

# Graduate Student Handbook

*Department of English  
University of Colorado at Boulder*

*2008-2009*

NOTE:

Up-to-date versions of this handbook will be posted on the Department's web site. Please check the web site for recent changes in rules and procedures.

This handbook does not supplant the Graduate School Rules. Should anything in this handbook conflict with the Graduate School Rules, the Graduate School Rules take precedence.

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# DEPARTMENT ADMINISTRATION AND STAFF

## ADMINISTRATION

### **Chair of the Department: Hellems 101**

*For 2008-2009: Professor Katherine Eggert 303-492-6032; [Katherine.Eggert@colorado.edu](mailto:Katherine.Eggert@colorado.edu)*

The Chair oversees departmental business and represents the department to the university administration and the general public.

### **Associate Chair for Graduate Studies: Hellems 115**

*For 2008-2009: Professor Nan Goodman 303-492-8643; [Nan.Goodman@colorado.edu](mailto:Nan.Goodman@colorado.edu)*

The Associate Chair for Graduate Studies supervises graduate matters including admissions, advising, and requirements. S/he is the head advisor for all MA-Literature students and the advisor for PhD students who have not yet chosen a dissertation director; s/he also advises MFA-Creative Writing students on general matters involving degree requirements, financial aid, etc. S/he acts as Chair of the Graduate Committee, advises the Associate Chair for Undergraduate Studies about teaching appointments, and works with the department's Lead Graduate Teachers. You may wish to contact him or her to discuss your schedule, to get permission to do special course work, to discuss how you might fill your course or language requirements, or to get general advice on choosing a faculty mentor or on the direction of your research and writing.

### **Associate Chair for Creative Writing: Hellems 101**

*For 2008-2009: Professor Marcia Douglas 303-492-1853; [Marcia.Douglas@colorado.edu](mailto:Marcia.Douglas@colorado.edu)*

The Associate Chair for Creative Writing supervises admissions and requirements for the MA/MFA-Creative Writing programs, works with the Lead Graduate Teacher for Creative Writing TAs, and is the head advisor for all MA/MFA-Creative Writing students. If you are an MA or MFA Creative Writing student, you may wish to contact him or her to discuss your schedule, to get permission to do special course work, to discuss how you might fill your course or language requirements, or to get general advice on choosing a faculty mentor or on the direction of your writing.

### **Associate Chair for Undergraduate Studies: Hellems 111**

*For 2008-2009: Professor Douglas Burger 303-492-2868; [Douglas.Burger@colorado.edu](mailto:Douglas.Burger@colorado.edu)*

The Associate Chair for Undergraduate Studies supervises all assignments for teaching undergraduate courses, including TAs and GPTIs, and directs all the course scheduling. He or she also maintains a file of resources for teaching (sample course syllabi, etc.), and is the head advisor for all teachers in the department. You may wish to contact him or her about your teaching schedule, or if you are having particular problems with one of your students, including cases of plagiarism or disruptive student behavior.

### **Graduate Committee, Creative Writing Committee**

The Graduate Committee is a group of department faculty who assist the Associate Chair for Graduate Studies in decisions about admissions, fellowships and prizes, and proposed revisions to degree requirements for the MA-Literature and PhD programs. PhD students' reading lists for the comprehensive exams are also reviewed and approved by the Graduate Committee. The faculty members serve two-year terms. In 2008-2009, the Graduate Committee consists of Professors Nan Goodman, Scarlet Bowen, Valerie Forman (Spring only), Bruce Kawin, Eric White, and Laura Winkiel.

For Creative Writing, the equivalent of the Graduate Committee is the Creative Writing Committee. Made up of the Creative Writing faculty, the Creative Writing Committee decides on admissions and prizes. The Creative Writing faculty members in 2008-2009 are Professors Julie Carr, Jeffrey DeShell, Marcia Douglas, Sidney Goldfarb, Stephen Graham Jones, Ruth Kocher, and Elisabeth Sheffield.

## STAFF

### Student Services Office: Hellems 111

#### **Student Services Coordinator and Department Office Manager.**

*Peggy McKinney 303-492-6594; [Peggy.McKinney@colorado.edu](mailto:Peggy.McKinney@colorado.edu)*

Peggy McKinney works with the Associate Chairs of Graduate Studies, Undergraduate Studies, and Creative Writing on matters of course and classroom scheduling, graduate student fellowships, graduate student teaching appointments, and processing of paperwork for degrees. Contact her with issues related to office assignments, policies and procedures that relate to registration, academic dishonesty, grades, and student or instructor complaints. She also handles requests for particular classrooms, petitions to the Dean of the Graduate School, details regarding your fellowship or your teaching appointment, and all matters of paperwork and deadlines for receiving your degree.

#### **Student Services Specialist.**

*Kat Scheible 303-492-6434; [ssengl@colorado.edu](mailto:ssengl@colorado.edu), [gsengl@colorado.edu](mailto:gsengl@colorado.edu), or [Kat.Scheible@colorado.edu](mailto:Kat.Scheible@colorado.edu)*

Kat Scheible oversees all aspects of the graduate admissions process; and maintains graduate student records, as well as applications for independent study, final grades and grade changes. She also schedules room requests, film screenings, meetings and special events. Contact her to apply for an independent study, to reserve a room for class and departmental events, or leave a message for the Associate Chairs of Graduate Studies, Undergraduate Studies, and Creative Writing. Student assistants also work in the Student Services Office; they are able to help you with messages and questions.

### Department Office: Hellems 101

#### **Receptionist.**

*303-492-7381; [ssengl@colorado.edu](mailto:ssengl@colorado.edu)*

The receptionists take messages for the department, organize the departmental mail, handle the checkout of audiovisual equipment, provide clerical support for the Chair and Associate Chairs, and can instruct you on use of the copy and fax machines. If you are ill and need to cancel a class, phone the receptionist, who will post a notice for your class.

#### **Assistant to the Chair.**

*303-492-7382; [ENGL.chrasst@colorado.edu](mailto:ENGL.chrasst@colorado.edu)*

The assistant to the Chair takes messages and schedules appointments in relation to the tasks of the Chair's office. The position also serves to assist in departmental faculty matters, and as the liaison for university financial matters (including payroll).

# THE GRADUATE SCHOOL

## GRADUATE SCHOOL PERSONNEL

### Associate Vice Chancellor for Graduate Education

Graduate students typically have little direct contact with the Associate Vice Chancellor, but if you receive a major fellowship, he/she will sign your letter of congratulation. The Associate Vice Chancellor for Graduate Education, currently Professor John Stevenson, approves petitions for special circumstances for graduate students, including extensions of time to degree, so you may need to write a letter to him/her at some point during your graduate career.

### Student Advisors

You may wish to consult with the student advisors in the Graduate School if there are special circumstances affecting your completion of your degree. The advisors also check the format of theses and dissertations prior to their final submission to the Graduate School. The Graduate School student advisor is currently: Ginny Borst (303-735-3534; [Borst@colorado.edu](mailto:Borst@colorado.edu)).

## GRADUATE SCHOOL RULES

The rules of the Graduate School govern graduate students' admission to the university and their completion of degree requirements, as well as the admission of faculty to the Graduate Faculty (the body of faculty allowed to teach graduate courses and supervise graduate student work). Graduate School Rules may be viewed on line at <http://www.colorado.edu/GraduateSchool/policies/index.html>.

## GRADUATE SCHOOL WEB SITE

The Graduate School web site lists all kinds of useful information for graduate students, including a calendar of the current semester's deadlines, specifications for the final copy of theses and dissertations, downloadable forms for fellowships, etc., and FAQs. See <http://www.colorado.edu/GraduateSchool/current/index.html>

# STUDENT REPRESENTATION

## DEPARTMENT GRADUATE STUDENT REPRESENTATIVES

The department's MA and PhD representatives act as liaisons between graduate students and the English Department by representing graduate student concerns at relevant faculty and Graduate Committee meetings, or by presenting those concerns to the Associate Chair for Graduate Studies. They also plan social and academic events for graduate students in the department. If you have ideas, questions, or concerns about the department, they can make your needs known to the department (anonymously, of course, if you so desire). Elections for the MA-Literature and PhD representatives occur each spring for the following year.

Departmental representatives for 2008-2009 are:

PhD/MA-LIT Representatives	Jennifer Armstrong	<a href="mailto:Jennifer.Armstrong@Colorado.edu">Jennifer.Armstrong@Colorado.edu</a>
	Cara Shipe	<a href="mailto:Cara.Shipe@colorado.edu">Cara.Shipe@colorado.edu</a>
	Natalie Stone	<a href="mailto:Natalie.Stone@colorado.edu">Natalie.Stone@colorado.edu</a>
MFA-CRW Representatives	Christopher Rosales	<a href="mailto:Christopher.Rosales@colorado.edu">Christopher.Rosales@colorado.edu</a>
	William (Todd) Seabrook	<a href="mailto:William.Seabrook@colorado.edu">William.Seabrook@colorado.edu</a>

## ENGLISH GRADUATE STUDENT ASSOCIATION (EGSA)

EGSA was formed in 1994 in order to address the academic and social concerns of graduate students in the department. The mission statement reads as follows:

The mission of the English Graduate Student Association-Boulder is to promote an enriching academic environment for graduate students in English Literature and Creative Writing, to encourage collegiality, provide teaching support, creative opportunities for professional development, promote artistic interaction, foster a sense of community between students and faculty, and maintain a forum for productive discourse among graduate students.

EGSA has operated several ad hoc committees during its history, including the Graduate Academic Committee (see below) and the Social Committee (currently not formally constituted). Graduate students are encouraged to volunteer for these committees, or to form others that address current needs of graduate students.

## **DEPARTMENT GRADUATE ACADEMIC COMMITTEE (GAC)**

The Graduate Academic Committee of EGSA are a group of volunteers who work with the MA and PhD representatives and the Associate Chair for Graduate Studies to organize academic events directed to graduate students. These include professional development workshops and works-in-progress series for faculty and students. GAC organizes itself early in the Fall semester.

## **UNITED GOVERNMENT OF GRADUATE STUDENTS (UGGS)**

The United Government of Graduate Students (UGGS) represents the graduate and professional students at the university. UGGS provides a graduate voice in university decision-making, pursuing such issues as student fees, financial aid, graduate student employment, health care, child care, and more. UGGS members work with administrators, faculty, and other student groups, and they serve on university committees. UGGS also organizes events that give graduate and professional students the opportunity to learn about the university and diversify their academic experience by meeting people from other disciplines. These events include a new student orientation, a fall picnic, and a round table dinner. UGGS provides various services to graduate and professional students, such as teaching assistant awards and limited student group funding.

Graduate students in the English Department elect a representative or co-representatives to UGGS each spring. Departmental representatives to UGGS for 2008-2009 will be chosen in Fall 2008.

## **UNIVERSITY OF COLORADO STUDENT UNION (UCSU)**

The University of Colorado Student Union (UCSU) is the student body government for CU-Boulder. UCSU creates, implements, and oversees a multimillion dollar budget generated by student fees and other revenue for the operation of the Student Recreation Center, Wardenburg Health Center, University Memorial Center (UMC), Environmental Center, Student Organizations Finance Office, Women's Resource Center, Off-Campus Student Services, Student Legal Services, Cultural Events Board, Volunteer Clearing House, and KVCU Radio 1190. UCSU also serves as the liaison between the student body and the university administration. UCSU is made up of executive, legislative, and judicial branches. Elections are held in the Fall and Spring semesters for executive and legislative members.

# KEEPING IN TOUCH

## E-MAIL

Once you arrive at CU you will wish to set-up a university e-mail account as soon as possible. You may set up your account on-line at <http://www.colorado.edu/ITS/students/>. When you set up your account, you may also choose to have your university e-mail forwarded to another address. The university and the department consider your university e-mail address an official means of communicating with you, so be sure to check this address at least once a week. You will also be subscribed to the department graduate student e-mail list via your university e-mail address (see below).

All people with e-mail addresses at the university may be reached through the format `firstname.lastname@colorado.edu`. The only exceptions are people with non-unique names, in which case the middle initial and sometimes other qualifiers are used (e.g., `Jane.Q.Public@colorado.edu`). To look up someone's contact info, see the university web site at [www.colorado.edu](http://www.colorado.edu) and use the 'Search People' function.

## MAILBOXES

All graduate students, with the exception of those who currently live out of state, have mailboxes in the English Department Office (Hellems 101). The mailboxes are listed alphabetically in two groups: the first group is of all faculty and graduate students who hold teaching positions (both TAs and GPTIs) in the current semester; the second group is of all non-teaching graduate students. Your box may change places between the first and second group depending on whether you are teaching or not teaching in a given semester.

## E-MAIL LISTSERVS

### **The EGO (English Graduate Organization) Listserv (for all graduate students)**

The Associate Chair for Graduate Studies maintains an e-mail listserv of all graduate students in the department: EGO. This listserv is used instead of paper memos to communicate important information about deadlines, fellowships, job openings, housing opportunities, etc. Students may also use the list to announce events that are of interest to graduate students in the department. All students are subscribed via their colorado.edu e-mail addresses. Send e-mail to the list by addressing it from your colorado.edu e-mail address, and sending it Kat Scheible.

### **The ID Listserv (for MFA-Creative Writing Students)**

The Lead Graduate Teacher for Creative Writing maintains an e-mail listserv for Creative Writing students and faculty, known as ID Listserv. This listserv is used to announce events and discuss issues. If you are subscribed to the list, you may send e-mail to the list by addressing it from the account under which you are subscribed, and sending it to `id@lists.colorado.edu`. For information about subscribing to the list, contact the Lead Graduate Teacher in Creative Writing.

## DEPARTMENT WEB SITE

The English Department web site is at [www.colorado.edu/English](http://www.colorado.edu/English). Look here for up-to-date information about courses, faculty interests, and upcoming events, as well as for an annually updated version of this handbook.

# ADVISING

## MA-LITERATURE

The Associate Chair for Graduate Studies is the head advisor for all MA-Literature students. In addition, students are assigned in their first year to a faculty advisor who is a member of the Graduate Committee.

## MA/MFA-CREATIVE WRITING

The Associate Chair for Creative Writing is the advisor for all MA and MFA-Creative Writing students. The Associate Chair for Graduate Studies is also able to advise MA and MFA-Creative Writing students about basic elements of the program (degree requirements, etc.).

## PhD

The Associate Chair for Graduate Studies is the advisor for all PhD students who have not yet chosen a dissertation director.

# DEGREE REQUIREMENTS AND COURSEWORK

## MA-LITERATURE DEGREE REQUIREMENTS

### Coursework

Students must take 30 hours of coursework (10 courses). At least 21 hours must be taken at CU Boulder. Subject to approval by the Associate Chair for Graduate Studies, up to 6 hours of coursework may be taken in departments other than English. Students may earn the MA-Literature degree through coursework alone; a thesis is optional (see Thesis Option, below).

Courses in the following fields are required. A requirement may be waived if a student has taken an equivalent graduate course at another institution; waivers must be approved by the Associate Chair for Graduate Studies. See Transfer Credit, below, for the official transfer of hours from another institution.

Coursework requirements were revised as of Fall 2004; students must fulfill the requirements in effect when they entered the MA-Literature program. Courses #1 and #2 must be taken during the first semester of study, and one course from among #3 - #10 must be designated poetry intensive. See the Associate Chair for Graduate Studies for any questions about which courses fulfill which required fields.

### *REQUIREMENTS FOR STUDENTS ENTERING FALL 2006 and AFTER:*

1. Survey of Contemporary Literary Theory.
2. Introduction to Literature of the British Isles: Pre-1660.
3. Introduction to Literature of the British Isles: 1660-1900.
4. Introduction to American Literature.
5. Introduction to 20<sup>th</sup>-Century Literature in English.
6. Introduction to Multicultural Literature.
- 7-10. Elective advanced courses (may include credits for thesis writing).

### *REQUIREMENTS FOR STUDENTS ENTERING PRIOR TO FALL 2004:*

1. Critical Analysis: Introduction to Medieval and Renaissance Studies.

2. Survey of Contemporary Literary Theory.
3. Literature of the British Isles before 1790.
4. Literature of the British Isles 1790 - 1900.
5. Literature of the United States before 1900.
6. Twentieth-Century Anglophone Literature.
7. Multicultural Literature.
8. Special Topic: a theme, genre, or theoretical issue not limited to a specific period or national tradition.
9. and 10. Electives (may include credits for thesis writing).

## **Thesis Option**

### ***What is the MA-Literature thesis, and should you write one?***

A master's thesis is optional for the MA-Literature. Most MA-Literature students opt not to write a master's thesis; instead, if the student wishes to develop a seminar into a longer project, s/he chooses instead to work with an individual faculty member on an independent study basis. If you are interested in writing a master's thesis, you should first discuss these other options with your faculty mentor and/or the Associate Chair for Graduate Studies. The master's thesis is about 50-75 pages in length, and represents an original piece of literary criticism that is supported by extensive research into primary and secondary sources. It includes an abstract and a bibliography.

### ***Planning and writing the MA-Literature thesis; the committee***

If you wish to write a master's thesis, you must plan ahead. It takes two semesters to plan and write a master's thesis. You must register for a total of at least 4 hours of master's thesis credit during the semesters you are writing your thesis; see Thesis/Dissertation Hours in the Special Coursework and Degree Requirement Circumstances section below. During the writing of your thesis you work with a committee of three faculty members: the advisor, and two other faculty members. The primary advisor must be a member of the Graduate Faculty; check with the Associate Chair for Graduate Studies to make sure this is the case.

### ***MA-Literature thesis defense***

The defense must be scheduled to take place before the semester's deadline for completing defenses; see the Student Services Office for details. You must give your completed thesis to your entire committee at least two weeks before your defense. You must also file an examination report at least two weeks in advance of your defense; see the Student Services Office for this report form. The master's thesis defense is an oral examination of about an hour's length, at which all of your committee members must be present; it may cover not only the thesis itself, but also work you have done for your graduate courses. A student must have the affirmative vote from at least two of three committee members to pass the defense. A student who fails the defense may not attempt the defense for at least three months, and not until any work prescribed by the committee has been completed. The student may retake the examination only once.

### ***Thesis submission and format***

The final copy of the thesis must be submitted to the Graduate School by the applicable deadline for that semester, and must comply with the Graduate School's specifications for theses and dissertations. These specifications may be viewed at <http://www.colorado.edu/graduateschool/current/academics/theses/specs.html>, or picked up from the Graduate School (Regent 308). You must include all the parts of the thesis stipulated (title page, signature page, abstract, table of contents, bibliography, etc.); it must be printed on the approved type of paper. Have the format of your thesis pre-checked by the Graduate School before you print your final copy, to save the expense of reprinting on expensive paper in case of mistakes. For a pre-check appointment, contact the Graduate School at 303-492-7401.

## **Language Requirement**

Students earning the MA in Literature or MA/MFA in Creative Writing must complete a foreign language requirement, either before or after enrolling at CU Boulder, in one of the following ways:

- Complete a fourth-semester (second-semester sophomore) college language course with a grade of *C* or better. This means completing a course that is the *second* semester of a sophomore-level foreign language. If you can complete such a course without having taken the preceding courses (for example, complete French 2120 without having taken French 1010/1020/2110, which are the preceding three semesters of courses), that will fulfill the requirement. Courses may be taken at CU or at another institution, including community colleges, etc. If you have completed or will complete this course work at another institution, the Student Services Office will need a record of that fact in your file. The transcript(s) you submitted when you applied for admission are already in your file; you will need to supply further evidence of such course work only if your file is missing a relevant transcript.
- Present other evidence of competence in a foreign language to the Associate Chair for Graduate Studies. In most cases, this other evidence consists of native or near-native command of a language; a written examination may be administered to confirm such fluency. Completion of only freshman-level language courses does not qualify as evidence of competence.

### **Advancement to Candidacy**

The semester you plan to graduate, you must submit a Candidacy Application for an Advanced Degree and a Application for Diploma to the Student Services Office by the stipulated deadline, which is generally in the third or fourth week of classes. These forms are available in the Student Services Office, or on the Graduate School website at <http://www.colorado.edu/graduateschool/resources/forms.html>. The Candidacy Application confirms that you will have completed all your degree requirements by the end of the semester, and must be approved by the Associate Chair for Graduate Studies.

### **Time to Degree**

All MA/MFA students have four years from the semester in which they are admitted and begin coursework to complete all degree requirements. To continue past four years, the student must file a petition for an extension of the time limit with the Associate Vice Chancellor for Graduate Studies. Such petitions must first be submitted for endorsement to the Associate Chair for Graduate Studies. Extensions may be granted for up to one year.

## **MFA-CREATIVE WRITING DEGREE REQUIREMENTS**

### **Coursework**

Students must take 45 hours of coursework (15 courses). At least 21 hours must be taken at CU Boulder. Subject to approval by the Associate Chair for Creative Writing, up to 6 hours of coursework may be taken in departments other than English. Coursework must be taken in the following areas. A requirement may be waived if a student has taken an equivalent graduate course at another institution; waivers must be approved by the Associate Chair for Graduate Studies. See Transfer Credit, below, for the official transfer of hours from another institution.

- 4 courses (12 hours) of writing workshops (fiction, nonfiction, poetry, scriptwriting, publishing).
- 4 courses (12 hours) in literature.
- 2 courses (6 hours) in two of the following: Studies in Poetry; Studies in Fiction; Studies in Literary Movements.
- 2 courses (6 hours) of electives.
- 9 hours of credit for thesis writing. Thesis hours may not be taken the first year.

## **Thesis**

### ***What is the MFA-Creative Writing thesis?***

All MFA-Creative Writing students must complete a thesis as part of the degree requirements. The thesis should be a book of poetry, of short stories, of literary/creative non-fiction, or a leg up on a novel, a play, or a screenplay. It may also be a combination of these genres. The suggested length is 70 pages, but a thesis of fewer than 70 pages may be approved by the thesis committee. The bulk of work used in a thesis should have been written while a student is enrolled in the MFA-Creative Writing program, and it should be in a form acceptable to the committee. The thesis must include an abstract (one to one-and-a-half pages) that states the writer's views and explains how the thesis reflects those views.

### ***Planning and writing the MFA-Creative Writing thesis; the committee***

It takes at least two semesters to plan and write a master's thesis in Creative Writing. You must register for a total of at least 4 hours of master's thesis credit during the semesters you are writing your thesis. Most MFA-Creative Writing students take a total of 9 thesis hours; see Thesis/Dissertation Hours in the Special Coursework and Degree Requirement Circumstances section, below. The student should select a committee of three (the advisor, who is a Creative Writing faculty member; one other Creative Writing faculty member; and a faculty member in literary studies) during the semester prior to that in which s/he will defend the thesis. Make sure your committee members know and understand their role on the committee. A rough draft of the thesis should be made available to the advisor between the middle and the end of the semester prior to that in which the thesis defense will be held, so that problems may be discussed at an early enough date to enable the student to work on them. The advisor will work with the student during both semesters, advising on length of manuscript, suggestions for improvement, and general compilation. The advisor and the student will also agree on a reading list on which the student may be questioned at the defense.

### ***MFA-Creative Writing thesis defense***

The defense must be scheduled to take place before the semester's deadline for completing defenses; see the Student Services Office for details. You must give your completed thesis to your entire committee at least one week before your defense. You must also file an examination report at least two weeks in advance of your defense; see the Student Services Office for this report form. The master's thesis defense is an oral discussion of your work, and of your reading list, of about an hour's length. All of your committee members must be present. A student must have the affirmative vote from at least two of three committee members to pass the defense. A student who fails the defense may not attempt the defense for at least three months, and not until any work prescribed by the committee has been completed. The student may retake the examination only once.

### ***Thesis submission and format***

The final copy of the thesis must be submitted to the Graduate School by the applicable deadline for that semester, and must comply with the Graduate School's specifications for theses and dissertations. These specifications may be viewed at <http://www.colorado.edu/graduateschool/current/academics/theses/specs.html> or picked up from the Graduate School (Regent 308). You must include all the parts of the thesis stipulated (title page, signature page, abstract, table of contents, bibliography, etc.); it must be printed on the approved type of paper. Have the format of your thesis pre-checked by the Graduate School before you print your final copy, to save the expense of reprinting on expensive paper in case of mistakes. For a pre-check appointment, contact the Graduate School at (303) 492-7401.

## **Language Requirement**

Same as the MA-Literature Language Requirement; see above.

## **Advancement to Candidacy**

The semester you plan to graduate, you must submit a Candidacy Application for an Advanced Degree and a Application for Diploma to the Student Services Office by the stipulated deadline, which is generally in the third or fourth week of classes. These forms are available in the Student Services Office. The Candidacy Application confirms that you will have completed all your degree requirements by the end of

the semester, and must be approved by the Associate Chair for Creative Writing.

### **Time to Degree**

Same as the MA-Literature Time to Degree; see above.

## **PHD DEGREE REQUIREMENTS**

### **Coursework**

PhD students must complete 18 hours of graduate-level coursework (6 courses) beyond the MA. This coursework must fill any deficiencies in the CU-Boulder MA-Literature historical-field and literary-theory requirements (see above). In exceptional cases petitions for waivers will be considered. If you enter the PhD program with an MA degree other than an MA-Literature degree from CU, check with the Associate Chair for Graduate Studies to see if you have deficiencies to fill. Any waivers of requirements must also be approved by the Associate Chair for Graduate Studies.

### **Language Requirement**

Students earning the PhD must complete a foreign language requirement, either before or after enrolling at CU Boulder, in one of the following ways:

1. Demonstrate advanced proficiency in *one* foreign language by
  - Completing with a grade of *B* or better a three-credit graduate course offered by one of the departments of foreign languages; or
  - Presenting other evidence of advanced proficiency to the Associate Chair for Graduate Studies.
2. Demonstrate moderate proficiency in *two* foreign languages by:
  - Completing a fourth-semester (second-semester sophomore) college language course with a grade of *C* or better; or
  - Presenting other evidence of moderate proficiency to the Associate Chair for Graduate Studies.

See the MA-Literature Language Requirement, above, for further details about foreign language coursework, and other evidence of foreign language proficiency.

### **Guidelines and Procedures for the Comprehensive Examination**

The following guidelines for the Comprehensive Examination were passed by the department in 1994, and revised in 2002.

#### ***Introduction: why comps?***

The main purpose of the PhD Comprehensive Examination is to prepare you to write a dissertation in your chosen area of specialization while giving you a rigorous grounding in the broader contours of your particular field of literary studies. The length and breadth of the reading lists are intended to give you the most thorough possible immersion in your chosen field over the two semesters of preparation for the examinations. Thus, by the time you have achieved "ABD" ("All But Dissertation") status and begin tackling your dissertation prospectus, you should be able to answer questions such as the following with a high degree of confidence:

- *Defining the Field.* Who were the authors that defined the literary culture of your historical period, and how did they do so? How have various literary schools or subcultures (e.g, the Harlem Renaissance, the Bloomsbury Group, the Scottish Chaucerians) been delineated, and with what implications? What was your major author's specific contribution to or impact on her/his literary

culture, and how has this contribution been challenged, contested, or revised?

- *Form and Genre.* What were the major literary genres produced during your period and/or by your author, and how are these genres usually distinguished from one another? How are the formal elements of these genres generally characterized in relation to one another? What historical, aesthetic, and political factors helped shape these genres, and how?
- *Critical Trends.* How did the most influential critics envision the work of your major author just after World War II, and how (and why) have critical views changed in the subsequent decades? If your historical period is, say, nineteenth-century American literature, how would you characterize the general contours of the criticism on this period over the last fifty years? What are the most visible trends in scholarship today, and where do you see the field going in the near future?
- *Theme/Topic.* What led you to formulate your chosen theme or topic, and how has it given you a new perspective on literary history? How will this theme or topic lend itself to your dissertation research, and how has it helped you formulate a series of questions you might grapple with in writing a prospectus?

Taken together, these sets of questions encourage you to approach comps as a professionalizing experience. In other words, once you have passed the exam, you will in effect be an Early Americanist, an Early Modernist, a Romanticist, or a Victorianist, as well as a true expert in an individual author's oeuvre and critical tradition. You will be deeply familiar with the texts and questions that have shaped your chosen field, and you will have a strong idea of the contribution you want to make to this field through your dissertation.

### **Prerequisites for the exam**

You must complete all your course and language requirements, including incompletes, before you may schedule the exam. At this time you will also need to submit a *Candidacy Application for an Advanced Degree* form indicating your fulfillment of course and language requirements; see Advancement to Candidacy, below.

### **Fields and examiners**

The Comprehensive Examination consists of three separate and distinct fields each with its own assigned examiner, who will help you formulate the reading list for each field. The Comps committee, which you will choose in consultation with the Associate Chair for Graduate Studies, consists of five faculty members: three faculty members appropriate to the three fields of concentration (one of whom will be your advisor); a fourth faculty member who will initiate questions in the second hour of the oral exam; and the Associate Chair for Graduate Studies. Except for the Associate Chair for Graduate Studies, any of the members may be from outside the English Department.

Before you may schedule the Comprehensive Examination, you must obtain the signatures of the first three members of the committee as well as the Associate Chair for Graduate Studies on the *PhD Comprehensive Examination Reading List Approval* form, available from the Student Services Office. The signatures indicate that each of your three reading lists has been approved by the committee member responsible for this portion of the exam, and by the Graduate Committee. A copy of your lists is filed along with the List Approval form in the Student Services Office. (A bit of advice: nail down the precise content of your lists and get the lists officially approved at least six months in advance of the exam. This will save you from overly caring advisors who try to bulk up your required reading lists at the last minute!)

The fields are defined as follows:

- **Historical Period:** You are responsible for covering major and minor works in a conventionally defined historical period of British, American, or Anglophone literature. The historical period usually covers 100 years or more, and at least 75 years except in unusual circumstances. The historical field should not be keyed too precisely to the topic of your dissertation but should instead engage a comprehensive and representative selection of both canonical and non-canonical writings that reflects the general view of the period obtaining in your field.

- **Major Author:** You are responsible for the author's complete works, biography, and the history of criticism generated by her or his life and works. "Major Author" may also be defined as a cluster of "minor" authors, or of works that delineate an "author function" (e.g., the anonymous author[s] of the English Mystery Plays). In any case, and with the exception of certain contemporary or little-studied writers, the author must have generated a substantial body of criticism that can be read alongside the works, and by the end of the exams the candidate should possess a considerable level of expertise in the author's oeuvre and the history of criticism.
- **Topic/Theme:** The topical or thematic portion of the exam will cover a particular theme or genre, an aspect of literary theory, an interdisciplinary subfield, or an issue in the history of criticism of the candidate's choosing. The theme/topic section is intended in part to allow for the preliminary exploration of texts, issues, theory, and criticism that will figure significantly in the writing of a dissertation prospectus in the months following the exam.

### **Guidelines on the length of reading lists**

You are responsible for designing your own reading lists, in consultation with your three field examiners. This is one of the most confusing aspects of the Comprehensive Exam process, so you should be sure that you understand the expected length of your lists before you begin your preparation for the actual exam.

- **Historical Field:** about 40-50 major primary works, or clusters of minor works that add up to a major work. Also approximately 10-15 books (or equivalent in articles) that represent landmark criticism in the field. (Americanists should know F.O. Matthiessen, e.g., while medievalists should know D. W. Robertson.) The Associate Chair for Graduate Studies has lists for most periods of American, British, and Anglophone literary studies on file in the Graduate Office as guidelines for putting together your own list. Though we encourage you to modify these lists in any way you or your field examiner sees fit, be aware that the size, representativeness, and comprehension of your own final lists should closely approximate the contents of those approved lists that are on file. A few examples of what counts as a "major" or "minor" work: Shakespeare's *King Lear* and John Donne's *Songs and Sonnets* would each count as a major work; Shakespeare's "The Rape of Lucrece" would not, though it could be grouped with "Venus and Adonis" and "A Lover's Complaint" to count as one. Nathaniel Hawthorne's "Rappaccini's Daughter" would not count as a major work, though the collection in which it appeared, *Mosses from an Old Manse*, would. Again, be sure that you understand what distinguishes a major work and that you clear your selections with your Historical Field examiner.
- **Major Author:** complete works, with reasonable modifications in the case of exceptionally prolific writers, such as Charles Dickens or Thomas More. Also approximately 15-20 books (or equivalent in articles) that represent a survey of major criticism/biography of your author. The criticism should include a historically broad range of the most influential work that has shaped the understanding of your author. In the case of contemporary or recently "recovered" writers whose work has not yet generated a large body of criticism, you should design a list that will allow you to put the primary texts and what criticism does exist in dialogue with other works from the same literary milieu.
- **Topic/Theme:** about 25-30 major works (as defined above in 1. and 2.), either primary, secondary, or theoretical (or some combination thereof).

### **Preparation**

Most people find it takes them one and a half or two semesters to prepare for comps. Study groups or advice from other students who have recently taken comps often proves very helpful. When you begin your preparation, you should set up a clear agreement with each of your three field examiners regarding how much assistance they will give you. Different professors have different styles of helping students prepare for exams, and you should not expect all your examiners to give you equivalent levels of attention. While it is appropriate to expect an examiner to respond periodically to your questions about the material, either in personal meetings or by phone or e-mail, it is not appropriate to expect an examiner to conduct what amounts to an uncredited independent study on your examination field. It is also not appropriate to ask each of your examiners to give you a practice oral exam or to quiz them about what questions they might ask.

The examiner who is acting as your advisor may agree to give you a short practice oral shortly before your exam takes place.

### ***The exam itself***

The Comprehensive Examination consists of two parts as follows:

- A 48-hour take-home typed answer (not to exceed 15 typed double-spaced pages) to a broad synthesizing question on the student's interests set by the three examiners' field, author, and topic. The 48-hour period will be worked out in consultation with the student. The written exam should be submitted to the examining committee no more than three weeks before the oral exam, as it will be used as a basis to initiate discussion during the examination. The student must pass this section before proceeding to the oral exam. If a student fails the written exam, a new written question will be set and the oral will be postponed until the student satisfactorily passes the written exam. Under normal circumstances, the question will be similar to the original. Students may ordinarily retake the exam one time only within three months.
- A 2-hour oral examination. (Faculty members should schedule 2-1/2 hours for the oral exam to allow time for discussion.) Questions are asked on all three fields, and questions may refer, but will not be limited, to the pre-submitted written essay. After the first hour of the exam, the examiners hold a discussion of no more than 10 minutes, during which the student must not be present. He or she will then be invited to return. The fourth member of the examining committee initiates questions in the second hour. The Associate Chair for Graduate Studies is present as a voting member.

All five examiners vote on all three parts of the exam and may pass or fail a student on one, two, or all three parts of the oral exam. A failure of two or more parts results in a failure of the whole oral exam. If a student fails the whole oral exam, she or he may retake it within a period of time determined by the examining committee. A retake of the whole oral exam will follow the same procedures as the original oral exam. A student who fails one part of the oral exam will receive a conditional pass and will normally be required to schedule a retake no sooner than one month and no later than three months after the original oral exam. The retake will normally be oral, though other procedures may be adopted at the discretion of the committee. A re-examination that is oral will be no longer than one hour per section and no longer than two hours overall. A student whose overall performance on the oral exam is weak may also receive a conditional pass and will normally be required to submit further written work.

### ***Looking ahead: the dissertation prospectus***

Now that you've passed your Comps and you're officially "ABD," you will start thinking in more specific terms about your dissertation. The first step will be the selection of a dissertation director, whom you will choose in consultation with the Associate Chair for Graduate Studies. The second step is the writing of a prospectus in consultation with your dissertation director. Both of these steps are discussed below.

**A warning:** Many PhD students get bogged down at the point in their studies between Comps and the prospectus conversation, sometimes spending as many as three or four years formulating a prospectus. It doesn't have to be this way. Indeed, if you begin thinking early on in this process about your dissertation--that is, if you let the Comps preparation experience guide you in how to assimilate ideas, pull various texts and arguments together, and gain confidence in your own possible contributions to your field--you should be able to hold your prospectus conversation just two or three months after the Comps.

### **Advancement to Candidacy**

At least two weeks before you take the oral portion of your Comprehensive Examination, you must submit a *Candidacy Application for an Advanced Degree* to the Student Services Office. This form, available in the Student Services Office, or on the Graduate School website at <http://www.colorado.edu/graduateschool/resources/forms.html>, confirms that you have completed all your coursework and language requirements. The form must be approved by the Associate Chair for Graduate Studies. You will be advanced to candidacy once your application is approved and you have passed the Comprehensive Examination. Being advanced to candidacy allows you to apply for certain dissertation fellowships (like the Reynolds, Emerson/Lowe, and Devaney).

## **Guidelines and Suggestions for the Prospectus, Prospectus Conversation, and Dissertation Writing**

### ***Why a prospectus, and why a prospectus conversation?***

The prospectus launches you into the dissertation. In the prospectus you explain the issues your dissertation will address and why they're important. You demonstrate that your approach to these issues is original, and that this field has not been mined already in someone else's dissertation or published critical work. You also sketch out the dissertation's planned organization, and give a bibliography of your primary and secondary sources. You discuss the prospectus with a major part of what will be your dissertation committee in the *prospectus conversation*, a session that allows your committee to make suggestions at an early stage about content, organization, directions for your argument, and profitable readings.

The prospectus, plus your committee's suggestions, then becomes your blueprint for the dissertation. The prospectus also is required as part of your application for major CU dissertation fellowships. The department will not consider you for the Reynolds, Udick, and Devaney dissertation fellowships unless you have submitted the prospectus and your summary of the prospectus conversation to the Associate Chair for Graduate Studies (see below).

### ***When to write the prospectus***

Ideally, the issues explored in your comprehensive exam will direct you toward a dissertation topic, so that you should be able, within a few weeks of passing your comps, to sit down and write a preliminary sketch (5 or so pages) of your prospectus. If you do this, in all likelihood you will be able to complete a prospectus within two or three months of passing your comps. At the outside, you should write the prospectus no later than six months after passing your comps.

### ***Dissertation director and committee***

The prospectus stage is when you choose a dissertation director, if you have not done so already. (The Associate Chair for Graduate Studies will help you make this choice, if necessary.) You will discuss drafts of the prospectus with your director, and in consultation with him/her, decide when the prospectus is ready for your prospectus conversation.

For the purposes of your prospectus conversation, you will also need to assemble at least two members of your dissertation committee in addition to your director. Ultimately, your dissertation committee will consist of five faculty members, one of whom must be from outside the English Department; any of these may be included at the prospectus stage. Please note that your dissertation committee members must be tenured or tenure-track faculty members; an instructor may not direct dissertations, and may be included on a dissertation committee only by special appointment to the Graduate Faculty. Check with the Associate Chair for Graduate Studies if you wish to include an instructor on your dissertation committee. Also check with the Associate Chair for Graduate Studies in the case of other special circumstances -- for example, if you wish to have co-directors of your dissertation, or to include a faculty member from another university on your dissertation committee.

### ***Length, organization, and format of the prospectus***

The prospectus should be about 15-20 pages long, exclusive of a bibliography of primary and secondary sources, which usually takes up about another 5 pages. There are various ways of organizing a prospectus. However you organize it, you should (1) lay out the problems/issues the dissertation will address; (2) give the critical consensus on these problems/issues--going as far back in the history of the criticism as you need to; (3) explain the advantages and limitations of the criticism, demonstrating that your approach is original; (4) give the historical, intellectual, and/or theoretical background to your approach; and (5) outline your planned chapters in some detail. Since the prospectus is a formal essay, it should conform to standard MLA or Chicago style.

### ***Prospectus conversation***

When your prospectus is drafted to your and your dissertation director's satisfaction, you will schedule the prospectus conversation at a time and place convenient to you and the members of your committee who will be present. Distribute your prospectus to the faculty involved at least two weeks before the conversation takes place.

The prospectus conversation is not an exam; it is a discussion of the current state of your ideas, and the directions those ideas may and should take as you write the dissertation. The Associate Chair for Graduate Studies need not be present for the prospectus conversation. The conversation generally lasts an hour to an hour and a half.

### ***Reporting the prospectus conversation***

You will need to take notes during your prospectus conversation. When it is completed, write a summary (1 page or so) of the major suggestions made by your committee members, noting who made them. No later than one week after your prospectus conversation is held, you must turn in a copy of your summary, as well as a copy of your prospectus, to the Associate Chair for Graduate Studies, who will place it in your file.

Occasionally, a committee will ask the student to revise the prospectus immediately, as a way of redirecting and focusing the argument before dissertation-writing begins. If you are asked to revise your prospectus, you should submit the revised version within a month of your prospectus conversation, both to the members of your committee and to the Associate Chair for Graduate Studies.

### ***What's next? From prospectus to dissertation***

Immediately after your prospectus conversation, meet with your dissertation director to strategize about what to do next: how to reshape the dissertation based on the committee's suggestions, what chapter to write first, etc. Set up a schedule for meeting with or talking to your dissertation director throughout the process of writing the dissertation: you should consult with him/her twice a semester, at the very minimum. Your dissertation director is your primary reader, and will advise you on revising drafts of your chapters.

When you begin to write your dissertation, you will need to choose your entire committee, and to clarify with each member what his/her role on your committee will be. Your second and third readers should be consulted frequently, but will generally wish to see drafts only of complete chapters, and only once you have already revised them based on suggestions from your director. Before setting a dissertation defense date, you should have a general feeling of approval about the entire dissertation from your director and from your second and third readers. The fourth and fifth readers generally will not wish to see your dissertation until you have completed a defense draft. The faculty member from outside the English Department is usually considered the fifth reader, but the nature of your project may mean that you wish more involvement from this faculty member; in that case, he or she may act as the second or third reader.

### ***Suggestions for successful dissertation writing***

*Work on a regular schedule.* Some people can be productive for eight hours a day; some can be focused for only two hours a day. What is key is that you work on your research and/or writing every day, five or more days a week. This will require you to cordon off time from all your other responsibilities -- teaching, family, etc. As long as you set a regular work schedule and stick to it, you will finish in good time.

*Join or start a dissertation group.* Writing the dissertation, including the prospectus, can be isolating. Indeed, some isolation is essential, since you need to spend significant time alone researching and writing. But not talking to anyone -- or talking just to your dissertation director -- about your work can lead to a lack of perspective and to intellectual roadblocks; as well, you need to get used to explaining your ideas out loud in preparation for your dissertation defense and for the job market. Many PhD students find dissertation groups very helpful. These range from the informal support group (regular get-togethers with friends to discuss problems or writing strategies or just to complain), to the formal dissertation group, sometimes led by a faculty member, in which students meet regularly to exchange and discuss each other's work. Some students benefit most of all from having a dissertation partner, a fellow PhD student with whom you exchange work -- even just a few pages -- on a weekly or biweekly basis. The most important thing to do is

establish a structure for yourself in which you are producing and sharing work regularly. You will only stymie yourself and get bogged down if you do not show work to anyone until it is perfect.

*Keep the right length in mind.* About 200-250 pages, including notes and bibliography, is the normal length for a dissertation. If you envision that your dissertation will be much shorter or much longer, you should discuss this issue with your director right away. A too-short dissertation runs the risk of not doing justice to your topic; a too-long dissertation usually needs to be rethought as a shorter project, saving you the time and agony of writing all those additional chapters.

*Keep the purpose of the dissertation in mind.* The dissertation is, on the one hand, still a product of your academic apprenticeship: while it must feature important ideas, good argumentation, thorough research, and polished prose, it need not and should not aspire to the length, scope, and ambition of a book manuscript. On the other hand, a dissertation does serve some very useful purposes. It proves you have made an original contribution to your field. It may serve as the source for an article or articles that you wish to publish, and may be the starting point of a book manuscript. Perhaps most importantly, it is your source of materials for applying and competing for academic jobs. Your best and most polished chapter, or some portion thereof, serves as your writing sample, and another chapter typically becomes a talk that you deliver on campus visits.

## **Dissertation Defense and Submission**

### ***The dissertation defense***

The defense must be scheduled to take place before the semester's deadline for completing defenses; see the Student Services Office for details. You must give your completed dissertation, complete with all its parts (abstract, table of contents, and bibliography), to your entire committee at least one month before your defense. You must also file a *Doctoral Examination Report* and a *Doctoral Defense Leaflet* (which includes your dissertation abstract) at least two weeks in advance of your defense; see the Student Services Office for these forms. The dissertation defense is an oral examination of about an hour to ninety minutes' length. The dissertation director and a majority of the committee must be present on the Boulder campus for the defense; the other members may, if necessary, be present via conference telephone call. More than one dissenting vote disqualifies the candidate. A student who fails the defense may attempt it once more, after a period of time determined by the committee. A student who passes the defense will usually be asked to make changes, ranging from minor to major, before submitting the final copy of the dissertation to the Graduate School; these changes will be supervised, at the committee's discretion, by either the committee chair, some subset of the committee, or the entire committee.

### ***Dissertation submission and format***

The final copy of the dissertation must be submitted to the Graduate School by the applicable deadline for that semester, and must comply with the Graduate School's specifications for theses and dissertations. These specifications may be viewed at <http://www.colorado.edu/GraduateSchool/Specs/Specs.html>, or picked up from the Graduate School (Regent 308). You must include all the parts of the thesis stipulated (title page, signature page, abstract, table of contents, bibliography, etc.); it must be printed on the approved type of paper. Have the format of your thesis pre-checked by the Graduate School before you print your final copy, to save the expense of reprinting on expensive paper in case of mistakes. For a pre-check appointment, contact Ginny Borst, 303-735-3534 (Genevieve.Borst@colorado.edu).

## **Time to Degree**

PhD students are expected to complete all degree requirements within six years from the semester in which they are admitted and begin coursework in the doctoral program. To continue beyond six years, the student must file a petition for extension of the time limit with the Associate Vice Chancellor for Graduate Studies. Such petitions must be endorsed by the dissertation director and by the Associate Chair for Graduate Studies. Extensions may be granted for up to one year; if additional time is needed, the student must file another petition for extension. A successful initial petition for extension of time to degree should explain the circumstances behind the student's needing extra time, and should delineate the progress toward the degree that the student has already made. Further petitions should also explain the progress made since the

previous extension was granted.

### **Adequate Progress toward the PhD Degree**

The Graduate Committee has established standards for 'Adequate Progress toward Degree' beginning with the entering PhD class of 2002. For students who enter the program in 2002 and after, adequate progress toward the degree is considered to be: advancement to candidacy (including passing the comprehensive examination and completing the foreign language requirement) no later than the end of the fourth year; and holding a prospectus conference and submitting an approved prospectus no later than the end of the fifth year. For students who entered the PhD program before Fall 2002, the Associate Chair for Graduate Studies determines whether adequate progress toward the degree is being made. Failure to make adequate progress will ordinarily mean that a student will not be granted teaching appointments until such progress is demonstrated.

### **Annual Report for PhD Students**

PhD students in their second year or beyond are required to submit an annual report on the progress of their PhD work by **October 31** of each year. These reports are used to assist the Associate Chair for Graduate Studies and (for more advanced students) the student's dissertation director in advising the student about his/her progress in the program. Students without current reports on file may not be considered by the department for fellowships or teaching positions. Reports should be no more than one page in length and should be submitted to the Student Services Office, Hellems 111, or e-mailed to the Associate Chair for Graduate Studies.

*If you are completing coursework.*

- a. Outline your plans to complete your coursework in the current academic year, listing the courses you plan to take.
- b. If you have grades of IF outstanding, outline your plans to complete the course(s). Grades of IF may disqualify you from holding a teaching appointment.
- c. Outline how you have completed or plan to complete the foreign language requirement for the PhD.

*If you have completed coursework (including grades of IW or IF) but have not yet passed the comprehensive examination.*

- a. Outline your plans for preparing for and taking your comprehensive exam in the current academic year.
- b. If you have not already submitted reading lists for your examination fields, describe your fields or possible fields for examination (historical period; author; topic), and list the faculty member who will likely serve as your examiner in each field.
- c. Outline how you have completed or plan to complete the foreign language requirement for the PhD. You must pass the comprehensive examination and complete the foreign language requirement before being advanced to candidacy for the PhD.

*If you have passed the comprehensive examination but have not yet completed a prospectus for the dissertation.*

- a. Outline your plans for submitting a prospectus and holding a prospectus conversation in the current academic year.
- b. List the names of your dissertation director and of the other likely members of your dissertation committee.

*If you have completed the prospectus and prospectus conversation.*

- a. Detail the state of your progress on the dissertation, and describe the progress you plan to make in

the current academic year.

- b. List the names of your dissertation director and of the other members of your dissertation committee.

## REGISTERING FOR COURSES

### Graduate Course Schedule and Course Descriptions

Every spring semester, the Associate Chairs for Graduate Studies and Creative Writing determine the department's graduate course offerings for the following year, and these planned offerings are publicized to current and incoming graduate students. This list of course offerings should be used advisedly as you plan your course schedule, however, because changes are occasionally made as the year approaches and progresses. The graduate course schedule for the upcoming semester (including titles, days, and times of courses) is announced on the EGO list at least a month before the registration period begins. The faculty's detailed descriptions of their graduate courses are posted on the department web site before the registration period begins.

### Registration Period

Continuing graduate students are allowed to register in (roughly) the month of November for the following Spring semester, and (roughly) the month of April for the following Fall semester. Check the Office of the Registrar website at [http://registrar.colorado.edu/calendar/calendars\\_schedules.html](http://registrar.colorado.edu/calendar/calendars_schedules.html) for registration time assignments. You may register after that registration period, but late registration fees will apply if you do not register by the absolute deadlines for each semester (approximately August 15 for the Fall semester, and approximately January 10 for the Spring semester). You should register as soon as possible if you have your heart set on taking a particular course, since graduate courses often do fill quickly, and since most faculty will not admit students beyond the course limits of 15 students.

### How to Register

Ordinarily, you register through the CUConnect online system. See <https://cuconnect.colorado.edu/uPortal/>. In some cases, you will need to visit the Student Services Office in order to register for a course. These cases include: independent studies; registering for Creative Writing graduate courses if you are not in the MFA-Creative Writing program; changing your registration after the add/drop deadlines; and other special cases.

### Add/Drop Deadlines

Check the Office of the Registrar website at [http://registrar.colorado.edu/calendar/calendars\\_schedules.html](http://registrar.colorado.edu/calendar/calendars_schedules.html) for add/drop time assignments. You may register after that registration period, but late registration fees will apply if you do not register by Friday, August 15. You have approximately 10 days after the semester begins to add a course without getting the instructor's permission on a Special Action Form; approximately two and a half weeks after the semester begins to drop a course without the instructor's signature and without paying tuition and fees for that course; and about three weeks after the semester begins to add a course without obtaining special permission from the Dean.

## Full-Time Status Requirements- Graduate School Definition

### *MA/MFA students*

In order to have full-time registration status in a given semester, MA and MFA students must meet one of the following criteria:

- Take at least 5 credits of graduate-level coursework
- Take at least 8 credits of combined undergraduate and graduate coursework
- Take at least 1 master's thesis credit
- Take at least one hour of 'Master's Candidate for Degree'

### *PhD students*

In order to have full-time registration status in a given semester, PhD students must meet one of the following criteria:

Before passing the comprehensive examination:

- Take at least 5 credits of graduate-level coursework
- Take at least 8 credits of combined undergraduate and graduate coursework
- Take at least 1 doctoral dissertation credit

After passing the comprehensive examination:

- Take at least 5 doctoral dissertation credits

### **Full-Time Status Requirements for Federal or State Financial Aid Eligibility**

The Office of Financial Aid definitions for full-time and half-time status for Graduate and Professional students at CU- Boulder beginning with the fall 2008 semester with either Federal or State funding will be:

Full-time: A graduate or professional student who is enrolled in at least nine semester hours\* in a fall, spring or summer term.

Half-time: A graduate or professional student who is enrolled in at least four semester hours\* in a fall, spring or summer term.

\*Because candidate for degree courses #6940-6949 are not counted towards a student's degree, they cannot be included in the semester hour calculation for financial aid eligibility and/or loan deferment.

These definitions do not change any academic definitions determined by the Schools or Colleges. They only determine a graduate student's eligibility for federal and state financial aid programs. This also impacts a graduate student's eligibility to defer repayment on their federal student loans. Beginning fall semester 2008, a graduate student must be enrolled in at least 4 credit hours per semester to be eligible for a loan deferment on any federal loans. If you are not and you have federal loans, you will be subject to entering either your grace period or repayment, whichever is applicable.

Please contact the Financial Aid office with any additional questions regarding State or Federal funding.

### **Special Registration Requirements for PhD Students**

#### ***Continuous registration requirement***

Beginning with the semester following the passing of the comprehensive examination, and extending through the semester in which the dissertation is successfully defended, a PhD student is required to register continuously as a full-time student for a minimum of 5 dissertation hours in the spring and fall semester of each year.

#### ***Off-campus status***

A PhD student who does not have to maintain full-time status and does not have to use campus facilities may claim off-campus status, which allows registration for 3 rather than the minimum of 5 dissertation credit hours. Off-campus status is considered part-time.

#### ***Failure to register continuously***

A PhD student who fails to register continuously after passing the comprehensive examination must retake and pass the examination to regain status as a student in good standing in the Graduate School. The department must petition the Dean of the Graduate School to waive this requirement.

#### ***Registering in the semester of the dissertation defense***

A PhD student must be registered for a minimum of 5 dissertation hours in the semester (including summer semester) in which the dissertation defense is held.

## **GRADES AND QUALITY OF WORK**

## **Grade Point Average**

A graduate student is required to maintain at least a *B* (3.0) average in all work attempted while enrolled in the Graduate School. Grades received taken in foreign language courses used to fulfill the language requirement are not used by the Graduate School in calculating the grade point average that affects your status as a graduate student. However, these course grades do appear on your transcript and are calculated in the grade point average that appears there. Grades earned for courses transferred from another institution are not included in the calculation of grade point average.

## **Grades Allowed**

Courses used for graduate degree requirements may not be taken pass/fail. Grades below *C* are not accepted for MA requirements, and grades below *B-* are not accepted for PhD requirements. Courses in which a grade of *C*, *D*, or *F* was earned may be repeated once, upon petition by the Associate Chair for Graduate Studies to the Graduate School on the student's behalf.

## **Incomplete (IF) Grades**

### ***Conditions for granting IF grades***

Grades of IF (Incomplete-Fail) may be assigned when the following conditions are met:

- The student must ask the professor for the incomplete grade
- The student is unable to complete the course work for reasons beyond his/her control.
- The student has completed a substantial amount of the coursework.
- If the request is granted, the instructor sets the conditions whereby the coursework will be completed; these conditions should be set down in writing, if at all possible, so that no ambiguity exists.

### ***Time limits for completing IF coursework and submitting grades***

Work for incomplete grades must be completed within one year. For example, if the original course was taken during Fall 2006, coursework must be completed before the end of the final exam period during Fall 2007. Grades for incomplete work must be submitted on a Change of Record Form, signed by the professor, before the grading period is complete during the semester one year beyond the original term of registration. If a grade is not submitted before this deadline, an IF will convert to an F. Students may petition for an extension of the time to complete an IF, with the endorsement of the instructor and the Associate Chair for Graduate Studies. The time frame and plan for completion must be included in the petition.

### ***Problems with obtaining IF grades***

Grades of IF may endanger your teaching appointment by signaling to the Associate Chair for Graduate Studies and to the Graduate School that you are not making adequate progress toward your degree. Grades of IF also count against you if you are applying for grants and fellowships. If you must take a grade of incomplete, do your best to complete the work before the following term begins, so there is no ambiguity about your progress toward the degree.

## **IP Grades**

Grades of IP (Incomplete-Pass) are given for master's thesis or doctoral dissertation hours. Upon completion of the work and defense of the thesis or dissertation, a final grade card assigning a letter grade for those hours is submitted by your thesis/dissertation advisor.

## **No Credit Courses**

Graduate courses taken for no credit (NC) cannot be applied toward a graduate degree, are not calculated in the grade point average, and are not included in consideration of full-time or part-time status.

## **Academic Probation and Dismissal from the University**

If your cumulative GPA falls below 3.0, you will be placed on academic probation. You have two semesters in which to raise the cumulative GPA to 3.0 or above. If you have not done so after two semesters, you will be dismissed from the University, unless the Associate Chair for Graduate Studies or

the Associate Chair of Creative Writing deems you have extenuating circumstances, in which case s/he will petition the Graduate School for you to be allowed to continue. If your GPA is at or below 2.5 at any point in your career, you may be dismissed immediately from the University, unless the Associate Chair for Graduate Studies or the Associate Chair of Creative Writing deems you have extenuating circumstances, in which case s/he will petition the Graduate School for you to be allowed to continue. A student on academic probation may not hold a teaching appointment.

## **SPECIAL COURSEWORK AND DEGREE REQUIREMENT CIRCUMSTANCES**

### **Independent Studies**

#### ***Should you do an independent study?***

Independent studies are an excellent opportunity for students to work individually with faculty members to explore a new body of material or new creative writing project, or to continue to develop a project begun in previous coursework. However, independent studies also represent a significant amount of uncompensated work for faculty. They also require that the student be more self-disciplined and more dedicated than in a typical graduate-seminar setting, since the success of the course depends on the student alone. Therefore, the department is very particular about approving independent study courses for graduate students. An independent study will not be approved if a course on the same or a similar topic is being offered that semester, or if the proposed syllabus seems inadequate to graduate-level study or to the amount of credit proposed for the course. An independent study may be at the 5000 (MA) or 7000 (PhD) level, and may be taken for 1, 2, or 3 credit hours. An independent study may fulfill specific MA-Literature or MFA-Creative Writing course requirements; check with the Associate Chair for Graduate Studies or the Associate Chair of Creative Writing.

#### ***Arranging an independent study***

To arrange an independent study, first seek out the faculty member and decide on the syllabus: what reading will be covered; how often and for what periods of time you will meet to discuss the material; and what kind of writing projects will be produced. Obtain a ***Graduate Independent Study Contract*** form from the Student Services Office and fill it out, including a description of the course syllabus. Then obtain the professor's signature. *It is very important that both you and the professor agree on the content and writing assignments for the course before you submit your application for approval, since your application constitutes a contract for the course.* Return the application to the Student Services Office, so that it may be reviewed for approval by the Associate Chair for Graduate Studies (MA-Literature and PhD students) or the Associate Chair of Creative Writing (MFA-Creative Writing students). If your application is approved, the Student Services Office staff will register you for independent study credits. Be sure to complete your arrangements in time to make the add deadline for that semester.

#### ***Limitations on independent studies***

MA or MFA students may take no more than 6 credits of independent study. PhD students may take more, but only with the approval of the Associate Chair for Graduate Studies; in practice, PhD students are generally also limited to 6 credits of independent study during their coursework. An independent study taken for credit in the English Department must be directed by an English Department faculty member, who must also be a member of the Graduate Faculty. If you wish to study with a faculty member outside the English Department, you must go through that department to obtain independent study credit. A graduate student may attend an undergraduate course as part of an independent study; however, graduate independent-study credit will be offered only if the student and faculty member arrange additional meetings, readings, and writing assignments so as to bring the course up to the level of graduate coursework. Internships or work as an instructor or grader may not be used for independent-study credit. Independent studies may be given during the Summer, but only during the D term (which lasts all summer). Graduate independent studies are not offered during Maymester.

### **Thesis/Dissertation hours**

#### ***Master's thesis hours***

MA-Literature students who choose the thesis option must register for a total of 4-6 thesis hours before

completing the degree. All MFA-Creative Writing students must register for a total of 9 thesis hours before completing the degree. These hours may be taken in one or more than one semester, but they must represent time actually spent writing the thesis, under the supervision of your advisor.

### **Dissertation hours**

A PhD student must complete at least 30 dissertation hours to receive the degree. Dissertation hours may be taken in any semester, including before the comprehensive examination is passed. However, no more than 10 credit hours taken before the semester in which the comprehensive examination is passed will count toward the 30 dissertation hours required for the degree.

### **Taking Undergraduate Coursework**

MA or MFA students may, with the approval of the Associate Chair for Graduate Studies (MA-Literature) or Associate Chair of Creative Writing (MFA-Creative Writing), take up to 6 credit hours at the undergraduate level to fulfill their degree requirements. Only courses at the 3000/4000 level will be approved, and only if they are deemed acceptable by the Associate Chair for Graduate Studies or Associate Chair of Creative Writing. Normally, undergraduate courses in the English Department are not acceptable. Courses at the 1000/2000 level, including language courses taken to fulfill the language requirement, are never approved to fulfill MA or MFA degree requirements. In practice, undergraduate courses are seldom approved for the MA-Literature degree. PhD students may not take any undergraduate courses to fulfill their degree requirements.

### **Taking Coursework outside the English Department**

Any graduate courses taken outside the English Department will normally be approved for elective credit toward the MA-Literature and MFA-Creative Writing coursework requirements, or for the PhD coursework requirement, but consult the Associate Chair for Graduate Studies (MA-Literature and PhD) or Associate Chair of Creative Writing (MFA-Creative Writing) before finalizing your plans. Usually, you will have to get approval from the faculty member and department involved in order to take a graduate course in another department. The exception is the Department of Comparative Literature, in which graduate students in English may freely register for graduate courses. Faculty/department approvals also often are required for undergraduate courses taken outside the English Department (see above for rules regarding taking undergraduate coursework).

### **Transfer Credit**

Transfer credit is defined as any credit earned at another accredited institution, credits earned on another campus of the CU system, or credits earned as a non-degree student within the CU system. It is possible to transfer *graduate courses only* to your CU degree program; however, the rules governing transfer credits are very strict, so check with the Associate Chair for Graduate Studies before making any plans to transfer credits. The maximum amount of work that may be transferred to CU-Boulder is 9 semester hours for MA or MFA students, and 21 semester hours for PhD students. Courses taken under the quarter system are converted to semester hours at the rate of 3 quarter-system hours = 2 semester-system hours. Graduate courses that counted toward an undergraduate degree will not be accepted for transfer. A course in which a grade of B- or lower was received will not be accepted for transfer. Credit may not be transferred until the student has completed 6 credits of graduate-level course work as a degree-seeking student on the CU-Boulder campus with a 3.0 GPA.

### **Time Out Program**

The Time Out Program lets you take a leave from the university for a semester or a year without losing your place in your degree program. You must be in good academic standing and have the approval of the Associate Chair for Graduate Studies and of the Vice Chancellor for Graduate Studies. Taking a Time Out does not extend your allowable time to degree (see above). A nonrefundable \$50 application fee is charged for the Time Out Program. More information is available from the Office of the Registrar, Regent 105, 303-492-8673; e-mail [timeout@registrar.colorado.edu](mailto:timeout@registrar.colorado.edu); or download the information brochure from <http://registrar.colorado.edu/Support/Timeout.htm>.

### **Provisional Admission**

You may have been admitted to the graduate program as a 'provisional' admit if your undergraduate GPA was below 2.75. If you are admitted as a provisional degree student, you must complete the probationary

requirements delineated to you as part of your provisional degree agreement. Usually this means that you must complete 12 credit hours in your first 2 semesters of graduate study, with a GPA of at least 3.25. During this probationary period, you may hold a fellowship, but not a teaching appointment (TA or GPTI).

## EMPLOYMENT AT THE UNIVERSITY

### WORKLOAD LIMITS

Graduate students are eligible to work up to a 50% (20 hours per week) appointment at the university during the academic year. They may work up to 100% (40 hours per week) during the summer. This eligibility includes all university employment, including teaching appointments and hourly positions (e.g., working in the library or elsewhere on campus). Students whose employment totals more than 50% must apply for a special exemption through the Graduate School, and must have the endorsement of the department's Associate Chair for Graduate Studies.

### ENGLISH DEPARTMENT POSITIONS

#### **Eligibility for Teaching Positions**

Graduate students who hold teaching or research appointments must be full-time students; may not have current provisional admit status; may not be on academic probation; and must be making adequate progress toward the degree. First-time teachers are required to attend the department's pedagogy training as a condition of their employment.

#### **Teaching Assistantships (TA-ships)**

This title is used for graduate appointees who supervise discussion and recitation sections, serve as class assistants, or perform comparable activities. MA and MFA students are eligible only for TA-ships. Some TA-ships involve considerable responsibility in the classroom, including a course section taught by the student; in those cases, faculty supervisors work closely with the TAs on syllabi, teaching strategies, and grading. TAs may hold either a 25% appointment (10 hours per week = one independently taught section, or two recitation sections) or a 50% appointment (20 hours per week = two independently taught sections, or four recitation sections). TA-ships carry a salary; a tuition waiver of 5 credit hours per semester for 25% appointments, or 9-18 credit hours per semester for 50% appointments; and a contribution to student health insurance of 70% of your total premium for the Gold Comprehensive Plan.

#### ***TA-ships for MA-Literature students***

MA-Literature students are eligible for TA-ships for ENGL 1001 (Freshman Writing seminar) or for various large lecture courses taught by faculty members. Some MA-Literature students are guaranteed several semesters of TA-ship as part of their recruitment package. Others are assigned TA-ships as additional positions become available. When funds are available, the department seeks to award at least one semester of TA-ship to all MA-Literature students in good standing who are interested in holding a TA position.

#### ***TA-ships for MFA-Creative Writing students***

MFA-Creative Writing students are eligible in their first year of teaching for TA-ships for ENGL 1191 (Intro to Creative Writing). Second-year TAs are sometimes assigned 2000-level Creative Writing courses, e.g., Intro Fiction Workshop or Intro Poetry Workshop. Some MFA-Creative Writing students are guaranteed a TA-ship in their first year as part of their recruitment package. For both these groups of students, reappointment as a TA in the subsequent years of study requires demonstrating adequate performance as a teacher.

#### **Graduate Part-time Instructorships (GPTI-ships)**

This title is used for graduate appointees who already hold the MA or its equivalent, and who have considerable experience in classroom teaching in comparable classes at the university level. Only PhD students are eligible for GPTI-ships. GPTIs teach their own sections of undergraduate literature courses.

GPTIs may hold either a 25% appointment (10 hours per week = one section) or a 50% appointment (20 hours per week = two sections). GPTI-ships carry a salary; a tuition waiver of 5 credit hours per semester for 25% appointments, or 9-18 credit hours per semester for 50% appointments; and a contribution to student health insurance of 70% of the Buff Limited insurance premium (approximately \$385 per semester for 2005).

### **Research Assistantships**

Faculty in the English Department occasionally hire research assistants to help with special projects. Usually, RA-ships are hourly appointments, and do not carry a tuition waiver or contribution to student health insurance.

## **TEACHING POSITIONS OUTSIDE THE ENGLISH DEPARTMENT**

### **Program for Writing and Rhetoric**

#### ***GPTI-ships***

The Program for Writing and Rhetoric is sometimes able to offer GPTI-ships for introductory and advanced composition courses to PhD students in the English Department. Many PhD students find teaching these courses both intellectually valuable, and a useful training and credentialing experience for future academic employment. The Associate Chair for Graduate Studies works with the Director and Assistant Directors of the PWR to identify PhD students who are interested in and qualified for these GPTI-ships.

#### ***Writing Center positions***

The Program for Writing and Rhetoric sometimes hires graduate students in English for positions as Writing Center tutors. These positions are paid on an hourly basis. The Associate Chair for Graduate Studies works with the Director and Assistant Directors of the PWR to identify graduate students who are interested in and qualified for these tutor positions.

### **Other Departments**

Other departments on campus often contact the Associate Chair for Graduate Studies to advertise positions as TAs and graders. Similarly, employers off campus sometimes contact the department about hiring a graduate student for teaching, research, writing, or editing work. Such positions are advertised on the EGO e-mail listserv.

## **CAREER AND PLACEMENT SERVICES**

### **DEPARTMENT ACADEMIC PLACEMENT ADVISOR**

The Graduate Placement Advisor is a faculty member who helps PhD students prepare for all phases of the academic job market, including preparing c.v.'s and letters of application, strategizing where to apply, getting letters of recommendation, and arranging mock interviews. The Graduate Placement Officer for 2008 will be Professor David Glimp.

### **CAREER SERVICES**

The Career Services Office, located in the basement of Willard Hall, serves several functions for graduate students:

- Graduate students who are applying for academic or non-academic employment, or for further graduate education, may keep letters of recommendation on file in the Credentials Office of Career Services. Alumni/ae may continue to keep letters on file. Establishing a file is free for current students; there is a fee for alumni/ae. There is also a small fee for photocopying and mailing each copy of your file you wish sent. For more information, see <http://www.colorado.edu/careerservices/students/recomm.html>.

- Career Services holds special career fairs and informational sessions for graduate students who are seeking employment outside academia. The liaison between the Graduate School and Career Services, Valentine Roche, is especially interested in helping graduates of humanities find fulfilling careers. She may be reached at Valentine.Roche@colorado.edu.
- Graduate students are eligible to use the career resources in the Career Center, including consulting with an advisor. Resources are available for careers in K-12 education as well as in business and industry.

## NON-ACADEMIC INTERNSHIPS

### Internships through the Center for the Humanities and the Arts

The Center for Humanities and the Arts and the Graduate School at the University of Colorado at Boulder conduct an internship program for doctoral students in the humanities seeking job opportunities outside the academy. This program was recently awarded one of three major Innovation Awards from the Woodrow Wilson National Fellowship Foundation. Graduate internships have been offered through such corporations as IBM, Sun Microsystems, and Roche Colorado. If you are interested in these internships, contact Paula Anderson, Program Assistant to the Center for Humanities and the Arts, at paula.anderson@colorado.edu.

### Arranging Your Own Internship

If you arrange your own internship with an off-campus employer, you may be eligible for (undergraduate) course credit through the English Department. Contact the Associate Chair for Graduate Studies for more information.

## TEACHING RESOURCES

### DEPARTMENTAL ACADEMIC POLICIES AND PROCEDURES

The department publishes its Academic Policies and Procedures each fall, and copies are given to all teaching personnel, including faculty, GPTIs, and TAs. It is very important that all graduate students who are teaching follow these policies closely, as they represent the university's and department's rules for how courses are to be conducted. Graduate students who fail to follow these procedures run the risk of not having their teaching appointments renewed.

The policies address matters including:

- Information you must include on your course syllabi
- Standards for evaluating student course work
- Requirements for holding office hours
- Requirements for canceling a class session and arranging for a substitute
- Class enrollment limits, class rosters, drop/add deadlines, wait lists, and administrative drops
- Standards for student attendance
- Handling academic dishonesty and disruptive student behavior
- Accommodating student schedules for religious holy-days
- Classroom scheduling, classroom change requests, and scheduling classrooms for special events
- Student e-mail policy

- Duplicating course materials
- Independent study (graduate students are not permitted to direct undergraduate independent studies)
- Handling final examinations, final grades, incompletes, and posting final grades
- Administering your faculty course questionnaires
- Academic support services provided by the department

If you need a copy of the Academic Policies and Procedures, contact Peggy McKinney in the Student Services Office.

## GRADUATE TEACHER TRAINING COMMITTEE

The Graduate Teacher Training Committee's duties include: supervising pedagogy training seminars and workshops; supervising TA's and GPTI's; advising graduate students on teaching matters; and supervising the department's Lead Graduate Teachers. The committee will further define its mission as the school year progresses. The committee members for 2008-2009 are Professors Martin Bickman, Karen Jacobs, Mary Klages, and Stephen Graham Jones.

## TEACHING MENTORS

During 2008-09, the department is working to regularize faculty teaching mentorships for all graduate-student-taught courses. The following mentorships are currently in place:

- ENGL 1001 (Freshman Writing Seminar). Professor Karen Jacobs is the faculty mentor for all TAs for this course. [Karen.Jacobs@colorado.edu](mailto:Karen.Jacobs@colorado.edu)
- Creative Writing TA-ships: ENGL 1191, 2021, and 2051. Professor Stephen Graham Jones is the faculty mentor for all Creative Writing TAs/ [Sgijones@colorado.edu](mailto:Sgijones@colorado.edu).
- ENGL 3000 (Shakespeare for Non-Majors). Professor Doug Burger is the faculty mentor for all GPTIs for this course. [Douglas.Burger@colorado.edu](mailto:Douglas.Burger@colorado.edu)
- Large faculty-taught lecture courses with TA support: the instructor of the course is the faculty member for the TAs.
- For all other courses: Professor Doug Burger, Associate Chair for Undergraduate Studies, is the faculty mentor for graduate student teachers in all other courses. [Douglas.Burger@colorado.edu](mailto:Douglas.Burger@colorado.edu)

## LEAD GRADUATE TEACHERS

Each year, several graduate students, one or two in Literature and one in Creative Writing, serve as Lead Graduate Teachers for the department. Along with serving as the liaisons between the department and the campus's Graduate Teacher Program (see below), the Lead Graduate Teachers conduct two pedagogy workshops, one for new teachers in the MA-Literature and PhD program, the other for new teachers in the MFA-Creative Writing program. As well, the Lead Graduate Teachers are available to consult with all graduate students on ways to improve their teaching. The Lead Graduate Teachers for 2008-09 are:

PhD/MA-LIT Representatives	Nicole McManus John Leffel	<a href="mailto:Nicole.McManus@colorado.edu">Nicole.McManus@colorado.edu</a> <a href="mailto:John.Leffel@Colorado.edu">John.Leffel@Colorado.edu</a>
MA/MFA-CRWR Representative	John Stadler	<a href="mailto:John.Stadler@colorado.edu">John.Stadler@colorado.edu</a>

## GRADUATE TEACHER PROGRAM

The campus's Graduate Teacher Program holds seminars, discussion sections, and events designed to help

graduate students become better teachers. The Program offers Graduate Teacher Certification (not to be confused with a K-12 teaching certificate) for graduate students who complete a set of requirements including workshop attendance, faculty consultation, classroom videotaping, and final assessment. For more information, see <http://www.colorado.edu/gtp/>.

## SUPPLIES AND AUDIOVISUAL EQUIPMENT

The department has TV/VCR's, a DVD player, CD players, tape players, slide projectors, overhead projectors, and phonographs available for checkout for classroom use. The department also owns some videotapes of Shakespeare films and a few other drama-derived productions. To reserve and check out equipment and videotapes, see the department receptionist in Hellems 101. The receptionist can also give you a grade book for your teaching. For additional audiovisual materials that may be checked out for teaching purposes, see the Circulation Desk in Norlin Library.

## PHOTOCOPYING

The department's photocopy machine is available for graduate student teachers; the access code is the last four digits of your student id (not the same as the BuffOne Card number). The photocopy machine is to be used for duplicating syllabi, paper assignments, and exams, not for copying readings for your students. Readings should be placed on reserve through Norlin Library.

## OFFICES

Graduate student teachers are assigned offices primarily in the basement of Hellems or in the office suite located in the Stadium. Hellems 01 and Hellems 09 house cubicles primarily for TAs. The suites located in Stadium 262 and 266 are available for GPTIs. A few graduate students may be assigned offices elsewhere on campus. Cubicles and offices are shared. If there is a problem with your cubicle/office assignment, see Peggy McKinney.

## ADVICE FOR TEACHING PROBLEMS

If you are having problems with one of your students (e.g., plagiarism or disruptive classroom behavior) consult with the Associate Chair for Undergraduate Studies. The Associate Chair for Graduate Studies, the Associate Chair of Creative Writing, the Graduate Teacher Training Committee, and the Lead Graduate Teachers are also happy to provide consultation on teaching matters.

## TUITION AND FEES

### GRADUATE TUITION AND FEES

Graduate student tuition and fees are determined by three factors: (1) your residency status; (2) your degree status, which depends on whether you are taking coursework, or whether you are taking only thesis credits (for MA students) or dissertation credits (for PhD students); and (3) how many credit hours you are taking. For detailed information about graduate tuition and fees, see the Bursar's Office web site at <http://www.colorado.edu/bursar/>. Tuition raises are announced in July for the following academic year.

## RESIDENCY REQUIREMENTS

Students who have out-of-state residency status in their first year of study must petition to have their status changed to in-state. Petitions are accepted beginning April 1, and are due no later than early July for the following Fall semester. For information on the petition process, requirements for in-state residence classification, contact information in the Tuition Classification Office, and downloadable petition forms, see [http://registrar.colorado.edu/students/tuition\\_classification.html](http://registrar.colorado.edu/students/tuition_classification.html). *Important:* students in their second year of study and beyond who hold teaching positions (TA/GPTI-ships) will receive waivers of in-state

tuition only. Exceptions will be made only for students who are not United States citizens or permanent residents, and who are thus not eligible for Colorado residency. Thus, don't forget to apply for Colorado residency for your second year of study, or you may get stuck with a big tuition bill.

## **FINANCIAL AID (SEE ALSO GRANTS, FELLOWSHIPS, AND PRIZES)**

Financial aid including need-based grants and loans are handled through the Financial Aid Office. You must submit a Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1 each year to be considered for financial aid. Please note that any fellowships, prizes, TA-ships, or GPTI-ships that you receive through the department or elsewhere in the university will be considered an award or scholarship, and will be applied to your financial aid package. For more information about graduate student financial aid, see [http://www.colorado.edu/finaid/graduate\\_basics.html](http://www.colorado.edu/finaid/graduate_basics.html).

## **GRANTS, FELLOWSHIPS, AND PRIZES**

### **CU TRAVEL AND RESEARCH GRANTS**

#### **Graduate School Travel Grants for Conferences**

The Graduate School offers travel grants for graduate students to present research findings at meetings or conferences: \$200 for domestic conferences (outside Colorado only) and \$300 for international conferences. Funds will be applied directly to the student's tuition account. You are not eligible if you are receiving funding for the conference from some other grant. To apply, go to <http://www.colorado.edu/graduateschool/awards.html> and download the Travel Grant application. If your paper has been accepted and you have the endorsement of a faculty advisor, you will be awarded this grant, as long as funds are available. However, the department may be awarded only 10 grants in each academic year. You should apply as early in the academic year as possible, since funds are available on a first-come, first-served basis only. *Deadline: no specific deadline.*

#### **Beverly Sears Graduate Student Grants**

Beverly Sears Graduate Student Grants are sponsored by the Graduate School. Grants range from \$100 to a maximum of \$1,000 per proposal. Almost any type of research or creative project may be funded. Projects directly related to work on a master's thesis or doctoral dissertation generally receive priority, although other projects also receive funding. Conference travel must contribute to the applicant's research or creative work. Grants are not awarded to present findings of research that has already been completed. For more information and downloadable application forms, see <http://www.colorado.edu/graduateschool/awards.html>. *Deadline: first week of February.*

#### **J. D. A. Ogilvy Travel Fellowships in British Studies**

These fellowships of up to \$4,500 are sponsored by the Center for British and Irish Studies and support travel to Britain or Ireland, or to a research center outside Britain or Ireland, for graduate research and study in any aspect of British or Irish Studies. Preference is given to students whose work on an M.A. thesis or PhD dissertation requires them to travel to Britain or Ireland, but others may apply as well. The competition is announced in the spring, and application materials are available from the Student Services Office. *Deadline: usually first week of March.*

#### **Edward P. Nolan Fellowship**

This fellowship of up to \$500 is awarded on a competitive basis to a graduate student in English or Comparative Literature and Humanities to support innovative and outstanding scholarship and teaching. For example, awards may be made to support travel to research institutions or to conferences to read papers. All applications from MA and PhD students will be considered, but special consideration will be given to those doing research in the medieval or modern period, and to PhD candidates, in particular those whose progress might be delayed because of financial and familial responsibilities. However, the excellence of a given research project is the prerequisite for any consideration. The competition takes place in the Fall

semester; application materials are available from the Student Services Office. *Deadline: first week of October.*

### **Center for Humanities and the Arts Seminar Fellows**

Each year, the Center for Humanities and the Arts selects several faculty members and graduate students as CHA Fellows. The fellows meet together in a year-long seminar and present the results of their work in a Spring Colloquium. A theme is announced late in the Fall semester for the following year's seminar; applications include an explanation of how the student's research will contribute to interdisciplinary discussion of the theme. Graduate-student CHA fellows receive support equivalent to a two-course TA or GPTI stipend. *Deadline: mid-January.*

### **Newberry Library Research Fellowships**

This competition for \$500 travel grants to the Newberry Library in Chicago is held twice a year. Graduate students may apply for these grants to do research, or to attend specific programs offered by the Newberry Center for Renaissance Studies -- which, despite its name, addresses the medieval and early modern periods (up to 1750 or so) in both Europe and the Americas. The Newberry collections cover the Middle Ages down to the end of the Napoleonic Era in Europe, to the revolutionary period in Latin America, and through World War I in North America and Britain. Major strengths include European discovery, exploration and settlement of the Americas; American literature and history; local history, family history, and genealogy; American Indian history and literature; the Renaissance; the French Revolution; Portuguese and Brazilian history; British literature and history; the history of cartography; the history and theory of music; the history of printing; and early philology and linguistics. See [www.newberry.org](http://www.newberry.org) for more information about the collections, and <http://www.newberry.org/nl/research/researchhome.html> for more information about the Center for Renaissance Studies programs. *Deadlines: once in the fall semester (around November 1); once in the spring semester (March/April).*

### **Beowulf Fund**

The Beowulf Fund is the department's internal fund for travel fellowships for graduate students going to scholarly conferences. The fund was organized in the late 1980s by departmental graduate students who, until the mid-1990s, conducted telethons among alumni to raise money. The fund is being revived in 2005-06. If you wish to help revive fundraising efforts for the Beowulf Fund, contact the Associate Chair for Graduate Studies or the department's MA-Literature or PhD representatives. Currently, small grants from the Beowulf Fund are given each spring to students attending scholarly conferences in the summer and fall. *Applications due: April or May, at the discretion of the Associate Chair for Graduate Studies.*

## **CU DISSERTATION FELLOWSHIPS (for PhD students only)**

### **Reynolds and Udick Fellowships**

*George F. Reynolds Fellowships* are equivalent to a year-long stipend for a GPTI (50% appointment) and a tuition waiver for five hours per semester. To hold the award, you must have passed the comprehensive examination by May 1 of the academic year preceding the award; must be enrolled as a full-time student; may not hold another appointment, such as a teaching or research assistantship, during the fellowship period. Students who are completing their dissertation work will be given preference over those just getting started. The department nominates one or more students per year. Previous recipients of the Udick Fellowship are not eligible to apply for a Reynolds. *The Bernice Udick Graduate Fellowship* is an annual prize of \$8,000 given to a woman in the humanities who has been admitted to PhD candidacy. Application is conducted concurrently with the Reynolds. Holders of the Udick are not eligible to apply for the Reynolds in future years. The department nominates one or more students per year for the Reynolds and Udick. *Deadline: early March for submission of materials to the Associate Chair for Graduate Studies.*

### **Emerson and Lowe Fellowships**

The College of Arts and Sciences administers the Emerson and Lowe Fellowships to provide PhD candidates with the equivalent of full support for one semester while recipients are conducting dissertation research or writing. Students receive a stipend equivalent to a year-long stipend for a GPTI (50% appointment) and a tuition waiver for five hours per semester. Recipients may not hold another fellowship or grant in that semester, and may not engage in other forms of paid employment (working, teaching, or off-

campus employment) in that semester. Students apply directly to the College of Arts and Sciences; the department does not nominate students for this award. *Deadline: early March.*

### **Devaney Dissertation Fellowships from the Center for Humanities and the Arts**

Devaney Dissertation Fellowships are equivalent to a year-long stipend for a Graduate Part-time Instructor (50% time) and a tuition waiver for five hours per semester. In addition, these students are named as Graduate Student Fellows in the Center for Humanities and the Arts. To hold the award, you must have passed the comprehensive examination by May 1 of the academic year preceding the award; must be enrolled as a full-time student; and may not hold another appointment, such as a teaching or research assistantship, during the fellowship period. The department nominates one nominee and one alternate per year. *Deadline: early March for submission of materials to the Associate Chair for Graduate Studies.*

### **Harold D. Kelling Dissertation Chapter Prize**

This prize is awarded annually by the department for the best dissertation chapter submitted by a PhD student in English. Applicants must not have received the PhD by the time of submission. Previous winners of the Kelling Dissertation Chapter Prize are not eligible to apply. Applicants submit a polished chapter, complete with notes and bibliographical information. *Deadline: early April.*

## **CU GRADUATE STUDENT RESEARCH AND CREATIVE WORK AWARDS**

Graduate Student Research and Creative Work Awards are given once a year to graduate students with unusually distinguished records, including, for example, significant publications of research or creative work. The competition is campus-wide. Normally the prizes are one first prize of \$1000, and two second prizes of \$500 each. The department may nominate one student per year, early in the Spring semester. If you feel that your record qualifies you for a nomination for this award, speak to the Associate Chair for Graduate Studies.

## **CU TEACHING PRIZES**

### **GPTI Teaching Awards**

The department may nominate two GPTIs per year for the GPTI Teaching Award, which carries with it a small cash prize. Ten campus-wide awards are made annually. GPTIs must be currently teaching in order to be nominated. The competition includes submission of teaching materials and letters of recommendation, along with class observations by the Award Committee. Nominations are made by the Associate Chair for Graduate Studies, in consultation with the Associate Chair for Undergraduate Studies, in the Spring of each year. Special nominations may be made in the Fall for candidates who are not teaching in the Spring semester. Normally, one of the nominees is the department's senior Lead Graduate Teacher in Literature; the other nominee must be someone who has passed his or her comprehensive exams.

### **UGGS TA Awards**

The department may nominate a number of TAs each year (usually five or six) for the United Government of Graduate Students TA Award, which carries with it a small cash prize. Up to ten campus-wide awards are made annually. The competition includes submission of an essay describing a teaching problem and its solution. Nominations are made by the Associate Chair for Graduate Studies and the Associate Chair of Creative Writing, in consultation with faculty members who have mentored TAs during the course of the year. Nominations are made in March or April of each year.

## **DEPARTMENTAL CREATIVE WRITING PRIZES (for MFA-Creative Writing students only)**

### **Jovanovich Manuscript Prizes**

The Jovanovich Manuscript prize competition is open to graduate students in the Creative Writing program who will be continuing students in the following Fall semester. Students may submit poetry, fiction,

creative non-fiction, or a stage or screenplay. Maximum of 40 pages. Students may apply for this award twice. An additional prize, the Dr. Ruth Murray Underhill award, is selected among the entries for this prize. *Deadline: late March.*

### **Jovanovich Thesis Prizes**

The Jovanovich Thesis Prize is open to graduate students officially enrolled in the Creative Writing program. The thesis does not have to be in its final form. This prize may be applied for only once. *Deadline: late March.*

## **DEPARTMENTAL FELLOWSHIPS**

The department awards a number of internal fellowships each year to students in both the Literature and the Creative Writing degree programs. Some of these fellowships are designated by their donors for students in particular fields: e.g., MFA-Creative Writing students; PhD students in Renaissance studies; PhD students in American literature. All internal fellowships are awarded at the discretion of the Associate Chair for Graduate Studies (in consultation with the Graduate Committee) and the Associate Chair of Creative Writing. Most of these fellowships are distributed as part of recruitment packages, but some are awarded to more advanced students. Students may not apply for these fellowships.

## **EXTERNAL FELLOWSHIPS AND PRIZES**

### **Databases of External Fellowships**

Many, many external fellowships exist for graduate study in the humanities, including creative writing. Just a few are listed here. Many fellowships are fairly specialized, funding applicants who have a particular field of study or a particular ethnicity or other minority status, or who wish to study at a particular library, university, or other research facility. Some useful databases of external fellowships for graduate study exist at:

Drew University Graduate Fellowships Database	<a href="http://www.depts.drew.edu/finaid/scholarships/grad/index.htm">http://www.depts.drew.edu/finaid/scholarships/grad/index.htm</a>
Cornell U. Index of Graduate Fellowships:	<a href="http://cuinfo.cornell.edu/Student/GRFN/">http://cuinfo.cornell.edu/Student/GRFN/</a>
Advocacy.Net (links to scholarship links)	<a href="http://advocacy-net.com/scholarmks.htm">http://advocacy-net.com/scholarmks.htm</a>

### **Jacob K. Javits Fellowship Program**

The Javits Fellowship from the U.S. Department of Education aids students in selected fields of study of the arts, humanities and social sciences who have demonstrated (1) superior academic ability and achievement; (2) exceptional promise; and (3) financial need to undertake graduate study leading to a PhD or MFA. Fellowships provide tuition, fees, and a living stipend for two years of graduate study. Applicants may either be entering a PhD or an MFA program in the next academic year, or already in their first full year of PhD or MFA study. Only U.S. citizens or permanent residents are eligible. See <http://www.ed.gov/offices/OPE/HEP/iegps/javits.html> for more information. *Deadline: late November.*

## **JOURNALS, READING SERIES, AND ACADEMIC EVENTS**

### **ENGLISH LANGUAGE NOTES**

*English Language Notes* is the literary-criticism journal funded by the department; it publishes short essays on literature in English from the Anglo-Saxon period to the present, as well as book reviews of literary criticism. The journal seeks submissions from scholars nationally and internationally. Graduate students (usually doctoral students) from the department are hired as editorial and managing-editor assistants for the journal. Open assistant positions are advertised on the EGO listserv.

### **DIVIDE**

*divide: the university of colorado's journal of writing and ideas*, produced by the Program for Writing and Rhetoric in cooperation with the Center for Humanities and the Arts, includes critical and personal essays, fiction and poetry, interviews and conversations, book and media reviews, and art. Information on the journal and on themes for special issues is available at <http://www.colorado.edu/journals/divide>, or from [divide@colorado.edu](mailto:divide@colorado.edu).

## **SUBITO PRESS**

Subito Press publishes innovative works of poetry and fiction. The annual book competition is not open to CU affiliated writers, however, students in the MFA program may become involved with the press via the Publishing Workshop, ENGL 5269.

## **CREATIVE WRITING GRADUATE READING SERIES**

The Creative Writing program sponsors a reading series for its graduate students. Contact Ruth Ellen Kocher for more information.

## **GRADUATE ACADEMIC COMMITTEE EVENTS**

The Graduate Academic Committee sponsors graduate-student and faculty paper readings, and events on graduate student professional development. If you have ideas for such events or wish to volunteer, contact your MA-Literature or PhD representatives.

# **CAMPUS RESOURCES**

## **LIBRARY**

### **Online Library Catalog and Databases**

Much of your advance research work may be done through the online University Libraries Catalog, named Chinook at: <http://libraries.colorado.edu/>. Along with records of materials held in Norlin Library and the other university branch libraries, the catalog gives you access to a wealth of online databases essential for literary studies. You may browse these databases by going to the Chinook page and clicking e-Resources, either the 'A-Z list' or the 'Subject list.' Because the university must pay a subscription fee for these databases, most are available only through on-campus computers, or through a home computer that accesses the Internet through a university connection.

### **Circulation Policies for Graduate Students**

Graduate students are automatically registered with the library upon enrollment at the University. Your student ID serves as your library card. Books circulate to graduate students for 180 days (six months) with the exception of journals, short-period loan items, or reserve items. UCB graduate students may have up to 300 items checked out on their account. If a book is checked out to another patron, you may request that the Circulation staff recall the item and notify you when it is returned. All library communication with regular students is via your CU e-mail account. You may check the due dates of the items you have checked out, as well as renew your items, through "View Your Record" on the Chinook main page. For more information about circulation policies, see <http://www-libraries.colorado.edu/ps/crc/patrons/graduate.htm>.

### **Special Collections**

The Special Collections Department of Norlin Library (N345 Norlin) has a fine collection of rare books and manuscripts, including materials in English and American literature from the Middle Ages to the present. The collection is particularly strong in English literature from the seventeenth century to the present; in English history; in Spanish and Spanish-American literature; and in Colorado history and the history of the American West. Visiting hours are limited; see <http://www-libraries.colorado.edu/ps/spc/collection.htm> for

information.

## ACADEMIC AND RESEARCH CENTERS ON CAMPUS

### **Center for Humanities and the Arts (Macky 201)**

*Director: Michael Zimmerman, Professor of Philosophy (MichaelE.Zimmerman@colorado.edu)*

The Center for Humanities and the Arts serves as a focus for humanistic scholarship and artistic creation across the Boulder campus. Each year, CHA selects a theme around which to organize its central activities: a year-long faculty and graduate student seminar, a lecture series, and a spring Colloquium. CHA also supports innovative research and creative work through monthly "Work-in-Progress" sessions, interdisciplinary workshops, and events with other units on campus. In addition, CHA plays an important role in supporting graduate education: CHA grants approximately \$300,000 in graduate fellowships each year, has sent graduate students to Cornell University's School of Criticism and Theory, has hosted Woodrow Wilson Postdoctoral Fellowships in the humanities, and runs an internship program for students seeking employment outside the academy, a program that won a 1999 Innovation Award from the Woodrow Wilson National Fellowship Foundation. In spring 2003, CHA hosted its first Visiting Scholar/Artist. For more information and a calendar of events, see <http://www.colorado.edu/ArtsSciences/CHA/>.

### **Center for British and Irish Studies (Norlin Library M549)**

*Director: Jill Heydt-Stevenson, Associate Professor of English (Jill.Heydt-Stevenson@colorado.edu)*

The Center for British and Irish Studies at the University of Colorado at Boulder promotes research and teaching in all aspects of British and Irish life, culture, and history. The Center, the only one of its kind in the country, advocates an interdisciplinary approach to British and Irish Studies, joining the humanities and performing arts, the social sciences, and the professional fields. The research activities of the Center are based upon the exceptional collections of British and Irish Studies materials held by the University of Colorado at Boulder Libraries. In addition to standard primary and secondary works, journals, and British government documents, acquired over the past century, the libraries recently have been purchasing microfilmed/microfiched sets of original manuscripts, early books and newspapers, and personal papers from British archives. They are open to use by students. The Center provides the J. D. A. Ogilvy travel fellowship for students who need to study or do research in Britain, and has a fund to support photocopying of archival materials for students. The Dean's Writing Prizes in British and Irish Studies reward outstanding papers by undergraduate and graduate students. The Center hosts a range of lectures, seminars, and performances by distinguished visitors, many of them from Britain and Ireland. For more information, see <http://www.colorado.edu/ArtsSciences/british/>.

### **Center for the American West**

*Director: Patricia Nelson Limerick, Professor of History (Patricia.Limerick@colorado.edu)*

The Center of the American West facilitates the exchange of information and ideas in a critical dialogue about the West. By uniting the insights of the humanities, the physical sciences, and the social sciences, the Center informs Westerners about public policy. The Center sponsors lectures and symposia both on campus and in the Boulder community, and often seeks to involve graduate students in particular roles in these events. For more information, see <http://www.centerwest.org/>.

## HOUSING, TRANSPORTATION, AND PARKING

### **On-Campus Housing**

The university maintains apartments for graduate-student families, couples (married or not married), and single parents. A few efficiency apartments are available for single graduate students. No smoking is allowed in on-campus housing. To be eligible for housing, you must be enrolled for a minimum of five credit hours per semester. Apply as far in advance as possible, because there is a waiting list, particularly for efficiency apartments. For more information, see <http://housing.colorado.edu/>.

### **Off-Campus Housing**

Housing in Boulder is neither cheap nor overly plentiful, so plan early to find affordable and accessible housing off campus. Some students choose to live in outlying towns -- e.g., Louisville, Longmont, Lafayette, Broomfield -- and commute to Boulder. For housing off campus, see the Off-Campus Student Services web site ([www.colorado.edu/OCSS](http://www.colorado.edu/OCSS)), or the classified ads of the Boulder newspaper ([www.dailycamera.com](http://www.dailycamera.com)) or the campus newspaper ([www.coloradodaily.com](http://www.coloradodaily.com)).

### **Bus Service and Parking**

Bus service is free (included in student fees) for CU-Boulder students with a valid student ID. See <http://www.rtd-denver.com/> for bus routes and schedules. For information about purchasing a campus parking permit, see <http://ucbparking.colorado.edu>.

## **STUDENT HEALTH SERVICES**

Student health care is available on campus at the Wardenburg Health Center. Depending on the student health insurance you carry, you may also be eligible to visit health care providers off campus. See <http://www.colorado.edu/healthcenter/> for more information about health services on campus, and <http://www.colorado.edu/studenthealthinsurance/> for more information about student health insurance.

## **UNIVERSITY POLICIES**

### **CU-BOULDER STUDENT HONOR CODE**

As a student and as a teacher, you will need to familiarize yourself with the policies and procedures of the CU-Boulder Student Honor Code, which was first implemented in Fall 2002. These policies and procedures are too long to enumerate here; see <http://www.colorado.edu/academics/honorcode> for information. Graduate students are also specially governed by the Graduate School's statement on Academic Ethics; see below.

### **GRADUATE SCHOOL STATEMENT ON ACADEMIC ETHICS**

Graduate students are expected to adhere to the highest standards of intellectual honesty and professional ethics in all areas of class work, research, publication, and teaching. Violations of these standards include cheating, plagiarism, or fabrication of research results.

Cheating in any form, such as copying from another person, using unauthorized sources, violating specified time limits for exams, or obtaining class materials without permission, is unacceptable.

Plagiarism in class assignments, published papers, or any other form of writing is a breach of fundamental academic integrity and, therefore, unacceptable. The work of others must be acknowledged at all times. Consult with your advisor or instructor for the specific citation standards of your field.

Fabrication of results violates ethical research practices, and it threatens both the reputation of the university and the credibility of your academic field. As with faculty and other researchers, graduate students are expected to produce legitimate research results.

Breaches of academic integrity results in disciplinary measures, which can include any of the following:

- a failing grade for a particular assignment
- a failing grade for a particular course
- suspension or permanent expulsion from the university

Infractions of academic integrity policies come under the jurisdiction of the CU-Boulder Honor Code. For information, refer to the honor code web site, at <http://www.colorado.edu/academics/honorcode/>. Infractions of research conduct come under the jurisdiction of the Office of the Vice Chancellor for

Research/Graduate School. For specific policies, see the Graduate School web site at <http://www.colorado.edu/policies/>.

## **CU-BOULDER CODE OF STUDENT CONDUCT**

The campus's University Code of Conduct is administered by the Office of Judicial Affairs. For the code and its administrative procedures, see <http://www.colorado.edu/studentaffairs/judicialaffairs/code.html>.

## **CU-BOULDER POLICY ON STUDENT CLASSROOM AND COURSE-RELATED BEHAVIOR**

### *Introduction*

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity, and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions.

Disruptive students in the academic setting hinder the educational process. Although disruptive student conduct is already prohibited by regent Laws and the Students' Rights and Responsibilities Regarding Standards of Conduct, the purpose of this policy is to clarify what constitutes disruptive behavior in the academic setting; what actions faculty and relevant Assistant/Associate Dean's offices may take in response to disruptive conduct; and the authority of the Office of Judicial Affairs to initiate disciplinary proceedings against students for disruptive conduct.

### *What Constitutes Disruption?*

"Disruption," as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to: persistently speaking without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction.

Civil expression of disagreement with the course instructor, during times when the instructor permits discussion, is not in itself disruptive behavior and is not prohibited.

Some disruptive students may have emotional or mental disorders. Although such students may be considered disabled and are protected under the Rehabilitation Act/ADA, they are held to the same standards of conduct as any student.

### *Policy*

\* Students are required to adhere to the behavior standards listed in the Rights and Responsibilities Regarding Standards of Conduct and to refrain from disrupting classes and other academic settings.

\* If a student is disruptive, the faculty member and/or the relevant Assistant/Associate Dean's office may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in academic or disciplinary action.

\* A faculty member is authorized to ask a student to leave the classroom or other academic site if the faculty member deems it necessary. If the faculty member does this, s/he shall file a Disruptive Classroom Incident Report with the Office of Judicial Affairs and the Assistant/Associate Dean of the College or Department Chair (as determined by the College) within 24 hours. The Office of Judicial Affairs shall provide the student with a copy of the report.

\* A faculty member may also exclude the student from the classroom or other academic area pending resolution of the matter by: (1) informing the student of the exclusion, (2) informing the student of his/her rights to request an expedited review of the exclusion, and (3) by immediately referring the matter to the Office of Judicial Affairs by submitting the Disruptive Classroom Incident Report and informing the

relevant Assistant/Associate Dean of the College. If such exclusion occurs, and if the student requests a review, the Office of Judicial Affairs shall review the exclusion within three business days of the date the student requests the review.

\* Nothing in this policy prohibits an immediate call to the University of Colorado Police or referral of the matter to another policy office, as determined to be appropriate by the classroom instructor.

### ***Possible Sanctions***

#### **Authority of Instructor and Relevant Assistant/Associate Dean's Office**

- \* Warning
- \* Exclusion from the instructor's classroom or academic area, pending expedited review by Judicial Affairs
- \* Academic sanction, if course participation is a component of the final grade and is indicated in the course syllabus

#### **Authority of the Office of Judicial Affairs**

- \* Warning
- \* Educational Sanctions, such as classes, papers, or community service
- \* Disciplinary Probation
- \* Suspension
- \* Expulsion
- \* Exclusion from any part of or all of campus

#### **Authority of the Chancellor or Vice Chancellor**

- \* Summary Suspension
- \* Exclusion from any part of or all of campus

### ***Documentation***

Instructors should be aware that notes of the dates, times, witnesses and details of the incidents of disruption, and the impact of the disruption on those present, may be important in any future proceedings which may be necessary. Referrals to the Office of Judicial Affairs require written documentation containing factual and descriptive information. The student is entitled to see this documentation.

### ***Resources***

- \* University of Colorado Police
  - \* Emergency 911
  - \* Non-emergency 492-6666
- \* Counseling 492-6766
- \* Cultural Unity Center 492-5667
- \* Disability Services 492-8671
- \* Judicial Affairs 492-5550
- \* Ombuds Office 492-5077
- \* Victim Assistance 492-8855

- \* University Counsel 492-7481
- \* Assistant/Associate Dean's offices in relevant schools and colleges

#### *Disruptive Classroom Incident Report*

The Disruptive Classroom Incident Report shall contain the following information:

- \* Date of Report:
- \* Student's Name:
- \* ID#:
- \* Instructor's Name:
- \* Instructor's Phone Number:
- \* Instructor's E-Mail:
- \* Title of Course, Course Number and Section:
- \* Date/Time/Location of Incident:
- \* Attach a detailed summary of the incident, including a description of the disruptive behavior.
- \* Witnesses:
- \* Action, if any, taken by the instructor (e.g. student warned, asked to leave the class, etc.):
- \* What is your recommended course of action and reasons for this recommendation?
- \* Instructor's Signature

## **CU POLICY ON SEXUAL HARASSMENT**

This policy statement has been somewhat abridged to omit procedures not applicable to graduate students. For the complete text, see [http://www.cusys.edu/policies/Personnel/sexharass\\_07-03.html](http://www.cusys.edu/policies/Personnel/sexharass_07-03.html).

### **POLICY STATEMENT**

The University of Colorado is committed to maintaining a positive learning, working and living environment. The University does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). In pursuit of these goals, the University will not tolerate acts of sexual harassment or related retaliation against or by any employee or student. This Policy (1) provides a general definition of sexual harassment and related retaliation; (2) prohibits sexual harassment and related retaliation; and (3) sets out procedures to follow when a member of the University community believes a violation of the Policy has occurred. It is also a violation of this Policy for anyone acting knowingly and recklessly either to make a false complaint of sexual harassment or to provide false information regarding a complaint.

Robust discussion and debate are fundamental to the life of the University. Consequently, this policy shall be interpreted in a manner that is consistent with academic freedom as defined in Regent Law, Article 5 D, amended 10/10/02.

It is intended that individuals who violate this Policy be disciplined or subjected to corrective action, up to and including termination or expulsion.

### **DEFINITIONS**

\* Appointing authority/disciplinary authority: an appointing authority is the individual with the authority or delegated authority to make ultimate personnel decisions concerning a particular employee. A disciplinary authority is the individual who has the authority or delegated authority to impose discipline upon a

particular employee.

\* Complainant: a complainant is a person who is subject to alleged sexual harassment.

\* Respondent: a respondent is a person whose alleged conduct is the subject of a complaint.

\* Sexual harassment: sexual harassment consists of interaction between individuals of the same or opposite sex that is characterized by unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, living conditions and/or educational evaluation; (2) submission to or rejection of such conduct by an individual is used as the basis for tangible employment or educational decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment.

\* Hostile environment sexual harassment: (described in subpart (3) above) is unwelcome sexual conduct that is sufficiently severe or pervasive that it alters the conditions of education or employment and creates an environment that a reasonable person would find intimidating, hostile or offensive. The determination of whether an environment is "hostile" must be based on all of the circumstances. These circumstances could include the frequency of the conduct, its severity, and whether it is threatening or humiliating.

Examples which may be Policy violations include the following: an instructor suggests that a higher grade might be given to a student if the student submits to sexual advances; a supervisor implicitly or explicitly threatens termination if a subordinate refuses the supervisor's sexual advances; and a student repeatedly follows an instructor around campus and sends sexually explicit messages to the instructor's voicemail or email.

\* Retaliatory Acts: It is a violation of this policy to engage in retaliatory acts against any employee or student who reports an incident of alleged sexual harassment, or any employee or student who testifies, assists or participates in a proceeding, investigation or hearing relating to such allegation of sexual harassment.

Students and employees who believe they have been retaliated against because of testifying, assisting or participating in a proceeding, investigation, or hearing relating to an allegation of sexual harassment, should meet with and seek the advice of their campus sexual harassment officer, whose responsibilities include handling retaliation.

## POLICIES AND PROCEDURES

### A. Obligation to Report

In order to take appropriate corrective action, the University must be aware of sexual harassment or related retaliation. Therefore, anyone who believes that s/he has experienced or witnessed sexual harassment or related retaliation should promptly report such behavior to a campus sexual harassment officer (see campus Appendix discussed below) or any supervisor (see section B below).

### B. Supervisor's Obligation to Report

Any supervisor who experiences, witnesses or receives a written or oral report or complaint of sexual harassment or related retaliation shall promptly report it to a campus sexual harassment officer. This section of the Policy does not obligate a supervisor who is required by the supervisor's profession and University responsibilities to keep certain communications confidential (e.g., a professional counselor or ombudsperson) to report confidential communications received while performing those University responsibilities. Each campus shall have an appendix to this Policy designating the supervisory positions that qualify under this exception.

### C. Investigation Process

1. Reports or complaints under this Policy shall be addressed and resolved as promptly as practicable after the complaint or report is made. Ordinarily, investigations shall be concluded and reports submitted to the

reviewing committee no later than 90 days following the receipt of a complaint. Ordinarily, the final report shall be sent to the Chancellor or President no later than 30 days after the committee's receipt of the draft report of the investigation.

It is the responsibility of the sexual harassment officer(s) to determine the most appropriate means for addressing the report or complaint. Options include: 1) investigating the report or complaint in accordance with paragraph C.3. below, 2) with the agreement of the parties, attempting to resolve the report or complaint through a form of alternative dispute resolution (e.g., mediation), or 3) determining that the facts of the complaint or report, even if true, would not constitute a violation of this Policy. The campus sexual harassment officer(s) may designate another individual (either from within the University, including an administrator, or from outside the University) to conduct or assist with the investigation or to manage an alternative dispute resolution process. Outside investigators shall have training, qualifications and experience as well, in the judgment of the sexual harassment officer, facilitate the investigation. Anyone designated to address an allegation must adhere to the requirements of this Policy and confer with the sexual harassment officer(s) about his or her progress. (See campus appendix for a list of resources for further assistance or additional information.)

2. All reports or complaints shall be made as promptly as feasible after the occurrence. (A delay in reporting may be reasonable under some circumstances, as determined on a case-by-case basis. An unreasonable delay in reporting, however, is an appropriate consideration in evaluating the merits of a complaint or report.)

3. If an investigation is conducted: the complainant and the respondent shall have the right to:

- a. Receive written notice of the report or complaint, including a statement of the allegations, as soon after the commencement of the investigation as is practicable and to the extent permitted by law;
- b. Present relevant information to the investigator(s); and
- c. Receive, at the conclusion of the investigation and appropriate review, a copy of the investigator's report, to the extent permitted by law.

4. The Chancellor, the respondent's appointing authority and the respondent's supervisor shall be notified that an investigation is taking place. The sexual harassment officer shall advise the respondent's supervisor whether the respondent should be relieved of any supervisory or evaluative authority during the investigation and review. If the respondent's supervisor declines to follow the recommendation of the sexual harassment officer, s/he shall send a letter explaining the decision to the Chancellor with a copy to the sexual harassment officer.

5. At the conclusion of an investigation, the investigator shall prepare a written report which shall include a statement of factual findings and a determination of whether this Policy has been violated. The report shall be presented for review to the standing review committee designated by the Chancellor, or, in the case of System Administration, the President.

6. The standing review committee may consult with the investigator, consult with the parties, request that further investigation be done by the same or another investigator, or request that the investigation be conducted again by another investigator. The standing review committee may adopt the investigator's report as its own or may prepare a separate report based on the findings of the investigation. The standing review committee may not, however, conduct its own investigation or hearing. Once the standing review committee has completed its review, the report(s) shall be sent to the campus sexual harassment officer(s), the complainant and the respondent, to the extent permitted by law. The report shall also be sent to the Chancellor, or, in the case of System Administration\*, to the President. If a Chancellor is the respondent or complainant, the report shall be sent to the President. If the President or the Secretary of the Board of Regents is the respondent or complainant, the report shall be sent to the Board of Regents.

#### D. Reporting Process

1. a. If a Policy violation is found, the report(s) shall be sent to the disciplinary authority for the individual found to have violated the Policy, and the disciplinary authority must initiate a disciplinary process against

that individual. The disciplinary authority shall have access to the records of the investigation. If disciplinary action is not taken, the appointing authority and the Chancellor, or in the case of System Administration, the President shall be notified accordingly.

b. Following a finding of violation of the Policy, the disciplinary authority shall forward to the sexual harassment officer and to the Chancellor, or in the case of System Administration, the President, a statement of the action taken against an individual for violation of this Policy.

c.. If a Policy violation is not found, the appointing authority and the Chancellor, or in the case of System Administration, the President, shall be notified accordingly.

2. The sexual harassment officer shall advise the complainant and respondent of the resolution of any investigation conducted under this Policy.

3. A copy of the investigator's written report as approved by the standing review committee, shall be provided to: (1) the complainant; (2) the respondent; and (3) the respondent's appointing authority.

4. In all cases, the sexual harassment officer shall retain the investigator's report, as approved by the standing review committee, for a minimum of three (3) years or for as long as any administrative or legal action arising out of the complaint is pending.

5. All records of sexual harassment reports and investigations shall be considered confidential and shall not be disclosed publicly except to the extent required by law.

6. **Complaints By and Against University Employees and Students Arising in an Affiliated Entity:** University employees and students sometimes work or study at the worksite or program of another organization affiliated with the University. When a Policy violation is alleged by or against University employees or students in those circumstances, the complaint shall be handled as provided in the affiliation agreement between the University and the other entity. In the absence of an affiliation agreement or a provision addressing this issue, the University may, in its discretion, choose to 1) conduct its own investigation, 2) conduct a joint investigation with the affiliated entity, 3) defer to the findings of an investigation by the affiliated entity where the University has reviewed the investigation process and is satisfied that it was fairly conducted, or 4) use the investigation and findings of the affiliated entity as a basis for further investigation.

#### E. No Limitations on Existing Authority

No provision of this Policy shall be construed as a limitation on the authority of a disciplinary authority under applicable policies and procedures to initiate disciplinary action. If an individual is disciplined for conduct that also violates this Policy, the conduct and the discipline imposed shall be reported to a campus sexual harassment officer. If an investigation is conducted under this Policy and no Policy violation is found, that fact does not prevent discipline of the respondent for inappropriate or unprofessional conduct under other applicable policies and procedures.

#### **Appendix to Sexual Harassment Policy: Resources**

If you think you are being sexually harassed you are encouraged to obtain practical and emotional support. The Office of Sexual Harassment policy maintains an extensive list of agencies on and off campus that offer such support: see <http://www.colorado.edu/sexualharassment/resources.html>.

## **CU POLICY ON AMOROUS RELATIONSHIPS INVOLVING EVALUATIVE AUTHORITY**

Members of the University community, whether faculty members, students, supervisors, or supervisees, put academic and professional trust and ethics at risk when they engage in or initiate amorous relationships with individuals with whom they have a direct evaluative relationship. In such situations the integrity of academic or employment decisions may either be compromised or appear to be compromised. Such situations greatly increase the chances that the individual with the evaluative responsibility, typically a supervisor or a faculty member, will abuse her/his power and sexually exploit the student or employee.

Moreover, others may be adversely affected by such behavior because it places the faculty member or supervisor in a position to favor or advance one student's or employee's interest at the expense of others and implicitly makes obtaining benefits contingent upon romantic or sexual favors.

An amorous relationship between an employee and a student or between two employees constitutes a conflict of interest when a direct evaluative relationship exists between them while the amorous relationship is occurring. Therefore, it is prohibited and the conflict must be resolved by terminating the direct evaluative relationship. To accomplish this resolution, if the amorous relationship exists in a faculty member/student direct evaluative relationship, the relationship must be disclosed to the faculty member's unit head (department chair or head of the primary unit). If the amorous relationship exists in a supervisor/supervisee direct evaluative relationship, it must be disclosed to the supervisor's unit head. In either case, the primary responsibility to disclose rests with the person in the evaluative position. The individual to whom the disclosure is made is primarily responsible for requiring that actions be taken to resolve the conflict by terminating the evaluative relationship. If such actions are outside that individual's authority, the matter shall be referred to the individual with the authority to take such actions. A report of the action taken to resolve the conflict shall be made to the chancellor or the chancellor's designee. If the chancellor or the chancellor's designee should find that the actions do not adequately resolve the conflict, the chancellor or the chancellor's designee may require other or additional action. For System Administration (including the Office of the Secretary of the Board of Regents and Internal Audit), the report shall be made to the President or the President's designee.

In situations involving spouses, the University's Administrative Policy Statement, "Conflict of Interest and Nepotism" applies.

## **GRIEVANCES**

### **DEPARTMENTAL GRIEVANCE POLICY**

The department's Standing Rules delineate the following grievance procedures for graduate students:

The Associate Chair for Graduate Studies handles graduate student grievances for graduate students in literature. If they are unresolved they may be brought to the Graduate Committee in the first instance, and to the Chair in the second instance. The Executive Committee acts as the final appeals committee within the department. The Associate Chair of Creative Writing handles graduate student grievances for graduate students in creative writing. If they are unresolved they may be brought to the Creative Writing Committee in the first instance, and to the Chair in the second instance. The Executive Committee acts as the final appeals committee within the department.

Academic grievances that are not resolved in this manner may be brought to the Graduate School (see below).

### **GRADUATE SCHOOL ACADEMIC GRIEVANCE POLICY**

#### **A. Statement of Procedures for the Disposition of Academic Grievance Cases**

The designation academic grievance covers those problems related to academic issues. Such issues are distinguished from academic ethics cases and disciplinary cases for which separate procedures exist. Included within academic grievance cases are faculty, departmental, college or Graduate School policies affecting individual student prerogatives, deviations from stated grading procedures (but not individual grade challenges), unfair treatment and related issues. Allegations of discrimination must be filed with the Department of Equal Opportunity and sexual harassment claims must be filed with the Office of Sexual Harassment Policy.

#### **B. Procedures**

### 1. Departmental Resolution

The student must first attempt to resolve a grievance with the faculty and/or staff member(s) involved. If this proves unsatisfactory, the grievance must be directed to the chair or director of the unit for departmental review.

### 2. Graduate School Appeal and Grievance Procedure

If the student is dissatisfied with the departmental review and if all other departmental or administrative procedures have been exhausted, he/she may file a written grievance with the Vice Chancellor for Graduate Studies. The student must submit the written grievance to the Graduate School within 30 days of the receipt of the response from the department chair or unit director following the departmental review process. Upon receipt of the grievance the Vice Chancellor for Graduate Studies will ask the student's department for a response to the grievance and form a Committee of Academic Grievance of the Graduate School ("Committee") to hear the case. This Committee is composed of five members and a chair. The five members include four members of the graduate faculty from outside the student's department, and a student representative of the United Government of Graduate Students who must also be from outside the student's department. (The student representative may not be the member of United Government of Graduate Students who serves on the Executive Advisory Council of the Graduate School.) The chair is the Vice Chancellor for Graduate Studies and is a non-voting member.

### C. Hearing

Upon receipt of the grievance, the Vice Chancellor for Graduate Studies will set up a time and place for a hearing. All members of the Committee and all parties to the grievance will receive a copy of the grievance. All parties may present evidence. Committee members may question anyone presenting evidence during the hearing. Only evidence presented at the hearing will be considered in the adjudication of the grievance. The hearing before the Committee will be tape-recorded. The Committee reserves the right to transcribe the tape if it believes such a transcript is necessary to its deliberations.

#### Hearing Procedure

1. The Committee controls the hearing.
2. The student shall present his/her case before the Committee. He/she may present witnesses. The student may have one advisor present. The advisor will play an advisory role only and shall not present or participate in the presentation of the student's case at the hearing.
3. Each party may question the other party or their witnesses.
4. The department or appropriate academic unit shall present its case before the Committee.
5. The student and the department or appropriate academic unit shall each have the right to rebuttal.
6. After each party has presented its case, the parties will be dismissed and the Committee will begin its deliberations. Additional meetings may be required for deliberation. The Committee will present its decision to the Associate Dean within fifteen days of its final deliberation. The Associate Dean will notify the student regarding the decision and action to be taken within ten days of the receipt of the Committee decision.

## **CU-BOULDER GRADUATE STUDENT BILL OF RIGHTS AND RESPONSIBILITIES**

This document is a product of UGGS developed in conjunction with the Graduate School and the Boulder Faculty Assembly, as well as numerous other governing and advisory bodies on the Boulder campus. It was approved for the campus in Spring 2004.

The University seeks to provide and sustain an environment conducive to sharing, extending, and critically examining knowledge and values, and to furthering understanding. Effective performance of this mission requires that University graduate students be free within their respective fields of competence to learn, research, and teach in accordance with appropriate standards of scholarly inquiry. Graduate student rights and responsibilities rest on their unique role as students, researchers, and teachers.

Graduate students play an integral part in the ability of the Boulder campus to provide the breadth and quality of educational experience expected of an American Association of Universities (AAU) public university. Graduate students supplement and complement the teaching and research activities of the tenure-track faculty, and in so doing they allow the tenure-track faculty to engage more students in individualized instructional opportunities. They also provide the institution with an ability to more rapidly adjust the educational opportunities to meet student needs and preferences than can be accommodated for by the tenure-track faculty alone. It is important that the campus community recognize and support the important role played by graduate students in enabling the campus to address both its research and its teaching missions.

The following principles serve as guidelines and minimum standards of behavior and conduct for graduate students and departments in their mutual relations. The intent of the principles is to encourage dialog between graduate students, faculty, staff, and administrators and to bring stability to graduate students' programs of study. In recognizing the multiple and integral roles that graduate students play as learners, researchers, and teachers, both as students and as employees of the University, the guidelines will help preserve the highest standards of teaching, research and scholarship; protect intellectual freedom; and advance the mission of the University as an institution of higher learning. Grievance and dispute resolution mechanisms will be maintained at the Graduate School and at the departmental/program levels to resolve the situations that this document is not able to prevent.

#### I. Graduate students are, first and foremost, students.

- a. Graduate students deserve an excellent education and the best possible preparation for their future careers. Degree requirements should be clearly communicated at the outset of a student's graduate program, and any changes also must be clearly communicated in a timely manner. Timelines and average progress towards a degree should be made public. Advertised courses should be available on a regular basis. Graduate students should have the ability to enroll in classes offered by any other relevant graduate program, provided space is available and they meet the prerequisites.
- b. Departments should offer appropriate training for both academic and non-academic careers without differentiating between students on career focus in evaluations, availability of resources, references, or on other bases. Seminars should be offered to inform graduate students on submitting articles for publication, on professional associations and conferences, and effective job searches and interview techniques.
- c. The United Government of Graduate Students (UGGS) is currently the recognized student government organization for graduate and professional students at the Boulder campus level. The actions and recommendations of the UGGS should inform departments, schools and colleges, as appropriate. It is also recognized that there are also graduate student government organizations at the program, department, school and college levels that should be consulted in matters specifically concerning them, as necessary.
- d. Regular, substantive feedback should be offered to all graduate students by their advisors. Programs should publish specific and concrete requirements for achieving an advanced degree and graduate students can expect to have their progress toward achieving an advanced degree evaluated in an objective manner. Communication between graduate students, faculty, and advisors, and program coordinators and should be conducted in a timely manner.
- e. Like all students of the University, graduate students have the right to an educational experience and employment free from discrimination based on race, color, creed, religion, national origin, sexual orientation, veteran status, age, sex, or disability. In addition, the educational and employment opportunities available to graduate students should not be limited based on their family status, political beliefs, or country of citizenship.

#### II. Graduate students are important members of the campus instructional and research teams.

a. Graduate students deserve fair and equitable working conditions and benefits. Terms and conditions of employment will be clearly communicated at the outset of the employment agreement. Appointments are to be made in compliance with the 20-hour rule. Adequate resources will be supplied to support teaching and research work.

b. Departments should incorporate their graduate students into their decision-making on issues directly or indirectly affecting academic policies.

### III. Graduate students are valuable junior colleagues.

a. Graduate students deserve co-authorship in publications to which they have contributed significant content or research, consistent with the generally accepted standards of their fields of study.

b. Graduate students should be treated with respect, as junior colleagues and potential future peers upon gaining admission to their program of study.

c. Graduate students can expect that their vulnerability in having a lesser status or lesser experience will not be exploited. Further, they have a right to refuse to perform tasks that are not related to, or are in conflict with, their academic or professional development, or tasks in excess of their obligations as students and employees.

### IV. Graduate students have a number of important responsibilities, both as students and as employees.

a. Graduate students are expected to behave in a professional manner, respecting their fellow graduate students, as well as undergraduate students, faculty, staff and administrators, and in general conduct themselves in a manner befitting an ethical and honest academic colleague. In their studies they will devote a sufficient amount of time and energy towards achieving their advanced degree, communicating with their professors and advisors in a timely manner, and taking the initiative in asking questions about academic requirements and financial particulars. They will also strive to contribute to the public service aspects of the mission of this public university, at a level appropriate to their ability and graduate program.

b. Graduate employees are expected to fulfill their teaching and research obligations to the best of their knowledge, training, and ability; to carry out their job responsibilities in a conscientious and timely manner; and to perform their duties in accordance with all relevant University, state government, and federal government rules and regulations. In particular they will accurately report their hours worked and level of effort whenever requested or required to do so; work or be available to work on the days and at the times outlined in their appointment letter or contract, or at times explicitly discussed and agreed upon with their faculty advisor or supervisor; and recognize that failure to perform their job responsibilities in a satisfactory manner may constitute cause for disciplinary action or dismissal.

### V. The following definitions will be applied uniformly across the campus.

**Students:** Include any person currently taking coursework and/or thesis and dissertation credits, as well as any persons officially on time out from a graduate program or otherwise not in residence at the university for official reasons, including but not limited to conducting extended field research or on an exchange program with another university.

**Employees:** Include any person who is a student and is either on an appointment or is otherwise employed by the university, or any related program, project, laboratory, library, gallery, museum, center, or institute, as a teaching assistant, instructor, lecturer, GPTI, adjunct, graduate assistant, research assistant, researcher, or any other form of faculty or staff member, on a regular basis.

**20-Hour Rule:** The percentage of appointment must be equated to the number of hours the graduate student is expected to work. For example, a student who is appointed for 50% can be expected to work no more than 20 hours per week. These 20 hours must include all duties necessary for the completion of the student's teaching assignment (i.e., office hours, in-class time, grading, and preparation time) and/or research assignment (i.e. research meetings, literature searches, preparation time, data collection, data analysis, and report preparation). Research that directly contributes to the timely completion of a graduate student's thesis or dissertation does not fall under this rule. Any appointments that exceed 50% during the academic year

must be approved, in advance of the beginning date of the appointment, by the Vice Chancellor for Graduate Studies. [3]

**Rights:** These are valid and valued standards and expectations that individual graduate students have of their program, their faculty, staff, and all levels of the university administration.

**Responsibilities:** These are valid and valued standards and expectations that the faculty, staff, administrators, and other graduate students have of individual graduate students.

VI. Departments will develop and maintain policies consistent with these guidelines and minimum standards and provide grievance and dispute resolution mechanisms.

a. These guiding principles will form the university level policy with regard to graduate student and department relations. This document will augment existing university policies regarding professional conduct, including but not limited to the University Code of Conduct, the Honor Code, and the Sexual Harassment policy. Appropriate grievance and dispute resolution mechanisms will exist at the department and Graduate School level to enforce these policies.

b. Appendix A of this document is a detailed set of recommended guidelines and recommended minimum standards for the development of department level graduate student policies. The detailed department level policy recommendations will be maintained by the UGGS, the Graduate School, and the university administration.

c. Any amendments to the campus policy statement need to be approved by the United Government of Graduate Students, the Graduate School, the Boulder Faculty Assembly, and the Provost.

d. Any amendments to the guidelines and minimum standards for the development of department level graduate student policy need to be approved by the United Government of Graduate Students, the Graduate School, and the Provost.