students’ needs and the way we prepare them for the future. We strongly depend on Graduate assistantships that can be provided to our best and neediest students. Here are some of our goals:

- **To enhance St. John’s as a Vincentian University**, inviting into our Graduate Program, among many other students, those who in their native countries were professors, lawyers, engineers, journalists, and who, upon coming to this country, could not exercise their own professions and ended up working in a deli, in a garage parking cars, driving trucks, etc. We advertise in Spanish-language papers and provide the Spanish-speaking community with incentive to becoming integrated in the American society with a sense of dignity.

- **Our interest in bringing education to minorities, to foreign students and to first-generation Americans** goes hand in hand with what the University’s Mission stands for. We aim at serving the poor and the less fortunate.

- **St. John’s serves as a stepping stone for many Hispanic students, first and second generations of emigrants.** In our Graduate courses (MA), we have as many as 15 Hispanic countries being represented, as well as Americans, Asians, African American, and some students of European backgrounds. New York’s melting pot.

- **To be consistent with the University’s Mission to provide access to education for all academically qualified individuals, regardless of income,** by allowing students to attend part-time or by providing for them assistantships and, if possible, internships in Hispanic and non-Hispanic firms, such as newspapers, publishing companies, etc.

- **To serve the multicultural community,** in particular the Spanish-speaking people as well as serve the international community, namely candidates from Latin America and Spain, although in our Graduate courses, besides Hispanic students, we have had several non-Hispanics, namely Americans, Asians, Europeans (Greeks, Italians, Spaniards) and of African American backgrounds. We had a student who came especially from China to attend our
MA Program in Spanish. She received her MA from us with a 4.0 average and a Certificate of Excellence.

- To teach students from Hispanic and non-Hispanic backgrounds a new perspective of the Hispanic world, not as countries fighting one another and who live in the past, but as brothers and sisters who respect each others and share a common language, common moral values and foremost literary figures.

- To teach culture, language, linguistics and literature from Spain and Spanish America to reach an appreciation of history, literature, and open the minds of students to beauty, social justice, inequality between rich and poor, so that they, in turn, might be prepared to create a better world for themselves and for others. Sample of courses: The Mexican Revolution; Dictatorships; the Experience of exile; the Spanish Civil War; the Indian and its dilemma; the problems of identity, etc.

- St. John’s University has established programs and agreements with universities both in Spain and Latin America. It has also created The Gabriela Mistral Scholarship/Beca Gabriela Mistral to promote the literary and humanitarian work of Gabriela Mistral, the 1945 Nobel Prize Winner from Chile, poet, teacher and diplomat, who belonged to the Third Order of St. Francis. The scholarship entails the granting of complete tuition remission for one semester to a BA or MA student selected from St. John’s University and the Universidad de Chile, Santiago, Chile.

- To stress the impact of Hispanic contribution in the United States through its presence both in the past and in the present.

- To stress the contribution of Hispanic writers in the United States through televised programs, anthologies, reading of their works, interviews and symposia dedicated to particular authors and countries conducted by various members of the faculty.

1d. What activities provide evidence that the program promotes the metropolitan character of the University? (Suggested limit 1/3 page)

St. John's University is Catholic, Vincentian, and metropolitan. As a metropolitan university, it benefits “from New York City’s cultural diversity, its intellectual and artistic resources, and its unique professional educational opportunities offered by New York City, Rome and other international cities.” Because of its unique location, St. John’s University offers great opportunities to conduct research. Students have easy access to the New York Public Library, the Hispanic Society, Americas Society, the Spanish Institute, the Instituto Cervantes, the King Juan Carlos I Center, and many other learned societies, where they can benefit from library facilities and attend lectures by
Academic Program Review Self-Study Template  
AY 2009 - 2010  

first-rate writers and scholars. The MA Program in Spanish is consistent with the University’s Mission Statement, namely:

- As Moderator of Epsilon Kappa, St. John’s Hispanic Honor Society, along with the Board (President, Vice President, Secretary and Treasurer of the Honor Society) we organize two big events during each academic year, in October, during Hispanic Heritage Month, and in April, during Poetry Month, to present a reading from the fall volume and the spring volume of *Entre Rascacielos*, our literary journal. Students, alumni, family, friends, faculty members and the administration take part in an evening of poetry and music. Claire Marshall, the Borough President of Queens, sets aside the particular day of the event as Sigma Delta Pi Day in the Borough of Queens.

- As part of the Hispanic Honor Society, we meet twice a semester as a Workshop in Creative Writing. Members of the Honor Society as well as other students from St. John’s and members of the Hispanic Community read from their works. It is open to both Graduate and Undergraduate students.

- As part of the Hispanic Honor Society and the Graduate Program in Spanish, we have organized many symposia, the latest honoring the memory of Dr. Philip Astuto, former Chair of our Department, in a presentation of his four-volume work on Eugenio Espejo, the outstanding Ecuadorian figure of the Age of Enlightenment. The event was attended by the diplomatic corps and over 200 hundred people from both St. John’s and the Hispanic community as well as by Mrs. Natella Astuto and her children.

- The Committee on Latin America and Caribbean Studies (CLACS), under the Office of the Provost and led by Dr. Alina Camacho-Gingerich, an active member of the Graduate faculty, conducts a series of multidisciplinary conferences and workshops during each academic year. These events are attended by many minority students from across the University and from various ethnic backgrounds. Renowned writers, politicians, scholars from various disciplines engage our students in key issues that we, as a University in the City of New York, encounter. CLACS offers an Advanced Graduate Interdisciplinary Studies Certificate on Caribbean and Latin American Studies. Our MA Program and the Certificate work closely together as both programs enrich the University as well as our Department.

- **We foster academic excellence** by widening the scope of studies from a BA and/or BA/MA in Spanish to a Master’s Program in Spanish.

- **We increase the metropolitan aspect of the University** by integrating our MA graduates to schools where there is a definite need for qualified teachers.

- The MA in Spanish attracts foreign and out-of-state residents. Should we, some day, reinstate the PhD Program in Spanish, it will further boost the
economy of New York State by attracting even more out-of-state and foreign students.

• Our main objective is to give our M.A. graduates the necessary tools to compete in the job market, be it in teaching, in the diplomatic field, in business, especially in multinational companies, or prepare them for entrance to a PhD Program, since, at present, we do not have one.

• The Hispanic community greatly benefits from our Graduate Program in Spanish. It places St. John’s University in the forefront of excellence and caring on the local national and international level.

• Some of our faculty members have taught Discover New York.

• We invite to lecture at St. John’s renowned intellectuals from Spain and Spanish America.

• As Moderator of Epsilon Kappa, St. John’s Hispanic Honor Society, along with the Board (President, Vice President, Secretary and Treasurer of the Honor Society), we organize two big events during each academic year, in October, during Hispanic Heritage Month, and in April, during Poetry Month, to present a reading from the fall volume and the spring volume of Entre Rascacielos, our literary journal. Students, alumni, family, friends, faculty members and the administration take part in an evening of poetry and music. Claire Marshall, the Borough President of Queens, sets aside the particular day of the event as Sigma Delta Pi Day in the Borough of Queens.

St. John’s and its proximity to New York City and our program’s response: Every class we teach makes use of the incredible opportunities offered by New York City. We may take a class to see a play, attend an event related to a topic we teach, hold our own cultural events at the Cervantes Institute and/or Americas Society, or organize a program jointly with them, or in cooperation with another institution or one of the Consulates of Spanish-speaking countries in New York: Argentina, Chile, Colombia, the Dominican Republic, Ecuador, Peru, Spain, or in combination with another university, etc. Here are some of the architectural achievements of St. John’s and how it affects our program in a positive way:

• St. John’s University has inaugurated the Di Angelo Center, a magnificent place for students, faculty and administrators to gather.

• St. John’s has replaced the Language Laboratory by the Global Language and Culture Center (GLCC), located in what used to be known as Council Hall. A state-of-the-art language resource center, the Center offers large seating areas in a library-like setting for studying and group gathering, as well as individual language pods equipped with computers and large
screen TVs for specific language instruction. Students can engage in group activities under the supervision of a tutor or graduate assistant, receive individual tutoring to improve their grades, participate in round table conversations in the target language, attend language events, watch foreign TV channels, or learn a language on a self-access basis with Tell Me More. The Center also administers language placement testing and offers advisement on language courses at St. John’s College. It is a service center for our faculty and our students and, as such, can be useful to our Graduate Program, inasmuch as it can provide us with an extra Graduate Assistant.

Standard 2. The program engages in ongoing, systematic planning that is reflective of the University and School/College strategic direction and priorities. *(When responding to this Standard, please see Items for Reflection under this Standard.)*

2a. Narrative: *(Suggested limit 1 page)*

As part of its global outreach, as put forward by St. John's President, Reverend Donald J. Harrington, C.M., the University has established relationships with universities in Spanish-speaking countries and encourages studying abroad in the Junior year and/or during the summer. It co-sponsors a prestigious scholarly journal, *Anuario Medieval*, that focuses on the literature of the Middle Ages, edited by Dr. Nicolás Toscano, former Chair, Coordinator of the Undergraduate Program in Spanish and member of the North American Academy of the Spanish Language. It also sponsors *Entre Rascacielos*, the literary magazine published by Epsilon Kappa, St. John’s Chapter of Sigma Delta Pi, co-edited by Dr. Marie-Lise Gazarian, Graduate Program Director and Vice President for the Northeast of the National Hispanic Honor Society. The journal serves as a forum to make students, alumni and invited guests known nationally and internationally through the publication of their scholarly and creative works in Spanish. The University also sponsors series of lectures and symposia, and has invited such outstanding and thought-provoking literary figures from the Hispanic world as Rafael Alberti, Fernando Arrabal, Camilo José Cela, José Donoso, Rosario Ferré, Carlos Fuentes, Ana María Matute and Elena Poniatowska. The University has established *The Gabriela Mistral Scholarship/Beca Gabriela Mistral*, named after the 1945 Chilean Nobel Prize Poet Laureate and a lay member of the Franciscan Order. It also has created in 1994 the Committee on Latin American and Caribbean Studies (CLACS) which offers a graduate level interdisciplinary and multidisciplinary certificate. Dr. Alina Camacho-Gingerich, its Chair, brought added prestige to our department when, on two occasions, she was asked to co-teach in the interdisciplinary seminars in the History Doctoral Program. She has taught along with Drs. Michael Wolfe, Dolores Agustine, Mauricio Borrero and Jeffrey C. Kinkley. A scholar on Caribbean, Mexican and Latin American literature and culture, she has authored many books and journal articles.

St. John’s commitment to the Spanish language, culture and literature has given the University added visibility on a national and international scale as an institution that...
sustains, promotes and caters to the Hispanic community. Our Graduate Program in Spanish (M.A.) is a vital component of the University’s mission, namely the positive role it plays in the Hispanic community as a promoter of its culture, as it tends to first and second generation minority groups, sons and daughters of immigrants, and provides excellence in education on both a metropolitan and global level. Spanish has become in the second language spoken after English in this country.

2b. How does your program's strategic goals/objectives link to your School/College plan and the University’s 2008-2013 Strategic Plan, specifically related to Mission, Student Engagement, and Globalization. (Suggested limit 1 page)

Some of our graduate students have an extraordinary capacity for languages and for various forms of art. To mention only three of our Graduate assistants: Milton Romero knows, besides Spanish and English, Portuguese and does beautiful art work. Theodore Lemle, who is an accomplished non-Hispanic Graduate student and served as President of Epsilon Kappa, St. John’s Chapter of Sigma Delta Pi, the National Hispanic Honor Society, as an Undergraduate, is in his last semester, prior to taking the Comprehensive Exam in Spanish. He is also studying Italian, has spent a summer in Rome and is studying Portuguese as well. He wants to become a translator or an interpreter in an international organization. Miguel Valerio, born in the Dominican Republic, also a Graduate assistant in our program, is an accomplished poet who writes poetry equally well in both Spanish and Italian. He is looking for a publisher for his poetry written in Spanish. Some of his poems and prose work have been published in Entre Rascacielos, the literary journal of the Spanish Honor Society, which I direct. Of course, he had the best of mentors in Dr. Eduardo Mitre, one of our five full-time faculty Graduate Professors, a renowned Bolivian poet and member of the Bolivian Academy of the Language.

2c. How does your program’s strategic goals/objectives link to the University’s institutional focus to “transform the institutional culture to one in which the quality of how we serve our students both in and out of the classroom is exceptional.” (Suggested limit ½ page)

Each of our classes represents a highly motivated family-like atmosphere, as we engage in an enjoyable learning experience through a series of scholarly and creative exercises. Our classes are part lecture, part dialogue. Each class is festive, students feel part of a learning community where ideas are constantly exchanged and one’s mind is forever challenged; and no student ever feels as an isolated number as it often occurs in other institutions. Each student is always addressed on a first-name basis, as an essential part of a group. The class-room, for us the departmental lounge, is a place where both professor and students gather because they enjoy what they do.
The classes are relatively small, between 8 to 18 students who sit around the table of the Departmental lounge, and the average age runs between 20 and 73, each one benefitting from the others’ personal interpretation of texts as well as vivid discussions on a particular topic or sharing with the class oral reports or poems they have written. Lessons that continue in the hall, in the office, on campus, in emails and even on the telephone at home. This is typical of our Department, we always see our students in dialogue with their professors, whether in the hall or in their offices. In many ways, we stand as their mentors, we stand as a role model. As the Director of the Program, I have advised students over the phone even when away on a lecture tour in Santiago, Chile, or in Barcelona, Spain.

Last semester, along with two professors from Columbia University and NYU, I was invited to a dinner at the residence of the Consul General of Spain in New York. During our conversation we exchanged information about our respective programs. To my great surprise (they have an M.A. and a PhD. Program), their classes were not any bigger than ours – the average number of students was 10--, but they offered an assistantship to almost every candidate who entered the program. We have only three assistantships, for which I am most thankful, and which we try to divide among six candidates who have applied or are already in the program, so that we may help incoming students from other universities as well as our own. I feel confident that the newly created Global Language and Culture Center (GLCC), which replaced the Language Laboratory, with Dr. Michèle Jones as its Director, and which we have fully endorsed as we bring our Spanish Undergraduate classes to it, can provide us with a fourth Graduate Assistant, which will strengthen our MA Program in Spanish. The present Graduate assistant, Milton Romero, as well as several student workers, from our own department, are doing an excellent job helping students with their homework, establishing topics for conversational tables, showing movies and discussing them, and, once more, showing that the University is opening its doors to the world. Our students come from working families and have no one but themselves to pay for their tuition. Some students hold as many as four jobs, they help their mothers pay the rent to their apartment, they pay for the food, the tuition and the books and, yet, maintain a high average.

2d. Describe the process for implementing program goals/objectives. (Suggested limit ½ page)

As per Weave Online and as per Questions 3b and 3c, we use a systematic format for implementing goals and objectives. We utilize several measures that are both expansive and comprehensive (See “Detailed Assessment Report at the end of the present document.)
2e. What activities undertaken by the program provide evidence of monitoring the external and internal environment, specifically, what are the strengths, weaknesses, opportunities and threats facing this program? How were these identified? What actions have been taken in response to these findings? What characteristics of the program suggest a competitive edge against other programs regionally and nationally? *(Suggested limit ½ page)*

**Strength of the Program:**

We train students for local, national and international teaching careers. We provide them with skills that will enhance their qualifications not only in their discipline but also in other disciplines. We are a student-centered Department committed to shaping our students into the best possible candidates so that many venues may be open to them. Our faculty, made up of scholars known nationally and internationally, is motivated and caring. We provide students with a knowledge of one or more languages, we form them for leadership through analysis of texts studied in the original languages, so that they may acquire a critical mind, and we lead them into the art of communication through an in-depth study of culture, language and literature. We also train them in research so that they may acquire the necessary skills for scholarly works; we also develop in them the art of creative writing and journalism and publish their works. Some details follow:

- Students vary in age from 20 to 73. The young learn from the lived-in experience of Hispanic-born candidates, some with degrees in history, politics, journalism, music, religion or education. At present we have a theologian, a seminarian and a journalist in our classes.
- The younger candidates, Hispanic-born, but who came to this country as children or young adults; the young adults, American-born and first generation of Hispanic background; the American-born of other than Hispanic background all learn from one another.
- We possess a traditional and innovative Program, with courses that are unique in presentation and topics.
- Classes are informative, scholarly and creative.
- What is taught in class is relative to the past, but in conjunction with the present, where literature, history and politics meet.
- The Program is vital to the Community and represents St. John’s personal involvement with the Hispanic world.

**Weaknesses of the Program:**

The Program has no real problem that cannot be resolved. We have increased the number of students as from the spring of 2010 and we hope to continue doing so. However, in order to achieve this goal, we need the following:
Further advertising in the Spanish-language press, which has proven very positive.

Advertising online

A printed bilingual brochure (English and Spanish) so that we may reach out to both Hispanics and non-Hispanics.

A Graduate Assistant who could be assigned for the promotion of the Program.

Once the world financial crisis is over, the return to 4 or 5 classes per semester, so that students can graduate in a year and a half, with classes being again offered in the summer.

The revival of the former PhD Program in Spanish

2f. What is the market growth potential for the program? What internal and/or external sources support your response? (Suggested limit ½ page)

Dr. Carmen Klohe, Assistant Chair of the Department and one of the five full-time Graduate Spanish faculty members, stated the following, “In view of the traditional role of New York as a gateway to immigration and a center of commerce, the M.A. Program in Spanish is bound to remain viable. It has great market growth potential because Spanish has become the second language in the United States.” (Dr. Klohe is an expert in “Ekphrasis,” the interaction of the visual arts and literature.)

We need to have the University’s continued support of the Program which is vital to the community. There was a marked increase of enrollment this semester because we had an ad placed in a Spanish-language newspaper. We should advertise every semester in the newspaper as well as online. The Spanish-language newspaper is a very important tool of information because it allows us to target members of the Hispanic community that, otherwise, would not be aware of our Program. Through our last advertisement in the paper we received into our program 5 new candidates. We should look for alternative ways of promoting the Program, such as through private backing from alumni as benefactors.

Our alumni and adjuncts have done a first-class job at promoting the Program by word of mouth thanks to their enthusiasm.

We would like to see added information on scholarships provided to the Hispanic population and the establishment of outside partnerships, so that more students can benefit from them and be given the opportunity to continue their Graduate studies.

WHY REVIVE THE PHD PROGRAM IN SPANISH

There is a definite demand for a PhD Program in Spanish in Queens. In the New York area there are currently 4 PhD programs in Spanish: New York University, CUNY, Columbia University and Stony Brook. They do not satisfy the need that New York generates. Our program would be the ONLY ONE in Queens. The latest Census
has shown the large increase in the Hispanic population. Some of our own students, after receiving the MA in Spanish from St. John’s University, have taken a course or two at Stony Brook, but were not satisfied with its PhD program. They found it too theoretical and there was no in-depth analysis of texts, a feature that we strongly stress in our classes. They have expressed the desire to undertake a PhD program at St. John’s University as soon as we do offer it. In the past five years alone we have lost 30 students who enrolled in other universities all over the United States in pursuit of PhD studies. We have students, enrolled in our MA in Spanish as well as alumni who would like to continue their PhD with us, when the time comes. They would be ready to sign a petition and their number is impressive. This would represent a significant monetary gain for the University.

Standard 3. The program provides a high quality curriculum that emphasizes and assesses student learning and engagement. (When responding to this Standard, please see Items for Reflection under this Standard.)

3a. Please indicate how the program curriculum is in alignment with the following three items: (Suggested limit 1 page)
   1. Disciplinary standards
   2. The 2008-2013 Strategic Plan areas of focus (Mission, Engagement, Globalization)
   3. The University Core competencies

THE PROGRAM ACADEMIC STANDARDS
(Graduate Program in Spanish)

Students in the Master’s Program must maintain a 3.0 quality point average (B) to continue in graduate work.

- Entrance Requirements

At least 24 semester hours above the intermediate level of undergraduate work in languages with 18 of these hours in Spanish. In the case of foreign credentials, the 18-hour requirements will be met if the candidate holds a university degree from a Spanish-speaking country. All students must demonstrate proficiency in speaking, reading, and writing Spanish. All classes are conducted in Spanish. (No mention of literature courses is made in the Graduate Bulletin as a criterion for admission to the Program.)

- Policy for admitting students into the Graduate Program in Spanish

   It has been our policy, as soon as dockets are sent to the Department, to photocopy them and place them on file for examination by full-time Spanish Graduate faculty members. However, since time is of the essence and students apply to several universities
at the same time, the selection process must be very prompt in a rolling admission system. We have lost excellent candidates because of the delay in responding to the applications. If, after two days, the Director of the Graduate Program in Spanish has not heard from the members of the GEPC, she will take it upon herself to make a recommendation so as to expedite matters. During the summer and Christmas vacations, when no one is available, the Director will make the decisions of accepting candidates into the Program, provided they meet all the qualifications.

- **Selection of Graduate Assistantships**

  Following the Mission, we select students who are academically excellent and who are financially needy. We have had, among others, such first-rate Graduate assistants as Alex Lima, Gabriela Cosma, Gina López, Jorge Gallegos, Georgia Patilis, Xing Ying, Esteban Andrade, Sandy Almeyda, Anny Fernández, Nyanda Redwood, Natasha Mejía, Milton Romero, Celenia Casanova, Karla Ramírez, Miguel Valerio and Theodore Lemle. Our policy is to divide the number of assistantships between students who have completed their Undergraduate studies at St. John's, some with a BA, others with a BA/MA and those who come from other universities, both nationally and internationally.

- **Duties of Graduate Assistants**

  Graduate assistants should be asked to do work pertaining to assisting faculty members in their research, a project or an event they are preparing, as well as replacing them, if needed, to proctor an undergraduate exam. Some of their work does not always imply that they must be present in the office of faculty members; they may also do research in the library and even at home. They are complying with their contract as long as they give the required hours to each of the professors they are working for. In total, they are required to give the five full-time professors 15 hours of their time.

  The Director of the Graduate Program prepares a time-table at the beginning of each semester so that each of the five professors is allocated the same amount of hours. A list of all assistants with their email addresses is posted on the board, near the door to the office of the Director of the Program.

  Graduate Assistants should be treated with respect and some flexibility and they, in turn, should make themselves available to the professors. As a result, a sound working relationship can be established between them. The Spanish Graduate faculty will act as mentors and foment intellectual and scholarly growth in the Graduate Assistants as well as develop in them a sense of creativity.

- **Comprehensive Exam**

  The Comprehensive Examinations may be held in the fall, spring or summer according to departmental regulations as noted in the Academic Calendar.
Application for these examinations should be made in the office of the appropriate Dean no later than the dates assigned in the Calendar. (Students should make a copy of all courses taken and have it checked by the Director of the Graduate Program so that they qualify for applying for the exam.)

Students can apply for the Comprehensive Examination during the last semester of their graduate studies.

Should students have completed their coursework (33 credits) when applying for the Comprehensive, they must enroll in the Maintaining Matriculation course to be allowed to take the exam.

- **Content of the Comprehensive Exam**

  The material for this examination is not limited to the courses taken by the student, but may cover general concepts as well as the whole area of the candidate’s field of study. However, it has been the policy of the Graduate faculty to ask broad questions, PLACING EMPHASIS ON THE WORK COVERED IN CLASS.

  The Comprehensive Exam should be a way of testing the fluency of Graduate students in Spanish and their capacity to answer questions pertaining to both Peninsular and Latin American literature. By the time that they are taking the Comprehensive Exam, these students have already shown their grasp of the material, their capacity to express themselves both orally and in the written form. We have observed their knowledge by the way they respond in class through discussions, literary analysis, term papers, oral reports, creative writings, midterms and finals. Quite a few of our students have received the “Award of Excellence” upon graduation with a 4.0 average.

- **Grading of the Comprehensive Exam**

  In accordance with the rules established by the University, two readers should read the respective sections of the Comprehensive exam, related to their fields of expertise. Should one or more questions of the exam present a difference in grading and there is a tie between the two readers, the Director of the Graduate Program will be a third reader and break the tie. If the Director considers that the answers are up to academic standards, the candidate will pass the exam. If, on the other hand, the Director considers that the answers are not up to academic standards the candidate will fail. If the failure applies to only one question, the candidate will be required to retake that section at a particular time assigned by the Graduate Division. If the failure applies to two or more questions, the candidate will be asked to retake the whole exam. The makeup will be given at a particular time assigned by the Graduate Division.

Because of the world economic crisis that is affecting everyone today, the Administration has asked us to temporarily limit to three the five course offerings that we normally teach each semester. We started this new policy last fall and we will continue it
into the fall of 2010. We hope, however, that in the near future the normal cycle of courses may be reestablished, so that it does not affect the lives of students and they can graduate on time. Included below, please find the cycle of courses that I have prepared, with the cooperation of my colleagues, for the next few years, should we continue on a three-course cycle offering, longer than expected.

### Teaching Schedule on a Three-Cycle Basis from 2009 to 2012

*(It is hoped that the five courses will be restored prior to 2012)*

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**ALINA:** 229; 234; 288; 290  
**CARMEN:** 287; 235; 283; 310  
**MARIE-LISE:** 110; 109; 248; 317  
**NICOLAS:** 300; 227; 224; 252  
**EDUARDO:** 230 and others to be created

Many of the candidates interested in our M.A. Program inquire immediately whether St. John’s offers a PhD in Spanish. Hopefully, at a later date, we can reinstate the PhD Program that once existed. It would seem the opportune time to respond to the need of the community and to strengthen the M.A. Program in Spanish through the creation of a PhD Program in Hispanic Studies. As stated in the Graduate Catalogue of the academic year 1961-1962: “The Doctor of Philosophy program consists of a minimum of 36 semester hours in course in the field of Hispanic studies beyond the Master of Arts degree in Modern Foreign Languages.” Many of the courses offered then have been incorporated into our M.A. Program in Spanish, although some 20 courses have been
added to our MA Program to make it more relevant and attractive. Our competitive edge comes from our innovative curriculum, lacking in rival programs from other universities.

Our MA Program in Spanish offers both a traditional and an innovative series of graduate courses to prepare students for further scholarship (a PhD Program that we would like to see revived within our own school), teaching at all levels, or related careers. The program is one of the best-balanced programs in the New York area. I would go as far as saying that it is a unique program that offers courses that are not taught anywhere else.

The Program is divided into 5 sections: (1) Linguistics; (2) Peninsular Literature before 1700; (3) Peninsular Literature of the 18th, 19th and 20th Centuries; (4) Spanish-American Literature from Pre-Columbian through the 19th Century; (5) Spanish-American Literature from *Modernismo* to the Present. The 33-credit program has a thesis and non-thesis option.

The faculty engages students into their areas of specialization and have updated courses as well as created new courses that attract students and that go hand in hand with St. John’s as a Catholic, Vincentian, metropolitan and global university.

Please find below a list of newly-created courses or in the making:

- SPA 110 Workshop in Journalism
- SPA 259 The Interview as a Literary Genre
- SPA 270 Spanish Poetry of the Twentieth Century
- SPA 300 Spain in North America. Early Writings (Paleography)
- SPA 310 The Visual Arts in Spanish Literature
- SPA 311 The Literature of Exile during the Spanish Civil War
- SPA 312 The Cinema and Spanish-American Literature
- SPA 313 César Vallejo, Lezama Lima, Pablo Neruda and Octavio Paz
- SPA 314 Poetry and Its Metric Forms. The Tools for Writing Poetry
- SPA 316 The Chronicle in Spanish Classic Authors
- SPA 317 Gabriela Mistral, the Poet and the Prose Writer
- SPA 318 Love and Death in Latin American Literature
- SPA 319 The Generation of 1927 in Spain
- SPA 320 The Literature of Nostalgia
- SPA 323 Nobel Prize Writers from the Hispanic World
- SPA 330 The Spanish Short Story

Courses in the making:

- Spanish Mysticism from the Time of the Moors and the Jews to the Present
- García Márquez, Carlos Fuentes and Mario Vargas Llosa
- The Use of the Internet as a Research Tool

3b. Please describe the comprehensive assessment model currently implemented for the 2009-2010 academic year for the program through WeaveOnline. Be sure to include how many objectives have been indicated for each program, the number of objectives being measured with findings and action plans for this assessment cycle,
and the time it will take in this model to complete assessment of all objectives.  
(Suggested limit ¾ page)

Through the utilization of the Weave Online Program, the Spanish Masters curriculum has been able to comprehensively assess its goals, objectives, and future action plans. The program currently has outlined five Objectives it measures on a cyclical basis:

O1. Read in the original languages & Discuss  
O2. Analyze Progression of Hispanic Literature  
O3. Analyze and Interpret Texts  
O4. Linguistics  
O5. Examination of Cultural Aspects

Over the course of the last cycle, which lasts three years, the findings for the Spanish Masters Program show a 100 percent passage rate for students taking Comprehensive Examinations. There is also a 100 percent rate of meeting Achievement Targets in final written and oral projects, as well as approval of students subscribing to the Masters Thesis Paper option.

3c. From the 2008-2009 Assessment Plan (Weave Online) indicate what action plans the program has implemented to meet indicated targets. (Suggested limit ½ page)

In the 2009-2010 Cycle, the Spanish Program’s Assessment Plan was completely revised to meet new standards. In regard to the action plans in place for the 2008-2009 assessment cycle, they were maintained. As per Weave Online, our action plan was to “monitor current practices during the academic year to maintain acceptable target levels,” and to this capacity our program was successful (See Detailed Assessment Report at the end of this present document.)

Standard 4. The program has the faculty resources required to meet its mission and goals. (When responding to this Standard, please see Items for Reflection under this Standard and complete the following chart(s).)

4a. Narrative: (Suggested limit 1 page)

Drs. Alina Camacho Gingerich, Marie-Lise Gazarian, Carmen Klohe, Eduardo Mitre and Nicolás Toscano, the five full-time Graduate Faculty members, are highly published and recognized nationally and internationally and have established a sound relationship with our Graduate candidates. At the present time there is no need for adding another teaching position in Spanish, except if and when the University decides to create a PhD Program. In the meantime, we have a talented and scholarly faculty, an up-to-date list of courses, as we keep abreast of the changing needs of society. We are very lucky to have an excellent staff: Brenda Padró and Vivian Vescovacci-Rios. Both are knowledgeable.
They are totally bilingual (Spanish and English); which represents a great advantage to our Program, they are hard working and, with their warm and outgoing personality, fit in perfectly with the dynamics of our Graduate Program. By the way, Vivian is enrolled in Father Jean-Pierre Ruiz’s MA Program in Liberal Studies, and she has taken two of our Graduate courses to comply with the requirements of her own degree. We have the faculty, we have the staff, what we do need, however, is the strong support of the University in the renewal of three Graduate assistantships for this coming academic year, with the possibility of a fourth one. And, as mentioned in Section 2e:

- Advertising in the Spanish-language press and online
- A printed bilingual brochure (English and Spanish) so that we may reach out to both Hispanics and non-Hispanics.
- A Graduate Assistant who could be assigned for the promotion of the Program.
- Once the world financial crisis is over, the return to 4 or 5 classes per semester, so that students can graduate in a year and a half, with classes being again offered in the summer.
- The revival of the former PhD Program in Spanish

4b. What is the student to full-time faculty ratio based on number of majors and minors in the program and the number of full-time faculty assigned to the program? For full-time faculty assigned to the program, please provide the most recent year and previous years if available.

This question applies to the Undergraduate Spanish Section only. On the Graduate level all candidates enrolled in the Graduate Program in Spanish specialize in Spanish, with equal emphasis on Spain and Spanish America, and there are no minors. All Spanish professors teaching in the Graduate Program are tenured and full-time.

However, since BA/MA students directly involve the Graduate section, I decided to mention the following comments. Below, I have included, thanks to the invaluable help of the Office of Institutional Research, a list of names of Undergraduate Spanish majors during the past five years as well as the names of those students enrolled in the BA/MA Program:

- Andrea Baritis and Paola Ochoa received their MA in Spanish as BA/MA students
- Theodore Lemle entered the B.A./M.A and is in his last semester of the M.A. Program in Spanish
- Celenia Casanova is taking her Master’s Comprehensive Exam in June
- Vivian Prera is presently in the M.A. Program in Spanish
- Denisse Mira is presently in the M.A. Program in Spanish
- Daniel Prieto has applied for the M.A. Program in Spanish for the fall 2010
- Alyssa Panzarino is part the B.A./M.A. Program in Spanish
- Aja Smith is part of the BA/MA in Spanish
- Alma Rodríguez was just accepted into the B.A./M.A. Program in Spanish
• Iris Oscos is about to enter the B.A./M.A. Program in Spanish

*Zulay Olivares, one of our most involved BA/MA candidates, had to interrupt her studies due to personal problems in her family as well as financial crisis. We hope that she can return to St. John’s, complete her studies and receive her BA and MA degrees.

Undergraduate Spanish Majors by Term including Combined Degree Programs

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Academic Program Review Self-Study Template
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<td>Panzarino</td>
<td>Alyssa</td>
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<td>SPA</td>
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</table>
We can appreciate that the Undergraduate Program in Spanish has a sound number of majors, double majors and minors, all students from St. John’s College. There is as well an impressive number of students from the School of Education (Adolescence edu/Spanish) Adolescence majors with a concentration in Spanish. If these students from the School of Education with a Concentration in Spanish could be recognized as majors in Spanish for our own Department, we would have a remarkable number of majors. It would be more than fair, since we service these students with as many as 30 credits in advanced Spanish courses, that they should be recognized as Spanish majors for our own Department. Some of these students along the years have, after receiving their BSED, continued their Graduate studies in Spanish at St. John’s. Natasha Mejía is one of them. After receiving her BSED, she entered our Graduate Program in Spanish and received a Graduate Assistantship. She served as President of Epsilon Kappa, our Chapter of Sigma Delta Pi, the National Hispanic Honor Society.

(See Chart below, kindly provided by the Office of Institutional Research)
## Education Majors with a Concentration of Spanish by Term

<table>
<thead>
<tr>
<th>Term</th>
<th>Level</th>
<th>Last Name</th>
<th>First Name</th>
<th>Degree</th>
<th>Major</th>
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<td>Niavona</td>
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<td>AESP</td>
<td>Adolesence</td>
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<td>Ariana</td>
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<td>AESP</td>
<td>Adolesence</td>
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2007 Fall  UG  Salcedo  Tiffany  BSED  AESP  Adolescence  Edu/Spanish
2007 Fall  UG  Makkar  Amrita  BSED  AESP  Adolescence  Edu/Spanish
2007 Fall  UG  McCray  Maleeka  BSED  AESP  Adolescence  Edu/Spanish
2008 Fall  UG  Moylan  Patricia  BSED  AESP  Adolescence  Edu/Spanish
2008 Fall  UG  Thornton  Krystin  BSED  AESP  Adolescence  Edu/Spanish
2008 Fall  UG  DiGiovanni  Catherine  BSED  AESP  Adolescence  Edu/Spanish
2008 Fall  UG  Ortiz  Jasmine  BSED  AESP  Adolescence  Edu/Spanish
2008 Fall  UG  Makkar  Amrita  BSED  AESP  Adolescence  Edu/Spanish
2008 Fall  UG  Dominguez  Sonia  BSED  AESP  Adolescence  Edu/Spanish
2008 Fall  UG  Figueroa  Cherisse  BSED  AESP  Adolescence  Edu/Spanish
2008 Fall  UG  Bawarski  Candace  BSED  AESP  Adolescence  Edu/Spanish
2008 Fall  UG  Barraza  Daniel  BSED  AESP  Adolescence  Edu/Spanish
2008 Fall  UG  Portillo  Beatriz  BSED  AESP  Adolescence  Edu/Spanish
2008 Fall  UG  Salcedo  Tiffany  BSED  AESP  Adolescence  Edu/Spanish
2008 Fall  UG  Kinder  Niavona  BSED  AESP  Adolescence  Edu/Spanish
2008 Fall  UG  McCray  Maleeka  BSED  AESP  Adolescence  Edu/Spanish
2008 Fall  UG  Medina  Silvia  BSED  AESP  Adolescence  Edu/Spanish
2008 Fall  UG  De Jesus  Ariana  BSED  AESP  Adolescence  Edu/Spanish
2008 Fall  UG  Chalmers  Erin  BSED  AESP  Adolescence  Edu/Spanish
2008 Fall  UG  Iannitelli  Christina  BSED  AESP  Adolescence  Edu/Spanish
2009 Fall  UG  Hernandez  Joselyn  BSED  AESP  Adolescence  Edu/Spanish
2009 Fall  UG  Rodriguez  Alma  BSED  AESP  Adolescence  Edu/Spanish
2009 Fall  UG  Salcedo  Tiffany  BSED  AESP  Adolescence  Edu/Spanish
2009 Fall  UG  Medina  Silvia  BSED  AESP  Adolescence  Edu/Spanish
2009 Fall  UG  Thornton  Krystin  BSED  AESP  Adolescence  Edu/Spanish
2009 Fall  UG  Guzzi  Christina  BSED  AESP  Adolescence  Edu/Spanish
2009 Fall  UG  Mendoza  Tara  BSED  AESP  Adolescence  Edu/Spanish
2009 Fall  UG  De Jesus  Ariana  BSED  AESP  Adolescence  Edu/Spanish
Full-time faculty by program is only available through departmental records.

Please complete the table below and provide additional information in 4e if that may help to explain the pattern of this ratio.

<table>
<thead>
<tr>
<th># Majors/FT Faculty</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
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<td>PT</td>
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<td>21</td>
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<td>0</td>
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<td>Majors &amp; Minors</td>
<td>7</td>
<td>14</td>
<td>21</td>
<td>5</td>
<td>14</td>
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</table>

# of FTE Students (Majors & Minors)

|                     |          |          |          |          |          |
| # of FTE Faculty assigned to the program | 0        | 0        | 0        | 0        | 0        |

FTE Student/FTE Faculty Ratio

|                     |          |          |          |          |          |

|                     | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 |
| # of FTE faculty assigned to the program |          |          |          |          |
| FTE Student/FTE Faculty Ratio |          |          |          |          |
Important Notes:

FTE Students = Number of FT Students + (number of PT Students/3)
FTE Faculty = Number of FT Faculty + (number of PT Faculty/3)

This methodology is used by STJ for all external reporting.

Many of our Graduate students work as teachers, and, therefore, take two courses per semester. However, the quantity of students enrolled in the Program greatly depends on its promotion. Each year that advertisement has been provided by the University, there has been a marked increase in enrollment. The above chart refers to five academic years, all beginning in the fall. I would like to mention that there is a definite student increase when the University advertises our Graduate Program in the Spanish-language newspapers. It was promoted through placement of an ad in the years 2005, 2006 and 2007. The enrollment in the spring of 2009 was not at its best, because no promotion was made on the part of the University. However, when the Program was promoted, thanks to the Graduate Dean and the Chair, we could notice a marked difference in figures: We have gone up from 9 students to 17 students, who are enrolled in the program as of the spring 2010.

We should also add that we have students enrolled in our program who come from other schools, who either take our courses as elective or as part of another program in the University. In other words, our Graduate Program does not only service our own students, but also other schools and other interdisciplinary programs. Just to quote a few: CLACS, Bilingual Education, History and Government, Global Studies, and Liberal Studies. This means that our Graduate Program in Spanish is viable on its own, but also responds to people’s needs from other schools and departments.
If your department provides service instruction to support the core curriculum, please explain in the context of student credit hours taught, 4c, and courses taught, 4d, and 4e below.

4c. How many credit hours has the department delivered by full-time faculty? How many credit hours has the department delivered by part-time faculty (including administrators)? What percent of the total credit hours consumed were by non-majors?

<table>
<thead>
<tr>
<th>Credit Hours Taught</th>
<th>Fall 2005 #</th>
<th>Fall 2005 %</th>
<th>Fall 2006 #</th>
<th>Fall 2006 %</th>
<th>Fall 2007 #</th>
<th>Fall 2007 %</th>
<th>Fall 2008 #</th>
<th>Fall 2008 %</th>
<th>Fall 2009 #</th>
<th>Fall 2009 %</th>
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</thead>
<tbody>
<tr>
<td>FT Faculty</td>
<td>1,827</td>
<td>28%</td>
<td>1,746</td>
<td>27%</td>
<td>1,965</td>
<td>28%</td>
<td>2,121</td>
<td>31%</td>
<td>2,973</td>
<td>44%</td>
</tr>
<tr>
<td>PT Faculty</td>
<td>4,638</td>
<td>72%</td>
<td>4,815</td>
<td>73%</td>
<td>5,004</td>
<td>72%</td>
<td>4,707</td>
<td>69%</td>
<td>3,861</td>
<td>56%</td>
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<tr>
<td>Total</td>
<td>6,465</td>
<td>100%</td>
<td>6,561</td>
<td>100%</td>
<td>6,969</td>
<td>100%</td>
<td>6,828</td>
<td>100%</td>
<td>6,834</td>
<td>100%</td>
</tr>
</tbody>
</table>

| % consumed by Non-Majors | 94% | 94% | 93% | 93% | 92% |

Credit Hrs Taught | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 |
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
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<td>2,496</td>
<td>2,109</td>
<td>2,043</td>
<td>1,938</td>
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<tr>
<td></td>
<td>39.8%</td>
<td>32.1%</td>
<td>30.3%</td>
<td>31.1%</td>
</tr>
<tr>
<td>P-T Faculty (inc Admin)</td>
<td>3,768</td>
<td>4,464</td>
<td>4,710</td>
<td>4,299</td>
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<tr>
<td></td>
<td>60.2%</td>
<td>67.9%</td>
<td>69.7%</td>
<td>68.9%</td>
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<tr>
<td>Total</td>
<td>6,264</td>
<td>6,573</td>
<td>6,753</td>
<td>6,237</td>
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<td></td>
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<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>% Consumed by Non-Majors</td>
<td>5,820</td>
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No part-time faculty teaches a Graduate course. The Spanish Masters Program does not offer Graduate courses to part-time faculty. Prior to the fall of 2009, each of the five Graduate Spanish faculty members taught one Graduate course per semester (3 credit hours per semester). Since applying to our Program a teaching schedule on a three-cycle basis, courses are rotated among the five Graduate faculty.
4d. How many courses has the department delivered by full-time faculty? How many courses has the department delivered by part-time faculty (including administrators)?

See answer to Question 4c. Answer only refers to courses taught by Graduate faculty in the Graduate Spanish Program.

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<table>
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4e. Narrative: Provide any additional information about the student (majors & minors)/full-time faculty ratio, credit hours delivered and courses taught by full-time and part-time faculty that may be helpful to understand the noted trends above. *(Suggested limit ½ page).*

The Spanish Masters Program does not offer Graduate courses to part-time faculty. Prior to the fall of 2009, each of the five Graduate Spanish faculty members taught one Graduate course per semester (3 credit hours per semester). Since applying to our Program a teaching schedule on a three-cycle basis, courses are rotated among the five Graduate faculty. Please find below a list of courses taught by the Graduate faculty in the MA Program in Spanish from the fall 2006 to the spring 2010:

**Fall 2006**

- SPA 103 History of the Spanish Language (Dr. Toscano)
- SPA 248 Indian Theme (Dr. Gazarian)
- SPA 284 Novel of the Generation of 1898 (Dr. Klohe)
- SPA 290 Mexican Revolution (Dr. Camacho Gingerich)
Spring 2007

SPA 239 Women Writers from Spanish America (Dr. Gazarian)
SPA 249 Spanish–American Novel from Lizardi to García Márquez
   (Dr. Camacho Gingerich)
SPA 300 Spain in North America. Early Writings (Dr. Toscano)
SPA 310 Visual Arts in Spanish Literature (Dr. Klohe)

Fall 2007

SPA 221 Medieval Spanish I (Dr. Toscano)
SPA 228 Eighteenth Century Spanish Literature (Dr. Mitre)
SPA 243 The Spanish-American Short Story (Dr. Camacho Gingerich)
SPA 323 Nobel Prize Winners from the Hispanic World (Dr. Gazarian)

(Dr. Klohe on leave)

Spring 2008

SPA 254 Don Quijote II (Dr. Toscano)
SPA 259 The Interview as a Literary Genre (Dr. Gazarian)
SPA 288 The Essay in Spanish America (Dr. Mitre)
SPA 330 The Short Story in Spain (Dr. Klohe)

Dr. Camacho Gingerich on leave

Fall 2008

SPA 103 History of the Spanish language (Dr. Toscano)
SPA 109 Spanish Stylistics (Dr. Gazarian)
SPA 311 Literature of Spanish Exile (Dr. Klohe)
SPA 312 Latin American Cinema and Literature (Dr. Camacho-Gingerich)

Spring 2009

SPA 222 Medieval Literature II (Dr. Toscano)
SPA 231 Romanticism in Spain (Dr. Klohe)
SPA 243 Spanish-American Short Story (Dr. Camacho Gingerich)
SPA 250 Spanish -American Novel from 1950 Onward (Dr. Gazarian)

Fall 2009

SPA 248 Indian Themes (Dr. Gazarian) 13 students
SPA 300 Spain in Niorh America. Early Writings (Dr. Toscano)
SPA Spanish-American Poetry (Dr. Camacho Gingerich)
Spring 2010

SPA 285 Spanish Novel from the Civil War to Present (Dr. Klohe)
SPA 317 Gabriela Mistral, the Poet and Prose Writer (Dr. Gazarian)
SPA 320 Literature of Nostalgia (Dr. Mitre)

4f. Explain the representative nature of faculty in terms of demographics, tenure and diversity? (See departmental information on next page)

All Graduate professors are tenured. Our diversity is well represented:

3 professors are Hispanics (2 Cuban-born; 1 Bolivian)
2 professors are European (1 Spaniard-born, 1 French-born)

3 of the professors are female.
2 are male.

Below is a statistical graphing of the demographics of the entire Department of Languages and Literatures, including all the languages.

Nota bene: Regarding both Undergraduate and Graduate course offerings in Spanish, the Spanish Section (Undergraduate and Graduate) services an average of 1,556 students per school year.

See under Standard I, 1a, first paragraph, page 2 of the report.
### Departmental Data

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<td>6 38%</td>
<td>23 48%</td>
<td>6 38%</td>
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<td>10 63%</td>
<td>25 52%</td>
<td>10 63%</td>
<td>29 59%</td>
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Question not applicable since it refers to the whole Department of Languages and Literatures.
Question referring to Graduate Program in Spanish is answered under 4f
### Gender

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4g. **What evidence exists that the program’s faculty have engaged in research and scholarship on teaching or learning in the program’s field of study?** *(Suggested limit ½ page)*

- The Spanish Graduate faculty members are made up of scholars that are known for their publications and their participating in world conferences and organizing conferences on and off campus. All five full-time faculty members have gained recognition both in this country and abroad. They have written books and numerous articles, are essential members of literary foundations and academies, and serve on Boards of Trustees of many institutions: To name a few: *the North American Academy of the Spanish Language; the Fundación Cultural Hispánica; Latin American Women's Council; Latin American Cultural Center of Queens; Sigma Delta Pi, the National Hispanic Honor Society; PEN American Center, Prisoners Writing Committee; Queens Poet Laureate Committee; the Bolivian Academy of the Language, etc.*

- The faculty members have received special recognition both nationally and internationally Some of these national and international awards are:

  The Simón Bolívar Medal from the Government of Bolivia (Dr. Camacho Gingerich)
  The Order of Don Quixote (Dr. Gazarian and Dr. Toscano)
  Al Mérito Cultural from the Spanish Government: the Decoration of King Alfonso el Sabio (Dr. Gazarian)
  Al Mérito Cultural from the Government of Chile: The Decoration of Gabriela Mistral (Dr. Gazarian)
  Special Recognition from the US Congress (Dr. Gazarian)
  Special Recognition from the Government of Ecuador (Dr. Gazarian)
  Appointed Cultural Ambassador of Ecuador by the Casa de la Cultura (Dr. Gazarian)
  Member of the North American Academy of the Spanish Language (Dr. Toscano)
  Corresponding Member of the Spanish Royal Academy of the Spanish Language (Dr. Toscano)
  Recipients of the Flora Tristán Award (Dr. Camacho Gingerich and Dr. Gazarian)
  Honored among 50 Outstanding Latinas, *El Diario/La Prensa* (Dr. Camacho Gingerich)
  Honored among 20 Prominent Women Making their Mark. (Dr. Camacho Gingerich)
  Member of the Bolivian Academy of the Language (Dr. Mitre)
  St. Vincent de Paul Teacher/ Scholar of Excellence (Dr. Gazarian)
  Vice President for the Northeast, Sigma Delta Pi, the National Hispanic Honor Society (Dr. Gazarian)
  First Outstanding Latino faculty Award (Dr. Camacho Gingerich)
Appointed Assistant Chair, Department of Languages and Literatures (Dr. Carmen Klohe)
Woman of Distinction Award (Dr. Camacho Gingerich)
President of the National Foundation for the Humanities (Dr. Toscano)

- Dr. Toscano is the Editor-in-Chief of *Anuario medieval*, a literary journal co-sponsored by the Department of Languages and Literatures and known all over the Hispanic world. He is a specialist in the field of the Middle Ages.

- Dr. Camacho Gingerich heads the Committee on Latin American and Caribbean Studies (CLACS) and gives constant exposure to the University. She is well known for her books and her numerous articles on interdisciplinary subjects.

- Dr. Gazarian serves as Editor-in-Chief of *Entre rascacielos*, a literary journal produced by the students of the Department and as Vice President for the Northeast of the National Hispanic Honor Society and gives constant exposure to the University. She is known in the field of the interview.

- Dr. Klohe is known for her work on the visual arts in literature and is a specialist on Rosa Chacel.

- Eduardo Mitre, one of today’s most recognized South American poets, serves as mentor and role model to young poets.

**
In a separate email document you will find the CVs of the five full-time Graduate Spanish faculty members as well as the CV of the Chair of the Department, Dr. Herbert Pierson. You can fully appreciate the exposure they have given the University through their scholarly work.

4h. What initiatives has the program initiated in the past five years to promote faculty development? (Suggested limit ½ page)

Research leaves were granted to three of the full-time Graduate Faculty members: Drs. Alina Camacho-Gingerich, Carmen Klohe and Nicolás Toscano. During their research leave they were able to conduct research and dedicate their time to traveling, giving lectures and working on their books. Dr. Gazarian was appointed Director of the Graduate Program in Spanish. Dr. Toscano served as Chair of the Department for six consecutive years until June of 2008 and, during that period, we were able to increase the number of students in the Graduate Program through a series of ads, something that the University had never done previously. The Graduate faculty has developed through its engagement in the Graduate Program in Spanish. They have published books, edited literary journals and excelled in promoting Hispanic studies on and off Campus.
4i. The table below shows the amount of external funding received by the department.

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</tr>
</thead>
<tbody>
<tr>
<td>$ Amount Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$ Amount Department</td>
<td></td>
<td>15,000</td>
<td>25,000</td>
<td></td>
<td></td>
<td>10,000</td>
</tr>
</tbody>
</table>

If available, please provide the dollar amount of externally funded research for full-time faculty supporting the program under review. (Program dollar amounts are only available through departmental records.)

Comments (Suggested limit ½ page)

Material not available.

Standard 5: The program attracts, retains, and graduates high quality students.
(When responding to this Standard, please see Items for Reflection under this Standard.)

5a. Narrative: (Suggested limit 1 page)

The Program attracts, retains and graduates high quality students. In the past 15 years, only one student withdrew from the Program. Most of our recent graduates are teaching either as adjuncts at St. John’s, a policy we favor and find very positive, or teach in other schools. Some have applied to other universities to enter into a PhD program, since, unfortunately we do not offer one at this time. Several are at the point of receiving their degrees from other institutions, although they would have preferred to remain with us. Some of these students have entered such institutions as Columbia University or CUNY, etc.

On the local, state, national and international levels, our alumni serve as effective leaders and responsible citizens. We pledge to foster those qualities required for anticipating and responding to the educational, ethical, cultural, social, professional, and religious needs of a dynamic city in a dynamic world. Many of St.
Academic Program Review Self-Study Template
AY 2009 - 2010

John’s alumni are prominent figures. There are roughly 140,000 St John's alumni, many of whom reside in the greater metropolitan area. Standard and Poor's consistently ranks St. John's among the top universities in the nation with alumni who hold executive positions. Many from within our own Department hold important positions: College Professors, Department Chairs, Vice-Presidents of banks and other corporations, airline managers, court interpreters, teachers, government officials, etc.

5b. Undergraduate SAT and High School Average

Not applicable

5c. Undergraduate 1st Year Retention Rates

Not applicable

5d. Undergraduate 6 Year Graduation Rate

Not applicable

5e. Graduate Standardized Test Scores (Verbal/Quantitative)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School/College Average Rate</td>
<td>481/561</td>
<td>494/569</td>
<td>465/551</td>
<td>501/588</td>
<td>472/577</td>
</tr>
<tr>
<td>Regional Comparison</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>National Comparison</td>
<td>See below</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The National Overall Average for verbal is 150.6 and a quantitative of 151.9, based on those tested between August 1, 2011 and April 30, 2013.
Academic Program Review Self-Study Template
AY 2009 - 2010

New Graduate
Students GRE
Verbal
Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish MA</td>
<td>330</td>
<td>395</td>
<td>530</td>
</tr>
</tbody>
</table>

New Graduate Students
GRE Quantitative
Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish MA</td>
<td>660</td>
<td>580</td>
<td>610</td>
</tr>
</tbody>
</table>

As of August 1, 2011, ETS revised the GRE General Test with a new scoring scale. Prior to 8/1/11 on a scale of 200-800(old) and after 8/1/11 on a scale of 130-170(new)

Based on students with valid scores in BANNER - therefore n maybe small in some cases.

New Graduate Students GRE Verbal
Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School Arts</td>
<td>491</td>
<td>500</td>
<td>497</td>
<td>532</td>
</tr>
<tr>
<td>&amp; Sci</td>
<td>new</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New Graduate Students GRE Quantitative
Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School Arts</td>
<td>585</td>
<td>566</td>
<td>593</td>
<td>604</td>
</tr>
<tr>
<td>&amp; Sci</td>
<td>new</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As of August 1, 2011, ETS revised the GRE General Test with a new scoring scale. Prior to 8/1/11 on a scale of 200-800(old) and after 8/1/11 on a scale of 130-170(new)
General test percentage distribution of scores within intended graduate major field that is based on the performance of seniors and non-enrolled college graduates who were tested on the verbal and quantitative examination.

<table>
<thead>
<tr>
<th>Intended Graduate Major</th>
<th>Test-Takers</th>
<th>Mean Score (Verbal)</th>
<th>Mean Score (Quantitative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Languages and Literatures*</td>
<td>2,361</td>
<td>155</td>
<td>150</td>
</tr>
</tbody>
</table>


5f. **Narrative:** Please describe how your program compares with your peer and aspirational institutions. *(Suggested limit ½ page)*

Our Program favorably compares with those of other institutions. Our advantage is that we offer courses that are unique, taught nowhere else. For example: paleography, Ekphrasis, the interaction of the visual arts in literature, the interview as a literary genre, a personal in-depth study of Gabriela Mistral, a seminar on Lezama Lima, Carlos Fuentes, Pablo Neruda and Octavio Paz, the impact of literature on the cinema and the experience of writing poetry taught by a renowned poet. Our Program is traditional and innovative, scholarly and creative. The faculty is available, scholarly productive, and shares knowledge with students on a one-to-one basis.

5g. **If applicable, describe your program’s student performance over the past 5 years on licensure or professional certifications exams relative to regional and national standards.** *(Suggested limit ¼ page)*

St. John’s MA degree in Spanish has been recognized by Ivy League universities and many of our students have entered PhD programs.

5h. **Number of majors and minors enrolled over the past five years?** Please complete the table below.

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2005</td>
</tr>
<tr>
<td>Majors</td>
<td>21</td>
</tr>
<tr>
<td>Minors</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
</tr>
</tbody>
</table>
The above chart refers to five academic years, all beginning in the fall. I would like to mention that there is a definite student increase when the University advertises for us our Graduate Program in the Spanish-language newspapers. It was promoted through placement of an ad in the years 2005, 2006 and 2007. The enrollment in the spring of 2009 was not at its best, because no promotion was made on the part of the University. However, when the program was promoted, thanks to the Graduate Dean and the Chair, we can appreciate a marked difference in figures: We have gone up from 9 students to 17, who are enrolled in the program as of the spring 2010. I have added the name of Wendy Ureña to the chart below, a transfer student from the School of Education, who is now part of our Graduate Program in Spanish.

I should also add that we have students enrolled in our program who come from other schools, who either take our courses as elective or as part of another program in the University. In other words, our Graduate Program does not only service our own students, but also other schools and other interdisciplinary programs. Just to quote a few: CLACS, Bilingual Education, History and Government, Global Studies, and Liberal Studies. This means that we have a program that is viable on its own, but also responds to people’s needs from other schools and departments.

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
<th>Last Name</th>
<th>First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Davis</td>
<td>Lanessa</td>
</tr>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Cisneros</td>
<td>Shirley</td>
</tr>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Reyes</td>
<td>Susan</td>
</tr>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Paredes</td>
<td>Julio</td>
</tr>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Ruiz</td>
<td>Marina</td>
</tr>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Ramirez</td>
<td>Karla</td>
</tr>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Cruz</td>
<td>John</td>
</tr>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Soria</td>
<td>David</td>
</tr>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Vargas</td>
<td>Roxanne</td>
</tr>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Prera</td>
<td>Vivian</td>
</tr>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Valerio</td>
<td>Miguel</td>
</tr>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Pinzon</td>
<td>Elma</td>
</tr>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Romero</td>
<td>Milton</td>
</tr>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Rengifo-Kokis</td>
<td>Norma</td>
</tr>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Lemle</td>
<td>Theodore</td>
</tr>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Mira</td>
<td>Denisse</td>
</tr>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Ureña</td>
<td>Wendy</td>
</tr>
</tbody>
</table>

Prepared by: Office of Institutional Research

Double Majors

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
<th>Last Name</th>
<th>First Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree</th>
<th>Last Name</th>
<th>First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA</td>
<td>MA</td>
<td>Ureña</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

Prepared by: Office of Institutional Research
5i. Number of degrees granted during the past five years. Please complete the table below.

<table>
<thead>
<tr>
<th>Degrees Granted</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>1</td>
<td>7</td>
<td>12</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

We have had 35 conferred M.A. degrees in Spanish in the past 5 years, some with a 4.0 average (Certificate of Excellence) Most of our alumni have entered a PhD Program, unfortunately we are feeding other schools, instead of ours!
5i (1). Below is comparison degrees conferred data for local and national institutions based on data retrieved from the IPEDS website. This is based on the Classification of Instructional Program (CIP) Code of 16-Foreign Languages, Literatures, and Linguistics.

<table>
<thead>
<tr>
<th></th>
<th>Degrees Conferred</th>
<th>Degrees Conferred</th>
<th>Degrees Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>SJC-GR</td>
<td>SPA</td>
<td>Spanish</td>
<td>MA</td>
</tr>
<tr>
<td>10/11</td>
<td>7</td>
<td>11/12</td>
<td>12/13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Degrees Conferred</th>
<th>Degrees Conferred</th>
<th>Degrees Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>SJC-GR</td>
<td>SPA</td>
<td>Spanish</td>
<td>MA</td>
</tr>
<tr>
<td>10/11</td>
<td>7</td>
<td>11/12</td>
<td>12/13</td>
</tr>
</tbody>
</table>

5i(2).

Fastest growing occupations and occupations having the largest numerical increase in employment by level of education and training projected.

<table>
<thead>
<tr>
<th>Fastest Growing Occupations</th>
<th>Change, 2010-20</th>
<th>Occupations having the largest numerical increase in employment</th>
<th>Change, 2010-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
<td>Numeric</td>
<td></td>
</tr>
<tr>
<td>Interpreters &amp; Translators</td>
<td>42%</td>
<td>24,600</td>
<td>Interpreters &amp; Translators</td>
</tr>
</tbody>
</table>

Projected Changes in Related Occupations (2010 – 2020)

<table>
<thead>
<tr>
<th>Grow</th>
<th>Changes, 2010-20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent</td>
</tr>
<tr>
<td>Interpreters &amp; Translators</td>
<td>42%</td>
</tr>
</tbody>
</table>

*For more information please visit: [http://www.bls.gov/news.release/ecopro.toc.htm](http://www.bls.gov/news.release/ecopro.toc.htm)
5j. **Narrative: How do these trends compare to institutional, regional and national patterns?** *(Suggested limit ¼ page)*

These trends compare with the regional and national patterns. In universities that offer both an M.A. and Ph.D. programs, however, there is a tendency for students to go directly into a Ph.D program and bypass the M.A. In that sense we are doing better. On the other hand, if we had a Ph.D program most of our MA alumni would have continued their graduate studies with us. Instead my colleagues and I have written hundredths of letters of recommendations for our former students so that they could undertake their PhD elsewhere. They went as far as writing a signed petition, stating that, should the PhD in Spanish be reinstated at St. John’s, they would all apply to St. John’s. (Last week, I interviewed a student who came to see me from Buffalo. He was interested in our Master’s Program. Yet, the first thing he asked me: “Do you have a PhD Program?” He was looking forward to a school that would offer the two degrees. ) I explained the advantages that St. John’s offers over other institutions: Small classes, personal attention, a one-to-one relationship between students/faculty/administration/staff. Our three graduate assistants took part in the conversation and, I believe, convinced him that our school was unique.

5k. **What mechanisms are in place to monitor students’ progress toward degree? And, to what extent is there a collaborative effort to provide quality advising and support services to students.** *(Suggested limit ¼ page)*

The five Spanish faculty members of the MA Graduate Program work closely with students and meet on a regular basis as part of the GEPC. We discuss all academic matters pertaining to the Program, including ways of improving syllabi, creating new ones and involving Graduate assistants in our research projects, etc.

**Standard 6. The program has adequate resources to meet its goals and objectives.** *(When responding to this Standard, please see Items for Reflection under this Standard.)*

Although financial data is not available at the program level, departmental information is provided below for your reference.

Currently we lack funding to effectively promote the Program through Spanish-language newspapers, although it is an efficient way of reaching out to the Hispanic community. We attract two types of candidates: Those who are looking for a change in career, in great part because they are foreign-born, mostly Hispanics, and need an American degree to find a dignified job and regain their self-pride, and young adults who have just graduated from college. Almost every day, as Director of the Program, I receive emails of students interested in coming to St. John’s. They are attracted by the Program, but, at the same time, frightened by the tuition. We have to wait until early June to tell students who have been accepted into the Program whether we can offer them an assistantship. By then, of course, they may have decided to go elsewhere. We have at this point 6 candidates ready to enter the Program.
New York City is the ideal location for a Spanish Program to grow in numbers and in quality. Our Graduate Program in Spanish brings added prestige to the University. It reflects and supports the fundamental principle embodied by St. John’s strategic vision and mission. As a Catholic, Vincentian, metropolitan and global University, St. John’s stands out as an institution of higher learning deeply committed to the Hispanic community. St. John’s must find a way to strengthen our Graduate Program in Spanish. It is a viable Program, unique in its character and attractive, it represents an urgent need in a community that is ever growing.

Our Graduate Program in Spanish (M.A.) is a vital component of the University’s mission, namely the positive role it plays in the Hispanic community as a promoter of its culture, as it tends to first and second generation minority groups, sons and daughters of immigrants, and provides excellence in education on both a metropolitan and global level. The language of Cervantes has become in this country the second language spoken after that of Shakespeare.

All we ask is to have the University continue supporting the Program by placing ads in Spanish-language newspapers, promote it online, distribute flyers, and look for any other form of promotion, such as through private backing from alumni. Our alumni and adjuncts have done a first-class job at promoting the Program by word of mouth thanks to their enthusiasm.

Department Information - Earned Income/Direct Instruction Expense Ratio

*(FY 2013 data not yet available)*
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$ From Grants</td>
<td></td>
<td>15,000</td>
<td>25,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earned Income from Instruction (by student credit hours taught)</td>
<td>5,234,299</td>
<td>6,833,272</td>
<td>9,828,024</td>
<td>10,956,983</td>
<td>12,046,016</td>
</tr>
<tr>
<td>General Fees (includes lab fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Instructional Cost (Departmental Budget)</td>
<td>2,032,934</td>
<td>2,137,000</td>
<td>2,226,000</td>
<td>2,395,000</td>
<td>2,767,000</td>
</tr>
<tr>
<td>Earned Income/Direct Instructional Expense Ratio</td>
<td>2.72</td>
<td>3.37</td>
<td>4.59</td>
<td>4.75</td>
<td>4.54</td>
</tr>
<tr>
<td></td>
<td>FY 2009</td>
<td>FY 2010</td>
<td>FY 2011</td>
<td>FY 2012</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>$ FROM GRANTS</td>
<td>10,000</td>
<td>69,544</td>
<td>69,544</td>
<td>69,544</td>
<td></td>
</tr>
<tr>
<td>EARNED INCOME FROM INSTRUCTION (By student credit hours taught)</td>
<td>12,614,677</td>
<td>13,497,458</td>
<td>13,352,881</td>
<td>14,372,846</td>
<td></td>
</tr>
<tr>
<td>GENERAL FEES (includes Lab Fees)</td>
<td>446,322</td>
<td>454,580</td>
<td>318,192</td>
<td>534,789</td>
<td></td>
</tr>
<tr>
<td>DIRECT INSTRUCTIONAL COST (Departmental budget)</td>
<td>2,775,000</td>
<td>2,751,000</td>
<td>2,665,000</td>
<td>2,793,000</td>
<td></td>
</tr>
<tr>
<td>EARNED INCOME/DIRECT INSTRUCTIONAL EXPENSE RATIO</td>
<td>4.71</td>
<td>5.10</td>
<td>5.16</td>
<td>5.36</td>
<td></td>
</tr>
</tbody>
</table>

6a. **Narrative:** *(Suggested limit 1 page)*

Since financial data is not available at the Program level, I was unable to provide any information.

6b. **To what extent has the University funded major capital projects, e.g., renovations, which are linked directly to the program during the past five years? (Bulleted list.)*

Financial data was not available for me to provide any information.
Standard 7. The program has taken effective actions based on the findings of the last program review. (When responding to this Standard, please see Items for Reflection under this Standard.)

7a. Narrative: (Suggested limit 1 page)

We never saw the findings. However, in the last Program Review, I wrote the following:

- Stronger recruitment through the media
- Creation of an alumnus or alumna for recruitment purpose
- Creation of new courses
- Seminars on a single author
- Establishment of an Endowed Chair
- Housing facilities for Graduate students
- Revival of the PhD Program
- Graduate Assistant to work in the Language Laboratory
- Creation of a Position for Poet in Residence

Of these needs, some have been met, namely: the creation of new courses, a seminar on a single author, housing facilities.

The Graduate Assistant we were asking for the Language Laboratory has been given to the newly created Global Language and Culture Center (GLCC). Let us hope that this Graduate Assistant in Spanish can be granted to a student from our MA Program in Spanish.
Mission/Purpose
The Department of Languages and Literatures offers a program of graduate study in the literature, linguistics and civilization of the Hispanic world. This program, conducted entirely in Spanish, prepares students for further scholarship and teaching at all levels or related careers. The graduate program in Spanish aims to serve the multicultural and international communities by providing access to education for all academically qualified individuals, regardless of ethnic background or income. Additionally, students are encouraged to participate in summer abroad programs in Argentina and in Spain specifically trips to Cádiz and Madrid where they can master important linguistic, cultural and social skills in addition to course work. The Department sponsors a series of lectures by prominent literary figures from both Spain and Latin America and the publication of the literary journal *Anuario Medieval*. Epsilon Kappa, the St. John’s Chapter of Sigma Delta Pi, publishes a literary journal, *Entre Rascacielos*, to promote the creative works of students enrolled in the program, alumni and invited guests.

Goals
G 1: Understand, speak, write & read advanced Spanish
Demonstrate advanced ability to understand, speak, write, and reading the Spanish language.

Document:

- Spanish Program Addendum for MA

G 2: Knowledge of Major Hispanic Literary Periods
Demonstrate knowledge of and familiarity with major Hispanic literary periods.

Document:

- Spanish Program Addendum for MA

G 3: Knowledge of Hispanic Culture and Civilization
The historical and social values reflected in the reviewed Hispanic literature will allow student to attain an understanding and knowledge of Hispanic culture and civilization.

Document:

- Spanish Program Addendum for MA

G 4: Linguistics
Students will gain an understanding of the structure and development of the Spanish language, as well as its relationship to other languages.

Document:

- Spanish Program Addendum for MA
Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Read in the original language & discuss
Read in the original language (for each course, at least 10 books) and discuss in depth in class.

Related Measures:
M 1: Comprehensive Examinations
Demonstrate advanced skills in reading and writing in the Spanish language. Demonstrate advanced knowledge of Hispanic literature and literary periods.
Source of Evidence: Comprehensive/end-of-program subject matter exam

**Achievement Target:**
80% of students will attain a satisfactory grade.

Related Action Plans:
Monitor current practices.
Monitor current practices during the academic year to maintain acceptable target levels.
For more information, see the Action Plan Details section of this report.

M 2: Master's Thesis Paper
Students who choose the Master's thesis option must -- with the mentorship of a faculty member-- submit a 50-80 page thesis paper written entirely in Spanish. The paper must demonstrate mastery of the Spanish language as well as a thorough knowledge of the argument being made. The student must also demonstrate the capacity to carry out extensive research. The student's mentor along with another faculty member will review the final thesis paper. Thesis research will account for 6 of the 33 graduate credits required to obtain a Masters.
Source of Evidence: Senior thesis or culminating major project

M 3: Final Written and Oral Research Papers: Linguistics
Student will submit a final term paper for the course that demonstrates thorough understanding and knowledge of the Spanish language, its development, and its relation to other languages. Papers will demonstrate knowledge of phonology, morphology, grammar, vocabulary, and style within the Spanish language.

SPA 103: History of the Spanish Language
SPA 151: Applied Spanish Linguistics
SPA 161: American-Spanish Linguistics
SPA 171: Contrastive Analysis of Spanish and English.
Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**
85% of students will achieve a B+ or better (as per rubric provided).

M 5: Final Written and Oral Research Papers: Focus on Literary Periods
Students will submit a final research paper written entirely in Spanish. The papers must demonstrate knowledge of the literary periods, representative authors, and genres read and discussed in class and must contain a thesis addressing a point of interest and/or contention within that literary period or genre.

SPA 116/118: Contemporary Spanish America
SPA 220: Caribbean Literature in Spanish
SPA 221 - 222: Medieval Literature I and II
SPA 231: Romanticism in Spain
SPA 232: Gaucho Literature
SPA 237: Spanish-American Modernism
SPA 243: The Spanish-American Short Story
SPA 248: Indian Theme in Spanish-American Literature
SPA 260: The Picaresque Novel
SPA 272: Main Figures in Spanish Mysticism
SPA 283: The Spanish Novel of the Nineteenth Century
SPA 306/306: Seminar in Hispanic Literature I and II
SPA 316: The Chronicle in Spanish Classic Authors

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
85% of students will achieve a B+ or better (as per rubric provided).

O 2: Analyze Progression of Hispanic Literature
Students will gain knowledge of major Hispanic literary periods through period- and
genre-focused courses.
Related Measures:
M 1: Comprehensive Examinations
Demonstrate advanced skills in reading and writing in the Spanish language. Demonstrate advanced knowledge of Hispanic literature and literary periods.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Achievement Target:
80% of students will attain a satisfactory grade or higher.

M 5: Final Written and Oral Research Papers: Focus on Literary Periods
Students will submit a final research paper written entirely in Spanish. The papers must demonstrate knowledge of the literary periods, representative authors, and genres read and discussed in class and must contain a thesis addressing a point of interest and/or contention within that literary period or genre.

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SPA 283: The Spanish Novel of the Nineteenth Century
SPA 306/306: Seminar in Hispanic Literature I and II
SPA 316: The Chronicle in Spanish Classic Authors
Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
85% of students will achieve a B+ or better (as per rubric provided).

O 3: Analyze and Interpret Texts
Students will analyze and interpret texts from the most representative works of all the literary periods, including Peninsular literature before 1700 and of the 18th, 19th and 20th centuries, Spanish-American literature from Pre-Colombian through the 19th Century and from Modernismo to the present.

Related Measures:
M 1: Comprehensive Examinations
Demonstrate advanced skills in reading and writing in the Spanish language. Demonstrate advanced knowledge of Hispanic literature and literary periods.
Source of Evidence: Comprehensive/end-of-program subject matter exam
Achievement Target:
80% of students will attain a satisfactory grade or higher.

M 2: Master's Thesis Paper
Students who choose the Master's thesis option must -- with the mentorship of a faculty member-- submit a 50-80 page thesis paper written entirely in Spanish. The paper must demonstrate mastery of the Spanish language as well as a thorough knowledge of the argument being made. The student must also demonstrate the capacity to carry out extensive research. The student's mentor along with another faculty member will review the final thesis paper. Thesis research will account for 6 of the 33 graduate credits required to obtain a Masters.
Source of Evidence: Senior thesis or culminating major project

M 4: Final Written and Oral Research Paper: Culture
Students will submit a final paper written in Spanish. The thesis -- as related to the relevant course -- must reflect on cultural, political, social, and/or historic aspects of Spanish literature.

SPA 120: The Literature of Revolution in Spanish America
SPA 122: The Cultural Heritage of the Antilles
SPA 238: Women Writers from Spain
SPA 239: Women Writers from Spanish America
SPA 290: Literature of the Mexican Revolution
SPA 311: The Literature of Exile during the Spanish Civil War
SPA 317: Gabriela Mistral, the Poet and the Prose Writer
SPA 318: Love and Death in Latin America
SPA 320: The Literature of Nostalgia
Source of Evidence: Written assignment(s), usually scored by a rubric
Achievement Target:
85% of students will achieve a B+ or better (as per rubric provided).

M 5: Final Written and Oral Research Papers: Focus on Literary Periods
Students will submit a final research paper written entirely in Spanish. The papers must demonstrate knowledge of the literary periods, representative authors, and genres read and discussed in class and must contain a thesis addressing a point of interest and/or contention within that literary period or genre.

SPA 116/118: Contemporary Spanish America
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SPA 272: Main Figures in Spanish Mysticism
SPA 283: The Spanish Novel of the Nineteenth Century
SPA 306/306: Seminar in Hispanic Literature I and II
SPA 316: The Chronicle in Spanish Classic Authors
Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**
85% of students will achieve a B+ or better (as per rubric provided).

Other Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 4: Linguistics

Through interpretation of the Spanish language, and through the study of literary periods, students will gain knowledge of the structure and development of the Spanish language.

Related Measures:
M 1: Comprehensive Examinations
Demonstrate advanced skills in reading and writing in the Spanish language. Demonstrate advanced knowledge of Hispanic literature and literary periods.
Source of Evidence: Comprehensive/end-of-program subject matter exam

**Achievement Target:**
80% of students will attain a satisfactory grade or higher.

M 2: Master's Thesis Paper
Students who choose the Master's thesis option must -- with the mentorship of a faculty member-- submit a 50-80 page thesis paper written entirely in Spanish. The paper must demonstrate mastery of the Spanish language as well as a thorough knowledge of the argument being made. The student must also demonstrate the capacity to carry out extensive research. The student's mentor along with another faculty member will review the final thesis paper. Thesis research will account for 6 of the 33 graduate credits required to obtain a Masters.
Source of Evidence: Senior thesis or culminating major project

M 3: Final Written and Oral Research Papers: Linguistics
Student will submit a final term paper for the course that demonstrates thorough understanding and knowledge of the Spanish language, its development, and its relation to other languages. Papers will demonstrate knowledge of phonology, morphology, grammar, vocabulary, and style within the Spanish language.

SPA 103: History of the Spanish Language
SPA 151: Applied Spanish Linguistics
SPA 161: American-Spanish Linguistics
SPA 171: Contrastive Analysis of Spanish and English.
Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**
85% of students will achieve a B+ or better (as per rubric provided).

O 5: Examination of Cultural Aspects
Students will analyze and discuss the cultural, social, political, and historical aspects of Hispanic literature.

Related Measures:
M 1: Comprehensive Examinations
Demonstrate advanced skills in reading and writing in the Spanish language. Demonstrate advanced knowledge of Hispanic literature and literary periods.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Achievement Target:**
80% of students will attain a satisfactory grade or higher.

M 2: Master's Thesis Paper
Students who choose the Master's thesis option must -- with the mentorship of a faculty member-- submit a 50-80 page thesis paper written entirely in Spanish. The paper must demonstrate mastery of the Spanish language as well as a thorough knowledge of the argument being made. The student must also demonstrate the capacity to carry out extensive research. The student's mentor along with another faculty member will review the final thesis paper. Thesis research will account for 6 of the 33 graduate credits required to obtain a Masters.

Source of Evidence: Senior thesis or culminating major project

M 4: Final Written and Oral Research Paper: Culture
Students will submit a final paper written in Spanish. The thesis -- as related to the relevant course -- must reflect on cultural, political, social, and/or historic aspects of Spanish literature.

SPA 120: The Literature of Revolution in Spanish America
SPA 122: The Cultural Heritage of the Antilles
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SPA 311: The Literature of Exile during the Spanish Civil War
SPA 317: Gabriela Mistral, the Poet and the Prose Writer
SPA 318: Love and Death in Latin America
SPA 320: The Literature of Nostalgia

Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**
85% of students will achieve a B+ or better (as per rubric provided).

Action Plan Details for This Cycle
Monitor current practices.
Priority: Low

**Responsible Person/Group:** Dr. Marie-Lise Gazarian
GRADING OF GRADUATE STUDENTS
Criteria for Evaluation of Student Performance

Rubric for grading Graduate students

<table>
<thead>
<tr>
<th>Knowledge of the Spanish Language:</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Grasp of Topics:</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Fail</td>
</tr>
<tr>
<td>Organization of Materials:</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Fail</td>
</tr>
<tr>
<td>In-depth Solution:</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Students are graded on the basis of oral and written presentations, creative and scholarly works, midterms, final exams and, as the ultimate step, the Comprehensive Exam. The outcome expected from each candidate is to have acquired a sound knowledge of the Spanish language in both the written and oral expressions. The grading of students by professors may vary from one course to another, as certain points may be more applicable than others and, therefore, must be singled out. The following is a sample of the grading system, covering many of the courses taught by each of the five full-time members of the Graduate Spanish faculty:

SPAN 101: Methods of Research and Bibliography (Dr. ML Gazarian)

- Class participation based on analysis of assigned weekly readings 20%
- Special research projects in class, on the computer, in the library, etc. 30%
- Term paper 20%
- Midterm and Final 30%

SPA 103: History of the Spanish Language (Dr. N. Toscano)

- Class participation based on weekly readings 30%
- Oral and written presentations 30%
- Midterm and Final 40%

SPA 109: Spanish Stylistics: A Workshop in Creative Writing (Dr. ML Gazarian)

- Weekly reading and writing activity 40%
- Creative writing projects 40%
- Final 20%

SPA 116: Contemporary Spain (Dr. N. Toscano)

- Class participation based on weekly readings 30%
- Oral and written presentations 30%
• Midterm and final 40%

**SPA 118: Contemporary Spanish America** (Dr. A. Camacho / Dr. ML Gazarian)

• Weekly readings and class participation 20%
• Oral and written presentations on special projects 40%
• Debates based on relevant topics facing the two Americas in the 21st century 20%
• Final 20%

**SPA 151: Applied Spanish Linguistics** (Dr. C. Klohe)

• Class participation and assignments 25%
• Oral presentation 25%
• Unit tests 25%
• Comprehensive final exam 25%

**SPA 161: American-Spanish Linguistics** (Dr. N. Toscano)

• Class participation based on weekly readings 30%
• Oral and written presentations 30%
• Midterm and final 40%

**SPA 220: Caribbean Literature in Spanish** (Dr. A. Camacho-G.

• Research paper on previously approved topics. 33%
• Mid-semester Exam 33%
• Final Exam 33%

**SPA 221: Medieval Spanish Literature I** (Dr. N. Toscano)

• Class participation based on weekly readings, lectures, and attendance 30%
• Written and oral reports 20%
• Four partial examinations (every four weeks) 30%
• Final examination 20%

**SPA 223: Golden Age Prose** (Dr. N. Toscano)

• Class participation based on weekly readings, lectures, and attendance 30%
• Written and oral reports 20%
• Four partial examinations (every four weeks) 30%
• Final examination 20%
SPA 228: Eighteenth Century Spanish Literature (Dr. C. Klohe)

- Class participation and assignments 33%
- Midterm and comprehensive final exam 33%
- Research paper 33%

SPA 229: Spanish-American Colonial Literature (Dr. A. Camacho-G.)

- Research paper on previously approved topics 33%
- Mid-semester Exam 33%
- Final Exam 33%

SPA 230: Nineteen Century Spanish-American Literature (Dr. A. Camacho-G.)

- Research paper on previously approved topics 33%
- Mid-semester Exam 33%
- Final Exam 33%

SPA 231: Romanticism in Spain (Dr. C. Klohe)

- Class participation and assignments 33%
- Midterm and comprehensive final exam 33%
- Research paper 33%

SPA 232: Gaucho Literature (Dr. ML Gazarian)

- Class participation based on analysis of assigned weekly readings. 40%
- Midterm and final 40%
- Oral and/or written report 20%

SPA 234: Spanish-American Poetry (Dr. A. Camacho-G.)

- Research paper on previously approved topics 33%
- Mid-semester Exam 33%
- Final Exam 33%

SPA 237: Spanish-American Modernism (Dr. ML Gazarian)

- Class participation based on analytical reading of poems 10%
- Oral and/or written presentations on works not studied in class 40%
- Writing of poems in the modernistic style on given themes 20%
  (If selected, these works will be published in Entre Rascacielos, the literary journal sponsored by St. John’s Chapter of the Spanish Honor Society)
- Midterm and Final 30%
SPA 238: Women Writers from Spain (Dr. ML Gazarian)

- Class participation based on assigned weekly reading 20%
- Oral and/or written presentations based on the reading of a work not covered in class, involving research and a critical and personal approach 30%
- Writing a chapter of a possible novel 20%
- Midterm and Final 30%

SPA 239: Women Writers from Spanish America (Dr. ML Gazarian)

- Class participation based on analytical reading of works 20%
- Oral and/or written presentations on works not studied in class 40%
- Midterm and final 40%

SPA 243: The Spanish-American Short Story (Dr. A. Camacho-G.)

- Research paper on previously approved topics. 33%
- Mid-semester Exam 33%
- Final Exam 33%

SPA 245 The Spanish-American Literature of the Enlightenment (Dr. E. Mitre)

- Research paper on previously approved topics. 33%
- Mid-semester Exam 33%
- Final Exam 33%

SPA 248: Indian Themes in Spanish-American Literature (Dr. ML Gazarian)

- Class participation based on analysis of assigned weekly readings 10%
- Oral and/or written presentations based on the reading of a work not covered in class, involving research and a critical and personal approach 40%
- Writing of a short story from the perspective of the native Indian. If selected, the manuscript will be published in Entre Rascacielos, literary journal sponsored by St. John’s Chapter of the Spanish Honor Society 20%
- Midterm and Final 30%

SPA 249: The Spanish-American Novel from Lizardi to the 1960s (Dr. A. Camacho-G.)

- Oral Reports and class participation 25%
- Mid-semester Exam 25%
Final Exam 25%  
Term paper 25%  

SPA 250: The Spanish-American Novel from the 1960s Onward (Dr. ML Gazarian)
- Class participation based on weekly readings 30%  
- Oral and written presentations 30%  
- Midterm and Final 40%  

SPA 252: Cervantes (Dr. N. Toscano)
- Class participation based on weekly readings 30%  
- Oral and written presentations 30%  
- Midterm and Final 40%  

SPA 254: Don Quijote I, II (Dr. N. Toscano)
- Class participation based on weekly readings 30%  
- Oral and written presentations 30%  
- Midterm and Final 40%  

SPA 259: The Interview as a Literary Genre (Dr. ML Gazarian)
- Class participation based on reading about authors and watching series of interviews as well taking part in written and oral interview sessions held in class 50%  
- Outside interview as a special project 20%  
- Final 30%  

SPA 260: The Picaresque Novel (Dr. N. Toscano)
- Class participation based on weekly readings 30%  
- Oral and written presentations 30%  
- Midterm and Final 40%  

SPA 265: Quevedo (Dr. N. Toscano)
- Class participation based on weekly readings 30%  
- Oral and written presentations 30%  
- Midterm and Final 40%  

SPA 266: Galdós (C. Klohe)
- Class participation and assignments 33%  
- Midterm and comprehensive final exam 33%
• Research paper 33%

SPA 270: Spanish Poetry of the 19th and 20th Centuries (Dr. C. Klohe)
• Class participation and assignments 33%
• Midterm and comprehensive final exam 33%
• Research paper 33%

SPA 272: Main Figures in Spanish Mysticism (Dr. N. Toscano)
• Class participation based on weekly readings 30%
• Oral and written presentations 30%
• Midterm and Final 40%

SPA 277: Unamuno (Dr. C. Klohe)
Class participation and assignments 33%
• Midterm and comprehensive final exam 33%
• Research paper 33%

SPA 279: Federico García Lorca (Dr. C. Klohe)
• Class participation and assignments 33%
• Midterm and comprehensive final exam 33%
• Research paper 33%

SPA 283: The Spanish Novel of the 19th Century (Dr. C. Klohe)
• Class participation and assignments 33%
• Midterm and comprehensive final exam 33%
• Research paper 33%

SPA 284: The Spanish Novel of the Generation of 1898 (Dr. C. Klohe)
• Class participation and assignments 33%
• Midterm and comprehensive final exam 33%
• Research paper 33%

SPA 285: The Spanish Novel from the Civil War to the 1970s (Dr. C. Klohe)
• Class participation and assignments 33%
• Midterm and comprehensive final exam 33%
• Research paper 33%

SPA 287: Ortega y Gasset and other Twentieth Century Spanish Essayists (Dr. C. Klohe)
• Class participation and assignments 33%
• Midterm and comprehensive final exam 33%
• Research paper 33%

SPA 288: The Essay and Literary Criticism in Spanish America (Dr. A. Camacho-G.)
• Research paper on previously approved topics. 33%
• Mid-semester Exam 33%
• Final Exam 33%

SPA 290: Literature of the Mexican Revolution (Dr. A. Camacho-G.)
• Oral Reports and class participation 25%
• Mid-semester Exam 25%
• Final Exam 25%
• Term Paper 25%

SPA 300: Spain in North America. Early Writings (Dr. N. Toscano)
• Class participation based on weekly readings 30%
• Oral and written presentations 30%
• Midterm and Final 40%

SPA 305: (Seminar in Hispanic Literature I (Dr. N. Toscano)
• Class participation based on weekly readings 30%
• Oral and written presentations 30%
• Midterm and Final 40%

SPA 306: Seminar in Hispanic Literature II (Drs. A. Camacho; ML Gazarian)
• Class participation based on reading and discussions 30%
• Oral and written reports 40%
• Midterm and Final 30%

SPA 310: The Visual Arts in Spanish Literature (Dr. C. Klohe)
1. Class participation and assignments 25%
2. Museum visits and reports 25%
3. Midterm and comprehensive final exam 25%
4. Research paper 25%

SPA 311 Literature of the Spanish Exile of 1939 (Dr. C. Klohe)
• Class participation and assignments 25%
Oral report on aspects of the Civil War 25%
Midterm and comprehensive final exam 25%
Research paper 25%

SPA 312 The Cinema and Spanish-American Literature (Dr. A. Camacho-G.)
- Oral Reports and class participation through reading works and watching movies based on these works 25%
- Mid-semester Exam 25%
- Final Exam 25%
- Term paper 25%

SPA 313: César Vallejo, Lezama Lima and Octavio Paz (Dr. A. Camacho-G.)
- Oral Reports and class participation 25%
- Mid-semester Exam 25%
- Final Exam 25%
- Term paper 25%

SPA 314: Poetry and its Metric Forms (Dr. E. Mitre)
- Oral Reports and class participation 25%
- Mid-semester Exam 25%
- Final Exam 25%
- Term Paper 25%

SPA 316: The Chronicle in Spanish Classic Authors (Dr. N. Toscano)
- Class participation based on weekly readings 30%
- Oral and written presentations 30%
- Midterm and Final 40%

SPA 317: Gabriela Mistral, the Poet and the Prose Writer (Dr. ML Gazarian)
- Class participation based on weekly readings 30%
- Oral and written presentations 30%
- Take home midterm 10%
- Final 30%

SPA 318: Love and Death in Latin American Literature (Dr. E. Mitre)
- Oral Reports and class participation 25%
- Mid-semester Exam 25%
- Final Exam 25%
- Term paper 25%
SPA 319: The Generation of 1927 in Spain (Dr. C. Klohe)

- Class participation and assignments 25%
- Museum visits and reports on the “Historical Vanguards” in art 25%
- Midterm and comprehensive final exam 25%
- Research paper 25%

SPA 320: The Literature of Nostalgia (Dr. E. Mitre)

- Oral Reports and class participation 25%
- Mid-semester Exam 25%
- Final Exam 25%
- Term paper 25%

SPA 323: Nobel Prize Winners from the Hispanic World (Dr. ML Gazarian)

- Class participation based on weekly readings 30%
- Oral and written presentations 30%
- Take home midterm 10%
- Final 30%

SPA 330: The Spanish Short Story (Dr. C. Klohe)

- Class participation and assignments 33%
- Midterm and comprehensive final exam 33%
- Research paper 33%

SPA 900 Master’s Research (All faculty)

The Master’s thesis should offer evidence of sound research and an adequate treatment of the subject. It should be written in Spanish and demonstrate an excellent knowledge of the language, fluency and elegance of style.

SPA 901 Independent Study (All faculty)

- Selection of topic or topics and research 30%
- Oral discussions on the topic or topics 30%
- Written report 40%
Graduate Program in Spanish

Master List of Courses

Revised March 21, 2010

ML Gazarian, PhD
One Hundred Level Graduate Courses

SPA 101
Methods of Research and Spanish Bibliography
An examination of the various types of library research and a practical survey of bibliography related to Spain and Spanish America.
One Semester 3 credits

SPA 103
History of the Spanish Language
The evolution of the language from its origin to the present; phonology, morphology, grammar, vocabulary, style.
One Semester 3 credits

SPA 107
Advanced Spanish Conversation and Composition, I
This course is especially designed for the bilingual/bicultural program to enrich the student’s command of spoken and written Spanish. Not open to students from the master’s program in Spanish except by special permission of the Director of the Graduate Program.
One Semester 3 credits

SPA 109
Spanish Stylistics
Workshop in creative writing
One Semester 3 credits

SPA 110
Workshop in Journalism
An in-depth study of journalistic prose and an analysis of the differences and similarities with creative writing. The workshop will consist of the personal experience of writing on varied topics.
One Semester 3 credits

SPA 116
Contemporary Spain
A panoramic study of contemporary Spain with special stress on the arts, literature, politics, social and economic development.
One Semester 3 credits

SPA 118
Contemporary Spanish America
A study of the place of Spanish America in modern art and science, letters,
architecture, music, and of the political, social and economic problems
confronting the Spanish American republics in our times, with a reflection on the
past.

One Semester 3 credits

SPA 151

Applied Spanish Linguistics
This course offers solutions to some of the practical problems involved in learning
and teaching Spanish by reformulating these difficulties from the perspective of
modern linguistic theory.

One Semester 3 credits

SPA 161

American-Spanish Linguistics
A study of the lexical, morphosyntactical, and phonological differences between
Peninsular Spanish and the language as now spoken in the America. Particular
attention is given to the Spanish of the Caribbean area.

One Semester 3 credits

SPA 171

Contrastive Analysis of Spanish and English
A study of the major similarities and differences between the phonological,
grammatical, and lexical systems of English and Spanish.

One Semester 3 credits

Two Hundred-Level Graduate Courses

SPA 220

Caribbean Literature in Spanish
(Formerly: Spanish-Afro-Caribbean Literature, Spa. 123)
A study of the most representative Spanish-Afro-Caribbean writers, such as Luis
Llorens Torres, Luis Pales Matos, Nicolás Guillen and Emilio Ballagas.

One Semester 3 credits

SPA 221

Medieval Literature I
The principal developments of the eleventh, twelfth, and thirteenth centuries.

One Semester 3 credits

SPA 222

Medieval Literature II
The principle developments of the fourteenth, and the fifteenth century as far as
La Celestina.

One Semester 3 credits
SPA 223
Golden Age Prose
A study of the various novelistic types and the didactic writing of the sixteenth and seventeenth centuries.
One Semester 3 credits

SPA 224
The Spanish Ballad, Yesterday and Today
An in-depth study of the development of Spanish balladry from the Middle Ages to the twentieth century.
One Semester 3 credits

SPA 225
Golden Age Drama I
Outstanding comedias of the “Ciclo de Lope de Vega”, including works by Lope, Tirso, Guillén de Castro, Alarcón and Mira de Amescua.
One Semester 3 credits

SPA 226
Golden Age Drama II
Outstanding comedias of the “Ciclo de Calderón”, including works by Calderón, Rojas, Zorrilla and Moreto.
One Semester 3 credits

SPA 227
Golden Age Poetry
Emphasis on Garcilaso, Fray Luis, San Juan, Lope, Góngora and Quevedo.
One Semester 3 credits

SPA 228
Eighteenth Century Spanish Literature
A study of Spanish letters during the neoclassical period with a reading of representative authors.
One Semester 3 credits

SPA 229
Spanish-American Colonial Literature
A study of Spanish-American letters from its beginning to the period of Independence.
One Semester 3 credits

SPA 230
Nineteenth Century Spanish-American Literature
A study of the principal literary developments of the period, with an analysis of representative authors.
One Semester 3 credits
SPA 231
Romanticism in Spain
A study of the romantic movement in Nineteenth Century Spanish literature.
One Semester 3 credits

SPA 232
Gaucho Literature
A study of the creole literature of the River Plate Region from its gaucho beginnings to recent nativistic tendencies.
One Semester 3 credits

SPA 234
Spanish-American Poetry
The principal developments of the genre in Spanish America with a study of representative authors.
One Semester 3 credits

SPA 235
The Spanish Theater from Benavente to the Present
(Formerly: the Spanish Theater: 1850 to the Present, I.)
Representative dramatists of the period will be studied.
One Semester 3 credits

SPA 236
Twentieth Century Spanish-America Theater to the Present
(Formerly: Twentieth Century Spanish and Spanish American Theater)
A study of the general trends and most representative authors in the Spanish-American theater from 1900 to the present day.
One Semester 3 credits

SPA 237
Spanish-American Modernism
Representative writers of the period will be studied.
One Semester 3 credits

SPA 238
Women Writers from Spain
(Formerly: Spanish 135)
A study of the most representative women writers from the time of Santa Teresa to the contemporary period.
One Semester 3 credits

SPA 239
Women writers from Spanish America
(Formerly: Spanish 136)
A study of the most representative women writers from the time of Sor Juana Inés
de la Cruz to the present.

**SPA 240**

**The Literature of Revolution in Spanish America**  
A study of selected works of drama, poetry and prose, as examples of protest against the social, economic or political order, with emphasis on the contemporary scene.

*One Semester* 3 credits

**SPA 243**

**The Spanish-American Short Story**  
The origin and development of the genre in Spanish America with a study of representative authors.

*One Semester* 3 credits

**SPA 245**

**Spanish-American Literature of the Enlightenment**  
(Formerly: Hispanic Literature of the Enlightenment)  
Main literary currents in Spain and Spanish America from 1750 to the period of Independence with representative authors studied.

*One Semester* 3 credits

**SPA 248**

**Indian Theme in Spanish-American Literature**  
A study of the Indian theme in Spanish-American literature as reflected in representative authors and works.

*One Semester* 3 credits

**SPA 249**

**The Spanish-American Novel from Fernandez de Lizardi to the 1960's**  
(Formerly: The Spanish-American Novel from Fernandez de Lizardi to García Márquez)  
A study of the most representative literary figures in the development of this genre.

*One Semester* 3 credits

**SPA 250**

**The Spanish-American Novel from the 1960's Onward**  
A study of the most representative present day novelists.

*One Semester* 3 credits

**SPA 252**

**Cervantes**  
An in-depth study of the life and works of Cervantes, exclusive of Don Quijote.

*One Semester* 3 credits
SPA 253; 254
Don Quijote, I, II
A study in depth of Cervantes’ masterpiece.
Two semesters 3 credits/semester

SPA 255
La Celestina
An in-depth study of this masterpiece of the Spanish Renaissance.
One Semester 3 credits

SPA 260
The Picaresque Novel
An in-depth study of selected Spanish picaresque novels.
One Semester 3 credits

SPA 265
Quevedo
A study of the principal works of the author.
One Semester 3 credits

SPA 266
Galdós
A study of the most representative works of Benito Pérez Galdós.
One Semester 3 credits

SPA 270
Spanish Poetry of the Twentieth Century
(Formerly: Spanish Poetry-1850 to the Present, I)
A study of representative poets from the middle of the Nineteenth century to the present.
Two Semesters 3 credits/semester

SPA 272
Main Figures in Spanish Mysticism
A study of the spiritual writers of the Golden Age.
One Semester 3 credits

SPA 277
Unamuno
A study of the most representative works of Miguel de Unamuno.
One Semester 3 credits

SPA 279
Federico García Lorca
A study of the most representative works of Federico García Lorca.
One Semester 3 credits
SPA 283
The Spanish Novel of the Nineteenth Century
(Formerly: The Spanish Novel-1850 to the Present, I)
A study of romanticism, realism and naturalism. In Spain.
One Semester 3 credits

SPA 284
The Spanish Novel of the Generation of 1898
(Formerly: The Spanish Novel-1850 to the Present, II)
A study of representative novels and authors of the Generation of '98’s: Baroja, “Azorín”, Valle Inclán and others.
One Semester 3 credits

SPA 285
The Spanish Novel from the Civil War to 1970
A study of representative novels and authors of the period from Camilo Jose Cela to Luis Martin-Santos.
One Semester 3 credits

SPA 286
Literature of Manners and Customs in Spanish
Main currents in the literature of manners and customs in Spain from Larra to the Generation of '98.
One Semester 3 credits

SPA 287
Ortega y Gasset and other Twentieth Century Spanish Essayists
(Formerly: The Twentieth Century Spanish Essay)
A study of representative essayists of the twentieth century.
One Semester 3 credits

SPA 288
The Essay and Literary Criticism in Spanish America
A study of representative literary figures in the development of this genre.
One Semester 3 credits

SPA 290
Literature of the Mexican Revolution
A study of major literary figures in the development of this theme in the national culture.
One Semester 3 credits
Three Hundred Level Graduate Courses

SPA 300
Spain in North America. Early Writings
First writings by Spaniards in North America. The literature of early settlers, navigators, soldiers and priests.
One Semester 3 credits

SPA 305
Seminar in Hispanic Literature I
No standard description; content varies.
One Semester 3 credits

SPA 306
Seminar in Hispanic Literature II
No standard description; content varies.
One Semester 3 credits

SPA 310
Visual Arts in Spanish Literature
A study of the many uses of the visual arts in Spanish literature, with emphasis on the literary representation of visual arts, real or imaginary.
One Semester 3 credits

SPA 311
The Literature of Exile during the Spanish Civil War
A study of the writings of authors who lived in exile during that period.
One Semester 3 credits

SPA 312
The Cinema and Spanish-American Literature
A study of literature through the cinema.
Credit: 3 semester 3 credits

SPA 313
César Vallejo, Lezama Lima, Pablo Neruda and Octavio Paz
An in-depth study of three representative figures of the Hispanic world.
One Semester 3 credits

SPA 314
Poetry and Its Metric Forms
The tools for writing poetry.
One Semester hours. 3 credits

SPA 316
The Chronicle in Spanish Classic Authors
A study of the literary techniques used in Spanish historiography, with emphasis on the study of Medieval, Renaissance and Baroque chronicles. Manuscripts, incunabula, paleographic and first editions will be used when available.
One Semester 3 credits

SPA 317
Gabriela Mistral, the Poet and the Prose Writer
An in-depth study of the legendary figure of Gabriela Mistral, whose poetry, journalistic articles, and work as an educator and a diplomat made a lasting impact at the national and international levels.
One Semester 3 credits

SPA 318
Love and Death in Latin American Literature
A study of the themes of love and death as expressed by some of the most representative authors.
One Semester 3 credits

SPA 319
The Generation of 1927 in Spain
An in-depth study of some of the most important writers of the period.
One Semester 3 credits

SPA 320
The Literature of Nostalgia
A study of some of the most representative works depicting political and self-imposed exile.
One Semester 3 credits

SPA 323
Nobel Prize Writers from the Hispanic World
A study of five Nobel Prize Winners for Literature from the Hispanic World: Gabriela Mistral (1956), from Chile; Juan Ramón Jiménez (1956), from Spain; Miguel Ángel Asturias (1967), from Guatemala; Gabriel García Márquez (1982), from Colombia; and Camilo José Cela (1989), from Spain.
One Semester 3 credits

SPA 330
The Spanish Short Story
A study of the evolution of the genre in Spain, from the medieval exemplum to the present day’s short story.
One Semester 3 credits
Nine Hundred Level Graduate Courses

SPA 900  
Master’s Research  
Supervised research by mentor leading to the preparation and completion of a thesis in partial fulfillment of the master’s degree requirements, in consultation with the Director of the Graduate Program. Students enrolled in the thesis program are required to complete six credits of master’s research.  
Two Semesters  
3 credits

SPA 901  
An opportunity for independent reading and research under the supervision of a faculty member. The area of research must be approved in advance by the Director and a research plan will be required.  
Two Semesters  
3 credits

SPA 925  
Maintaining Matriculation  
Master’s students who are not registered for other courses must register for SPA 925 until all degree requirements are completed and the degree is granted.  
No credit