



MAEE

MASTER OF ARTS IN ENGLISH EDUCATION

Graduate Student Handbook

REVISED SPRING 2024



*This updated 2023 version replaces the February 2016 edition of the Graduate Student Handbook and was revised by:
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MAEE GRADUATE STUDENT HANDBOOK

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I. Important Offices and Publications

OFFICES & PUBLICATIONS

<u>Department of English</u>	Chardón Building #323 Telephones: (787) 265-3847; (787) 832-4040 x 3064 Website: https://www.uprm.edu/english/ Email: ingles.uprm@upr.edu
<u>Office of Graduate Studies (OGS)</u>	Celis Building, Office 111 Telephones: (787) 265-3809; (787) 832-4040 x 3598, 3442 Email: egraduados.uprm@upr.edu
<u>Financial Assistance Office</u>	Dean of Students Building, 1 st Floor 259 Boulevard Alfonso Valdés Telephones: (787) 832-4040 x 3440, 3863, 3397 Email: aeconomica@uprm.edu
<u>Registrar's Office</u>	Celis Building, 2 nd Floor Telephones: (787) 832-4040 x 2583, 3424, 3343 Email: registro@upr.edu
<u>UPRM Graduate Catalog</u>	Most recent version available at the Academic Affairs webpage under Graduate Catalog
<u>UPRM Academic Calendar</u>	Most recent version available at the Academic Affairs webpage under Academic Calendar
<u>Bylaw 09-09 (Certificación 09-09)</u> Policies Governing Graduate Studies at UPRM	Additional important policy documents available at the Office of Graduate Studies Website
<u>Office of Graduate Studies Calendar</u> Important Deadlines for Graduate Students	Please verify this calendar for all deadlines for institutional actions regarding graduate studies.

II. MAEE Mission and Goals

<p><i>MISSION</i></p>	<p>The Master of Arts in English Education (MAEE) program directs its efforts toward preparing professionals from Puerto Rico and abroad with theoretical and practical knowledge in linguistics, literature, and pedagogy and the social awareness necessary to meet the educational needs of learners they encounter.</p> <p>We address students’ needs to think critically in a complex, culturally diverse, and highly technological world in order to continue on a path of life-long learning which will allow students to develop to their fullest potential.</p>
<p><i>GOALS</i></p>	<ul style="list-style-type: none">● Support students as they develop proficiency in academic communication at all levels (reading, writing, listening, and speaking)● Prepare MAEE students to examine specific language-related issues, particularly those related to Puerto Rico across the various areas of study– linguistics, literature, and pedagogy● Prepare researchers to critically analyze, interpret, and evaluate information from various sources● Prepare our students to meet the educational needs of the learners they encounter by providing our MAEE students with the most recent theoretical and practical approaches, methods, and techniques within the field of English Education, including the ability to choose, adapt, create, and evaluate teaching materials and assessment tools to effectively implement a required curriculum● Offer students the foundation they would need to pursue doctoral degrees in three broad areas of studies in English: linguistics, literature and pedagogy

III. MAEE Program Description

A. Overview

The Master of Arts in English Education program combines courses in three areas: pedagogy, linguistics, and literature. In order to ensure fundamental knowledge in these related areas, students are required to take five core courses: Foundations of English Education, Second Language Acquisition, Teaching English as a Second Language (TESL) Testing and Materials, Models for Teaching Literature, and Research Methods. Pedagogical courses, in addition to establishing a sound theoretical basis of teaching, especially as this applies to classrooms in the context of Puerto Rico, focus upon the application of linguistics to the teaching of English, the exploration of alternative models for the teaching of literature, and practice in methods for teaching reading and writing. In general, courses in linguistics emphasize language contact, language variation, language learning, and language use. Literature courses bring students into contact with historical, thematic, and critical issues in literary studies. All courses familiarize students with research and promote independent study.

Students are encouraged to take courses in all three areas to support them in becoming well-rounded professionals, capable of exchanging ideas with colleagues, keeping up with current research and contributing to these fields. In-depth work in one area frequently requires placing it within a wider context that relates it to the other areas of the program.

The program also offers an optional TESOL Certificate Curricular Sequence designed to be completed within the same timeline and credit requirements of the MAEE.

B. Prerequisites

Prerequisites are necessary to ensure that students have a strong foundation on which to build in the graduate program. In some cases, students are admitted to the program conditionally because they need one or more prerequisites for the MAEE. Each prerequisite must be completed with an average of 3.00 or higher in the first two years (four semesters) of study in the program. Failure to do so results in a year-long suspension, after which it is necessary to apply for readmission. Prerequisites can be taken concurrently with MAEE courses.

UPRM students applying or taking these prerequisites must enroll in or have taken the following:

American Literature courses (3 credits): INGL 3352 OR INGL 3352

British Literature courses (3 credits): INGL 3321 OR INGL 3322

Introduction to Linguistics (3 credits): INGL 3225

Morphology and Syntax OR Advanced Grammar (3 credits): INGL 4205 OR INGL 4206

Due to the variety of courses offered in academic programs in other institutions, external applicants may request the following prerequisites be validated as equivalencies:

A survey of literature in English course

A second survey of literature in English course **OR** *an upper-level literature seminar*

An introduction to linguistics course

An advanced grammar course

C. Requirements for MAEE Degree Completion

1. Credit Requirements

To complete the MAEE, students are required to have a minimum of 36 credits. The distribution of these credits vary depending on the degree completion option chosen by the student.

Option I (Thesis)

15 credits in core courses

15 credits in elective courses

6 credits for thesis

Option III (Comprehensive Exam)

15 credits in core courses

21 credits in elective courses

2. Core Courses for Both Options (15 credits)

EING 6005: Foundations of English Education

INGL 6006: Research Methods

INGL 6009: Models for Teaching Literature

INGL 6010: TESL Materials and Testing

INGL 6020: Second Language Acquisition

NOTE: INGL 6006, Research Methods, should be taken during a student's first year in the program, as this course includes content that will be useful in other courses and will help them decide if they prefer the thesis or comprehensive exam option to complete their degree.

NOTE: Students should complete all other required courses as early as possible. Our Schedule of MAEE Course Offerings helps students plan their semesters accordingly. A Course Descriptions document is also available to assist throughout this process.

3. Elective Courses (15-21 credits)

INGL 5007: Oral Communication
INGL 5009: Contrastive Grammar
INGL 5010: Perspectives on TESL
INGL 5015: Engl. and American Lit. Criticism
INGL 5018: Study in the British Isles
INGL 5019: Pragmatics
INGL 5025: Current Approaches in Lx Theory
INGL 6008: Bilingualism and Lg. Contact
INGL 6016: Topics in Sociolinguistics
INGL 6018: Topics in Psycholinguistics
INGL 6025: Studies in American Literature
INGL 6028: Psycholx and the Reading Process
INGL 6030: Theory and Practice of Comp.
INGL 6040: Practice in the Teaching of Comp.
INGL 6048: Poetry Since 1945
INGL 6055: Studies in Literature I*
INGL 6056: Studies in Literature II*
INGL 6058: Studies in Literature III*
INGL 6075: Drama 1880-1945
INGL 6076: The Romantic Movement
INGL 6206: Middle English Literature
INGL 6207: Chaucer and Chaucerians
INGL 6208: Seventeenth Century British Poetry
INGL 6210: U.S. Literature from 1860 to 1900
INGL 6215: Seventeenth Century Drama
INGL 6216: Beowulf and Cynewulf
INGL 6217: Poetry 1900-1945
INGL 6218: The 18th Century British Novel
INGL 6240: Drama Since 1945
INGL 6245: Fiction Since 1945
INGL 6441: Shakespeare: Texts & Contexts
INGL 6448: The Victorian Novel
INGL 6459: American Literature until 1820
INGL 6476: Fiction from 1900 to 1945
INGL 6477: Victorian Poetry and Prose
INGL 6478: Old English Lg. And Literature
INGL 6479: Neoclassical Poetry, Prose, Drama
INGL 6487: British Rom. Movement: 1st Gen.
INGL 6498: U.S. Lit. 1820 to 1860
INGL 6516: Puerto Rican Literature in English
INGL 6526: Postcol. Theory & Lit. from Brit...
INGL 6527: Novels from the British Isles
INGL 6605: Research Methods Literature
INGL 6981: Special Topics in Engl. Studies (I)
INGL 6982: Special Topics in Engl. Studies (II)
INGL 6985: Special Topics I*
INGL 6995: Directed Research**
INGL 6996: University Teaching Development
INGL 6997: Topics in a Literary Genre

***INGL 6055/56/58** and **INGL 6985** are variable content courses proposed by individual professors and approved by the Graduate Committee. They may focus on any program component: linguistics, literature, research, or pedagogy. Each one may only be taken once.

****INGL 6995** is a variable credit independent research course. Students and a faculty member selected by the student collaboratively design an independent research question, reading list, and work plan for the semester. Students must submit an application the semester prior to enrolling in *INGL 6995* which must be approved by both the professor and director. Click on the hyperlinked title to download the enrollment form [Proposal for INGL 6995: Research I or II](#). Students have the option of enrolling in this course for one to three credit hours. In close consultation with their advising faculty member, students should determine the course content, contact hours, work program, and credit hours.

Students may also take up to 9 credits in advanced undergraduate courses (5000-level) in the English Department to fulfill MAEE requirements. These courses include:

- INGL 5007: Oral Communication*
- INGL 5009: Contrastive Grammar*
- INGL 5010: Perspectives on TESL*
- INGL 5015: Engl., and American Lit. Criticism*
- INGL 5018: Study in the British Isles*
- INGL 5019: Pragmatics*
- INGL 5025: Current Approaches in Lx Theory*

Moreover, students may enroll in pertinent 5000 or 6000 level courses offered by other departments at UPR Mayagüez (e.g., Hispanic Studies, Humanities, Social Sciences).

4. Course Validations

During the student’s first semester in the program, they may request credit validation of English graduate-level courses (5000 or above) completed at UPRM or other institutions. In addition, following Bylaw 20-94 (28 October 2020), UPR students who have been admitted to the MAEE program may request validation for up to fifteen credits for any qualifying courses taken at the 5000 or higher level with a grade of “A” or “B”, with a maximum of nine credits at the 5000 level. However, students from other institutions may only request credit validations for equivalent qualifying courses that have not been used to complete previous undergraduate degree requirements. These petitions should be submitted in writing to the Department Chair with a copy of the transcripts with the grades obtained in the courses.

This document should also include the course name and number, the official description of the course from the pertinent academic catalog, as well as the syllabus for the semester and year in which they received the grade reflected on their transcript. The Department Chair then forwards all petitions to the MAEE Graduate Program Coordinator for evaluation by the MAEE Graduate Committee. If the committee approves the request, the Program Coordinator notifies the Department Chair who will then begin the process to obtain the necessary signatures via Sign Request. Upon a successful process, the student’s transcripts will be updated by the Registrar’s Office.

The deadline to submit the request for course validations is outlined in the table below.

Deadlines to Submit Course Validation Requests	
Cohort	Deadline
Fall Admission (August)	Second Friday of October

Spring Admission (January)	Second Friday of March
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D. TESOL Certificate Curricular Sequence

MAEE students can complete a curricular sequence to earn a TESOL certificate. With a focus on theory and practice, this curricular sequence prepares students to teach English language learners in different contexts. This certificate is exclusively available for MAEE students and requires 18 credits of coursework that can be completed within the same timeframe as the MAEE degree (with no additional credit load). MAEE students should apply for the TESOL curricular sequence during their first semester in the program and no later than their first year of graduate study. Information about the certificate and the application process can be found on the [TESOL Certificate Sequence](#) section on our Department of English website.

Students in the TESOL Certification should complete the [Curricular Sequence in TESOL Evaluation Form](#) and submit it to the Department Chair, who will forward the form to the TESOL Coordinator.

IV. Statute of Limitations for Degree Completion

As indicated in UPRM Bylaw 09-09, all requirements for a Master's Degree should be completed within six years of the date of admission to the program, with or without interruptions. Students who exceed this time limit will be suspended from the University. However, they may apply for a second and final admission after they have remained un-enrolled in the MAEE program for two consecutive semesters (one year). Validation of courses taken during the first admission into the program is not guaranteed; the Graduate Committee makes these decisions on a case-by-case basis. However, the student is responsible for requesting a second validation by submitting a letter to the Department Chair.

Students who have been suspended for any reason may not take courses at UPRM during their period of suspension. Any credits taken during the suspension period at other institutions will not be accepted as part of the requirements for the MAEE program.

Students who interrupt their studies for one or several semesters may apply for readmission into the program as long as they have not exceeded the six-year statute of limitations. The Department Chair refers readmission applications to the MAEE Graduate Committee, who evaluates and establishes the conditions on each case for readmission. Likewise, any graduate student from another program who wishes to transfer to the MAEE program must comply with the application process keeping in mind the statutes of limitation.

V. Completing the MAEE Program

A. Advising upon Enrollment

The MAEE Coordinator assigns a temporary advisor to each student once they are in their first semester in the program. During that semester, the temporary advisor will schedule an initial meeting with the student to discuss information about program requirements, the student's options to complete the degree, the process of selection of committee members, and to clarify questions. Together, they complete the *First Semester Advising Meeting Record* (available [here](#)). During their second semester, students carefully choose their Graduate Committee members in consultation with their temporary advisor and/or the Department Chair.

Students must consult with professors on their availability to serve on thesis or comprehensive exam committees. In the second week of the second month of their second semester (2/2/2) in the program, students are required to file a *Plan of Graduate Study* (available [here](#)), which includes the signatures of all committee members. At this point, the Committee Chair becomes the student's permanent advisor and their primary source of support and guidance. **This appointment becomes official once the Plan of Graduate Study is processed with all the necessary signatures via Sign Request. The Sign Request process must begin at the English Department, when the graduate student submits an accurate and completed Plan of Graduate Study to ingles.uprm@upr.edu. The Plan of Graduate Study must have already been revised carefully by the student's Thesis/Comp Exam Committee and edited by the student. Incomplete or incorrect documents will be returned to the graduate student and Committee Chair.**

B. Enrolling for the First Time

Before enrolling for the first time, students should schedule a meeting with the Department Chair. The Department Chair provides an orientation about the program, alongside a list of the courses to be offered during that academic year, to then advise them on the courses to take that first semester.

The Department Chair can also ask the temporary advisor to advise their advisees in the selection of courses for the first semester. This first time, the Department Chair manually enrolls the graduate student via an [Ajustes Ticket System Request](#). In subsequent semesters, when students have already constituted their Thesis/Comp Committee, they discuss their program and plans with the Thesis/Comp Committee Chair before enrolling each semester. Make sure to complete the Graduate Student Academic Counseling Sheet: August Cohort (available [here](#)) or January Cohort (available [here](#)) before meeting with the Department Chair for registration.

C. Enrollment and Course Selection

Enrollment for courses is completed online via an [Ajustes Ticket System Request](#). Before enrolling, it is important to select courses carefully, considering the core courses and electives that will be offered and

any prerequisites that must be taken by the student in the case of conditional admission. After discussing the matter with their Thesis/Comp Committee Chair or Temporary Advisor, the student should select courses each semester that correspond, as closely as possible, to the **Plan of Graduate Study** that they are required to file. For a detailed description, see Section E.

If there is an area of study that particularly interests students, they should plan ahead. Elective courses are usually offered at least once every two years. Students writing a thesis should select courses that will give them a strong background in areas related to their thesis topic. Some basic guidelines to consider include the following:

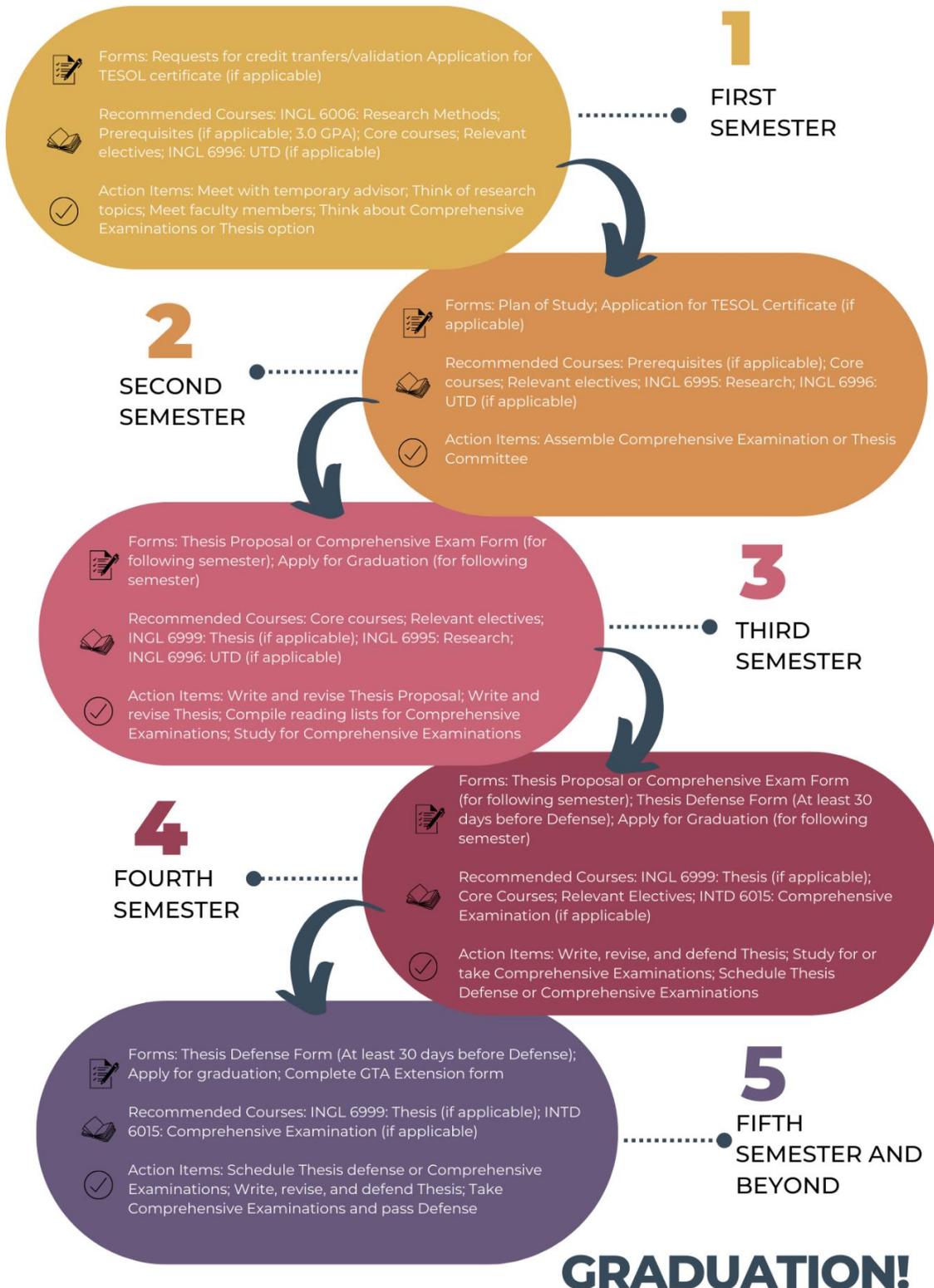
1. If admitted with conditions, register for the prerequisite courses as soon as possible, preferably, during the first and second semester.
2. Take core courses as soon as possible during the first and second semester in the program.
3. Take “Special Topics” and “Studies in Literature” courses that are of interest to the student and will help the student shape the student's thesis project or comprehensive exam study questions.
4. Avoid a heavy schedule during the semester in which the student's will be completing your thesis or preparing to take the comprehensive exam.
5. Prepare in advance for meetings with advisor and other committee members and take responsibility for your academic progress while in the program.
6. Plan your schedule significantly before the registration deadline.
7. Remember your advisor and committee members also have a schedule to follow and many professional commitments to honor. Always plan extra time in the eventuality they may not be immediately available for an advising session, to provide feedback on your work, or to sign documents. A good timeline to remember is to submit documents to your committee members, on average, two weeks before you would like a response from your committee members. The same holds true for requests for letters of recommendation, conference papers, presentations, among others.

D. Student's Graduate Committee

Students begin the Thesis (Option I) or Comprehensive Examination (Option III) process by selecting a faculty member in the English Department to serve as their Thesis/Comp Committee Chair. Committee Chairs take on the role of guiding the student in the preparation of their Program of Study, overseeing their coursework and progress through the degree, advising them on their thesis or comprehensive examination through drafting, revision, submission, and presiding at their thesis or comprehensive examination oral defense. Students enrolled in thesis credits (INGL 6999) should meet with their graduate committee chair on a weekly basis and regularly provide updates to their other committee members about their plans and progress, including making revisions according to feedback provided by the chair and committee members. The Committee Chair should be someone the student feels comfortable going to for guidance, feedback, and support for issues involving course selection, degree completion, academic and professional development, among other issues essential to graduate studies and post-graduation career choices.

In consultation with their Committee Chair, students should choose a minimum of two additional faculty members to serve on their committee for both thesis and comprehensive exams. Although they may choose up to five members, at least half of the committee members, including the committee chair, must be from the English Department, and the committee chair must be a fulltime, tenure track faculty member. Other members may be from other departments, faculties, and UPR campuses as well as specialists from outside the UPR system. In those cases, the process stipulated in Bylaw 10-46 for Ad Honorem committee members must be completed before external members are added to the student's Plan of Study as graduate committee members. Requirements for graduate committee membership are listed in Sections D and E of Bylaw 09-09. Students should select committee members with whom they can work collaboratively and effectively. All committee members must be selected by the time the Plan of Study is filed, typically on or before the second week of the second month of their second semester of enrollment (2/2/2).

STEPS TO COMPLETE THE MAEE



The following are some effective strategies to get to know prospective committee members:

- Review the “Faculty” tab on the English Department homepage to see an overview of each faculty members’ academic interests;
- Make appointments to meet with different professors to talk about their interests;
- Browse the [MAEE Thesis Database](#) for examples of theses supervised by different faculty;
- Discuss options with other graduate students in the program, especially those who are already working on their theses; and
- Attend department, university, and external events at which professors present their research, creative, and/or pedagogical projects.

NOTE: Many students make changes to their Plan of Study as they progress in the program, including changes to the members of their committee. While this is not unusual, an **Amendment to the Plan of Study** form (available [here](#)) must be filed to document these changes. Students should submit this form to ingles.uprm@upr.edu so it can be signed and processed electronically through the Sign Request application. The Registrar’s Office, OGS and the English Department will receive digital copies of the signed form. The student will also receive a copy for their personal records.

E. Plan of Graduate Study

The **Plan of Graduate Study** is the document in which students declare the option they have chosen to complete their degree, the courses they will take in the program, and the composition of their committee. The Registrar’s Office uses this information to update students’ transcripts and evaluate if the student has completed the program requirements. Students must prepare an accurate and complete Plan of Graduate Study (available [here](#)) and submit it to ingles.uprm@upr.edu so it can be processed via Sign Request for signatures. The Registrar’s Office, OGS, English Department, graduate committee and the graduate student receive digital copies of signed forms. All signers, including the student, must keep a copy for their personal records.

The **Plan of Graduate Study** should list the required and elective courses the student plans to take to complete the degree and, in the case of students who were admitted with conditions, the prerequisites stipulated in their admission letter. As indicated above, the Plan should also list the members of the student’s committee. The Plan should be prepared in close consultation with the student’s Committee Chair and other committee members. The document is considered **officially completed** once it has been processed via Sign Request with all the corresponding signatures from **all** the members of their committee, the Department Chair, the MAEE Graduate Program Coordinator, and the graduate student. The MAEE Graduate Program Coordinator will place a copy in the student’s official departmental file.

F. Changes to the Plan of Study

Any changes in the Plan—courses, committee members, or degree completion options—must be reported to the Registrar, OGS, the MAEE Graduate Program Coordinator, and the Department Chair in writing by filing an *Amendment to the Plan of Study* (available [here](#)). The Sign Request process must begin at the English Department, when the graduate student submits an accurate and completed

Amendment to the Plan of Study to ingles.uprm@upr.edu. The *Amendment to the Plan of Study* must have already been revised carefully by the student's Thesis/Comp Exam Committee and edited by the student. Incomplete or incorrect documents will be returned to the graduate student and Committee Chair. A copy of the completed form will be placed in the student's Department File.

G. Suggested Programs of Study

The MAEE Graduate Committee developed **Suggested Programs of Study** (available [here](#)) based on a two-year degree completion plan. Accomplishing this requires careful planning and considerable dedication to the program. Moreover, the suggested plans of study are designed for students who received full admission.

The suggested programs, to be completed in two years, do not include taking any courses during the summer. In all of the programs, it is suggested that the student take the five required core courses as soon as possible, as these courses lay the foundation for work in other courses, help students select and develop a thesis topic, and are necessary to complete before students can take the exam.

H. Deadlines

Individual timelines to complete the program in two years vary, however, there are certain crucial deadlines that must be met each semester.

1. First-semester Students

- a) Meet with the temporary advisor as soon as possible.
- b) If applicable, request course validations, which must follow the deadlines outlined in III.C.4.
- c) Begin to form the committee and prepare a *Plan of Graduate Study*.

2. Second-semester Students

- a) Select the chair and members of your committee.
- b) Submit your *Plan of Graduate Study* by the second week of the second month of the second semester in the program (2/2/2 Rule).
- c) If applicable, submit the application form for the TESOL Certificate.

3. Thesis (Option I) Students

- a) Thesis Proposal

The thesis proposal should be submitted before registering for thesis (INGL 6999) for the third time. The proposal, a copy of the cover page signed by all members of the thesis committee, and the **Form to Submit Dissertation, Thesis, or Project Proposals** (available [here](#)) should be processed via Sign Request. The Sign Request process must begin at the English Department and

the process by submitting the accurate and complete form to ingles.uprm@upr.edu. Incomplete or incorrect documents will be returned to the graduate student and Committee Chair.

NOTE: If your thesis project includes the study of human subjects (such as a thesis with interviews, surveys, and/or analysis of students' assignments from a course), you will need to procure from the UPRM Institutional Review Board (IRB) approval for your study prior to beginning your research. Plan carefully since this entails being certified by [The Collaborative Institutional Training Initiative](#) (CITI Program) prior to requesting IRB approval. Submit your IRB application (and CITI certification) at the same time you submit your thesis proposal.

Information about the Internal Review Board (IRB) is available on the UPRM [Committee for the Protection of Human Subjects in Research](#) (CPHSI) webpage.

b) Completed Thesis

Upon **thesis completion** and in consultation and agreement with the graduate committee, the graduate student must formally request a date, time, and place for the oral examination (thesis defense) by submitting the completed *Request for Admission into the Oral Examination for Dissertations, Theses, and Projects* (Rev. October 2015) which includes the new requirement *Output Matching for Handling Hazardous Waste* to OGS is available [here](#). The thesis project should be submitted to OGS a minimum of thirty days prior to the date requested for the thesis defense. After submitting the thesis project to OGS, students may not continue revising their projects until after the defense.

***IMPORTANT:** On January 22, 2024, OGS established new requirements for requesting oral exams. See letter *Solicitud de Exámenes Orales de Defensa* (available [here](#)). A Google Form must be completed and the required documents uploaded to the form, otherwise, your request for defense will not be considered nor processed.

NOTE: Students who intend to change from the comprehensive examination (Option III) to the thesis (Option I) must fill out the form **Change of Plan Under the Same Graduate Program** form (available [here](#)). The Sign Request process must begin at the English Department by submitting the accurate and complete form to ingles.uprm@upr.edu. Incomplete or incorrect documents will be returned to the graduate student and Committee Chair.

4. *Comprehensive Examination (Option III) Students*

The **Request to Take the MAEE Comprehensive Exam** form (available [here](#)) should be submitted before the last day of classes in the semester prior to the one in which you would like to take the exam (NOT the last day of the semester). For example, if you intend to take the exam in the following spring semester, you need to register during the enrollment period in the preceding fall semester. Without this document, students will not be able to complete the enrollment process. Upon consultation and agreement with their graduate committee, graduate students

submit the *Request to Take the MAEE Comprehensive Exam* form (available [here](#)). Students must submit the accurate and complete form with all questions and reading lists to ingles.uprm@upr.edu, where the Sign Request process will begin. Incomplete or incorrect documents will be returned to the graduate student and Committee Chair. Registration for the Comprehensive Exam course (INTD 6015) is done by the Department Chair in coordination with the Office of Academic Affairs.

NOTE: Students who intend to change from thesis (Option I) to the comprehensive exam (Option III) must fill out the form **Change of Plan Under the Same Graduate Program** form (available [here](#)). The Sign Request process must begin at the English Department by submitting the accurate and complete form to ingles.uprm@upr.edu. Incomplete or incorrect documents will be returned to the graduate student and Committee Chair.

5. Students Who Plan to Graduate

Request graduation online by the second month of the semester **prior to** the anticipated graduation date; or request graduation by the second month of the semester you plan to graduate and pay a late fee. Please visit the Registrar's Office [website](#) to ensure compliance with **all** graduation requirements.

NOTE: Students must submit the graduation payment receipt as evidence to request a thesis defense date.

6. All Students

Each semester, students should consult the [Academic Calendar](#) and the [Office of Graduate Studies deadlines](#).

VI. Option I: Thesis

Writing a thesis is one of the two options available for completing the MAEE program. A thesis is the written result of an original research project planned and conducted by the student, working closely with the thesis chair and other committee members chosen by the student. According to OGS, students must access the following examples and guidelines to comply with OGS standards.

[Tesis, Disertaciones e Informes de Proyecto \(TDP\): Propuesta](#)

[Thesis Template](#)

[Tesis, Disertaciones e Informes de Proyecto \(TDP\): Organización y Redacción](#)

A. Creating the Thesis Committee

Students begin the thesis (Option I) process by selecting a faculty member in the English Department to serve as their graduate committee chair and advisor. Graduate committee chairs take on the role of guiding the student in the preparation of their Program of Study, overseeing their coursework and progress through the degree, advising them on their thesis through drafting, revision, and submission, and presiding at their thesis defense.

Students enrolled in thesis credits (INGL 6999) should meet with their graduate committee chair on a weekly basis and should regularly provide updates to the other committee members about their plans and progress, including making revisions according to feedback provided by the chair and committee members. The committee chair should be someone the student will feel comfortable going to for guidance, feedback, and support for issues involving course selection, degree completion, academic and professional development, among other issues essential to graduate studies and post-graduation career choices.

The student's committee should consist of a minimum of two additional faculty members to serve on their committee, although they may choose up to five members (including the chair). At least half of the committee members, including the committee chair, must be from the English Department and the committee chair must be a fulltime, tenure-track faculty member. Other members may be from other departments, faculties, or UPR campuses as well as specialists from outside of the UPR system. In those cases, the process stipulated in Certification 10-46 for Ad Honorem committee members must be completed before external members are added to the student's Plan of Study as graduate committee members.

Requirements for graduate committee membership are listed in Sections D and E of Bylaw 09-09. Students should select committee members with whom they can work comfortably and effectively, and they must select all committee members by the time they file their Plan of Study, typically in the second week of the second month of their second semester of enrollment.

The following are some effective strategies to get to know prospective committee members:

- Review the “Faculty” tab on the English Department homepage to see an overview of each faculty member’s academic interests;
- Make appointments to meet with different professors to talk about their interests;
- Browse the MAEE [thesis database](#) to see examples of theses supervised by different professors (theses listed by topic from 1984 to 2015 are listed [here](#));
- Discuss options with other graduate students in the program, especially those who are already working on their theses; and
- Attend departmental, university, and external events at which professors present their research, creative, and/or pedagogical projects.

NOTE: Many students make changes to their Plan of Study as they progress in the program, including changes to the members of their committee. While this is not unusual, an **Amendment to the Plan of Study** form (available [here](#)) must be filed to document these changes.

B. Selecting a Topic

Writing a thesis gives students an opportunity to identify and explore a research topic or problem that truly interests them in order to contribute to furthering knowledge in the student’s field of study. In addition, completing the thesis will improve their writing, research, and critical thinking skills. Thus, the thesis option can be a rewarding experience for students interested in pursuing careers in education, writing, linguistics, literature, and other areas in English Studies as well as a beneficial option for students planning to continue their studies in a doctoral program.

As students complete their coursework, they should be thinking about subject areas that are of particular interest to them. Students should take notice when questions occur to them that have not been answered or have not been answered to their satisfaction in the literature, course assignments and discussions. If the student teaches, classroom observations may also raise questions for further exploration. [Please note that some classroom-based projects require prior IRB approval]. All such questions may lead to an idea for a thesis. Students should refer to the [List of Faculty Members](#) to identify faculty who might direct them to resources and help them develop a line of inquiry.

The MAEE program has accepted theses with a focus in the following areas: pedagogy, curriculum development, and education technology; linguistics, applied linguistics, bilingualism, and language skills; literature and the teaching of literature; popular culture, media, and digital humanities; composition and rhetoric, the teaching of writing, and creative writing; gender studies; and hybrid projects that combine elements of these topics. All theses are available for consultation:

- **Before 1997:** through the [UPRM Library Online Catalog](#)
- **From 1997-2002:** through [ProQuest](#), the online database available via our library
- **After 2003:** through the [UPR Repository](#)

C. Writing the Thesis Proposal

Writing a thesis involves careful planning and organization, theoretical and practical research, and academic writing and/or material/s development. In this process, the student first defines precisely their objectives for the thesis project, reviews the relevant current research, figures out how their topic fits into this research, identifies specific objectives, and selects the method/s and sources to be used in the research. These planning stages are then assembled into an outline that becomes part of a thesis proposal. Students work closely with their committee chair and other committee members to develop the proposal. See the [Tesis, Disertaciones e Informes de Proyecto \(TDP\): Propuesta](#) prepared by OGS for more detailed information on how to prepare proposals, theses, and projects.

According to OGS, the thesis proposal includes the justification, previous publications, objectives, methods and literature cited of what will constitute your graduate research. The proposal can be a relatively short document of nine to thirteen pages. The proposal represents a commitment between the student, the committee chair, and the committee to the research you will conduct to obtain your degree. The length and content of the proposal, however, is negotiated between the student and their committee chair. The student's proposal is meant to focus their research process and often serves in creating the standard initial section/s of the thesis and/or the introduction.

NOTE: If your thesis project includes the study of human subjects (such as a thesis with interviews, surveys, and/or analysis of students' assignments from a course), you will need to procure from the UPRM Institutional Review Board (IRB) approval for your study prior to beginning your research. Plan carefully since this entails being certified by [The Collaborative Institutional Training Initiative](#) (CITI Program) prior to requesting IRB approval. Submit your IRB application (and CITI certification) at the same time you submit your thesis proposal. Information about the Internal Review Board (IRB) is available on the UPRM [Committee for the Protection of Human Subjects in Research](#) (CPHSI) webpage.

NOTE: Students cannot begin their research until their proposals (and/or IRB) have been approved by all the committee members and required proposal materials have been submitted to OGS and the English Department.

D. Writing the Thesis

After the proposal is approved by the student's committee, the student will conduct research, analyze findings and/or texts, and write the thesis manuscript, which in some cases might include the development of curricular materials, research protocols, and/or other original materials. An MA thesis is an opportunity for students to demonstrate what they have learned in the program, highlight their academic writing and research skills on a sustained project, pursue a topic of interest to them while generating new knowledge, and position them to pursue goals related to their careers and/or continue education at the doctoral level. The length and organization of theses vary, but should be agreed upon by all members of the student's committee.

OGS mandates a minimum of fifty pages. Typically, thesis projects include an introduction, conclusion, and two or more chapters in which students make their arguments. The thesis course (INGL 6999) offers students the opportunity to have one-on-one training, discussions, and mentorship with their chair in weekly meetings dedicated to exploring the thesis topic selected by the student. See the [Tesis, Disertaciones e Informes de Proyecto \(TDP\): Organización y Redacción](#) prepared by the OGS for more detailed information on how to prepare proposals, theses, and projects.

When working on the thesis, students enroll in INGL 6999. The first two semesters that a student is enrolled in the course, it must be taken for three (3) credits. After that, students register for zero (0) credits until thesis completion. A student must be enrolled in INGL 6999 in order to defend their thesis.

E. Defending the Thesis

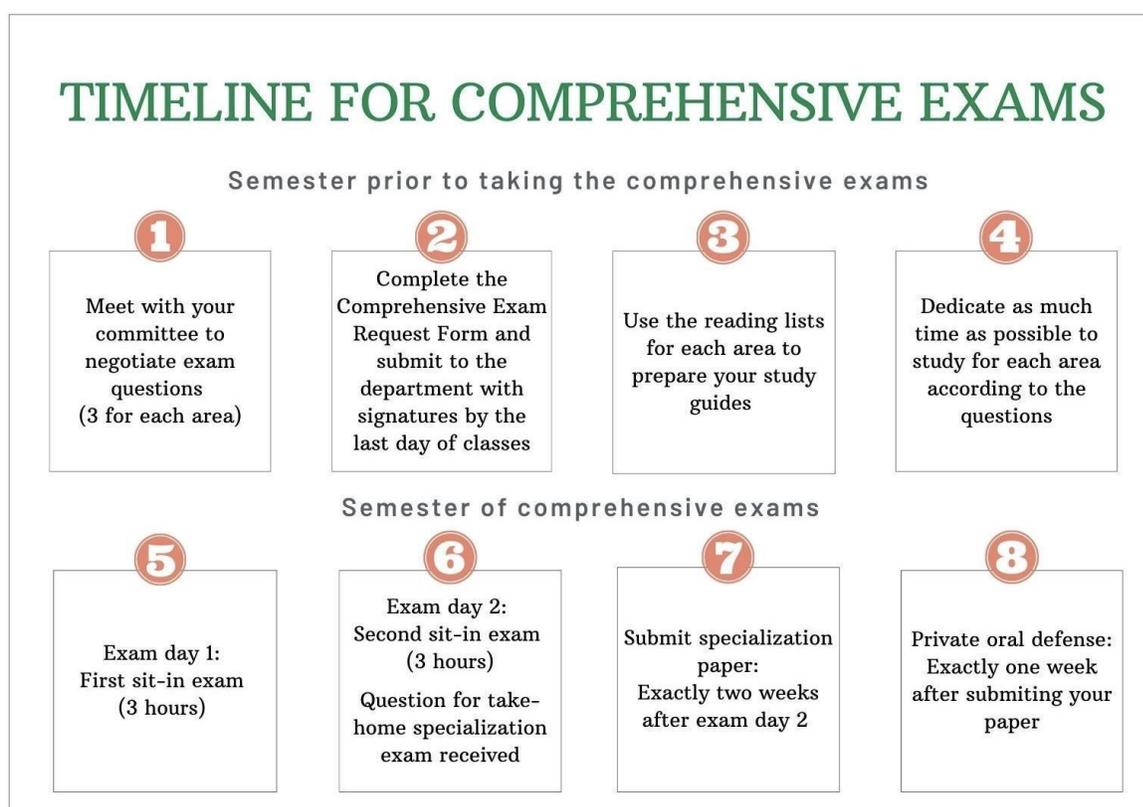
When all members of the student's committee agree that the thesis is complete, the next step is to submit a request for oral defense thirty days prior to the date agreed by the committee. A representative of the Director of the Office of Graduate Studies, is assigned from faculty at UPRM (no faculty from the English Department can represent OGS in a thesis from the English Department). According to the OGS Norms, the established timeframe for the oral examination (thesis defense) is no less than two hours and no more than four hours.

The graduate student has the option to request an open or closed defense. An open thesis defense begins as a public forum in which the student delivers an oral presentation of their research project, which should be thirty minutes long, and addresses questions and comments from the public. At the conclusion of the public discussion, the chair requests that the public leave the room and the student is expected to respond to additional questions posed by the committee. After this exchange, the student is asked to leave the room for the committee to deliberate in private about both the oral defense and the thesis manuscript. A closed defense is composed only by the graduate student, the OGS representative and the committee and follows the same process in presentation and deliberation.

The committee may or may not pass the student on the oral defense. If the student does not pass the oral defense, they may repeat the defense once. At the defense, the committee may accept the thesis manuscript as submitted, request minor revisions (establishing a clear timeline for the submission of revisions), request major revisions (establishing a clear timeline for the submission of revisions), or not accept it. See the [Tesis, Disertaciones e Informes de Proyecto \(TDP\): Organización y Redacción](#) from OGS for more detailed information on how to prepare proposals, theses, and projects.

VII. Option III: The Comprehensive Exam

Taking the comprehensive examination is one of the two options currently available for completing the MAEE program. A comprehensive exam is a demonstration of the knowledge cumulatively gained in a program, and it is an opportunity to showcase this information synthesized under a specific topic of interest to the student. Working together with the exam chair and other committee members, the student drafts questions and reading lists related to the MAEE program and their personal interests, which in turn, shape the exam. This section helps students understand the process involved in taking the comprehensive exam. It outlines the steps involved in this process, including the formation of the Examination Committee, understanding the format and components of the exam, requesting and studying for the exam, and the steps to take to timely complete their degree. It also provides valuable information on how the comprehensive exam is evaluated.



A. Creating the Examination Committee

Students begin the comprehensive examination (Option III) process by selecting a faculty member in the English Department to serve as their graduate committee chair and advisor. This is the same process for students who have chosen to write a thesis, and this information is included in the Plan of Study submitted by students on their second semester in the program. Graduate committee chairs guide the student in the preparation of their Program of Study, overseeing their coursework and progress through the degree, advising them on their comprehensive exam through drafting questions and reading lists, submission of the form [Request to Take the MAEE Comprehensive Exam](#), and presiding at their exam defense. Students preparing to take the exam should meet with their graduate committee chair regularly and provide regular updates to their other committee members about their plans and progress, including making revisions according to feedback provided by the chair and committee members. The committee chair should be someone the student will feel comfortable going to for guidance, feedback, and support for matters such as course selection, degree completion, academic and professional development, among other essential aspects of graduate studies and post-graduation academic and career choices.

A student's committee should consist of a minimum of three members, although they may choose up to five members to serve on their committee. At least half of the committee members, including the committee chair, must be from the English Department and the committee chair must be a fulltime, tenure-track faculty member. Other members may be from other departments, faculties, or UPR campuses as well as specialists from outside of the UPR system. In those cases, the process stipulated in Bylaw 10-46 for Ad Honorem committee members must be completed before external members are added to the student's Plan of Study as graduate committee members. Requirements for graduate committee membership are listed in Sections D and E of Bylaw 09-09. Students should select committee members with whom they can work comfortably and effectively, and they must select all committee members by the time they file their Plan of Study, typically in the second week of the second month of their second semester of enrollment.

The following are some recommended strategies to get to know prospective committee members:

- Review the "Faculty" tab on the English Department homepage to see an overview of each faculty members' academic interests;
- Make appointments to meet with different professors to talk about their interests;
- Browse the MAEE [thesis database](#) to see examples of theses supervised by different professors
- Discuss options with other graduate students in the program, especially those who are already working on their theses;
- Attend departmental, university, and external regularly scheduled events at which professors present their research, creative, and/or pedagogical projects.

NOTE: Many students make changes to their Plan of Study as they progress in the program, including changes to the members of their committee. While this is not unusual, an **Amendment to the Plan of Study** form (available [here](#)) must be filed to document these changes. Students should submit this form to ingles.uprm@upr.edu so it can be signed and processed electronically through the Sign Request

application. The Registrar's Office, OGS and the English Department will receive digital copies of the signed form. The student will also receive a copy for their personal records.

B. Comprehensive Exam Content and Format

The comprehensive exam has three components:

1. Two three-hour written exams scheduled on subsequent days;
2. One take-home specialization examination that lasts two weeks; and
3. An oral defense to discuss the two components indicated above.

The content of the examination is not restricted to coursework in the student's Plan of Graduate Study, and students may be required to prepare in areas not covered in their courses. The student must initiate negotiation and dialog with their committee to determine the specific focus of the exam in the three required content areas: applied linguistics, pedagogy, and an area of specialization (See section D below) as well as initiate these discussions at least one semester before they plan to take the exam in order to prepare the exam questions and reading lists for the exam areas.

C. Preparing to Take the Exam

Prior to taking the comprehensive exam, students must fulfill certain course requirements:

1. Prerequisites

To request the examination, the student must have **completed** 27 (out of 36) credit hours in the program, including the following courses:

EING 6005: Foundations of English Education

INGL 6006: Research Methods

INGL 6009: Models for Teaching Literature

INGL 6010: TESL Materials and Testing

INGL 6020: Second Language Acquisition

Candidates must be registered in *INTD 6015 Comprehensive Exam* course during the semester in which they plan to take the examination.

2. Registration in INTD 6015

If students have already completed all course and credit requirements for the degree, students should register in INTD 6015, which is equivalent to zero (0) credits. Once a student is registered for this course, they must take their comprehensive exams during that semester. If a student is registered for INTD 6015 and does cancel it on time or does not take the exams, this will result in a failure of the exams. Students who have never taken the exams will have one more opportunity to take the exams. If the student has already taken the exams once, and they fail their second attempt, they will be suspended from the program. In this case, the only option for the student would be to apply for a second and final admission to the program, for which the student must wait for a full year in suspension.

3. Exam Dates

The written exams will take place on two consecutive days that are agreed upon by the student and committee members when the student is completing the request form to take the exams. Each sit-in exam will focus on one exam area. Students will answer one exam question each day for each exam. The exams will last three hours each day. The student can decide with the committee if they will start with the applied linguistics or pedagogy exam. The specialization exam will be submitted exactly two weeks after the classroom examinations have been completed. The oral defense of the exams (two hours) will take place exactly one week after the specialization exam has been submitted to the committee. The last day a student will be permitted to complete the oral defense is **the last day of classes** for the semester in which the student takes the comprehensive exam (and is registered in INTD 6015). All of the exam dates and times must be included in the *Request to Take the MAEE Comprehensive Exam* (available [here](#)) and the exams must be done during those dates previously agreed upon.

4. Study Guide

By the end of their second semester in the program, students planning to take the comprehensive exam should familiarize themselves with the *Comprehensive Exam Study Guide* (available [here](#)), which provides students and graduate committees with guidance as to the possible themes and appropriate scope of the Applied Linguistics and Pedagogy sections of the exam. As the sample questions in the Guide demonstrate, analytical ability, strong familiarity with pertinent and current scholarly literature, and an ability to apply knowledge to specific teaching contexts is essential. Students are encouraged to discuss specific strategies to prepare for the exam with their committee members.

Studying for the MAEE Comprehensive Exam must be in consultation with the committee; the student will prepare a reading list of at least twenty recent academic sources (scholarly journals, book chapters or books, dissertations, etc.) to be read in preparation for each of the classroom examinations (Applied Linguistics and Pedagogy) and for the specialization examination, for a total of three lists. A minimum of ten of these sources must be referred to or incorporated in the answer to each exam question. There may be some overlap between the lists. In preparation for the exam, the student may wish to prepare an annotated bibliography, tables to organize their references, and outlines for the content they wish to use

to answer exam questions listed on the Request to *Take the MAEE Comprehensive Examination* form. However, no outlines, notes or documents of any kind will be allowed during the written exam. Students may only bring the reading list for the area of each exam that was submitted with the Request to *Take the MAEE Comprehensive Examination* form. For the oral defense of the exam, students may bring a copy of their answers of each written exam, but they may not use notes or other resources.

5. Requesting the Exam

Students must complete an online form: *Request to Take the MAEE Comprehensive Exam* (available [here](#)) before the last day of classes of the semester BEFORE they intend to take the examination. The Request must be signed by all members of the student's Examination Committee and the MAEE English Graduate Program Coordinator before it is presented to the Department Chair for approval and before registering in INTD 6015. Students must submit the accurate and complete form with all questions and reading lists to ingles.uprm@upr.edu, where the Sign Request process will begin. Incomplete or incorrect documents will be returned to the graduate student and Committee Chair. Registration for the Comprehensive Exam course (INTD 6015) is done by the Department Chair in coordination with the Office of Academic Affairs.

Candidates must indicate the following information on the request form:

- a) Their intention to take the comprehensive examination;
- b) The dates and times of the classroom examination (two consecutive dates), due date of the specialization take-home examination (two weeks after the classroom examination), and date of the oral defense (one week after the take-home paper is submitted);
- c) The study questions for the classroom examinations and specialization examinations (3 per exam);
- d) A reading list of at least twenty recent academic sources (scholarly journals, book chapters or books, dissertations, etc.) for each part of the exam (Applied Linguistics, Pedagogy, and the specialization). Some sources on the list may overlap.
- e) In the case of a second attempt to pass the exam, the candidate should indicate which parts of the exam will be retaken.

6. Cancellation of Request to Take the MAEE Comprehensive Exam

Once a *request* has been received by the Department Chair, students are committed to taking the comprehensive exam on the days and times stipulated in the form. If a student wishes to reverse this decision, they must file a *Cancellation of Request to Take the MAEE Comprehensive Exam* (available [here](#)) at least ten working days before the date set for the requirement in the first component of the exam. Cancellations must be sent to the English Department Chair via email with a justification for the cancellation. All committee members must be included in the email. In the unlikely event a student does not request the cancellation in a timely manner, the original *Request to Take the MAEE Comprehensive Exam* will be recorded as an official attempt to pass the exam regardless of whether or not the student actually takes it and will count as a failure for all three parts of the exam.

D. Taking the Exam

As stated above, the Comprehensive Examination includes two written exams, a specialization take-home exam, and an oral defense. Each component of the examination is further explained below:

1. *Written Examination Content*

The written examination will consist of two three-hour exams taken over two consecutive days. The possible areas of focus for each exam are listed below:

a. Applied Linguistics

- i. First and second language acquisition
- ii. Psycholinguistics and sociolinguistics as related to bilingualism and second language acquisition

b. Pedagogy

- i. TESOL Methodology in six areas: listening, speaking, reading, writing, grammar, and vocabulary
- ii. The teaching of English in Puerto Rico and other contexts
- iii. Teaching materials and tasks
- iv. Evaluation of student performance
- v. Test construction
- vi. Methods of teaching literature

2. *Written Examination Protocol*

The written examinations will be administered and evaluated by the members of the student's committee. Committee members will jointly select the exam question for each of the two areas (Applied Linguistics and Pedagogy) from the three questions filed by the student in the *Request to Take the MAEE Comprehensive Exam* (available [here](#)). **This information will not be communicated to the student prior to the time of the exam.** The committee will also decide which member will be in charge of administering each of the written examinations and reserving a computer-equipped room for this purpose in consultation with the Department Chair. Students should be notified about their exam proctors and examination locations at least one week before the scheduled exam date.

On each of the two consecutive exam days, the committee member chosen to administer the exam will provide the student with an official copy of the exam question (previously selected by the committee). The student will answer the question on a computer provided by the department or committee member (not the student's personal computer). Students will not be allowed to use the Internet or consult any personal files or notes during written examinations. At the end of the examination period, the committee member will keep a digital copy of the student's completed exam and will make the file available to the other committee members by the next business day. Digital copies of the completed exams must be placed in the student's departmental file.

3. *Specialization Exam*

When the student completes the last of the written examinations, they will receive the specialization question. As soon as the student receives the questions, they will have two weeks to turn in the written specialization examination. Because it is a take-home exam, students may use their notes, annotated bibliography, and other resources to answer the question. However, it is inappropriate for the student to receive any input or assistance on the answer to the specialization question from anyone else.

4. *Oral Defense*

One week after the student turns in the specialization exam, they will sit for an oral defense with all three committee members. The exam defense is closed to the public, and it is an opportunity for the students to verbalize answers about their written exams. The questions will focus on the students' written exams and, therefore, should NOT include new questions about the reading lists. During the defense, committee members may not intervene to aid the student in answering the questions. Each committee member will ask up to two questions about each of the three written parts of the exam. These questions will NOT be shared in advance with the student. After the defense is finished, the student will be asked to leave the room while the committee deliberates. The student will be invited back in and told the results immediately after the deliberation.

E. Passing the Exam

In order to pass the MAEE Comprehensive Exam, the student must obtain passing marks on all components: the two written examinations, the specialization exam, and the oral defense.

1. *Written Examination*

To pass the written examinations students must obtain a passing grade on both exam areas. The student's Examination Committee members will evaluate the exam using the *Evaluation of Comprehensive Exam* form (available [here](#)). General evaluation criteria for the exams are based on the student's ability to perform the following tasks:

- a) Synthesize the key theoretical and methodological debates defined by the exam questions.
- b) Articulate an original argument in response to those debates.
- c) Integrate information from a variety of sources into an organized, cogent, and scholarly response.
- d) Apply theoretical frameworks to the analysis of concrete pedagogical practices or resources.
- e) Contextualize the argument appropriately.
- f) Include a minimum of 10 appropriate citations (recent academic journal articles, academic book chapters and/or books) in author/year format.

- g) Compose a scholarly essay of 6-8 pages (double-spaced) for each sit-in exam and a scholarly essay of 15–20-pages (double-spaced) for the specialization exam.

After reading the student's work, Examination Committee members will confer to evaluate the student's written examination (on a pass/fail basis) and complete the corresponding portion of the *Examination Result Form* (available here) required by the Registrar's Office and the Office of Graduate Studies (form DAAEG21, Revised October 2008, which is available at [this website](#)). Written justification will be submitted to the student and the Department Chair (for inclusion in the student's file) in case of failure in any of the exams. Students who fail one or both parts of the written exam on their first attempt will have one more opportunity to pass the failed parts. They may retake the exam (in full or in part) no sooner than the following semester and no later than one year after their first attempt to pass the exam. (The student may register to take the exam during the summer if all members of the student's committee agree to meet and work during the summer.) Failure in **any** area exam during a second attempt will constitute failure in the MAEE program.

2. *Specialization Exam*

As stated above, to pass the Comprehensive Exam, students must also obtain a passing mark on the specialization exam. General evaluation criteria for the specialization exam are based on the student's ability to perform the following tasks:

- a) Review recent academic literature related to the specialization topic.
- b) Synthesize key theoretical and methodological debates pertinent to the topic.
- c) Articulate an original argument.
- d) Integrate information from a variety of sources into an organized, cogent, and scholarly response of 15-20 pages.
- e) Contextualize the argument appropriately.
- f) Include a minimum of 15 appropriate citations (recent academic journal articles, academic book chapters and/or books) following APA or MLA.

3. *Oral Defense*

The general evaluation criteria for the oral presentation are based on the student's ability to perform the following tasks:

- a) Extemporaneously and formally synthesize the theoretical and conceptual frameworks present in the exam questions.
- b) Knowledgeably respond to questions and comments about the exam responses.

At the end of the oral defense, the Examination Committee will confer, in private, to evaluate (on a pass/fail basis) each component of the examination. The student will be informed of the committee's decision immediately after the discussion. The committee's evaluation should be reported in the corresponding section of the *Examination Result Form* (available [here](#)) required by the Registrar's Office and the Office of Graduate Studies (form DAAEG21, Revised October 2008), available at [this](#)

[website](#). Written justification will be submitted to the student and the Department Chair (for inclusion in the student's file) in case of failure in this component of the examination.

F. Reporting the Results of the Exam

The English Department Chair is the person in charge of reporting the *Results of the Comprehensive Exam* to the Registrar and the Office of Graduate Studies. For the Department Chair to be able to do so in a timely fashion, the Examination Committee chair must submit form DAAEG21 (Revised October 2008) to the Department Chair within three working days of the completion of the examination process (i.e., written examinations, the specialization exam, and the oral defense).

VIII. Financial Aid

Financial aid is available in various forms from the English Department and the University. Each type is explained below.

A. Teaching Assistantships

See Junta de Gobierno Universidad de Puerto Rico's *Normas para el programa de ayudantías graduadas subvencionadas mediante el programa de asistencia suplementaria en la universidad de Puerto Rico* section 12 of Bylaw 147 (31 May 2023), which is available [here](#).

1. Eligibility

A limited number of Graduate Teaching Assistantships (GTA) are available through the English Department. They are awarded on a competitive basis. Students may obtain a Teaching Assistantship if they are taking nine graduate credits (including 5000-level courses) or are enrolled in thesis, INGL 6999. In order to qualify for a Teaching Assistantship, students must maintain a grade point average of 3.00 or higher. Also, GTAs must be enrolled in INGL 6996, a one-credit course on University Teaching Development (UTD) for three consecutive semesters. (If a student is placed on probation or obtains an *NS* in thesis, they will not be eligible for any assistantship.) For more information on Teaching Assistantships, contact the Department Chair.

2. Limitations

A teaching load can range from three to six credits. Graduate Teaching Assistants cannot have another full-time job inside or outside of the university.

3. Benefits

As teaching assistants, students are exempt from tuition cost, though they are subject to medical plan fees, technology fees, and facility fees. GTAs also receive a modest stipend and gain valuable college-level teaching experience.

4. Duties

- a) As Graduate Teaching Assistants, students are responsible for planning and teaching classes in compliance with the objectives and guidelines set out by the master syllabus on file in the English Department and/or by course coordinators.
- b) Graduate Teaching Assistants are also charged with evaluating students and assigning grades.
- c) Graduate Teaching Assistants must hold office hours (one and a half hours per week for every three credits that they are teaching).
- d) Graduate Teaching Assistants must contribute to course committee work, and participate in other training and oversight obligations (See Junta de Gobierno Universidad de Puerto Rico's *Normas para el programa de ayudantías graduadas subvencionadas mediante el programa de asistencia*

suplementaria en la universidad de Puerto Rico of Bylaw 147 (31 May 2023), which is available [here](#)).

- e) Each section they teach will undergo a student evaluation in accordance with UPRM policies (COE) and a faculty member will visit a GTA's class at least once per semester to conduct a class evaluation.
- f) Graduate Teaching Assistants are held to the same standards as other faculty members and must treat all students respectfully, explain class policies and assessment procedures clearly, and assess student work reasonably and fairly.
- g) In addition to adhering to best practices in classroom teaching, Graduate Teaching Assistants are expected to uphold all regulations of the University of Puerto Rico at Mayagüez that govern teaching faculty. This includes, but is not limited to, attending all required meetings, University Teaching Development classes and functions, Center for Professional Development (CEP) events; following the university drug and alcohol policy and the smoking restrictions placed on university property; and maintaining professional standards on campus.

5. Support

Graduate Teaching Assistants are supported by many people in the Department, including the Graduate Committee, the Department Chair, the University Teaching Development Supervisor, and the course coordinators.

- a) Supervisors of the University Teaching Development (INGL 6996) Program:

The Supervisors directly oversee the development of teaching assistants and give the UTD course, the required orientation course for GTAs. If the supervisors are not elected members of the MAEE Graduate Committee, they will be periodically invited to exchange information about the UTD program with members of the MAEE Graduate Committee.

- b) Course Coordinators:

Course coordinators provide the master syllabus upon which Teaching Assistants will base their course as well as provide practical assistance for the courses GTAs teach.

- c) Graduate Committee (GC):

The GC is composed of elected faculty members from the English Department and a graduate student representative (elected by MAEE and MAEL students each year). This committee coordinates, in collaboration with the Department Chair, the MAEE program and fulfills the responsibilities stated in Bylaw 09-09: Policies Governing Graduate Studies at UPRM.

GTAs may bring their concerns to the attention of the GC via the graduate student representative or by contacting the MAEE Graduate Program Coordinator directly.

B. Research Assistantships

A limited number of research assistantships become available each year, based on availability of University funding. A research assistantship allows students to gain research experience while working on a project coordinated by a member of our faculty. The number of positions available and the terms of the positions (salary, tuition waiver, etc.) vary depending on the needs and budgets of each research project. Eligibility criteria for these positions are determined by the faculty member in charge of the research project.

C. University Loans

In order to qualify for a university loan, students have to complete an application for a Federal Pell grant and be given a Pell grant number (FAFSA). Graduate students do not qualify to receive Pell grants, but this is, nevertheless, the necessary first step to qualify for other financial aid and loans.

There are two major university loans. One is the Direct Federal loan, or the William D. Ford loan. The amount varies depending on the number of credits the student is taking and the other sources of income the student may have. There are two types of William D. Ford loans.

1. Subsidized: eligibility is based on need and the federal government pays the interest until the student starts to pay.
2. Not based on need: students are responsible for the interest as soon as they receive the loan disbursement.

The second loan option is the Sallie Mae loan, which is a private or alternative loan. A student only qualifies for this loan option if they do not meet the prerequisites to qualify for the William D. Ford loan, and approval of this loan is subject to additional conditions. To learn more about the William D. Ford or Sallie Mae loans, including the evaluation and procedure processes, you may visit the [Federal Loans](#) page within the Office of Financial Aid.

D. Scholarships

The Graduate Legislative Scholarship awards a stipend based on the information from FAFSA and the number of credits the student is taking. You may find more information at the [Financial Aid](#) page or at the Financial Aid Office in the Deanship of Student Affairs Building.

IX. Important Documents & Resources

Links to important resources, forms, and documents are provided below.

1. [Schedule of MAEE Course Offerings](#)
2. [MAEE Courses and Descriptions](#)
3. [Proposal for INGL 6995: Research I or II](#)
4. [First-Semester Advising Meeting Record](#)
5. [Plan of Graduate Study](#)
6. [Suggested Program of Study](#)
7. [Amendment to the Plan of Study](#)
8. [Change of Plan under the Same Graduate Program](#)
9. [MAEE Theses Repository](#)
10. [Form to Submit Dissertation, Thesis, or Project Proposal](#)
11. [Request for Admission to the Oral Examination for Thesis or Projects](#)
12. [Request to Take the Comprehensive Exam](#)
13. [Comprehensive Exam Study Guide](#)
14. [Examination Result Form](#)
15. [List of English Department Faculty Members](#)