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INTRODUCTION

I. General Program Information

The Department of Spanish and Portuguese at Brigham Young University is guided by a desire to provide its students with a strong, enriching, and broad education in the classroom and with exciting opportunities outside of it. The MA programs in the department of Spanish and Portuguese are designed so that a student can complete the degree in 24 months of intensive work. With 29 graduate faculty members, the department offers one of the largest and most academically diverse MA-level language programs in the country. The department admits about 15 graduate students each year, some of whom, upon completion of the program, continue their studies on the doctoral level or seek jobs in secondary education. Other students have located positions with government agencies or in the business sector. Students who continue their schooling benefit from the department’s reputation as one of the leading MA programs in Spanish and Portuguese and routinely are accepted into premier PhD language programs.

II. Introduction to the Graduate Handbook

The present Graduate Handbook is revised yearly and is designed to answer many of the questions that students have about the graduate program in the Department of Spanish and Portuguese. This handbook is intended to be a supplemental guide to the Graduate Catalog published online by the Office of Graduate Studies (and to other policies and information found at the Graduate Studies website). Students are responsible for familiarizing themselves with information contained in both locations. It is imperative that candidates refer to these sources frequently. Questions should be directed to the student’s Thesis Advisor, to the Head of his or her section, to the Graduate Secretary, or to the Graduate Coordinator. All of these individuals are available to help students progress toward degree completion. Understand, however, that it is the graduate student and NOT department representatives who holds the primary responsibility for the planning and completion of all degree requirements.

The department makes every effort to ensure the accuracy of the contents of this handbook but reserves the right to make changes at any time without prior notice. Significant policy changes are generally instituted with the following incoming class of graduate candidates. Students will be notified via e-mail of any alterations to the Graduate Handbook and may petition for exemption if they feel that the change will affect them adversely. It is the candidate’s obligation to provide the Graduate Secretary with new contact information each time he or she changes address, phone number, or e-mail account.

How to access important publications and forms:

- Graduate Handbook: <http://spanport.byu.edu/department.html>; hardcopy available at 3190 JFSB.
- Graduate Catalog: <http://www.byu.edu/gradstudies/forms/catalog.php>.
- Department Forms: Available from Graduate Secretary; select sample forms available in Appendix D.
- University Forms: Select forms are available in Appendix E. Download the most up-to-date versions of these forms as needed from the Graduate Studies website (<graduatestudies.byu.edu>).

Where to locate important offices:

- Dept. of Spanish and Portuguese: 3190 JFSB; online: <http://spanport.byu.edu/home.php>.
- Office of Graduate Studies: 105 FPH; online: <www.byu.edu/gradstudies/>.

How to apply:

Application online: <www.byu.edu/gradstudies/>; see the Department of Spanish and Portuguese listing in the Graduate Catalog for application requirements.
I. Areas of Emphasis

Applicants to the Spanish and Portuguese MA programs must indicate an area of emphasis and, if successful, they are admitted into that particular field. Prospective students are encouraged to consult with faculty about this important decision. The areas of emphasis of the Spanish and Portuguese MA Programs are as follows:

**Spanish MA Program:**
- Hispanic Linguistics
- Spanish Pedagogy
- Hispanic Literatures

**Portuguese MA Program:**
- Portuguese Linguistics
- Portuguese Pedagogy
- Luso-Brazilian Literature

**Changing Areas of Emphasis:**
A student who has been admitted to the department and later wishes to change his or her area of emphasis must petition through the Graduate Coordinator. The petition must include a timeline indicating how the student will advance toward degree completion. A change in the area of emphasis that will significantly delay a candidate’s graduation is unlikely to be approved. The petition is attached to the student’s original application packet and considered in February during the normal new student selection process. Exceptions to this timeline may be made at the Graduate Coordinator's discretion based on the strength of the request and the needs of the department. The graduate faculty of the area to which the student seeks admittance will be primarily responsible for deciding whether the student’s petition is granted. At the time of the petition the candidate must have a faculty member willing to serve as his or her mentor in the new area of emphasis.

II. The Thesis Advisor and Thesis Committee

New graduate students should begin immediately to consider the graduate faculty member with whom they would like to work. This faculty member (referred to as the Advisor, the Thesis Advisor, the Graduate Advisor, or the Committee Chair) will be the student’s primary mentor and the faculty representative most responsible for guiding the student through the process of writing the thesis, project, or two-paper option.

**Choosing the Thesis Advisor:**
Although students are asked to choose their Thesis Advisor soon after beginning the MA program (see “Documenting the Program of Study”), the decision should not be made arbitrarily. Students should consult with multiple professors about possible thesis topics and about appropriate advisors. In particular, students should meet with the Head of the Section (area of emphasis) into which they have been accepted. The Section Head will function as a new student’s mentor until another has been identified. He or she will be able to give a student valuable advice about faculty available to serve as advisors and must give his or her consent before another professor can be listed officially as a student’s Committee Chair. The Graduate Coordinator is another important mentor and can answer questions and respond to concerns.

Students should understand that there are a number of factors that might prevent a professor from being able or willing to accept a request to serve as a Thesis Advisor or Committee Member. By departmental policy, for example, faculty are not allowed to direct simultaneously the theses of more than four graduate candidates. Additionally, individual sections may choose to implement policies that require section approval before thesis committee assignments are finalized (Hispanic Linguistics MA candidates, for example, should see the additional requirements listed below under “Deadlines for Submitting the Program of Study List”).
Choosing Committee Members:

After a Committee Chair has been selected, the student will work with that individual to identify faculty to serve as additional Committee Members (also referred to as Readers). The Chair and additional Members together form the Graduate Committee (also known as the Thesis Committee). A Graduate Committee—whether a student chooses the thesis, project, or two-paper option—consists of at least three individuals. However, Graduate Committees of more than three members generally are not recommended. The Thesis Advisor must be a graduate faculty member of the Department of Spanish and Portuguese and normally should be selected from graduate faculty that belong to the student’s area of emphasis. The remaining Committee Members may be chosen, as appropriate, from any section of the Department of Spanish and Portuguese or from the faculty of other departments. The Thesis Advisor will be invaluable in helping to select suitable Committee Members.

Working with the Thesis Advisor:

The “Graduate Student Advisement Checklist” included in Appendix B outlines the steps that might be included in a successful mentoring relationship between a graduate student and his or her Advisor. Although intended as a guide only, this checklist can help students and faculty mentors better understand the MA program and the timeframe in which certain requirements should be completed.

III. Documenting the Program of Study

The “Program of Study for Graduate Students” (ADV Form 3), also referred to as the study list, is a carefully considered plan that documents the credits a student will take to complete the graduate degree. The study list may include the following components:

- Prerequisite Courses
- Transfer, Non-Degree, and Senior Courses
- Major Courses
- Minor Courses
- Graduate Committee Members

Explanations of Course Types:

Prerequisite Courses include credits taken for the second-language requirement and any courses required of students admitted provisionally. These credits do not count toward the graduate GPA.

Transfer, Non-Degree, and Senior Courses require approval to be counted toward degree completion. With the consent of all members of the Thesis Committee and of the Graduate Coordinator, students may apply up to 10 hours of graduate-level transfer credit from another institution. Nine credit hours of graduate courses taken during a student’s senior year may be applied to the MA program as long as these do not count toward any requirements for other degrees. Non-degree and senior credit combined cannot exceed 10 semester hours. The University requires that at least 20 credit hours, including thesis hours, must be completed through BYU. For the Department of Spanish and Portuguese at least 23 credit hours must be completed through BYU. Independent Study courses will not count toward the MA degree.

Completing the Program of Study List:

Instructions for completing the study list (Form 3) are found on its reverse side. It should be completed under the direction of the Thesis Advisor and must be signed by all members of the Thesis Committee as well as by the Graduate Coordinator. Although students may choose to take more than the 33 credits required for graduation, only those classes specific to the student’s course of study (including required prerequisite courses) should be included on the study list. Once completed, the list is submitted to the Graduate Secretary who will enter the information into the university system. The student then will have access to his or her study list online through AIM (BYU’S online student information and registration system). Sample study lists for each graduate area of emphasis are included in Appendix C.
Deadlines for Submitting the Program of Study List:

The completed study list should be submitted to the Graduate Secretary no later than the Monday before Thanksgiving break in November of a student’s first semester. Candidates who are unable to choose a Thesis Advisor by this deadline should complete the study list under the direction of their Section Head who will sign as the Committee Chair. In this situation, the Section Head will suggest two faculty members who can examine and sign the study list as temporary Committee Members. Students who follow this path should later choose an appropriate Thesis Chair and Committee Members and turn in a “Request for Program of Study Change” (see below) with the new information as early as possible during the second semester.

Special guidelines for MA Candidates in Hispanic Linguistics: Students specializing in Hispanic Linguistics are required to submit to the Graduate Secretary, by 31 October of their first semester, the names of their preferred thesis advisor and thesis committee members. They should also identify at this time their proposed general area (or areas, if they prefer the two-paper option) of research. This information will be discussed at the November meeting of the section and decided upon before the end of the month. Any subsequent changes to the composition of the thesis committee or nature of the research project will be processed and decided upon in the same manner.

Making Changes to the Program of Study List:

Classes and Committee Members may be added to or deleted from the study list by submitting a “Request for Program of Study Change” (Form 3b), also referred to as the study list change form. Form 3b must be completed and submitted to the Graduate Secretary each time a student makes changes to the study list. Course changes require the approval of all members of the Thesis Committee and of the Graduate Coordinator. Students may find it necessary or desirable to modify the membership of the Thesis Committee. Changes should not be made arbitrarily, however. While Thesis Advisors must approve substitutions of Committee Members, a student’s Section Head must support a change of Committee Chair. The Graduate Coordinator may assist in this process if a student or faculty member has any concerns. Only new and continuing members of the Thesis Committee need sign a study list change form when a membership adjustment has been made. It is the student’s responsibility to notify a Thesis Advisor or Committee Member who is being removed from a committee assignment.

IV. Degree Requirements

The Spanish MA program consists of 27 hours of graduate course work and 6 hours of thesis credits (Spanish/Portuguese 699R), for a total of 33 hours. Degree requirements for each of the various areas of emphasis are listed in the charts on the following pages:
# Spanish MA: Hispanic Literatures

## CORE REQUIREMENTS:
SPAN 601B: Literary Theory and Research Methodology (must be taken during first semester)

Five (5) courses in Hispanic Literature:
- At least two (2) courses from each of the two regional emphases, Peninsular and Spanish American Literature. Span 638 and 602 may not be used to fulfill this minimum regional requirement.
- Three (3) 1-credit Mini-Courses (3 in Literature or 2 in Literature and 1 in either Linguistics or Pedagogy).
- Any combination that includes at least two offerings from the same region (i.e. Spain or Spanish America) may count as a regional requirement as described above.
- All courses require the approval of the student’s Advisor.

## ELECTIVE COURSES:
Two (2) Graduate-Level Courses. Choose:
- One (1) Hispanic Linguistics course (Note: Spanish 529R, 622, 625, 626, and 629R may not be appropriate selections for candidates without significant experience in linguistics):
  - SPAN 520: Problems in Spanish Grammar
  - SPAN 521: Romance Philology
  - SPAN 522: History of the Spanish Language
  - SPAN 529R: Special Topics in Hispanic Linguistics
  - SPAN 622: Hispanic Dialectology
  - SPAN 625: Spanish Morphosyntax
  - SPAN 626: Spanish Phonetics and Phonology
  - SPAN 629R: Seminar in Spanish Linguistics
- One (1) Spanish Pedagogy course:
  - SPAN 670R: Teaching Oral and Literacy Skills
  - SPAN 671: Principles of Foreign Language Learning and Teaching
  - SPAN 672: Media and Technology in Foreign Language Instruction
  - SPAN 674: Teaching Hispanic Culture
  - SPAN 676: Assessing Language and Culture Learning
- SPAN 673R does not count for this requirement.
- All courses require the approval of the student’s Advisor.

## THESIS OR TWO-PAPER OPTION and ORAL DEFENSE
- Spanish 699R: Master’s Thesis

## SPECIALTY EXAM:
- Comprehensive, culminating, written exam in specialty
- Literature students are required to take the specialty exam on the second Thursday of January during the fourth semester of study.

## TEACHING REQUIREMENT:
- Students must teach at least one Spanish or Portuguese language class (100/200 level)

## SECOND-LANGUAGE REQUIREMENT (Prerequisite):
- Students must complete or already have completed through the third-semester (college level) of a second language, or its equivalent, earning a B or better. Challenge exams are available in some languages. The second language normally should be in one of the commonly taught languages (e.g., French, German, Portuguese). Consult with your Advisor.

## TOTAL PROGRAM CREDITS
33
### Spanish MA: Spanish Pedagogy

<table>
<thead>
<tr>
<th>CORE REQUIREMENTS</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 601C: Research Designs in Hispanic Lang. Teaching (must be taken during 2nd semester)</td>
<td></td>
</tr>
<tr>
<td>SPAN 671: Principles of Foreign Language Learning and Teaching</td>
<td></td>
</tr>
<tr>
<td>SPAN 676: Assessing Language and Culture Learning</td>
<td></td>
</tr>
<tr>
<td>Three (3) 1-credit mini-courses (2 in Pedagogy and 1 in Literature, Linguistics, or Pedagogy)</td>
<td></td>
</tr>
<tr>
<td>Three (3) courses in Spanish Pedagogy from the following:</td>
<td></td>
</tr>
<tr>
<td>SPAN 577: Spanish Language Teaching Procedures</td>
<td></td>
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<tr>
<td>SPAN 670R: Teaching Oral and Literacy Skills</td>
<td></td>
</tr>
<tr>
<td>SPAN 672: Media and Technology in Foreign Language Instruction</td>
<td></td>
</tr>
<tr>
<td>SPAN 674: Teaching Hispanic Culture</td>
<td></td>
</tr>
<tr>
<td>SPAN 679R: Seminar in Teaching Spanish</td>
<td></td>
</tr>
<tr>
<td>• SPAN 673R does not count for this requirement.</td>
<td>21</td>
</tr>
<tr>
<td>• All courses require the approval of the student’s Advisor.</td>
<td></td>
</tr>
</tbody>
</table>

| ELECTIVE CREDITS:                                                                 |    |
| Two (2) Graduate-Level Courses. One (1) course in each of the two emphases below: |    |
| • One (1) Hispanic Literature course:                                               |    |
| SPAN 639 Hispanic Theatre Production                                                |    |
| SPAN 640: Medieval Spanish Literature                                              |    |
| SPAN 643R: Golden Age Literature                                                    |    |
| SPAN 644: Don Quijote                                                               |    |
| SPAN 646R: Nineteenth-Century Spanish Literature                                   |    |
| SPAN 648R: Twentieth-Century Spanish Literature                                     |    |
| SPAN 649R: Seminar in Spanish Literature                                           |    |
| SPAN 650R: Early Spanish American Literature                                       |    |
| SPAN 654R: The Spanish American Novel                                              |    |
| SPAN 655R: Spanish American Poetry                                                 |    |
| SPAN 656R: Spanish American Drama                                                  |    |
| SPAN 658R: The Spanish American Short Story                                        |    |
| SPAN 659R: Seminar Spanish American Literature                                     |    |
| • One (1) Hispanic Linguistics course (Note: Spanish 529R, 622, 625, 626, and 629R may not be appropriate selections for candidates without significant experience in linguistics): |    |
| SPAN 520: Problems in Spanish Grammar                                              |    |
| SPAN 521: Romance Philology                                                        |    |
| SPAN 522: History of the Spanish Language                                          |    |
| SPAN 529R: Seminar in Hispanic Linguistics                                          |    |
| SPAN 620: Hispanic Dialectology                                                     |    |
| SPAN 625: Spanish Morphosyntax                                                     |    |
| SPAN 626: Spanish Phonetics and Phonology                                          |    |
| SPAN 629R: Seminar in Hispanic Linguistics                                          |    |
| • All courses require the approval of the student’s Advisor                         | 6  |

| THESIS OR PROJECT OPTION and ORAL DEFENSE                                          |    |
| • Spanish 699R: Master’s Thesis                                                    |    |

| SPECIALTY EXAM:                                                                   |    |
| • Comprehensive, culminating, written exam in specialty                            |    |
| • Academic-year students are required to take the specialty exam on the second Thursday of January during the fourth semester of study |    |
| • Professional Track students will take the specialty exam during the first week of August after their first year. |    |

| TEACHING REQUIREMENT:                                                             |    |
| • Students must teach at least one Spanish or Portuguese language class (100/200 level) |    |
| • Professional Track Pedagogy students are exempt from this requirement.           |    |

| SECOND-LANGUAGE REQUIREMENT (Prerequisite):                                      |    |
| • Students must complete or already have completed through the third-semester (college level) of a second language, or its equivalent, earning a B or better. Challenge exams are available in some languages. The second language normally should be in one of the commonly taught languages (e.g., French, German, Port.). Consult with your Advisor. |    |

| TOTAL PROGRAM CREDITS                                                                 | 33 |
## Spanish MA: Hispanic Linguistics

### Core Requirements:
- **SPAN 601A:** Hispanic Ling. and Research Methodology (must be taken during first semester)
- **SPAN 625:** Spanish Syntax
- **SPAN 626:** Spanish Phonology

- History of the Spanish Language (one course): **SPAN 521 or 522**
- Spanish Language Variation (one course): **SPAN 529R, 622, or 629R**

Three (3) 1-credit Mini-Courses (2 in Linguistics and 1 in Literature or Pedagogy)

**One (1) additional course in Linguistics from the following:**
- **SPAN 520:** Problems in Spanish Grammar
- **SPAN: 529R:** Special Topics in Hispanic Linguistics
- **SPAN: 622:** Dialectology
- **SPAN 629R:** Seminar on Hispanic Linguistics

- All courses require the approval of the student’s Advisor.
- MA candidates generally should complete all coursework by the end of their third semester in the program (taking the Specialty Exam and writing the Thesis in the final semester). In order to complete the degree in two years, Linguistics candidates must plan their study lists carefully to ensure that required courses are taken when available.

Failure to register for and complete required courses in a timely manner may result in poor progress evaluations and a withdrawal of tuition assistance.

### Elective Courses:
- **Two (2) Graduate-Level Courses. Choose:**
  - **One (1) Spanish Pedagogy course:**
    - **SPAN 670R:** Teaching Oral and Literacy Skills
    - **SPAN 671:** Principles of Foreign Language Learning and Teaching
    - **SPAN 672:** Media and Technology in Foreign Language Instruction
    - **SPAN 674:** Teaching Hispanic Culture
    - **SPAN 676:** Assessing Language and Culture Learning
  - **One (1) Hispanic Literature course:**
    - **SPAN 640:** Medieval Spanish Literature
    - **SPAN 643R:** Golden Age Literature
    - **SPAN 644:** *Don Quijote*
    - **SPAN 646R:** Nineteenth-Century Spanish Literature
    - **SPAN 648R:** Twentieth-Century Spanish Literature
    - **SPAN 649R:** Seminar in Spanish Literature
    - **SPAN 650R:** Early Spanish American Literature
    - **SPAN 654R:** The Spanish American Novel
    - **SPAN 655R:** Spanish American Poetry
    - **SPAN 656R:** Spanish American Drama
    - **SPAN 658R:** Spanish American Short Story
    - **SPAN 659R:** Seminar in Span American Literature

  - **SPAN 673R** does not count for this requirement
  - All courses require the approval of the student’s Advisor

### Thesis or Two-Paper Option and Oral Defense
- **Spanish 699R:** Master’s Thesis

### Specialty Exam:
- Comprehensive, culminating, written exam in specialty
- Linguistics students are required to take the specialty exam on the second Thursday of January during the fourth semester of study

### Teaching Requirement:
- Students must teach at least one Spanish or Portuguese language class (100/200 level)

### Second-Language Requirement (Prerequisite):
- Students must complete or already have completed through the third-semester (college level) of a second language, or its equivalent, earning a B or better. Challenge exams are available in some languages. The second language normally should be in one of the commonly taught languages (e.g., French, German, Portuguese). Consult with your Advisor.

### Total Program Credits
- **33**

---

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 601A</td>
<td>Hispanic Ling. and Research Methodology</td>
</tr>
<tr>
<td>SPAN 625</td>
<td>Spanish Syntax</td>
</tr>
<tr>
<td>SPAN 626</td>
<td>Spanish Phonology</td>
</tr>
<tr>
<td>SPAN 521 or 522</td>
<td>History of the Spanish Language</td>
</tr>
<tr>
<td>SPAN 529R, 622, or 629R</td>
<td>Spanish Language Variation</td>
</tr>
<tr>
<td>SPAN 520</td>
<td>Problems in Spanish Grammar</td>
</tr>
<tr>
<td>SPAN 529R</td>
<td>Special Topics in Hispanic Linguistics</td>
</tr>
<tr>
<td>SPAN 622</td>
<td>Dialectology</td>
</tr>
<tr>
<td>SPAN 629R</td>
<td>Seminar on Hispanic Linguistics</td>
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<tr>
<td>SPAN 640</td>
<td>Medieval Spanish Literature</td>
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<td>SPAN 643R</td>
<td>Golden Age Literature</td>
</tr>
<tr>
<td>SPAN 644</td>
<td><em>Don Quijote</em></td>
</tr>
<tr>
<td>SPAN 646R</td>
<td>Nineteenth-Century Spanish Literature</td>
</tr>
<tr>
<td>SPAN 648R</td>
<td>Twentieth-Century Spanish Literature</td>
</tr>
<tr>
<td>SPAN 649R</td>
<td>Seminar in Spanish Literature</td>
</tr>
<tr>
<td>SPAN 650R</td>
<td>Early Spanish American Literature</td>
</tr>
<tr>
<td>SPAN 654R</td>
<td>The Spanish American Novel</td>
</tr>
<tr>
<td>SPAN 655R</td>
<td>Spanish American Poetry</td>
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<tr>
<td>SPAN 656R</td>
<td>Spanish American Drama</td>
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<tr>
<td>SPAN 658R</td>
<td>Spanish American Short Story</td>
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<tr>
<td>SPAN 659R</td>
<td>Seminar in Span American Literature</td>
</tr>
<tr>
<td>SPAN 670R</td>
<td>Teaching Oral and Literacy Skills</td>
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<tr>
<td>SPAN 671</td>
<td>Principles of Foreign Language Learning and Teaching</td>
</tr>
<tr>
<td>SPAN 672</td>
<td>Media and Technology in Foreign Language Instruction</td>
</tr>
<tr>
<td>SPAN 674</td>
<td>Teaching Hispanic Culture</td>
</tr>
<tr>
<td>SPAN 676</td>
<td>Assessing Language and Culture Learning</td>
</tr>
<tr>
<td>SPAN 673R</td>
<td>Seminars on Hispanic Linguistics</td>
</tr>
<tr>
<td>SPAN 699R</td>
<td>Master’s Thesis</td>
</tr>
</tbody>
</table>
**Portuguese MA: Luso-Brazilian Literatures** *(credit hours shown in parentheses)*

### CORE REQUIREMENTS:

**PORT 601B:** Literary Theory and Research Methodology (must take in 1st semester) *(3)*

Five courses in Luso-Brazilian Literature:
- **PORT 638:** Luso-Brazilian Cinema *(3)*
- **PORT 639R:** Luso-Brazilian Theatre Production *(3)*
- **PORT 642:** Camões *(3)*
- **PORT 647:** Fernando Pessoa and Portuguese Literature *(3)*
- **PORT 649R:** Seminar in Portuguese Literature *(3)*
- **PORT 652:** Machado de Assis *(3)*
- **PORT 653:** 20th Century Brazilian Literature *(3)*
- **PORT 659R:** Seminar in Brazilian Literature *(3)*
- **PORT 661R:** African Literature in Portuguese *(3)*
- **PORT 662R:** Literature of the Lusophone World *(3)*

Three mini-courses (at least 2 must be Portuguese) *(1 credit each)*

- All courses require the approval of the student's advisor
- **PORT 673R** does not count for this requirement

### ELECTIVE COURSES:

Two graduate-level courses. Choose:

**One Portuguese Linguistics course:**
- **PORT 520:** Advanced Portuguese Grammar *(3)*
- **PORT 521:** Romance Philology *(3)*
- **PORT 522:** History of the Portuguese Language *(3)*
- **PORT 529R:** Special Topics in Portuguese Linguistics *(3)*
- **PORT 625:** Portuguese Morphosyntax *(3)*
- **PORT 626:** Portuguese Phonetics & Phonology *(3)*

**One Pedagogy course:**
- **SPAN 670R:** Teaching Oral and Literacy Skills *(3)*
- **SPAN 671:** Principles of Foreign Language Learning and Teaching *(3)*
- **SPAN 672:** Media and Technology in Foreign Language Instruction *(3)*
- **PORT 674:** Teaching Lusophone Cultures *(3)*
- **SPAN 676:** Assessing Language and Culture Learning *(3)*
- **PORT 679R:** Seminar in Teaching Portuguese *(3)*

- **SPAN/PORT 673R** does not count for this requirement
- All courses require the approval of the student’s Advisor

### THESIS OR TWO-PAPER OPTION and ORAL DEFENSE

- **Portuguese 699R:** Master’s Thesis *(6)*

### SPECIALTY EXAM:
- Comprehensive, culminating, written exam in specialty
- Portuguese students are required to take the specialty exam on the second Thursday of February during the fourth semester of study

### TEACHING REQUIREMENT:
- Students must teach at least one Spanish or Portuguese language class *(100/200 level)*

### SECOND-LANGUAGE REQUIREMENT (Prerequisite):
- Students must complete or already have completed through the third-semester (college level) of a second language, or its equivalent, earning a B or better. Challenge exams are available in some languages. The second language normally should be in one of the commonly taught languages (e.g., French, German, Spanish). Consult with your advisor.

### TOTAL PROGRAM CREDITS

33
**Portuguese MA: Portuguese Linguistics (credit hours shown in parentheses)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PORT 601A</td>
<td>Portuguese Linguistics and Research Methodology</td>
<td>(3)</td>
</tr>
<tr>
<td>PORT 520</td>
<td>Advanced Portuguese Grammar</td>
<td>(3)</td>
</tr>
<tr>
<td>PORT 625</td>
<td>Portuguese Morphosyntax</td>
<td>(3)</td>
</tr>
<tr>
<td>PORT 626</td>
<td>Portuguese Phonetics and Phonology</td>
<td>(3)</td>
</tr>
</tbody>
</table>

One course in History of the Portuguese Language:
- PORT 521: Romance Philology (3)
- PORT 522: History of the Portuguese Language (3)

One course in Language Variation:
- PORT 529R: Special Topics in Portuguese Linguistics (3)
- SPAN 622: Hispanic Dialectology (3)
- SPAN 629R: Seminar in Spanish Linguistics (3)

- All courses require the approval of the student’s advisor
- PORT 673R does not count for this requirement

**ELECTIVE COURSES:**

Three graduate-level courses:

**Two Luso-Brazilian Literature courses:**
- PORT 638: Luso-Brazilian Cinema (3)
- PORT 639R: Luso-Brazilian Theatre Production (3)
- PORT 642: Camões (3)
- PORT 647: Fernando Pessoa and Portuguese Literature (3)
- PORT 649R: Seminar in Portuguese Literature (3)
- PORT 652: Machado de Assis (3)
- PORT 653: 20th Century Brazilian Literature (3)
- PORT 659R: Seminar in Brazilian Literature (3)
- PORT 661R: African Literature in Portuguese (3)
- PORT 662R: Literature of the Lusophone World (3)

One Pedagogy course:
- SPAN 670R: Teaching Oral and Literacy Skills (3)
- SPAN 671: Principles of Foreign Language Learning and Teaching (3)
- SPAN 672: Media and Technology in Foreign Language Instruction (3)
- PORT 674: Teaching Lusophone Culture (3)
- SPAN 676: Assessing Language and Culture Learning (3)
- SPAN 679R: Seminar in Teaching Portuguese (3)

- PORT 673R does not count for this requirement
- All courses require the approval of the student’s advisor

**THESIS OR TWO-PAPER OPTION and ORAL DEFENSE**
- Portuguese 699R: Master’s Thesis (6)

**SPECIALTY EXAM:**
- Comprehensive, culminating, written exam in specialty
- Portuguese students are required to take the specialty exam on the second Thursday of February during the fourth semester of study

**TEACHING REQUIREMENT:**
Students must teach at least one Spanish or Portuguese language class (100/200 level)

**SECOND-LANGUAGE REQUIREMENT (Prerequisite):**
Students must complete or already have completed through the third-semester (college level) of a second language, or its equivalent, earning a B or better. Challenge exams are available in some languages. The second language normally should be in one of the commonly taught languages (Spanish is highly recommended). Consult with your advisor.

**TOTAL PROGRAM CREDITS**
- 33
Portuguese MA: Portuguese Pedagogy (credit hours shown in parentheses)  

<table>
<thead>
<tr>
<th>CORE REQUIREMENTS:</th>
<th>CR</th>
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</thead>
<tbody>
<tr>
<td>PORT 601C: Research Design in Portuguese Language Teaching (must take in 2nd semester) (3)</td>
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<tr>
<td>SPAN 671: Principles of Foreign Language Learning and Teaching (3)</td>
<td></td>
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<tr>
<td>SPAN 676: Assessing Language and Culture Learning (3)</td>
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<tr>
<td>Three mini-courses: 2 in Pedagogy and 1 in Literature, Linguistics, or Pedagogy (1 credit each)</td>
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<tr>
<td>Two courses in Spanish or Portuguese Pedagogy:</td>
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<tr>
<td>SPAN 670R: Teaching Oral and Literacy Skills (3)</td>
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<tr>
<td>PORT 674: Teaching Lusophone Cultures (3)</td>
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<td>SPAN 675: Teaching Literature (3)</td>
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<td>PORT 679R: Seminar in Teaching Portuguese (3)</td>
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<td>ELECTIVE CREDITS:</td>
<td>18</td>
</tr>
<tr>
<td>Three graduate-level Courses:</td>
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<tr>
<td>Two Luso-Brazilian Literature courses:</td>
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<tr>
<td>PORT 638: Luso-Brazilian Cinema (3)</td>
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<td>PORT 639R: Luso-Brazilian Theatre Production (3)</td>
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<td>PORT 642: Camões (3)</td>
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<tr>
<td>PORT 652: Machado de Assis (3)</td>
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<tr>
<td>PORT 653: Twentieth-Century Brazilian Literature (3)</td>
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<tr>
<td>PORT 659R: Seminar in Brazilian Literature (3)</td>
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<tr>
<td>PORT 661R: African Literature in Portuguese (3)</td>
<td></td>
</tr>
<tr>
<td>PORT 662R: Literature of the Lusophone World (3)</td>
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<tr>
<td>One Portuguese Linguistics course</td>
<td></td>
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<tr>
<td>PORT 520: Advanced Portuguese Grammar (3)</td>
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<tr>
<td>PORT 521: Romance Philology (3)</td>
<td></td>
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<tr>
<td>PORT 522: History of the Portuguese Language (3)</td>
<td></td>
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<tr>
<td>PORT 529R: Special Topics in Portuguese Linguistics (3)</td>
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<tr>
<td>PORT 625: Portuguese Morphosyntax (3)</td>
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<tr>
<td>PORT 626: Portuguese Phonetics &amp; Phonology (3)</td>
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<tr>
<td>All courses require the approval of the student’s advisor</td>
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<tr>
<td>THESIS OR PROJECT OPTION and ORAL DEFENSE</td>
<td>6</td>
</tr>
<tr>
<td>PORT 698R: Master's Project (6) or PORT 699R: Master's Thesis (6)</td>
<td></td>
</tr>
</tbody>
</table>

SPECIALTY EXAM:  
- Comprehensive, culminating, written exam in specialty  
- Traditional track students are required to take the specialty exam on the first Thursday of February during their fourth semester of study  
- Professional Track students will take the specialty exam during the first week of August of their second year of study.

TEACHING REQUIREMENT:  
- Students must teach at least one Spanish or Portuguese language class (100/200 level)  
- Professional Track Pedagogy students are exempt from this requirement.

SECOND-LANGUAGE REQUIREMENT (Prerequisite):  
- Students must complete or already have completed through the third-semester (college level) of a second language, or its equivalent, earning a B or better. Challenge exams are available in some languages. The second language normally should be in one of the commonly taught languages (e.g., French, German, Spanish.). Consult with your advisor.

TOTAL PROGRAM CREDITS | 33
V. Miscellaneous Course Work Information

**Completing Prerequisite Courses:** MA candidates who have not fulfilled the required courses for program eligibility (e.g. the second-language requirement) or for teaching eligibility (e.g. Spanish 376 or Portuguese 377) by the beginning of their program will need to make plans to complete these courses in a timely manner (see “Financial Aid and Employment” for more information about teaching prerequisites). Some students may be asked to complete additional prerequisites. Prerequisite courses are not arbitrary requirements or “hurdles.” They represent knowledge and skills, useful (and often necessary) for completing the MA degree and for future work in the discipline.

Students should consult with the Graduate Secretary and/or the Graduate Coordinator if they have any questions about when and how these prerequisites might appropriately be satisfied. Where possible, aspiring or recently admitted MA candidates are encouraged to take these courses before completing their undergraduate degree (speak with the Graduate Coordinator beforehand if there is a question about whether a class will fulfill prerequisite requirements). Students who have completed their undergraduate degree and would like to take prerequisite courses prior to the start of the MA program may seek permission to register through BYU’s Post-Baccalaureate Studies (PBS) program (see <http://saas.byu.edu/ebrochure/BYU_Post-baccalaureate_Studies_Guide/> or contact an admissions counselor at 801-422-2507 for more information). Please note that PBS tuition is equivalent to graduate tuition. Although PBS courses are not eligible for departmental scholarship funding, some students may be eligible for other BYU financial aid (see your financial aid counselor for more information).

**Second Foreign Language Requirement for M.A. Students**

As a program requirement, all M.A. students in the Department of Spanish and Portuguese are required to demonstrate proficiency in a second foreign language. Spanish-speaking students are strongly encouraged to learn Portuguese, and vice-versa; however, any modern language may fulfill the requirement. Students are expected to demonstrate proficiency in speaking, listening, reading and writing at the Intermediate High level (for Spanish-speaking students learning Portuguese and vice-versa) or the Intermediate Mid-level (for students learning all other languages).

This requirement has several purposes: (1) to strengthen students’ candidacy for Ph.D. programs and employment in university foreign language departments; (2) to enhance students’ research skills by enabling them to consult source documents in an additional language; and (3) to enhance students’ awareness of the language learning process through experience as a student of an additional language, thus strengthening both their language learning skills and their skills as language instructors. These purposes contribute to the M.A. program-level learning outcomes of Conducting Research and Professional Preparation.

The second foreign language requirement may be fulfilled in one of two ways:

1. **Complete course work** through the third-semester level in the language. For Spanish and Portuguese, the requirement is fulfilled by Span 205 or Port 205; for most other languages, by the 201 course. Students must earn a grade of “B” or better in this course.

2. **Pass a challenge exam** for one of the above courses. For Span 205 and Port 205, the challenge exam consists of a written exam administered in the Humanities Testing Lab as well as an Oral Proficiency Interview.
   a. The **written exam** tests listening comprehension, grammar, vocabulary, cultural knowledge, and writing. The writing section is scored by the supervisor for Span 205 or Port 205 according to a rubric specifying the assessment criteria. Students must score 83% or better on the written exam.
   b. The **Oral Proficiency Interview** is administered by a trained faculty member. Students must score Intermediate High or better.
   c. Both the written and the oral component of the exam may be taken only once. Students who fail to pass either component must take Span 205 or Port 205 to fulfill the language requirement.
   d. Students desiring information about the content of the challenge exam should consult the syllabus and course materials for Span 205 or Port 205, on which the challenge exam is based.
e. For information on challenge exams in other languages, please consult the respective BYU language department.

Students who plan to fulfill the requirement by taking a challenge exam must do so prior to beginning their third semester in the M.A. program. Students who fulfill the requirement are expected to complete the second foreign language requirement prior to beginning their fourth semester in the M.A. program.

The Graduate Course Rotation Schedule, available from the Graduate Secretary, projects which graduate courses will be taught during the next few semesters. The schedule is intended only as a guide to assist students as they plan which classes they hope to take during their MA program and does not represent a contract between students and the department. Course offerings are subject to change without notification.

500-level Courses in Spanish and Portuguese can be counted for graduate credit unless completed previously as part of another degree. Both graduate and undergraduate students usually take these classes. Graduate students will be required to complete additional work as decided by the instructor.

Spanish/Portuguese 601 is divided into three distinct sections according to area of emphasis. Each course is designed as an introduction to many of the foundational concepts (theories, practices, etc.) that a student should understand as he or she begins graduate-level work in that field of study. This course is reserved for graduate candidates only. Also, each course will review important bibliographic techniques and research methodologies. Students who change their area of emphasis must take the course that corresponds to the new specialty even if they have completed previously a different version of Spanish/Portuguese 601. Students should complete, in the appropriate timeframe, the 601 course that corresponds with their area of emphasis as follows:

- Linguistics (Portuguese or Hispanic): Spanish/Portuguese 601A (Hispanic Linguistics and Research Methods) is offered each Fall and must be taken in a student’s first semester of study.
- Literature (Luso-Brazilian or Hispanic): Spanish/Portuguese 601B (Literary Theory and Research Methodology) is offered each Fall and must be taken in a student’s first semester of study.
- Pedagogy (Portuguese or Spanish): Spanish 601C (Research Designs in Hispanic Language Teaching) is offered each Winter and must be taken in a student’s second semester of study.

Spanish/Portuguese 673R (Directed Teaching of Spanish) is a required course for all student instructors and must be taken each semester that a student teaches for the department. It is a one-credit class designed to help student instructors manage the daily tasks of teaching. It provides instruction in teaching specific grammar concepts, disseminates crucial departmental information, and functions as a support group for students during the teaching experience. This course should not be included on the study list.

Spanish/Portuguese 680R (Directed Research in Spanish or Portuguese) allows a student, under the direction of a faculty member, to design a unique, individualized course that covers material not included in the department’s normal graduate offerings. Courses designed as 680R are the exception, rather than the rule, and should be adequately justified. The contract that must be completed to register for 680R includes additional information (see Appendix D). Students should understand that faculty receive no compensation for their work with students on 680R and are under no obligation to accept a request to direct such a course. (Policy and contract approved August 2005).

Spanish 699R/Portuguese 699R (Master’s Thesis) is designed to be taken as a student works on the thesis, project, or two-paper option. A student should register for 699R credits only after consulting with his or her Advisor. These credits may be added by using a “Registration Permission-to-add Code” that a student can receive from the Graduate Coordinator, generally after a short interview to discuss the student’s progress in the program.

Students must complete a total of 6 hours of thesis credit. No more than that amount will be considered for funding through department scholarship funds nor count toward graduation. Students normally are discouraged from taking thesis credits until the prospectus has been presented successfully (the Committee Chair may advise differently). Upon approval, students may register for 0.5 to 6 thesis hours per semester. However, it is seldom advisable to take all 6 credits at once. Students should remember that the university
requires students to register for at least 2 credit hours the semester in which they defend the thesis and —if the defense and graduation occur in different semesters— an additional 2 credit hours the semester in which they graduate. Most students will use thesis hours to fulfill this requirement.

**Mini-Courses** are one-credit seminars taught by visiting professors. Each semester the department invites one to three internationally recognized scholars to teach weeklong seminars. These mini-courses are an opportunity for students to meet these individuals, learn from their expertise, and begin the process of "networking" that can be so valuable in the academic profession. Mini-course credits may be added by using a "Registration Permission-to-add Code" that a student can receive from the department office. Professional Track students have the option of substituting another 3-hour course for the three mini-courses if they’re unable to attend the mini-courses.

**Courses taken outside the department.** Students may feel that a class taught outside the Department of Spanish and Portuguese would be a valuable addition to their studies. To count such an offering toward graduation, a student should submit a petition that describes the course, justifies its inclusion on the student’s study list, and explains which degree requirement it will replace. The petition must be approved by the student’s Committee Chair and Members and submitted for consideration to the Graduate Coordinator. (Policy approved October 2005).

**VI. Reading Lists**

The various MA Reading Lists are designed to give students a broad, basic exposure to some of the most influential texts in their chosen area of specialization. All students are expected to read and carefully consider all of the works included on their corresponding list (see individual lists for specific instructions). The specialty exam will, and the final oral exam may, include questions related to the reading list. Copies of these lists are available from the Graduate Secretary or from the department website.

**VII. MA Minor** (Policy approved February 2005)

Students may choose to minor in a related graduate program (English, Linguistics, Portuguese, Spanish Pedagogy, etc.). Students should use the “Program of Study” and/or the “Request for Program of Study Change” forms to declare a minor and to identify the minor classes to be taken. Students who wish to minor should be reasonably prepared to enter an advanced program in their chosen minor field. For example, a Hispanic literature major should not expect to minor in Portuguese literature without significant previous experience (academic and/or other) in that area. Students may be asked to provide evidence of such preparation. A decision to declare a minor must be approved by the student’s Thesis Committee and the Graduate Coordinator (upon reviewing the above-mentioned forms). Additionally, a student must obtain in writing the approval of the Chairs of the major and minor departments.

A minor should include at least nine credit hours that are logically related to the declared minor area. These courses must be at the 500 or 600 level and may not count or have counted toward any other undergraduate or graduate degree requirements. Students who declare a minor must include a graduate faculty member from the minor department (with approval of the Chair of that department) as a member of the Thesis Committee. Additionally, students must pass an oral or a written comprehensive examination in the minor field (prepared by the minor Committee Member). This exam will be taken either separately or as part of the student’s major specialty exam (with an appropriate amount of time added to the normal time limit).

MA candidates who graduate with a minor are the exception since declaring a minor often is not in their best interest. The MA program is already demanding and a minor should not be undertaken if it would require a student to take longer than two years to graduate. Most students will find that their time is better spent preparing for their specialty exam and thesis. Classes taken for minor requirements are not eligible for scholarship funding.

**VIII. Registration**

Once accepted into the graduate program, a student may register for classes. For further information, students should consult the “Registration” section of the *Graduate Catalog*. New students should confer with
their Section Head or with the Graduate Coordinator about registration questions (appropriate classes to take, etc.). Returning students should consult with their Thesis Advisor.

During each of their first two semesters, first-year students should normally take 9 credit hours of courses that count toward the 33 hours required for graduation. Some students will need to take unfulfilled prerequisite courses at the same time (Spanish 376 or Portuguese 377 to fulfill the teaching methods requirement; other courses to fulfill the second language requirement). New students should realize that graduate courses require significantly more work than undergraduate courses and they should plan accordingly. First-year students who wish to register for less than 9 or more than 13 total credit hours (including prerequisites) should consult first with their Thesis Chair, Section Head, and/or the Graduate Coordinator.

**Full-time Graduate Status:**
In order to be considered full-time, graduate students must register for at least 8.5 credit hours during Fall and Winter semesters or at least 4.5 credit hours during Spring and Summer terms. The department encourages, but does not require, students to be enrolled at full-time status. Nonetheless, students are expected to develop and follow a plan that will allow them to graduate within two years (see “Time Limit” below).

**Registration Requirements:**
Graduate students who do not meet the minimum registration requirements cannot retain their graduate status. Students must register for, and complete, at least 2 credit hours during the semester for which they have been accepted (or readmitted) to the program and during the semester in which they graduate. They must also maintain continuous registration by completing at least 6 credit hours during each academic year (September to August). See “Financial Aid and Employment” for registration requirements for teaching eligibility.

**Leave of Absence:**
A student may request a Leave of Absence for the following reasons: 1) Medical (for a period of up to one year at a time, a doctor’s letter is required), 2) Military (for a period of up to one year at a time, military orders are required), and 3) Mission (for a period of up to three years, mission call is required). Students seeking a Leave of Absence should speak with the Graduate Coordinator.

**XI. GPA and Review of Performance** (Policy approved October 2006)

An overall program GPA of 3.0 is required to receive a graduate degree. No “D” credit will apply.

The Office of Graduate Studies requires departments to evaluate the performance of graduate students twice each year and to report each student as “satisfactory,” “marginal,” or “unsatisfactory”. These evaluations may consider, among other things, a candidate’s timely progress toward graduation, academic achievement, and citizenship within the department. The Graduate Coordinator will suggest a rating for each MA candidate but final evaluations require the approval of the graduate faculty in meetings held at the beginning of each Fall semester (normally September) and at the end of each Winter Semester (March or April).

Students receive written notice of their status. Those who receive a low rating (“marginal” or “unsatisfactory”) will have the opportunity to respond to the assessment or to comply with any stated conditions for remaining in the program. A student’s inability or unwillingness to meet these conditions may result in a change in his/her rating and/or in termination of their graduate status. Additionally, according to Office of Graduate Studies policy, a student who receives a marginal and an unsatisfactory or two unsatisfactory ratings in succession is subject to degree termination. In such a case, however, the department might choose to support a student in a petition to the Office of Graduate Studies (OGS Form 2) that would include a contract listing student and faculty responsibilities and an appropriate timeline for degree completion. Review carefully the additional information contained in the *Graduate Catalog* under the heading “Academic Standards.”

**Description of Evaluations:**

**Satisfactory:** A “satisfactory” evaluation indicates that a student is making clear, consistent, and acceptable progress toward degree completion.

**Marginal:** A “marginal” evaluation indicates that a student is performing below standard. A student who receives this evaluation will be asked in writing to meet specific obligations. A “marginal” evaluation may be given for reasons that include, but are not limited to: failure to complete program requirements in a timely manner, failure to submit/update required documents, failure
to meet with thesis chair and/or committee members, failure to present the prospectus by October of the second year, poor performance in coursework and/or research.

**Unsatisfactory:** An “unsatisfactory” evaluation indicates that the department has serious concerns about a student’s performance. A student who receives this evaluation will be asked in writing to meet specific obligations.

An “unsatisfactory” evaluation may be given for reasons that include, but are not limited to: failure to correct problems indicated in a previous evaluation, failure to complete program requirements in a timely manner, failure to submit/update required documents, failure to meet with the thesis chair and/or committee members, poor performance in coursework and/or research, concerns about ethical or professional behavior.

**X. Time Limit** (Policy amended/approved September 2007)

The MA programs in the department of Spanish and Portuguese are designed so that a student can complete the degree in 24 months of intensive work. Students should consult carefully with their Advisor to create a study plan that will allow them to graduate in that time frame (see the “Graduate Student Advisement Checklist” in Appendix B). Students who exceed the two-year limit must justify their extension. These candidates must complete the “Petition/Contract to Exceed the Two-year Graduation Requirement” (see Appendix D) before the Department meets in early September to evaluate graduate student progress and performance and may be asked to meet with the Section Head of their area of emphasis and/or with the Graduate Coordinator to explain their plan for completing the program. Students who go beyond the two-year limit and who fail to make adequate progress may receive a low evaluation (“Marginal” or “Unsatisfactory”) and may be subject to termination from graduate study as described in the above section (“GPA and Review of Performance”).

The Office of Graduate Studies requires that graduate candidates complete their program within five years of the first semester of enrollment. Only credit taken within this time limit counts toward the degree. Students who exceed the five-year limit will be dropped automatically from the program. The following section (“Program Termination and Readmission Procedures”) explains how students may petition for readmission.

**XI. Program Termination and Readmission Procedures**

A student’s graduate candidacy may be terminated based upon marginal or unsatisfactory evaluations (see “GPA and Review of Performance” above). The Graduate Catalog lists other factors that may contribute to termination of graduate status and outlines a process by which a student may request a review of termination or submit a grievance (see “Academic Standards”).

Additionally, the Office of Graduate Studies will deny graduate status to any student who fails to maintain satisfactory progress through active registration or who exceeds the five-year limit for successful completion of the MA degree. A student who hopes to complete his or her degree after having been denied candidacy for violations of the registration requirements or the five-year limit may reapply for admission to the program through the process described below (see the “Outdated Credit and Time Limits” section of the Graduate Catalog for further information and limitations):

**Step 1: Letter of Intent and Graduation Timeline.** The student must prepare a letter declaring an intent to graduate. This letter should include a detailed timeline that indicates how the student will complete all requirements. The petition must conform to department guidelines and to university graduation requirements. The letter and timeline will act as a contract and must be signed by the student and the Graduate Committee. Copies of the signed letter and timeline will then be turned in to the Advisor, to the Section Head of the student’s area of emphasis, and to the Graduate Coordinator.

**Step 2: Section Meeting.** The student’s petition must be approved by the section to which the student belongs, with possible input from the Graduate Coordinator. The student’s Thesis Advisor will coordinate the section vote and notify the Graduate Coordinator and the Graduate Secretary of the result. If the request is denied at the section level, the student will not be readmitted to the program. If the section accepts the petition, the student will be asked to complete Step 3 (if applicable) and Step 4 below.
Step 3 (if applicable): Written Petition for 5-year Limit Violation. The department, using OGS Form 2, may petition the Office of Graduate Studies on the student’s behalf to extend time limits and outdated credit (see “Time Limit” above). The rules governing these petitions can be found in the “Outdated Credit and Time Limits” section of the Graduate Catalog.

The Thesis Advisor is responsible for writing this petition (included as part of Form 2) and the student should work closely with him or her to ensure that all petition requirements are met and that adequate documentation is provided. Once completed, Form 2 should be turned in to the Graduate Coordinator for approval. Form 2 also requires the support of the Chair of the Department of Spanish and Portuguese and of the Dean of the College of Humanities.

Step 4: Application to Resume Graduate Studies. After the section approves the readmission petition, the Thesis Advisor and the Graduate Coordinator complete Form 2 (if applicable) while the student completes and submits GS Forms 6 and 6a (available at <http://www.byu.edu/gradstudies>) and pays a $600-nonrefundable processing fee. International students will also need to submit new Financial Certification forms. See the “Readmission” section of the Graduate Catalog for additional information.

Step 5: Office of Graduate Studies Consideration. The Office of Graduate Studies will consider and accept or reject a student’s application to resume graduate studies and, if applicable, any petition to extend time limits and outdated credit.

Step 6: Student Completes all Degree Requirements. A candidate whose petition is approved must register for at least 2 credit hours the semester or term in which he or she is readmitted to graduate study and must complete all degree requirements according to the proposed timeline. Failure to comply with the provisions of this contract after being readmitted to the program normally will result in a second termination from graduate study.
THE SPECIALTY EXAM

The specialty exam is designed to test mastery of a student's chosen area of specialization. It is composed specifically for the graduate candidate by his or her Committee Chair with assistance from other faculty members and is based on the reading list, the graduate courses the student has completed, and, in the case of Linguistics, on the question bank, a copy of which can be obtained from the Graduate Secretary. Students should consult the appropriate reading list (available online or from the Graduate Secretary) during the first semester and begin immediately to read and study the works included on that list. It is recommended that students form study groups to review the works on the reading list beginning in the summer after the second semester.

I. Preparing for the Specialty Exam

1. The student generally should meet with his or her Committee Chair during the second semester to discuss plans for taking the exam during the fourth semester of study. At the end of the third semester the student should remind the Committee Chair of the approaching exam.

2. A student's Chair (or the student's Section Head) coordinates the writing of the specialty exam, creating questions that reflect primarily the student's reading list, graduate coursework, and, in the case of Linguistics, the question bank (students should speak with their Committee Chairs and/or Section Heads for more specific instructions on the content and format of their exams).

3. The Chair or the Section Head will request additional questions from appropriate graduate faculty (e.g., instructors of the student's graduate-level courses, members of the student's Committee, or other members of the student's section).

4. Although the specialty exam is designed to last three hours, a student is allowed to take up to, but no more than, four hours. The exam often will include two separate sections as follows:

   **Section I:** (Two hours) Shorter essays (normally a combination of suggested 15- and/or 30-minute questions).

   **Section II:** (1 hour) One or more longer essays.

5. In each section, students generally are given a number of essay topics from which they can choose (e.g., "Choose 1 of 3"). Nonetheless, students of Spanish literature should be prepared to answer questions on both Peninsular and Spanish American literature; those of Portuguese should be prepared to answer questions on the literatures of Portugal and Brazil.

6. The Chair should give the prepared exam to the Graduate Secretary no later than two days before the exam date.

7. Graduate students in Linguistics take a Mock Specialty Examination on the second Thursday of January in their second semester of study. For more details, consult the Graduate Secretary or the head of the Linguistics Section.

II. Taking the Specialty Exam

1. **Academic-year students** are required to take the specialty exam on the second Thursday of January during their fourth semester of study. Professional Track Pedagogy students will take the specialty exam during the first week of August after their first year of study. In extenuating circumstances only, a student may submit a written petition for an exception no later than two weeks prior to the designated exam period. Such a petition must include the reasons for the desired exception and a suggested deadline for taking the exam. Approval (which is not automatic) must be granted by the Graduate Coordinator in collaboration with the student's Section Head and Committee Chair. A student who does not take the exam during the designated exam period (or an alternate date granted upon petition) will be assigned a failing grade for the exam and will be subject to the rules for retaking the specialty exam listed below.

2. A graduate faculty member assigned by the Graduate Coordinator will administer the exam. Exams not given during the designated exam period (including petitioned exams, retake exams, and exams taken in August by Professional Track Pedagogy graduate students) will be coordinated and administered by the student's Committee Chair.
3. During the exam, students may not consult any form of notes, books, internet sites, or individuals. A student caught cheating will receive a failing grade and will be subject to termination as an MA candidate.

III. Grading the Specialty Exam

1. Procedure for Grading the Examination and Reporting Results
   - Exams will be graded independently by at least three examiners selected by the relevant section.
   - Examiners will meet formally to discuss each exam and determine the result.
   - In the event of disagreement, a decision will be reached by majority vote.
   - Examiners will communicate their decision to their Section Head and to the Graduate Coordinator.
   - The Graduate Coordinator will inform candidates of their results normally within a week of the examination.

2. Criteria for Passing the Examination
   - In order to pass the specialty examination, candidates must follow the instructions and pass every question answered (see below suggested criteria for evaluating individual questions).
   - If a candidate fails every question, s/he will be required to retake the whole examination. A second failure of any portion of the examination will result in the candidate’s removal from the program.
   - If a candidate fails a portion of the examination (one or more questions), s/he will be re-examined in those areas only. A second failure in any of these areas will result in the candidate’s removal from the program.
   - No candidate will be allowed to take the specialty examination more than twice.

3. Criteria for Passing Individual Examination Questions
   - Candidates must address the question as written.
   - Where relevant, candidates must provide illustrative material in the form of appropriate examples.
   - The amount of accurate, relevant material must be sufficient to satisfy the examiners.
   - Answers should be coherent and couched in language that is clear and grammatical.
THE WRITING COMPONENT

I. Thesis, Project, or Two-Paper Option

All MA students in the Department of Spanish and Portuguese are required to complete a culminating writing component that offers a substantial, original contribution to scholarship. Students may fulfill the writing component requirement by completing a thesis, a project, or a two-paper option (the term “thesis” is used often throughout this handbook and elsewhere to refer to the writing component in general). Students should consult with their Thesis Advisor on the availability and appropriateness of each option. Copies of previous theses, projects, and two-paper options can be found in the Harold B. Lee Library and the department office. Students must complete and present a prospectus (see below) before beginning in-depth work on the writing component proper.

**Thesis.** Traditionally, the thesis has been the primary way in which candidates have fulfilled the writing requirement. The thesis is a significant research project that develops one primary topic. It is normally divided into two to four chapters plus an introduction and a conclusion.

**Project.** The project is the least common means of fulfilling the writing component requirement and is normally restricted to students of Pedagogy and Linguistics. In the case of Pedagogy, the project is developmental in nature and requires the preparation and evaluation of a significant body of course work, teaching materials, or other suitable resources which is tested and evaluated. Examples of successful projects in the past include CAI programs, course materials for specialized language programs, and integrated curriculum designs. M.A. students in Pedagogy who are teaching foreign languages at the K-12 level and who do not intend to pursue a Ph.D. might consider completing (in consultation with the Thesis Advisor) a Teacher Work Sample (TWS) project. In the case of Linguistics, students occasionally undertake a transcription of original manuscript material in Spanish and/or in Portuguese, or a translation and/or commentary of older texts in these languages. However, it should be noted that even in Pedagogy and Linguistics, the project is not how most students complete the writing component requirement. For more information, students should confer with their section head or thesis adviser. Projects are subject to the same rigorous assessment procedures as theses, including the formal defense.

**Two-Paper Option.** The two-paper option involves the development of two compositions that may or may not be related in their subject matter. While this option may seem easier because the papers often begin as class research projects, the rigor necessary for the writing component is of an entirely different order from that of such projects. It is expected that each paper will be comparable in quality and length to articles published in professional journals. This standard requires significant work beyond the typical term-paper level. Students should be aware as well that, depending on the topics chosen, the two-paper option might require mastery of two entirely separate bibliographies.

II. Prospectus

The prospectus is an overview and justification of the thesis and is the first step in completing the thesis, project, or papers. Students should start thinking about the writing component early, perhaps in conjunction with the 601A, B, or C class taken in the first (Span/Port 601 A and B) or second semesters (Span 601 C). Examples of previously filed prospectuses can be found in the department office.

**The Prospectus Format:**

The prospectus is normally 5+ pages in length, plus the bibliography, and can be written in English, Spanish, or Portuguese. Please consult with your thesis advisor for an adequate length and specific instructions. The prospectus is an expository essay that introduces the thesis, project, or paper topic(s). Although the format is somewhat flexible, each prospectus should include the following components:

- **Proposed Title of the Writing Component**
- **Proposal** (The proposal is the most important part of the prospectus. Here the student will introduce the topic, describe the plan of investigation, and define important theoretical or methodological
considerations. It is imperative that a student's plan of investigation be professional and, above all, manageable.)

- **Justification of the Problem** (In this section the student validates his or her research. In other words, what contribution will the final product make to its particular field of study? The student may also describe the limitations of his or her research by acknowledging related topics that will not be covered.)

- **Proposed Organization** (This section outlines a student's plan of development. A prospectus for a thesis, for example, will include a list of proposed chapters and a brief explanation of the argument presented in each.)

- **Preliminary Bibliography** (This early bibliography, although not exhaustive, should indicate that the student has thought seriously about the research topic and that he or she is becoming acquainted with research in the field. Students should use an appropriate bibliographic style approved by the Thesis Chair.)

**Scheduling and Presenting the Prospectus:**

The prospectus is planned and written in close consultation with the Thesis Advisor. When the prospectus is complete, the student provides copies to all members of the Thesis Committee and to the Graduate Secretary. The student, after consulting with his or her Committee Chair and members, schedules, through the Graduate Secretary, a time and place for the prospectus presentation (also known as the prospectus defense). This presentation is a conversation between the student and his or her Committee Chair and members about the value and appropriateness of the student’s research plan. It requires the student to explain in detail his or her proposal and allows Committee Members to comment on the strengths and weaknesses of the prospectus. The prospectus should be completed and presented by October 10th of the third semester of study. Although this process is often labeled a “Prospectus Defense,” students should view it as a valuable opportunity to plan the thesis or project with his or her entire committee. The Prospectus represents an essential step in receiving guidance and feedback on research plans; students should not view it as a hurdle to be feared. The Graduate Coordinator will review the prospectus and sign the “Thesis Prospectus” form after the Thesis Committee has approved and signed it. The Graduate Coordinator may offer comments and suggestions.

If a student fails to present his/her prospectus successfully by October 10th of their third semester, they will receive a “Marginal” or “Unsatisfactory” evaluation. Please refer to the Graduate Studies evaluation policies.

After the prospectus has been presented and approved, the candidate may begin in-depth work on the thesis, project, or two-paper option.

**III. Writing Component: Policies, Procedures, and Timelines**

The policies and procedures governing the writing component are very specific. Failure to meet the requirements and deadlines set by the Office of Graduate Studies, the College of Humanities, and the Department of Spanish and Portuguese may delay the thesis defense and/or graduation. Although the Thesis Advisor is a valuable resource, it is the student, not the advisor, who is primarily responsible for meeting all thesis and graduation obligations. Individual faculty are not authorized to and may not contradict university, college, or departmental policies and procedures. Students must review all relevant requirements and refer to them as they work with faculty mentors to complete the writing project and apply for graduation. Students should see the Graduate Secretary for a list of thesis deadlines at the very beginning of the semester (or earlier) in which they hope to defend and graduate.

**Prerequisites to the Thesis Defense.** Students who have not successfully presented their prospectus and passed their specialty exam may not schedule a thesis defense. Additionally, students must apply for graduation before a thesis defense can be scheduled.

**Minimum Standards for Submitting the Writing Component.** At the beginning of the writing process students should familiarize themselves with, and follow carefully, the instructions and formatting rules for theses outlined in the following documents:

- Minimum Standards for Submitting Dissertations, Theses, or Selected Projects” (ADV Form 11)
- Sample Preliminary Pages (ADV Form 11a)
- Preliminary Pages Template – Thesis (ADV Form 11b)
Although sample copies of these forms are available in Appendix F, students should ask for the most recent versions from the Graduate Secretary or download them from <http://www.byu.edu/gradstudies/>. Students whose written projects do not conform to these standards will not be allowed to schedule a defense. Note: The directory at the beginning of this handbook may be used to identify and use faculty members’ professional names on the thesis.

**When is the Writing Component Ready to Be Defended?** It is the Thesis Advisor’s responsibility, in consultation with other Committee Members, to determine when the thesis, project, or two-paper option is complete and ready to be defended. Students need to rely on the Thesis Advisor’s counsel as to when the thesis, project, or two-paper option is ready. An external deadline imposed by work schedule, Graduate School requirements, PhD program, or change of residence cannot determine whether the student’s writing component is finished and ready to be defended.

A complete thesis includes all introductory pages, tables, bibliographies, etc. and meets all of the required standards listed in the “Minimum Standards” document described above. When the thesis is ready, the student should give the Advisor and Committee Members a final copy, determine together with these individuals an acceptable defense date, and ask each to sign Form 8c if they agree that the thesis is complete and ready to be defended. The thesis given to the Committee must be the final, defensible version. Students should not revise the thesis further prior to the oral examination.

After receiving approval from the Committee Chair and Members (indicated by the signatures on form 8c), the student must present an additional (electronic or hard) copy of the thesis to the Graduate Coordinator for review no later than two weeks before the tentative defense date (see below).

**At Least Two Weeks before the Tentative Oral Examination (Thesis Defense) Date.** The Office of Graduate Studies requires that final oral examinations be scheduled at least two weeks in advance. (Students who feel that they may need an exception to this two-week rule should speak early with the Graduate Coordinator.) Before a defense can be programmed, however, the Graduate Coordinator must examine the thesis and confirm that it meets all departmental and university standards. It is the student’s responsibility to ensure that the Graduate Coordinator receives, before the two-week deadline, a final, defensible copy of the complete thesis (i.e. the same final version given to the Committee) and Form 8c signed by all Committee Members. It is recommended that the student schedule an appointment with the Graduate Coordinator at least two or three days before the two-week deadline so as to avoid a delay in the thesis defense.

After the Graduate Coordinator has approved the thesis and signed Form 8c, the student may schedule through the Graduate Secretary a time and place for the thesis defense. Note that university policy does not permit oral examinations between semesters. Additionally, the university requires that the candidate and all members of the Thesis Committee be physically present during the Thesis Defense (i.e. no conference calls or other such arrangements are allowed).

**Avoiding July and August Defenses.** Students should be aware that many faculty members are away from campus during the Spring and Summer terms. It is preferable, therefore, that students defend their writing projects during Winter semester. Students who hope to defend during Spring or Summer should consult with all members of their Thesis Committee and understand that delays caused by the unavailability of faculty mentors during this period will not excuse them from meeting all university and departmental graduation deadlines.

**IV. Oral Examination (Thesis Defense)**

The oral examination, also known as the thesis defense, is designed to determine a student’s understanding of the content of his or her thesis, project, or papers. Although the writing component is the primary focus of the defense, a candidate may be asked to address failed portions of the specialty exam or to comment on works included on the reading list. The Thesis Advisor is responsible for determining the format of the defense itself and should be consulted as the student prepares for it. The student, his or her Advisor, and other Committee Members must all be present in the oral examination. The defense is open to the public, and candidates should therefore expect that other faculty and students may attend. Candidates may invite friends or family. While the Thesis Chair may open the floor to questions from the audience, only members of the Committee may evaluate the student’s performance.

**Results of the Final Oral Examination (Thesis Defense).** At the conclusion of the thesis defense, the Committee issues one of the following decisions:
Pass indicates that a student performed satisfactorily and that no major revisions of the writing project are required.

Pass with qualifications indicates that the Committee may require revisions of the thesis, strengthening of the candidate’s preparation in subject matter areas, or both. When these qualifications are cleared and the Committee Chair has recorded the clearance with Graduate Studies (through the Graduate Secretary), the student is judged to have passed the examination.

Recess means that at least two of the examiners want the candidate to prepare more. The defense is recessed for at least one month, after which the student may reschedule a final oral examination.

Fail indicates that two or more examiners felt that a student’s performance on the exam and/or thesis fell significantly below standard. A student who fails is immediately dropped from the graduate program and may not retake the final oral exam.

V. Submission of the Thesis

Electronic Theses & Dissertations (ETD). Students are required to submit their theses (or project or two-paper option) electronically (ETD) rather than in paper format. Information about the ETD, including tutorials and submission instructions, is available at <http://etd.byu.edu>. It is the student’s responsibility to ensure that the ETD format is followed exactly. All ETD submissions must be approved by the Graduate Coordinator and the Associate Dean of the College of Humanities assigned to supervise graduate issues. An ETD with errors (even very minor ones) will be rejected.

Final Revisions and Submission of the Final Version of the Thesis. Students will work with the Thesis Advisor to complete any revisions required after the oral examination. Most theses that are successfully defended call for at least minor corrections. Some require more substantial changes. Students should keep this in mind and allow ample time for making changes before the ETD submission deadline. ADV Form 8d (Appendix E) includes additional instructions and must be completed by the student. Most students choose to print a few hard copies of their thesis for themselves and for their Thesis Advisor. The Department also requests that students provide a hardcopy of the thesis that can be added to the departmental library for use by future students. The departmental copy will be paid for by the department.

GRADUATION

Applying for Graduation. Students apply for graduation online (see ADV Form 8a for instructions) early in the semester or term in which they intend to graduate (or earlier). Students must be registered during that semester or term for at least two hours of credit (normally Spanish/Portuguese 699R) and must have a current Ecclesiastical Endorsement. A thesis defense cannot be scheduled unless a student has applied for graduation. Graduation deadlines for each semester are available through the Office of Graduate Studies website (ADV Form 8). Students should review these deadlines the semester before their intended graduation and note how early the dates are. Caution: The graduation deadlines are firm. Students submitting materials after the deadlines will be candidates for the next graduation (see “Graduation Policies and Instructions” in the Graduate Catalog for this caution and for additional graduation information).

Graduation Ceremonies. Students should contact the Graduate Secretary in a timely fashion to ensure that all graduation requirements have been fulfilled and are cleared on the university records. Additionally, students must be registered for two credits (normally thesis hours) during the semester in which they graduate.

Students who successfully defend after the graduation deadlines but before the end of a semester or term that includes graduation ceremonies (i.e. Winter Semester or Summer Term) may petition to “walk” through the ceremonies although their names will not appear on the official program (see the Graduate Secretary to complete this petition).

Missed Graduation Deadlines. Candidates who do not meet all deadlines will be removed from the graduation list and will have to apply for a later graduation date.
I. Scholarships

The money that the department uses for scholarship tuition waivers comes from the College of Humanities and the Office of Graduate Studies. Past experience has shown that these amounts fluctuate and students should understand that previous assistance may not indicate future support.

Eligibility for Scholarship Funding

New and continuing students are considered automatically for scholarship funding in the form of tuition waivers. The College of Humanities and the Office of Graduate Studies have been particularly generous this year. We hope that second-year awards (as a percentage of tuition costs of required courses) prove to be commensurate with the amounts received during a student’s first year (the fourth semester assistance is lower since students normally should have only 6 required credits left to complete by that time). However, students should understand that second-year awards are not automatic and may be reduced or denied (although this is rare) based on a poor evaluation report. Additionally, second-year awards may fluctuate up or down according to the money the department receives from the College of Humanities and the Office of Graduate Studies.

Disbursement of Scholarship Funding

Students receive scholarship funding during their first two semesters (Fall/Winter) and again, subject to satisfactory progress, during their second two semesters (Fall/Winter). Professional Track candidates also receive funding during their first two summer terms due to part-time enrollment during Fall/Winter, and full-time enrollment during the summer. To be able to access the funding that is placed in their accounts, students must be registered for at least 2 credit hours. Nonetheless, students are expected to make appropriate progress toward degree completion (generally 9 credits completed during each of the first three semesters) and anyone who does not adhere to this funding policy is unlikely to receive future financial support.

The Department’s policy of disbursing scholarship funding only four times during a student’s MA program (i.e. during the four semesters of a two-year program) requires that students carefully consider both their academic and financial plans to ensure a timely completion of the program and a wise management of financial assistance. This is particularly true for students whose academic plan requires them to take classes during the Spring/Summer terms (indeed, students are encouraged to take courses during their first summer, as appropriate) or beyond the standard four-semester degree period. Although such variations will not reduce the amount of funding that a student receives from the Department, they will create a situation in which an individual will receive funding before or after the moment that courses are actually taken. Each student is responsible for the complete and timely payment of all tuition costs.

Current departmental policy stipulates that students who teach lower-division Spanish and/or Portuguese classes for the department will receive the maximum scholarship funding/tuition waiver that our budget allows each year; students who choose NOT to teach these classes for the department will receive scholarship funding at 50% of this amount. Consequently, we operate two separate financial support models, one for each category of students. Detailed information on these models for Fall semester 2015 is contained in the Financial Assistance Information Sheet already mailed to you with your acceptance letter. Additional questions about scholarship funding can be directed to the Graduate Secretary and/or the Graduate Coordinator.

II. Student Instructor Positions

In order to graduate, all students are required to teach at least one Spanish or Portuguese class (at the 100 or 200 level) during the course of their graduate program. However, most MA candidates request one or two teaching assignments each semester as a way of supporting themselves financially. Indeed, we encourage our MA candidates to teach classes each semester during their two years in the program as part of their professional development and as an important service to the Department. Professional track pedagogy candidates who are practicing teachers may be exempt from the one-semester teaching requirement, although they are welcome to teach a class during their Summer term if one is available. Assignments as a student
instructor require certain prerequisites (Portuguese 377, Spanish 376) and depend upon a student’s availability and performance. Additionally, salary as a student instructor can vary according to a number of factors (e.g. credit hours and type of course taught). A limited number of teaching assignments are also available during the Spring and Summer terms and are assigned competitively.

Application for Teaching Assignments
Graduate students are required to apply for teaching assignments each semester or term in which they hope to teach. Questions about the application process and deadlines should be directed to the Department Secretary. To be considered for a position as a student instructor, individuals must complete the following:

- Spanish 376/Portuguese 377 (or Spanish 377 and 378). Students who have not taken these courses prior to entering the MA program normally take them during their first semester. Exceptions to this rule are rare and require the approval of the Pedagogy Section. Students should take these courses seriously since the Department may choose not to accept a grade of B- or lower as adequate evidence that students have mastered the requisite knowledge and skills.
- Attendance at the mandatory Student Instructor Workshop in August (This workshop, held during the week prior to the formal start of Fall classes, must be completed before a student’s first teaching assignment and repeated each August.)
- Submission of official application materials (Application is required for each semester that a teaching assignment is desired.)

Assignments and Compensation
Student instructor salaries are based on the number of courses taught and on the student’s status as an MA candidate. In other words, second-year students earn more than their first-year counterparts. Students may contact the Department Secretary for information on current compensation rates. Course assignments are decided by the Department (through the Pedagogy Section) and are dependent upon departmental need and an MA candidate’s teaching performance. Courses at the 200 level are typically reserved for second-year graduate students. There are fewer teaching opportunities during Spring and Summer terms and available courses are generally reserved for students in their second year of study.

As an added incentive for student instructors to increase their Spanish or Portuguese language proficiency and teaching skills, the department will pay an additional stipend of $200 per course taught, over and above the standard salary, to student instructors who have completed the following courses with a grade of “B” or better:

- For instructors of Spanish: Span 326 and either Span 421 or 520
- For instructors of Portuguese: Port 326 and Port 520

This enhanced payment will be applied to student instructors’ contracts at the beginning of the semester after they complete the above courses, and will be applied in all subsequent semesters in which they teach as student instructors in the department. Students must complete both relevant courses in order to qualify for the enhanced payment.

In-service Course for Student Instructors
In addition to the above-mentioned mandatory teacher training workshop held each August, student instructors are required to register for one credit hour of Spanish or Portuguese 673R (Directed Teaching of Spanish or Portuguese) each semester they are employed as student instructors. This course does not count toward graduation requirements.

Teaching Assignment Limits
Qualifying students are limited to four semesters of teaching assignments. In special cases, dependent upon departmental needs and as approved by the Pedagogy Section and the Graduate Coordinator, a fifth and final semester of teaching may be awarded. Courses taught during Spring and Summer do not count against the four-semester limit.

Individuals who are not permitted to or who choose not to teach during one or more semesters of their program normally are considered to have reached the four-semester limit once they have completed two years
in the program. (Policy approved October 2005)

**Registration Requirements**

Students who work in the department as student instructors or as research assistants/graders must be enrolled in at least 6 credits of graduate course work the semester in which they are employed (during a student’s final semester the requirement drops to 2 credit hours) or in at least 2 credits during Spring or Summer terms.

International students must meet more strict registration and employment conditions. They must register for 9 credits each Fall and Winter semester (whether employed or not) and may work no more than 20 hours per week. To be employed during the Spring or Summer terms, international students must be registered for at least 4.5 credit hours in both Spring and Summer, or 9 credit hours during the following Fall. International students should consult the Graduate Catalog for more information and direct questions to the Department Secretary (3190 JFSB, 801-422-2838) or to International Services (1351 WSC, 801-422-2695).

NOTE: The FICA deduction is collected from students who teach during a semester or term for which they are not registered for classes. The FICA deduction does not apply to international students. Generally this is only a concern during the Spring and Summer terms when a student might register for classes in one term but teach in the other. Although the department and the university allow students to register for either term and thus fulfill any registration requirements needed during the Spring/Summer period (to teach or to graduate, for example), the government tax collectors do not follow that same policy. Students might keep this in mind as they register for courses during the Spring/Summer terms.

NOTE: Student instructors should be registered by the time the teaching or research contract is prepared by the Department Secretary to avoid having that contract terminated by the university. All contracts must be signed before the first day of class. See “Expectations of Student Instructors” in Appendix G.

Students should make sure their ecclesiastical endorsement is current in order to register for future semesters.

**III. Graders, Research Assistants, and Mentoring Grants**

Individual faculty members frequently apply for and receive funding to hire research assistants or to involve students in research projects. Additionally, the department often has a limited amount of money to fund graders or research assistants. For more information on these opportunities, students should consult with individual faculty members or with the Department Secretary.

**IV. Travel Support** (Policy approved September 2005)

Some MA candidates may choose to participate in one or more professional conferences (normally those organized for graduate students) during their MA program. Students should work closely with a faculty mentor to ensure that the research they hope to present meets high academic and professional standards. Students whose work is accepted for presentation may submit a request to the Graduate Coordinator for a travel grant. This request should include the following:

- The name and date of the conference
- A brief proposed budget
- A copy of the acceptance letter to participate in the conference
- A brief summary of any previous travel support received
- A copy of the abstract and/or paper to be read
- A brief note (one paragraph) of support from a faculty mentor

Travel awards are funded based on the strength of a student’s project and proposal, on the support of a faculty mentor, on the results of previous funding, on the student’s standing in the department, and on available funds. Past travel grants typically have been around $200-$400. Future grants may be higher or lower and may vary from one student to the next. Students are encouraged to seek additional funding from other sources (ORCA, BYUSSGSS, etc.).

Upon returning from a department-funded research presentation, MA candidates MUST submit to the Graduate Coordinator a brief (1/2 page) summary of the experience.
The College of Humanities offers additional travel support (generally matching the department amount) to eligible graduate students. Forms to apply for this money are available from the Graduate Secretary.
GRADUATE ORGANIZATIONS AND EXTRACURRICULAR ACTIVITIES

Graduate Association of Spanish and Portuguese (GASP):
Upon admission to the Spanish and Portuguese MA Program, all students become members of the Graduate Association of Spanish and Portuguese. The Association serves as a liaison between graduate students and the Department of Spanish and Portuguese. It provides an organized approach to meeting the needs of the department's graduate candidates.

The Graduate Coordinator is the faculty advisor for GASP. A President, Vice-President, and Secretary direct the affairs, activities, and meetings of the Association. They attend designated meetings with faculty and inform them of student needs, perspectives, and opinions relating to the graduate program. They are also responsible for both general and specific Association objectives and for seeing that activities are planned to meet them. The secretary records the minutes of meetings and keeps track of all decisions and changes in Association policy.

To be eligible to hold office in the GASP Presidency, an individual must be a second-year graduate student in good academic standing, working actively toward graduation. In addition, the Association works generally to:
- Create a sense of professional community among Spanish and Portuguese MA Students
- Increase and improve student-faculty relations
- Assist with information dissemination
- Offer practical service in career and graduate school placement

2014-2015 Presidency
President: Adam Wilson apw7776@alum.uncw.edu 910-726-3637
Vice President: Matt Greenhalgh greenhalgh333@gmail.com 435-720-0796
Secretary: Paul Schmidt naruto-dbz-BELIEVE IT@hotmail.com 509-240-2248

BYU Graduate Student Society (BYUGSS):
All BYU graduate students belong automatically to the BYU Graduate Student Society (<http://www.byu.edu/gss/>).

Lectures and Cultural Activities:
The Department of Spanish and Portuguese frequently sponsors lectures, plays, film showings, and other academic programs related to the Spanish and Portuguese languages, literatures, and cultures. Graduate students are expected to attend these activities as part of their professional preparation.

La Marca Hispánica:
First published in 1990, this annual student publication sponsored by the department offers a quality venue for critical and creative writing produced by graduate and undergraduate students. Interested students receive valuable experience as they work in various capacities to promote, edit, and publish the journal.

Sigma Delta Pi:
Sigma Delta Pi is a national honor society for students of the Spanish language, Hispanic cultures and literatures. The departmental chapter of this organization is one of the most active and has received numerous national awards. Although dedicated in large part to meeting the needs of the department's numerous undergraduate majors and minors, Sigma Delta Pi relies heavily upon graduate student participation.

Instituto de Estudios Vallejianos:
Founded and directed by Professor Mara L. García, the local chapter of the Instituto de Estudios Vallejanos is named in honor of Peruvian poet César Vallejo. The institute, with help from interested student, faculty, and community volunteers, organizes numerous cultural and academic events throughout the year that prove of interest to BYU's academic community and to the area's extensive Hispanic population.

Spanish Foreign Language Fair:
All graduate students assist in the execution of the region's largest foreign language fair. As many as three thousand elementary and secondary school students attend the activity to participate in a number of academic and cultural events and competitions. The half-day fair is held each winter semester on the second reading day and offers graduate students a unique look at numerous elementary and secondary Spanish-language programs throughout Utah and elsewhere. All graduate students (including those in the Portuguese
program) are REQUIRED to provide service for the Foreign Language Fair as requested by the department. Any exceptions need to be approved two weeks in advance by the Graduate Coordinator.
APPENDIX A: Graduate Faculty Areas of Specialization


Alvord, Scott M., *Associate Professor*. PhD, University of Minnesota, 2006. Hispanic Linguistics; Phonetics; Phonology; Sociolinguistics; Language Contact; Spanish in the U.S.; Second Language Acquisition of Phonology

Bateman, Blair E., *Associate Professor*. PhD, University of Minnesota, 2002. Teaching Culture; Language Teaching Methodology; Assessing Language Learning.

Fails, Willis C., *Associate Professor*. PhD, University of Texas, Austin, 1984. Experimental Phonetics; Spanish and Portuguese Linguistics.

Fitzgibbon, Vanessa C. *Assistant Professor*. PhD, University of Wisconsin—Madison, 2006. Contemporary Brazilian Literature; Brazilian Identity, Culture, and History; Luso-Brazilian Literature, Theater and Film.

García, Mara Lucy, *Professor*. PhD, University of Kentucky, 1997. Spanish American Narrative; Contemporary Women Writers; Fantastic Literature.


Hegstrom, Valerie, *Associate Professor*. PhD, University of Kansas, 1992. Early Modern Comedia, Novella, Poetry; Spanish Theatre Performance; Women Writers and Feminist Theory.

Knapp, Nieves Pérez, *Associate Teaching Professor*. PhD, University of Oviedo, Spain, 2003. Spanish Language; Language Teaching Methodology; Materials Development.

Krause, James Remington, *Assistant Professor*. PhD, Vanderbilt University, 2010. Twentieth-Century Brazilian and Spanish American Narrative and Poetry; Comparative Latin American and Inter-American Literature; Translation Studies.


Larson, Erik M., *Assistant Professor*. PhD, University of California, Davis, 2012. Latin American Literature; Contemporary Southern Cone Narrative; Detective Literature and Roman Noir; Post-Dictatorial Literature; Critical Theory.


Lund, Christopher C., *Professor*. PhD, University of Texas at Austin, 1974. Classical Portuguese Literature.

Martinsen, Rob A., *Associate Professor*. PhD, University of Texas at Austin, 2007. Foreign or Second Language Acquisition/Teaching Methods; Teaching and Learning Languages through Study Abroad and Technology.

Montgomery, Cherice, *Assistant Professor*. PhD, Michigan State University, 2009. World Language Education and Curriculum Development; Transliteracy & Social Technologies; Creativity & Design-based Pedagogies; Professional Development; Arts-informed Education and Inquiry; Teacher Preparation.

Nielsen, Rex P., *Assistant Professor*. PhD, Brown University, 2010. 19th, 20th, and 21st Century Brazilian Narrative; Portuguese and Luso-African Literature; Comparative Literature; Ecocriticism.

Pratt, Dale J., *Professor*. PhD, Cornell University, 1994. Nineteenth- and Twentieth-Century Spanish Literature; Realism; Generation of ’98; Literature and Science; Theatre Performance; Comparative Literature.


Sherman, Alvin F., Jr., *Professor*. PhD, University of Virginia, 1990. Eighteenth- and Nineteenth-Century Spanish Literature; Medieval Literature; Romanticism; Spanish Civil War.

Smead, Robert N., *Associate Professor*. PhD, University of Texas, Austin, 1988. Spanish-English Language Contact; Hispanic Bilingualism; Spanish Linguistics; Variationism.


Thompson, Gregory L., *Assistant Professor*. PhD, University of Arizona, 2006. Second Language Acquisition; Code-switching in the Foreign Language Classroom; Heritage Language Learners; Service-learning and Language Acquisition; Bilingualism and Languages in Contact; Placement Exams and Language Testing.

Turley, Jeffrey S., *Associate Professor*. PhD, University of California, Berkeley, 1992. Spanish Linguistics; Romance Philology; Semantics; Medieval Literature.

Weatherford, Douglas J., *Associate Professor*. PhD, Pennsylvania State University, 1997. Contemporary Spanish American Narrative; Colonial Literature; Hispanic Film.

Williams, Frederick G., *Gerrit de Jong, Jr., Distinguished Professor of Luso-Brazilian Studies*. PhD, University of Wisconsin, 1971. Portuguese and Brazilian Literature.


Wilson, Mac J. *Assistant Professor*. PhD, Rutgers University, 2014. Twentieth-Century Spanish American Poetry; Ecocriticism; Southern Cone Literature and Culture.
APPENDIX B: Graduate Student Advisement Checklist
Department of Spanish & Portuguese
Graduate Student Advisement Checklist

Student: ________________________________  Chair: ________________________________

Committee: _________________________, ________________________, ________________________

Note: This document, which is intended as a guide, lists steps that may be followed in a successful mentoring relationship between a graduate student and his/her advisor. Although changes may be made, both the student and the faculty member must comply with all departmental and university graduate regulations (see the Graduate Handbook and other official documents). Although this document suggests ways a faculty advisor can help a student progress toward degree completion, the graduate student, not the advisor, is ultimately responsible for planning their progress and complying with all degree requirements.  UPDATED: 7/15

<table>
<thead>
<tr>
<th>1st Semester: Fall</th>
</tr>
</thead>
</table>

Student Responsibilities as Semester Begins:
- _____ Attend New Graduate Student Orientation
- _____ Take Spanish/Portuguese 601 (A or B) (Pedagogy students will take 601 C during the 2nd semester)
- _____ Study Graduate Handbook (GH)
- _____ Meet with Section Head (i.e. Linguistics, Literature, Pedagogy)
  - _______ Discuss potential Thesis Advisor (GH 5-6)

Student Responsibilities:
- _____ Choose Thesis Advisor (Chair must be approved by Section Head) (GH 5-6).
- _____ Meet with Thesis Advisor
- _____ Discuss possible Thesis Committee Members w/ Committee Chair/Advisor
  - _______ Meet w/ Committee Members, obtain signatures on Program of Study
- _____ Create and turn in Program of Study (GH 6-7)
- _____ Consider thesis topics & set goals to prepare for prospectus defense (GH 22-23)
- _____ Review Specialty Exam procedures and set goals for completing reading list (GH 16, 20-21)
- _____ Apply for Student Instructor Position for Winter semester (as applicable) (GH 26-28)
- _____ Other:

Faculty Advisor Checklist:
- _____ Discuss M.A. Program; review Graduate Handbook (GH)
- _____ Discuss Program of Study (GH 6-13)
- _____ Review and sign Program of Study
- _____ Discuss student’s goals/plans during and after MA (PhD, etc.)
- _____ Discuss thesis & set goals in preparation for prospectus defense (GH 22-23)
- _____ Discuss Specialty Exam procedures and goals for completing reading list (GH 16, 20-21)
- _____ Discuss & Approve Thesis Committee
- _____ Review student’s performance as Student Instructor (if applicable)
- _____ Report on student’s progress during Section Meeting
- _____ Other:

Notes:

1Program of Study should be completed and turned into the Graduate Secretary no later than the Monday before Thanksgiving break in November. Linguistics students should turn in their Programs of Study to the Graduate Secretary no later than October 31st of their first semester, together with the names of their preferred thesis advisor and thesis committee members. They should also identify at this time their proposed general area (or areas, if they prefer the two-paper option) of research (GH 22-24).

2This document uses only the term “thesis” although you may decide to complete the Two-Paper Option or a Project instead.

3In order to graduate, each student must teach at least one 100/200 level Spanish/Portuguese class during the graduate program. Exceptions must be approved by the Graduate Coordinator.
2nd Semester: Winter

Student Responsibilities:
_____ Meet with Thesis Advisor
_____ Review Program of Study; make changes as needed (GH 6-7)
_____ Consider ideas for thesis & set/review goals in preparation for prospectus defense (GH 22-24)
_____ Review Specialty Exam procedures and set/review goals for completing reading list (GH 16, 20-21)
_____ Schedule an interview (toward the end of the semester) with the Section Head to review 1st year progress
_____ Apply for Student Instructor Position for Spring/Summer terms and Fall semester (as applicable) (GH 26-28)
_____ Make sure ecclesiastical endorsement is current for upcoming 3rd semester
_____ Assist with Foreign Language Fair (GH 30)

_____ Other:

Faculty Advisor Checklist:
_____ Review performance in 1st semester classes
_____ Review Program of Study; make changes as needed (GH 6-7)
_____ Review Specialty Exam procedures & timeline; encourage goals (GH 16, 20-21)
_____ Review prospectus procedures & timeline; review goals (GH 22-24)
_____ Discuss ideas for prospectus
_____ Discuss student’s progress towards completing the reading list
_____ Visit and evaluate class that student is teaching as Student Instructor (if applicable)
_____ Review student’s performance as Student Instructor (if applicable)
_____ Report on student’s progress during Section Meeting
_____ Other:

Notes:

Writing Component Timeline

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<th>Completion Goals:</th>
<th>Draft #1</th>
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*Academic-year students are required to take the Specialty Exam on the second Thursday in January during their fourth semester of study. Professional Track Pedagogy students will take the Specialty Exam during the first week of August of their first year.*
3rd Semester: Fall

Student Responsibilities:

- Attend 2nd Year Orientation
- Meet with Thesis Advisor
- Review Program of Study; make changes as needed (GH 6-7)
- Review Specialty Exam procedures and set/review goals for completing Reading List (GH 16, 20-21)
  - (Early December) Meet with Chair; ask him/her to begin coordinating the writing of the Exam
  - Review Exam procedures & discuss Exam schedule
- Complete “Writing Component Timeline” (below) and review with Thesis Advisor
- Thesis Prospectus (GH 22-23)
  - Meet early with Thesis Chair: Review Prospectus procedures & set goals for completion
  - Turn in first draft of prospectus to Committee Chair/Advisor
  - Make revisions to prospectus
  - Give prospectus to Committee Members and schedule presentation
  - Present prospectus by October 10th.
- Review applicable graduation deadlines (online, see GH Appendix H; notice how early the dates are)
- Review “Minimum Standards for Submitting Theses” (GH Appendix F) and other options and standards for Writing Project
- Apply for Student Instructor Position for Winter semester (as applicable) (GH 26-27)
- Other:

Faculty Advisor Checklist:

- Review performance in 2nd semester classes
- Review Program of Study; make changes as necessary (GH 6-7)
- Review Specialty Exam procedures and discuss student’s progress towards completing the Reading List (GH 16, 20-21)
- Meet early to review exam procedures & discuss exam schedule
  - Invite other graduate faculty to submit questions
  - Visit and evaluate class that student is teaching as Student Instructor (if applicable)
  - Review student’s performance as Student Instructor (if applicable)
  - Discuss student’s goals: PhD programs vs. other options
    - Discuss importance of and procedure for requesting letters of recommendation
- Complete “Writing Component Time-line” (below)
- Thesis Prospectus (GH 22-23)
  - (Early in semester) Review Prospectus procedures & set goals
  - Receive Prospectus & suggest revisions (if applicable)
  - Supervise Prospectus Presentation
- Discuss applicable Graduation deadlines (online, see GH Appendix H; emphasize how early the dates are)
- Discuss “Minimum Standards for Submitting Theses” (GH Appendix F) and other options and standards for Writing Project
- Report on student’s progress during Section Meeting
- Other:

Notes:
### 4th Semester: Winter

**Student Responsibilities:**
- Meet with Committee Chair/Advisor
- Specialty Exam (GH 20-21)
- Take Exam
- Review Program of Study; make changes as needed (GH 6-7)
- Review applicable Graduation deadlines (online, see GH Appendix H; notice how early the dates are)
- Apply for Graduation (as appropriate)
- Thesis (Early in semester)
  - Review and follow goals listed on “Writing Component Timeline” (above)
  - Review “Minimum Standards for Submitting Theses” (GH Appendix F) and other options and standards for Writing Project
- Apply for Student Instructor Position for Spring/Summer terms (as applicable) (GH 26-27)
- Assist with Foreign Language Fair (GH 30-31)
- Other:

**Faculty Advisor Checklist:**
- Specialty Exam (GH 20-21)
  - Prepare the Exam and give to Graduate Secretary no later than two days before the Exam date
  - Grade Exam with at least two other readers
- Review performance in 3rd semester classes
- Review Study List; make changes as necessary (GH 6-7)
- Thesis
  - (Early in semester) Review “Writing Component Time-line” (above)
  - Follow “Writing Component Time-line” to complete thesis
- Review applicable graduate deadlines (online, see GH Appendix H)
- Review student’s performance as Student Instructor (if applicable)
- Follow “Writing Component Timeline” to track student’s writing progress
- Report on student’s progress during Section Meeting
- Other:

**Notes:**

### Spring/Summer (if applicable)

**Student Responsibilities:**
- Meet with Thesis Advisor
- Thesis
  - Review and follow goals listed on the “Writing Component Time-line”
  - Review “Minimum Standards for Submitting Theses” (GH Appendix F) and other options and standards for Writing Project
- Other:

**Faculty Advisor Checklist:**
- Review student progress (see above items) & set goals to fulfil all requirements in timely manner
- Other:
APPENDIX C: Sample Study Lists
Instructions

1. If you are uncertain about any specific requirements, ask your graduate committee chair for help. Doctoral students cannot include skill hours toward the minimum hours required.

2. If a minor is to be pursued, it must be approved by both the major and the minor departments.

3. List each course to be included in your graduate program by department abbreviation (as used in the class schedule), course number, credit hours, and course title. List prerequisite courses first. If a course designated with an "R" will be repeated, list it only once with the total hours to be earned. For example, do not list Psych 706R nine times for 2.0 hours each, rather once for 18.0 hours. If additional space is needed, use a second form.

4. In the "Requirement type" column, identify the requirement each course fills using the following:
   - Prerequisite: Prerequisite courses
   - PhD Skill: Skill requirement courses (may be required for doctoral students). List the courses you have taken or plan to take to fulfill the doctoral skill requirement, or describe in the space provided how you will complete the requirement.
   - Major: Major courses
   - Minor: Minor courses, if declared. Master’s Minor must include at least 6 credit hours of graduate level (500–600) course work.
   - Elective: Elective courses
   - Thesis: Thesis
   - Project: Project
   - Dissertation: Dissertation

5. In the "Requirement satisfied by" column, identify the courses you plan to count toward your degree using the following:
   - Post-Bacc/Post Baccalaureate Studies (non-degree): Courses taken after receiving your bachelor’s degree but before you were admitted to your current graduate program.
   - Senior: Courses taken before receiving your bachelor’s degree which you wish to count as part of your graduate degree. If any course was applied to another degree previously, do not list it. Check with your undergraduate advisor to make sure there is no double application of credit.
   - Note: With departmental approval, master’s students may count a limited number of 300–400 level courses taken as either an undergraduate or graduate student. Doctoral students may not count any undergraduate-level courses toward their program of study.
   - Transfer: Transfer courses from other accredited schools. (Entered under "Transfer Courses" on bottom of ADVOS.)
   - Note: Transfer credit (TNC) may constitute no more than 25 percent of the required credits for the degree, and may not exceed 15 credit hours in any program. Up to 10 senior and/or post-baccalaureate studies (PBS) credit hours may count toward a degree. If senior and/or post-baccalaureate studies credit is used in conjunction with transfer credit, the total may not exceed 15 credit hours.

   For example:

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<td>70</td>
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<tr>
<td>&gt;60</td>
<td>10 (max. 10 Transfer, Senior/PBS)</td>
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</table>

   The time limit for completion of a degree (5 years for a master's, 8 years for a doctoral) begins with the first course taken and applied to the degree.

6. Obtain signatures of the graduate faculty who will serve as your committee. Master’s committees must consist of at least three graduate faculty; doctoral committees must have five graduate faculty. If you have received approval to declare a minor, one of the committee members must be from the minor department.

7. After completing the Program of Study form and obtaining committee member signatures, submit it to your department for computer entry. When the revised Program of Study is approved, you will be able to access the updated progress report through Route Y (https://byu.edu), type in ADVOS in the "Quick URL" box.
### Program of Study

#### Student Information

- **Department**: SPANISH & PORTUGUESE
- **Graduate Degree**: MA
- **Program Type**: Thesis

#### Course Work Information

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**Total Credits**: 33

#### Graduate Committee Approval

- **Chair of Graduate Committee Chair**: [Signature]
- **Chair of Graduate Committee Chair**: [Date]
- **Chair of Graduate Committee Chair**: [Signature]
- **Chair of Graduate Committee Chair**: [Date]
- **Chair of Graduate Committee Chair**: [Signature]
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- **Chair of Graduate Committee Chair**: [Signature]
- **Chair of Graduate Committee Chair**: [Date]
- **Chair of Graduate Committee Chair**: [Signature]
- **Chair of Graduate Committee Chair**: [Date]
# Program of Study

**Department:** SPANISH & PORTUGUESE  
**Graduate Program:** MA  
**Thesis:**

## Student Information

- **Type:** Graduate  
- **Degree:** MA  
- **Graduate Advisor:**  
- **Elective Advisor:**

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Total Credits: 33

## Graduate Committee Approval

- **Present Name of Graduate Committee Chair:**  
- **Signature of Graduate Committee Chair:**  
- **Date:**

- **Present Name of Graduate Committee Member:**  
- **Signature of Graduate Committee Member:**  
- **Date:**

- **Present Name of Graduate Committee Member:**  
- **Signature of Graduate Committee Member:**  
- **Date:**

- **Present Name of Graduate Committee Member:**  
- **Signature of Graduate Committee Member:**  
- **Date:**

- **Present Name of Graduate Committee Member:**  
- **Signature of Graduate Committee Member or Equivalent Chair:**  
- **Date:**
## Program of Study

#### Student Information

- **Program**: SPANISH & PORTUGUESE

#### Course Work Information

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<tr>
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<tr>
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<tr>
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<td>8</td>
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</table>

Total Hours: 35

#### Graduate Committee Approval

(Students and committee chair must sign below in addition to the program coordinators and school representatives.)

<table>
<thead>
<tr>
<th>Position of Graduate Committee Chair</th>
<th>Signature of Graduate Committee Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Committee Member</td>
<td></td>
<td></td>
</tr>
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<td></td>
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<tr>
<td>Graduate Committee Member</td>
<td></td>
<td></td>
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</tbody>
</table>

(Additional signed pages may follow.)
# Program of Study

## Student Information

**Type:** SPANISH & PORTUGUESE  
**Department:**  
**Graduate Program:** PORTUGUESE MA  
**Graduate Title:** THESIS  
**Program Type:** Theses, Thesis, Project, Internship

## Course Work Information

<table>
<thead>
<tr>
<th>Department and Course Number</th>
<th>Requirement Type</th>
<th>Required Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
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<td>PORTUGUESE LINGUISTIC AND RESEARCH METHODOLOGY</td>
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<td>ADVANCED PORTUGUESE GRAMMAR</td>
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<td>PORT 635</td>
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<td>3</td>
<td>PORTUGUESE MORPHOSYNTAX</td>
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<td>PORT 636</td>
<td>MAJOR</td>
<td>3</td>
<td>PORTUGUESE PHONETICS AND PHONOLOGY</td>
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<td>PORT 592</td>
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<td>SPAN 622</td>
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<td>HISPANIC DIALECTOLOGY</td>
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<td>PORT 642</td>
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<td>PORT 659</td>
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</table>

Total Hours: 33

## Graduate Committee Approval

A committee of at least three graduate faculty members must approve the form.  

**Present Name of Graduate Committee Chair:**  
**Signature of Graduate Committee Chair:**  
**Date:**

**Present Name of Graduate Committee Member:**  
**Signature of Graduate Committee Member:**  
**Date:**

**Present Name of Graduate Committee Member:**  
**Signature of Graduate Committee Member:**  
**Date:**

**Present Name of Graduate Committee Member:**  
**Signature of Graduate Committee Member:**  
**Date:**

**Present Name of Graduate Committee Member:**  
**Signature of Graduate Committee Member:**  
**Date:**
**Student Information**

- **Department**: SPANISH & PORTUGUESE
- **Graduate Program**: PORTUGUESE MA
- **Thesis**

**Course Work Information**

<table>
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<th>Department and Course Code</th>
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<th>Requirement Standard Satisfied</th>
<th>Credits</th>
<th>Degree Type</th>
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<td>PRINCIPLES OF FOREIGN LANGUAGE LEARNING AND TEACHING</td>
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<td>SPAN 672</td>
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<td>THESIS</td>
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</table>

- **Total credits**: 33

**Graduate Committee Approval**

- **Chair of Graduate Committee Chair**: (Signature)
- **Chair of Graduate Committee Chair**: (Signature)
- **Chair of Graduate Committee Chair**: (Signature)
- **Chair of Graduate Committee Chair**: (Signature)
- **Chair of Graduate Committee Chair**: (Signature)

Date: [Date]

Date: [Date]

Date: [Date]

Date: [Date]

Date: [Date]
APPENDIX D: Select Department Forms
THESIS PROSPECTUS APPROVAL FORM
DEPARTMENT OF SPANISH AND PORTUGUESE
3190 JFSB

Name: ________________________________ BYU ID _______________________
                      Last Name                      First Name

Address: ____________________________________________________________
                      Street                      City                      State                      Zip

Proposed title:

Please attach the following:
• Proposal
• Justification of the Problem
• Proposed Organization
• Preliminary Bibliography

______________________________ Date __________________________
Signed
Chairman, Advisory Committee

______________________________ Date __________________________
Signed
Committee Member

______________________________ Date __________________________
Signed
Committee Member

______________________________ Date __________________________
Signed
Graduate Coordinator
Student Checklist
To qualify for a reimbursement you must do all of the following:

Before Travel:

☐ Print and clearly fill out the Graduate Assistance Application

☐ Please attach:

   - A copy of your acceptance letter as proof of acceptance to the conference
   - A copy of the abstract and/or paper to be read
   - A brief note (one paragraph) of support from a faculty mentor
     *(Graduate Handbook, pg. 27)*

☐ Your application must be approved by the department as well as the college prior to travel to the conference. BEFORE you travel take your application to:

1. The Graduate Coordinator for Department Approval
   Spanish & Portuguese – **Dr. Williams** (3144 JFSB)

2. Ray Clifford’s office (3086 JFSB) for College Approval

☐ Leave your application in the Dean’s Office (4002 JFSB) and wait for an acceptance e-mail

**Please note:** You will not be reimbursed for any of your travel expenses *unless* you have the Dean’s Office approval **before** you travel.

After Travel:

☐ Bring all receipts to the Dean’s Office

☐ At the Dean’s Office you will fill out the remainder of the application on pg. 2

☐ Make sure your address is up-to-date because your reimbursement will be mailed to you by check

For any questions concerning your reimbursement please call the Dean’s Office at (801) 422-2775.
Name: ___________________________________________________
Address: __________________________________________________

Street   City   State   Zip

E-mail: ___________________________________________________

Telephone: ___________________________          U.S. Citizen?    Y    or    N

Department/Program: ________________________________________

Faculty Mentor: ____________________________________________

1. Title/Description of your presentation.

2. Name of conference, conference sponsor, location, and dates.

3. How will you participate in the conference?

4. Are you presenting your own work, a group work, or a joint project with a faculty member? Please explain.

5. Have you attended other conferences this year? Please explain.

6. If you have attended other conferences, did you receive travel assistance this year from the College? If yes, please include how much.

7. Please fill in the estimated expenses for this conference.

<table>
<thead>
<tr>
<th>Estimated Expenses</th>
<th>Transportation (Air Fare or Mileage)</th>
<th>Lodging</th>
<th>Meals</th>
<th>Registration Fee</th>
<th>Total</th>
</tr>
</thead>
</table>

*The amount funded by departments will vary, as each department may fund differently. The College will match the department amount up to $400. For example if the department approves the amount of $450, the college will approve $400, and the total amount a student will be reimbursed is actual expenses up to $850.*

**REMEMBER:** Please attach a copy of your acceptance letter as proof of acceptance to the conference.
For Department use only:

This graduate student has been approved by the Department of Spanish and Portuguese for a travel expense reimbursement up to a maximum of $________.

_________________________________
Signature of Graduate Coordinator                               Date

Department Account Number

NOTE: Following Department approval, please send to 4002 JFSB for College approval.

For College use only:

This graduate student has been approved by the College of Humanities and qualifies for the matching amount of up to $________.

Total amount of travel assistance approved is a maximum of: $__________.

__________________________________
Signature of Dean                                                                 Date

BRIGHAM YOUNG UNIVERSITY—TRAVEL REIMBURSEMENT REQUEST

Date__________________

I, ______________________, request reimbursement for travel expenditures made by me (Your Name)
on behalf of Brigham Young University to _____________________________________.

(Destination and conference name)

<table>
<thead>
<tr>
<th>Date</th>
<th>Registration Fee</th>
<th>Lodging</th>
<th>Meals</th>
<th>Transportation (Air Fare or Mileage)</th>
<th>Other</th>
<th>TOTAL</th>
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</table>

TOTAL

All claims above are legitimate and correct according to BYU Travel Policy.

__________________________ ____________________
APPENDIX E: Select University Forms
### Student Information

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</table>

### Course Work Information

<table>
<thead>
<tr>
<th>Department and Course Number</th>
<th>Requirement Type</th>
<th>Requirements Satisfied</th>
<th>Credits Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: [Total Hours]

### Graduate Committee Approval

Student must complete at least 24 semester hours of 600-level courses (600 course in the major field of study). An average of at least 3.00 is required. A student may not register for the 600-level course without having completed the following courses:

<table>
<thead>
<tr>
<th>Chair of Graduate Committee Chair</th>
<th>Signature of Graduate Committee Chair</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protect of Graduate Committee Chair</td>
<td>Signature of Graduate Committee Chair</td>
<td>Date</td>
</tr>
<tr>
<td>Protect of Graduate Committee Chair</td>
<td>Signature of Graduate Committee Chair</td>
<td>Date</td>
</tr>
<tr>
<td>Protect of Graduate Committee Chair</td>
<td>Signature of Graduate Committee Chair</td>
<td>Date</td>
</tr>
<tr>
<td>Protect of Graduate Committee Chair</td>
<td>Signature of Graduate Committee Chair</td>
<td>Date</td>
</tr>
<tr>
<td>Protect of Graduate Committee Chair</td>
<td>Signature of Graduate Committee Chair</td>
<td>Date</td>
</tr>
</tbody>
</table>

Date: [Date]
Instructions

1. If you are uncertain about any specific requirements, ask your graduate committee chair for help. Doctoral students cannot include Skill hours toward the minimum hours required.

2. If a minor is to be pursued, it must be approved by both the major and the minor departments.

3. List each course to be included in your graduate program by department abbreviation (as used in the class schedule), course number, credit hours, and course title. List prerequisite courses first. If a course designated with an "R" will be repeated, list it only once with the total hours to be earned. For example, do not list Psych 788R nine times for 2.0 hours each, rather once for 18.0 hours. If additional space is needed, use a second form.

4. In the "Requirement type" column, identify the requirement each course fills using the following:
   - Prereq: Prerequisite courses
   - PhD Skill: Skill requirement courses (may be required for doctoral students). List the courses you have taken or plan to take to fulfill the doctoral skill requirement, or describe in the space provided how you will complete the requirement.
   - Major: Major courses
   - Minor: Minor courses, if declared. Master’s Minor must include at least 6 credit hours of graduate level (500–800) course work
   - Elective: Elective courses
   - Thesis: Thesis
   - Project: Project
   - Dissertation: Dissertation

5. In the "Requirement satisfied by" column, identify the courses you plan to count toward your degree using the following:
   - Post-Bacc/PBAcc: Post Baccalaureate Studies (non-degree): Courses taken after receiving your bachelor’s degree but before you were admitted to your current graduate program.

   - Senior: Courses taken before receiving your bachelor’s degree which you wish to count as part of your graduate degree. If any course was applied to another degree previously, do not list it. Check with your undergraduate advisement center to make sure there is no double application of credit.

   - Note: With departmental approval, master’s students may count a limited number of 300–400 level courses taken as either an undergraduate or graduate student. Doctoral students may not count any undergraduate level courses toward their program of study.

   - Transfer: Transfer courses from other accredited schools. (Entered under "Transfer Courses" on bottom of ADVG5.) Note: Transfer credit (TPC) may constitute no more than 25 percent of the required credits for the degree, and may not exceed 15 credit hours in any program. Up to 10 senior and/or post-baccalaureate studies (PBS) credit hours may count toward a degree. If senior and/or post-baccalaureate studies credit is used in conjunction with transfer credit, the total may not exceed 15 credit hours. For example:

<table>
<thead>
<tr>
<th>Required Program Hours</th>
<th>Combined Transfer, Senior, PBS-Credit Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>10 (max. 7 Transfer)</td>
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<tr>
<td>70</td>
<td>10 (max. 9 Transfer)</td>
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<tr>
<td>40</td>
<td>10 (max. 10 Transfer, Senior/PBS)</td>
</tr>
<tr>
<td>50</td>
<td>10 (max. 10 Senior/PBS)</td>
</tr>
<tr>
<td>60</td>
<td>10 (max. 10 Senior/PBS)</td>
</tr>
<tr>
<td>&gt;60</td>
<td>10 (max. 10 Senior/PBS)</td>
</tr>
</tbody>
</table>

   The time limit for completion of a degree (5 years for a master’s, 8 years for a doctorate) begins with the first course taken and applied to the degree.

6. Obtain signatures of the graduate faculty who will serve as your committee. Master’s committees must consist of at least three graduate faculty; doctoral committees must have five graduate faculty. If you have received approval to declare a minor, one of the committee members must be from the minor department.

7. After completing the Program of Study form and obtaining committee member signatures, submit it to your department for computer entry. When the revised Program of Study is approved, you will be able to access the updated progress report through Route Y (https://my.byu.edu), type in ADVG5 in the "Quick URL" box.
Graduate Student Request for No-Cost/No-Credit Religion Course

Eligibility

Graduate students enrolled in a degree-seeking graduate program and registered for at least 2 credit hours in a semester or 4 credit hours in a term are eligible (on a space-available basis and with instructor approval) to enroll in religion courses without incurring any additional tuition costs.

Note: This no-credit, no-cost option does not carry official registration recognition. It is not necessary to register for the course through AIM. It will not appear on official records or be considered in calculating enrollment verifications. It does not fulfill the minimum registration requirement for graduate degree-seeking students.

<table>
<thead>
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<tbody>
<tr>
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<table>
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<th>Instructor Approval</th>
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<tbody>
<tr>
<td>The above named student has my approval to attend the above named religion course.</td>
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<tr>
<td>Name of Instructor</td>
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<td>Signature of Instructor</td>
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<table>
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### Student Information

<table>
<thead>
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### Graduate Committee Recommendation

<table>
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</tbody>
</table>

### Examination Information for Publication

- [Title of Thesis or Dissertation]
- [Your Name]
- [Thesis Committee Members]
- [Advisor]
- [Advisor's Signature]
- [Department]
- [Date of Defense]

### Department Approval

- [Department Chair's Signature]
- [Department Chair's Name]
- [Date]

### Department Instructions

- [Checklist]
- [Instructions for Departmental Approval]
- [Checklist forThesis Defense]
- [signature]
- [Date]
APPENDIX F: Minimum Standards for Submitting the Writing Component
Graduate students must submit their dissertations or theses electronically. The ETD website, http://etd.byu.edu, has detailed information on the electronic submission requirements and formatting guidelines. It also has comprehensive tutorials to help you prepare your electronic document.

- ETD: Converting Web to PDF Mainstream Method
- ETD: Converting Web to PDF Alternative Method
- ETD: Using Word Styles
- ETD: Properly Formatting Page Numbers
- ETD: Generating an Automatic Table of Contents

To ensure the uniformity and consistency of style and format of all dissertations and theses submitted to the university, please consult the university requirements listed here as well as the guidelines in the style manual required by your department. The work's citations, references, and bibliographic style are to be consistent and follow the department's or the discipline's style guide. Failure to do so may result in your department or your advisor asking you to resubmit your work. Check your work carefully against the following university format requirements before submitting it to your committee, department, and college for final approval.

A. University Format Requirements

MARGINS

1. Margins: 1 inch on all sides (Change automatic margins and spacing set by Microsoft Word).

FONT

1. Font should be 12 point, a standard line (12 point for text, excluding titles and headings and 10 or 11 points for tables and figures)
2. Use a standard, easily readable serif typeface such as Times New Roman or Palatino. Ornamental typefaces, including script, may not be used.
4. When converting your work to a PDF, embed all fonts, using the full professional version of Adobe Acrobat. Failure to embed all fonts will result in many font errors in a printed and bound document.

SPACING

1. Use the template for correct spacing: Sample Preliminary Pages for Dissertations and Theses (123) / Sample Preliminary Pages for Dissertations and Theses (119)
2. Use the correct template (choose thesis or dissertation)
3. The title page is a combination of single and double-spaced lines, evenly spaced from top to bottom with 1.5 margins (please use sample and template to ensure correct spacing).
4. The abstract is single-spaced with a double space between each paragraph.
5. The body of the work is double spaced.

PAGE NUMBERING

All pages are double and numbered correctly according to the following:

1. No roman numeral page numbers are to be on the first three preliminary pages: title page, abstract, and optional acknowledgments pages
2. Preliminary pages are not to be counted in the pagination and, except for the first three preliminary pages, must not include lowercase roman numerals.
3. The body of the work should be numbered consecutively with Arabic numerals, beginning with 1 and continuing into any appendices (h.s. 10, 31, etc., are not acceptable).
4. Pages should be numbered according to the following sequence, with a page number included on the page as indicated.
B. Preparing Your Work for Approvals

1. Give a copy of your entire work, following the university format requirements specified, to each member of your committee two weeks prior to your oral defense.
2. After your defense, complete Approval for Final Submission of Thesis (ADV Form 9), page 1 and 2. This form will be provided by your department and is also available online at the Graduate Studies website.
3. Once your work has been defended, corrected, and approved, present your work and the completed ADV Form 9 to each member of your graduate committee and to your graduate coordinator or department chair for final approval and signatures. Signatures should be in black or blue ink so they image properly. All signatures on ADV Form 9 must be original, on one page, with electronic signatures obtained first (see Technical Instructions, http://graduateschool.byu.edu/content/electronic-thesis-and-dissertation-information).
4. After obtaining the signatures of your committee and your graduate coordinator or department chair, present your work to the dean or associate dean in your college who is designated to review and sign the ADV Form 9. Allow enough time to meet the submission deadline for your intended graduation. Refer to the Graduate Studies website for the current deadline dates. (Graduation (Required) (ADV Form 8)).

C. Preparing and Submitting Your ETD and Forms

All dissertations and theses must be submitted on the ETD website.

1. After your content has been approved by all levels (including correctly formatted preliminary pages), convert your work to PDF format using the full professional version of Adobe Acrobat. Embellish all titles, add bookmarks, and save your document. The Multimedia Lab in the Library (ACCS 5602) has computers with Adobe Acrobat and can assist in converting files.
2. Log in to the ETD website and complete the required metadata form about your work and desired level of access.
3. Upload your work and submit for approval. An email is sent to your departmental reviewer who will then log into the ETD website and review your document. If it is approved, it will move on to the college approval. If your document is disapproved for any reason, at either level, you will receive an email about the disapproval. You must make the requested changes, convert to PDF, embelish titles, and add bookmarks again, and resubmit to another review cycle. Be sure to only use one account on the ETD website.
4. After your document is approved by the college, your ETD status will display "Grad Office Review." At this status, you must take your ADV Form 9 to Graduate Studies (105 FPHB). Graduate Studies will review and approve each ETD for cataloging in the digital library. If Graduate Studies finds errors in the file format or preliminary pages (title page, abstract, or acknowledgements), they will need to be corrected. Please bring a flash drive with your ETD, just in case you have to make minor edits.

DOCTORAL STUDENTS ONLY

- Complete this step once your ETD has the status of "Grad Office Review" before bringing ADV Form 9 to Graduate Studies. Submit your ETD to UMI by going to http://www.umi.com/hu. For ProquestUMI Dissertation Publishing, follow the instructions to login, upload your ETD, and print the confirmation email verifying the completed submission. If you own UMI to register your copyright, you may do so in the UMI website. See Publishing Your Doctoral Dissertation with UMI: Dissertation Publishing (ADV Form 14).
- Complete Survey of Earned Doctorates (SED) and print off SED certificate. See Survey of Earned Doctorates (ADV Form 14).
- Deliver your copy of the UMI confirmation email, SED certificate, and ADV Form 9 to Graduate Studies (105 FPHB).

5. If you need bound copies (departmental or personal), you may submit a PDF to proliteratureonline.com.

NOTE for all ETDS: The BYU library catalogs and preserves the digital ETDS. The library will print a single copy from the submitted ETD PDF file, bind it, and deposit that copy in Special Collections, Archives. There will not be a bound copy on the library shelves for check out.
Outcomes and Therapeutic Alliances in Service
Citizens Served in a Community
Mental Health Setting

David A. Hill

A dissertation submitted to the faculty of Brigham Young University in partial fulfillment of the requirements for the degree of Doctor of Philosophy

John R. Smith, Chair
George M. Johnson
Bruce R. Brown
Loren A. Jones
Jason N. Nixon

Department of Psychology
Brigham Young University
July 2013

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ACKNOWLEDGMENTS

This page is optional. Students may use the acknowledgments page to express appreciation for the committee members, friends, or family who provided assistance in research, writing, or technical aspects of the dissertation, thesis, or selected project. Acknowledgments should be simple and in good taste.
A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
[Master of Arts, Education, Fine Arts, or Science (or Educational Specialist)]

[Name of Committee Chair], Chair
[Name of Committee Member]
[Name of Committee Member]

Department of [Department Name]
Brigham Young University

[Month and Year the college dean approves the final document]

Copyright © [Year] [Your name Student Name as above]
All Rights Reserved
ABSTRACT

[Title: Title Must Be in Mixed Case and May Not Exceed Six Inches on One Line and Must Be in the Inverted Pyramid Format When Additional Lines Are Needed]

[Use same Student Name as on the Title Page]
Department of [Department Name], BYU
Major of [Arts, Education, Fine Arts, or Science]
(or Educational Specialization)

[The abstract is a summary of the work with emphasis on the findings of the study. It must be single-spaced and no more than one page in length. It must match the same font and size in the rest of the work. The abstract precedes the optional acknowledgement page and the body of the work.]

[Masters students should ensure that the keywords are listed at the bottom of the abstract.]

Keywords: [keyword, keyword, keyword]
ACKNOWLEDGEMENTS

(This page is optional. Students may use the acknowledgements page to express an appreciation for the committee members, friends, or family who provided assistance in research, writing, or technical aspects of the dissertation, thesis, or selected project. Acknowledgements should be simple and to the point.)
Honor Code, dress standards, and professionalism: Instructors are expected to abide by the BYU Honor Code and Dress and Grooming Standards. In the interest of presenting a professional appearance, instructors are asked to refrain from wearing t-shirts, shorts, flip-flops, and similarly casual attire. Instructors are also expected to treat their students with respect and professionalism at all times. Instructors are prohibited from dating their own students.

Fall Workshop: The Fall Workshop for Student Instructors is offered Monday through Friday of the week before the beginning of Fall Semester, from approximately 9 AM to 4 PM each day. The purpose of the workshop is to introduce instructors to the textbooks, materials, policies, and teaching techniques that they will be expected to use in their courses. Attendance at the workshop is calculated into instructors’ overall pay for the semester. Because each day of the workshop is equivalent to approximately 3% of the total number of contract hours, a corresponding deduction in pay will be made for each workshop day that is missed. Instructors should plan on attending the entire workshop so as to maximize their teaching skills as well as their pay for the semester.

Registration for classes: Student instructors must be registered for classes (including ecclesiastical endorsement and health insurance) by the first day the semester. (This is especially important for international students, who must complete an I-9 form for employment before the semester begins.) Failure to do so will result in a reduction in pay for each day that registration is late.

All student instructors are required to enroll in one credit of the appropriate section of 673R during each semester that they teach. The purpose of this course is to provide continued support for the development of teaching skills, opportunities to observe other teachers, and training in administering oral interviews. Exception: Student instructors who are in the fourth or fifth semester of their M.A. program and are registered only for thesis hours may attend and participate in 673R on a contractual basis rather than enrolling in the course for credit. Instructors who choose this option must sign the Agreement to Participate in 673R on a Contractual Basis and abide by the policies outlined therein.

Punctuality: Instructors are expected to arrive punctually to teach their assigned classes. This generally requires arriving at least five minutes before the start of class in order to log onto the computer and/or set up any necessary materials so as to begin precisely on time.

Finding substitutes: In cases where an instructor is unable to be present to teach class, arrangements should be made for another instructor of the same level class to substitute. Ideally, a reciprocal agreement should be arranged in which the instructor and the substitute agree to teach each other’s classes on different days. All arrangements for substitutes must be reported to the instructor’s faculty supervisor. In addition, instructors who plan to be gone more than two consecutive days must fill out a Student Instructor Substitute Approval Form and have it signed by the substitute and by their faculty supervisor.

In the case of unforeseeable situations such as illness or family emergencies, instructors should try to arrange for a substitute; if this is not possible, they should (1) contact one of the department secretaries and ask them to notify their students that class is cancelled for the day, and (2) notify their faculty supervisor by e-mail. Classes may not be cancelled for non-emergency reasons (including M.A. program activities such as specialty exams), and any cancellation of classes requires notification of the faculty supervisor and the department secretary.

Instructors who violate the above policies are subject to termination and may forfeit the right to future employment in the department.

Adopted June 2013
<table>
<thead>
<tr>
<th>Step</th>
<th>What you must do:</th>
<th>When it must be done:</th>
<th>Graduate Studies Deadlines</th>
<th>College of Humanities Deadlines</th>
<th>Each step must be completed before its associated deadline!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apply for graduation.</td>
<td>23-Oct-15</td>
<td></td>
<td></td>
<td>This is the last day for graduate students to apply for graduation online in ADV (see <a href="http://www.ufl.edu/grad/gradapply">http://www.ufl.edu/grad/gradapply</a>).</td>
</tr>
<tr>
<td>2.</td>
<td>Confirm approval.</td>
<td>6-Nov-15</td>
<td></td>
<td></td>
<td>This is the last day for departments to accept a student’s graduation application in ADV (GRADQ and APD3).</td>
</tr>
<tr>
<td>3.</td>
<td>Schedule your thesis defense.</td>
<td>28-Nov-15</td>
<td></td>
<td></td>
<td>This is the last day for students to schedule a final oral examination (defense of thesis). Use the Department Scheduling of Final Oral Examination Form (ADV Form 94) and schedule the defense of thesis as early as possible, as you will have more time after the defense to make corrections and still meet thesis submission deadlines. Note: Thesis oral exams must be scheduled at least two weeks before the exam is to take place, and exams may not be held during semester or summer breaks.</td>
</tr>
<tr>
<td>4.</td>
<td>Pay your final exam.</td>
<td>4-Dec-15</td>
<td></td>
<td></td>
<td>If you pay your final exam, take advantage of the fact that your committee members are present to get their signatures on ADV Form 86 (one or more committee members may be overseas or otherwise not available later in the semester).</td>
</tr>
<tr>
<td>5.</td>
<td>Review your thesis.</td>
<td>10-Dec-15</td>
<td></td>
<td></td>
<td>a. Review your thesis according to the feedback received at your thesis defense. b. Correct your thesis to a “pdf” file that meets all of Graduate Studies’ requirements. (See ADV Forms 11, 11a, and 11b.) c. Have the thesis in pdf format and the signed ADV Form 86 to the Associate Dean for review and approval.</td>
</tr>
<tr>
<td>6.</td>
<td>Obtain department approval to submit ETD.</td>
<td>11-Dec-15</td>
<td></td>
<td></td>
<td>This is the last day for the department to review the pdf version of your thesis and approve it, and send the “Approval for Submittal of Dissertation or Thesis” (ADV Form 94) to the College Associate Dean. No submission to the ETD.</td>
</tr>
<tr>
<td>7.</td>
<td>Submit your ETD.</td>
<td>14-Dec-15</td>
<td></td>
<td></td>
<td>The College Associate Dean signs the ADV Form 94 and returns it to your department.</td>
</tr>
<tr>
<td>8.</td>
<td>4. Make corrections.</td>
<td>15-Dec-15</td>
<td></td>
<td></td>
<td>Following promptly all of the Graduate Studies requirements contained at <a href="https://www.ufl.edu/grad">https://www.ufl.edu/grad</a> (submit your ETD).</td>
</tr>
<tr>
<td>9.</td>
<td>Submit final corrections.</td>
<td>16-Dec-15</td>
<td></td>
<td></td>
<td>Due to the last day for the student to correct any notation entered by the Department and to resubmit the ETD.</td>
</tr>
<tr>
<td>10.</td>
<td>Finalize.</td>
<td>17-Dec-15</td>
<td></td>
<td></td>
<td>This is the last day for the student to correct any notation entered by the College Associate Dean, and to resubmit the ETD.</td>
</tr>
<tr>
<td>11.</td>
<td>Take ADV 60 to 105 FPN.</td>
<td>18-Dec-15</td>
<td></td>
<td></td>
<td>This is the last day the student can get the completed (ADV) Form 94 from the Department and take it to Graduate Studies (105 FPN).</td>
</tr>
<tr>
<td>12.</td>
<td>Attend graduation.</td>
<td>21-Apr-16</td>
<td></td>
<td></td>
<td>Graduation: University Commencement.</td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td>22-Apr-16</td>
<td></td>
<td></td>
<td>Graduation: College Commencement.</td>
</tr>
</tbody>
</table>

*Last revised: 2-12-2011. Please see appendices at http://www.ufl.edu/grad for.*
### April 2016: Graduation Deadlines for Humanities Graduate Students

A summary of ADT Form 68 with college-level steps and deadlines added. See the original Form for additional details.

Students who have these graduation deadlines may graduate the following semester, but they must register during that semester for at least 2 credit hours (preferably project, thesis, dissertation, or internship credit). They must pay an examination registration fee.

<table>
<thead>
<tr>
<th>What you must do</th>
<th>When it must be done:</th>
<th>Graduate Studies Deadlines</th>
<th>College of Humanities Deadlines</th>
<th>Each step must be completed before its associated deadline!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply for graduation.</td>
<td>29-Jan-16</td>
<td></td>
<td></td>
<td>This is the last day for graduate students to apply. ADT Form 68 must be completed.</td>
</tr>
<tr>
<td>2. Confirm approval.</td>
<td>12-Feb-16</td>
<td></td>
<td></td>
<td>This is the last day for department to accept a student’s graduation application in ADT (GRADQ and ADT 70).</td>
</tr>
<tr>
<td>3. Schedule your thesis defense.</td>
<td>19-Feb-16</td>
<td></td>
<td></td>
<td>This is the last day for student to schedule a formal oral defense (thesis or dissertation). Use the Department Scheduling of Final Oral Examination Form ADT Form 68 and schedule the defense of theses as early as possible, as you will have more time after the defense to make corrections and still meet thesis submission deadlines. Note: These oral exams must be scheduled at least two weeks before the exam is to take place, and exams may not be held during summer or semester breaks.</td>
</tr>
<tr>
<td>4. Pass your oral defense.</td>
<td>4-Mar-16</td>
<td></td>
<td></td>
<td>If you pass your oral exam, take advantage of the fact that your committee members are present to get their signatures on ADT Form 68. One or more committee members may be overseas or otherwise not available later in the semester.</td>
</tr>
<tr>
<td>5. Submit your thesis.</td>
<td>18-Mar-16</td>
<td></td>
<td></td>
<td>Submit your thesis according to the feedback received at your thesis defense.</td>
</tr>
<tr>
<td>6. Obtain department approval to submit ETD.</td>
<td>11-Mar-16</td>
<td></td>
<td></td>
<td>This is the last day for the department to review the ETD version of your thesis. Submit this approved version to the ETD for Review and Approval.</td>
</tr>
<tr>
<td>7. Submit your ETD.</td>
<td>14-Mar-16</td>
<td></td>
<td></td>
<td>The College Associate Dean signs the ADT Form 68 and returns it to your Home Office.</td>
</tr>
<tr>
<td>8. 4. Make corrections.</td>
<td>15-Mar-16</td>
<td></td>
<td></td>
<td>Following properly all the Graduate Studies requirements contained at stdi.bro.edu, submit your ETD.</td>
</tr>
<tr>
<td>9. Deadlines.</td>
<td>16-Mar-16</td>
<td></td>
<td></td>
<td>This is the last day for the student to correct any mentions made by the Department and to submit the ETD.</td>
</tr>
<tr>
<td>10. Attend graduation.</td>
<td>21-Apr-16</td>
<td></td>
<td></td>
<td>Graduation, University Commencement.</td>
</tr>
<tr>
<td>11. Attend graduation.</td>
<td>22-Apr-16</td>
<td></td>
<td></td>
<td>Graduation, College Commencement.</td>
</tr>
</tbody>
</table>

### June 2016 Graduation Deadlines for Humanities Graduate Students

A summary of A&V Form 8 with College-level steps and deadlines added. See the original Form for additional details.

Students who miss these graduation deadlines may graduate the following semester, but they must register during that semester for at least 2 credit hours (preferably project, thesis, dissertation, or internship credit). Or they must pay an additional registration fee.

<table>
<thead>
<tr>
<th>#</th>
<th>What you must do</th>
<th>When it must be done</th>
<th>Graduate Studies Deadlines</th>
<th>Each step must be completed before its associated deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apply for graduation</td>
<td>29-Apr-16</td>
<td></td>
<td>This is the last day for graduate students to apply for graduation online in A&amp;V Form 8.</td>
</tr>
<tr>
<td>2</td>
<td>Complete application</td>
<td>6-May-16</td>
<td></td>
<td>This is the last day for departments to accept a student’s graduation application in A&amp;V Form 8 and A&amp;V Form 9.</td>
</tr>
<tr>
<td>3</td>
<td>Schedule your thesis defense</td>
<td>13-May-16</td>
<td></td>
<td>This is the last day for students to schedule a thesis defense and schedule the thesis defense as early as possible, as you will have time after the defense to make corrections and still meet thesis submission deadlines. Note: Thesis and exams must be scheduled at least two weeks before the event is to take place, and exams may not be held during the semester or summer.</td>
</tr>
<tr>
<td>4.a</td>
<td>Pass your oral defense b. Get signatures</td>
<td>27-May-16</td>
<td></td>
<td>If you pass your oral exam, take advantage of the fact that your committee members are present to get their signatures on A&amp;V Form 8.</td>
</tr>
<tr>
<td>5.a</td>
<td>Revise your thesis b. Read, understand, and follow instructions</td>
<td>9-Jun-16</td>
<td></td>
<td>a. Submit your thesis according to the feedback received at your thesis defense.</td>
</tr>
<tr>
<td>6</td>
<td>Obtain department approval to submit EDI</td>
<td>10-Jun-16</td>
<td></td>
<td>b. Convert your thesis to a “pdf” file that meets all of Graduate Studies’ requirements. (See A&amp;V Form 8.1, 2, 3, and 13.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13-Jun-16</td>
<td></td>
<td>6. When the thesis is pdf format and the signed A&amp;V Form 8 is submitted to the Graduate Studies Department for review and approval.</td>
</tr>
<tr>
<td>7</td>
<td>Submit your EDI</td>
<td>13-Jun-16</td>
<td></td>
<td>This is the last day for the Department to review the pdf version of your thesis and approve it, and send the “Approval for Submission of Dissertation or Thesis” form (A&amp;V Form 8d) to the College Associate Dean, Reg’l Offic.</td>
</tr>
<tr>
<td>8</td>
<td>Make corrections</td>
<td>14-Jun-16</td>
<td></td>
<td>This is the last day for the student to correct any revisions made by the Department and to submit the EDI.</td>
</tr>
<tr>
<td>9</td>
<td>Request</td>
<td>15-Jun-16</td>
<td></td>
<td>This is the last day for the student to correct any revisions made by the College Associate Dean and to submit the EDI.</td>
</tr>
<tr>
<td>10</td>
<td>Take A&amp;V 60 to 100 FPHD</td>
<td>16-Jun-16</td>
<td></td>
<td>This is the last day the student can get the completed A&amp;V Form 8d from the Department and take it to Humanities Studies (100 FPHD).</td>
</tr>
<tr>
<td>11</td>
<td>Attend graduation</td>
<td>11-Aug-16</td>
<td></td>
<td>Graduation Ceremony Announcement.</td>
</tr>
<tr>
<td>12</td>
<td>Graduation</td>
<td>12-Aug-16</td>
<td></td>
<td>Graduation Ceremony Announcement.</td>
</tr>
</tbody>
</table>
**August 2016 Graduation Deadlines for Humanities Graduate Students**

*Note: All deadlines are in the Graduate Studies Office 2016/17.*

<table>
<thead>
<tr>
<th>What you must do</th>
<th>Graduate Studies Deadlines</th>
<th>College of Humanities Deadlines</th>
<th>Each step must be completed before its associated deadline!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply for graduation.</td>
<td>20-May-16</td>
<td>This is the last day for graduate students to apply for graduation online in ADA (AUG 2016) and/or FAX.</td>
<td></td>
</tr>
<tr>
<td>2. Confirm approval.</td>
<td>3-Jun-16</td>
<td>This is the last day for departments to accept a student’s graduation application on ADA (GRADQ) and/or FAX.</td>
<td></td>
</tr>
<tr>
<td>3. Schedule your thesis defense.</td>
<td>18-Jun-16</td>
<td>This is the last day for students to schedule a final oral examination (defense of thesis).</td>
<td></td>
</tr>
<tr>
<td>4. Pass your oral defense.</td>
<td>28-Jun-16</td>
<td>If you pass your oral examination, take advantage of the fact that your committee members are present to get their signatures on ADA Form #10. One or more committee members may be overseas or otherwise not available later in the semester.</td>
<td></td>
</tr>
<tr>
<td>5. Review your thesis.</td>
<td>30-Jun-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Submit department approval to submit ETD.</td>
<td>1-Jul-16</td>
<td>This is the last day for the Department to submit the ADA Form #10 to the Graduate Associate Dean, Ray Hall, and the ADA Form #10 to the Graduate Studies Office.</td>
<td></td>
</tr>
<tr>
<td>7. Submit your ETD.</td>
<td>5-Jul-16</td>
<td>This is the last day for students to complete all of the Graduate Studies requirements covered on the ETD.</td>
<td></td>
</tr>
<tr>
<td>8. Make corrections.</td>
<td>6-Jul-16</td>
<td>This is the last day for the student to correct any mistakes noted by the Department and to submit the ETD.</td>
<td></td>
</tr>
<tr>
<td>9. Request a defense.</td>
<td>7-Jul-16</td>
<td>This is the last day for the student to request a defense of the ETD.</td>
<td></td>
</tr>
<tr>
<td>10. Take ADA 80 to 105 FPH.</td>
<td>8-Jul-16</td>
<td>This is the last day the student can take the ADA Form #10 to the Department and take it to the Humanities Studies Office (105 FPH).</td>
<td></td>
</tr>
<tr>
<td>11. Attend graduation.</td>
<td>11-Aug-16</td>
<td>Graduation, University Convocation.</td>
<td></td>
</tr>
</tbody>
</table>