

Graduate Student Handbook

2019-2020

Ph.D. Program in Comparative Ethnic Studies

**Department of Ethnic Studies
University of Colorado Boulder**

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INTRODUCTION

Welcome to the Graduate Student Handbook of the Ph.D. program in Comparative Ethnic Studies offered by the Department of Ethnic Studies at CU Boulder. This handbook defines the policies, procedures, and governance of the graduate program. Doctoral students should consult this handbook on a regular basis to understand program requirements and ensure timely completion of the degree. This document will be updated as policies and procedures change at the Graduate School, College, or Department level.

OVERVIEW OF THE DEGREE

The Department of Ethnic Studies offers a Ph.D. in Comparative Ethnic Studies, which aims to provide broad interdisciplinary training that enables students to research and analyze the intersectional and relational workings of race, ethnicity, gender, class, and sexuality in national and transnational contexts. Additional information about specific areas of faculty specialization and courses offered may be found on the [Department website](#), or by contacting the graduate program assistant at grad.ethnst@colorado.edu.

PROGRAM ADMINISTRATION

Associate Chair of Graduate Studies (ACGS)

The Associate Chair of Graduate Studies (ACGS) administers the graduate program and chairs the Graduate Committee (see description below). The ACGS is elected by the department faculty to a three- year term. The ACGS orchestrates the implementation and operation of the graduate program, organizes recruitment of potential students, advises students on policy and procedures, monitors student progress toward degree, provides teaching assistants (TAs) and graduate part-time instructors (GPTIs) with oversight, pedagogical advice, assistance, and resources, oversees the resolution of petitions and grievances brought to the Graduate Committee (GC), and advises the Department Chair on assignment of graduate courses to faculty and distribution of teaching assignments to graduate students.

The ACGS maintains dossiers on each graduate student, which include annual progress reviews and teaching evaluations, and writes letters of recommendation for graduate students applying for internal and external fellowships and grants. The ACGS ensures adherence to the by-laws and governance protocols of the Department, the College of Arts and Sciences, and the Graduate School.

Graduate Committee (GC)

The Graduate Committee (GC) serves as the executive policy and decision-making body of the graduate program, as well as its de facto admissions committee. It is chaired by the ACGS and includes at least three faculty members of the Department of Ethnic Studies appointed by the Department Chair to one-year terms, along with the Department Chair as an ex officio member, and one graduate student representative, selected by all ETHC Graduate students active in the program. The Committee is empowered to make decisions regarding admissions, curricular matters, petitions and grievances, and recommendations about graduate student teaching and funding.

Graduate Office

- Joanne Corson is the Graduate Program Assistant. Her office is located in Ketchum 184E and she can be reached via email at joanne.corson@colorado.edu or by telephone at (303) 492-8852.
- Virginia Kester-Meyer is the Department Program Manager. Her office is located in Ketchum 184C and she can be reached via email at virginia.kester-meyer@colorado.edu or by telephone at (303) 492-4803.

ADMISSIONS

The GC acts as the admissions committee for the Ph.D. program, but works closely with potential faculty advisors in making all admissions decisions. The GC reads all applications and identifies a pool of top candidates, which will then be forwarded to faculty members whose intellectual interests best match the applicants. Potential advisors return a rank ordered list of applicants they would like to work with to the GC. In making admissions decisions, the GC considers the general strength of the application (including quality of personal statement and writing sample, letters of recommendation, undergraduate and master's education, GPA and test scores), strength of endorsement by the potential advisor, and current distribution of Ph.D. advisees. The GC also makes recommendations about funding to the Department Chair, who under advisement of the ACGS proffers scholarship, fellowship, and teaching offers.

ADVISING PROCEDURES

The ACGS will assign each incoming student to a faculty advisor. A student may change advisors if their research interests shift and another faculty member is willing to take on a new advisee. In that case, the student must submit to the ACGS a change of advisor petition endorsed by the new advisor.

Advisors must meet with students on a regular basis. Students should consult their advisors on their plans for coursework and examinations, research trajectory, professional development and intellectual/scholastic goals. Advisors will assist students in planning a suitable program of study and in selecting comprehensive examination and dissertation committees. Students are expected to remain in close contact with their faculty advisors and their committees. Non-resident students should be especially vigilant about communicating regularly with their advisors and committees.

In addition to the main faculty advisor, the ACGS will be responsible for monitoring students' timely progress towards degree completion. The ACGS will be available for consultation to help students set up committees and assist students in meeting their timelines and fulfilling program requirements.

In the event that a student's faculty advisor leaves the University of Colorado, the ACGS will help the student identify a new advisor. In the case of an advanced Ph.D. student whose prospectus has been approved and who is at work on the dissertation, it may be appropriate to continue working with the departing faculty member so long as that faculty advisor formally

agrees to advise the student through the completion of the degree. Students who have not yet passed their comprehensive exams or had a prospectus approved will normally identify a new advisor from among the faculty rostered in the department.

If a student's faculty advisor is on research leave in the form of a fellowship or sabbatical, they are expected to continue to fulfill the obligations of advising their respective graduate students. In the event that a faculty advisor goes on medical leave, they will work to secure a secondary advisor for their graduate student(s) to ensure that their student continues to receive faculty advising and mentorship while their advisor is on medical leave.

PH.D. PROGRAM REQUIREMENTS

Doctoral students are expected to demonstrate an ability to independently carry out original field research, to acquire original data, make appropriate analyses, and prepare reports of publishable caliber. Students must demonstrate proficiency in a broad subject of learning and the ability to critically evaluate work in Ethnic Studies. The Ph.D. program is comprised of three basic components: coursework, a comprehensive examination, and the dissertation.

A master's degree in Ethnic Studies or a cognate field (such as American Studies, English, History, Sociology, Women and Gender Studies, or other related disciplines and interdisciplinary fields) from an accredited university is required for admission into the Ph.D. program.

Transfer of Credit

Students will be permitted to transfer a maximum of 9 credit hours. The ACGS will determine transfer credits where appropriate. Students should take the following step to apply for transfer credits:

1. Meet with their primary advisors with the necessary documentation for seeking transfer credit. These include the syllabi for the courses they are seeking transfer credit for, an unofficial transcript, and a 1-2 page rationale explaining how these courses relate to their doctoral work in DES. Students must first get the approval of their advisors to move forward on seeking transfer of credits.
2. Students should meet with the ACGS with the necessary documentation to seek formal approve of the transfer of credit.
3. The Request Transfer of Credit form can be found at the Graduate School website [here](#).

Credit Requirements

Students must complete 60 credit hours, with a minimum of 30 credit hours of graduate-level course work (including any transferred graduate credit from the completed master's degree referenced above). At least 18 of the 30 credit hours of graduate-level course work must come from the Department of Ethnic Studies. If a student chooses to pursue an Area of Specialty (see below), this must be fulfilled by completing a minimum of 9 credits of coursework in a department outside of Ethnic Studies (transferred graduate credit may be used to satisfy this requirement). In addition to the 30 credit hours of graduate-level course work, students must complete a minimum of 30 dissertation credits in total, 5-10 during comprehensive examination

preparation¹ and 5-10 per semester in which they are defending the prospectus and writing the dissertation. Students are not permitted to register for more than 10 credit hours of dissertation credit per semester, per Graduate School Rules.

Continuous Registration

A Ph.D. student is required to register continuously as a full-time, regular degree seeking student at CU-Boulder, for a minimum of five credit hours in the fall and spring semesters of each year. Students must continually enroll in a minimum of 5 dissertation hours per semester following the passing of the comprehensive examination and extending through the semester in which the dissertation is successfully defended (the final examination). A 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.

Course Requirements

All doctoral students are required to complete the Fall and Spring sequence: ETHN 6000/6001: Foundations in Comparative Ethnic Studies and Methods in Comparative Ethnic Studies (6 credits total, 3 per semester). This introductory, two-semester course will prepare doctoral students for interdisciplinary studies on race, ethnicity, gender, class, indigeneity, sexuality, nation, and culture. The first semester will be a theoretical introduction, and the second semester will examine research methodologies and application of theories to research.

The remaining 24 credits (out of 30 total) will be selected in consultation with the student's advisor from among ETHN graduate offerings, graduate courses in other units, and approved transfer credit up to 9 credit hours. In addition to the two introductory courses (ETHN 6000/6001), students will be required to enroll in a 1-credit Professionalization Seminar (ETHN 6002, "Pro-Sem"), which is a two-semester long course offered by the Ethnic Studies Department that will meet once a month during the academic year.²

Area of Specialty

The department encourages, but does not require, that students complete a minimum of 9 credits of graduate-level coursework in an area of specialty. Depending on their research interests, students will create an area studies or thematic subfield. Area subfields include, but are not limited to, Native American & Indigenous Studies, Africana Studies, Asian American Studies, Chicana Studies, Criminology, etc. Thematic subfields allow students to develop a thematic framework (e.g. "Decolonial Theory," "Diaspora and Labor Migration," "Borderlands," etc.) in which they will specialize. Students will work in consultation with their advisor to develop a subfield, which will be highly individualized to suit students' particular research interests.

Language Proficiency

The Department encourages, but does not require, non-English language proficiency, especially for students conducting research in contexts that extend beyond their existing abilities.

¹ This is the semester in which the student is taking their comprehensive exams. In the case that the student is taking their comprehensive exams during the summer, they will be required to register for 5 dissertation credits during the summer semester.

² Note that the Pro-Sem is taken as Pass/Fail. This credit is a Department graduation requirement, but it does not count toward the 30 credit hours of graduate course work for the degree, per Graduate School policy.

Proficiency will be demonstrated by passing (with a grade of C or better) the fourth semester of a non-English language course, earning a passing score on the Graduate School Foreign Language Test (GSFLT), or by an alternative mode of assessment agreed to by the graduate committee. Credits earned for language proficiency will not apply toward the doctoral degree. The goals of the language requirement are to ensure that doctoral scholars can research materials in other languages besides English. The Department will work with the Graduate College to ensure that the language requirements are in parity with other interdisciplinary doctoral programs at CU Boulder.

Comprehensive Examination Requirements and Advancement to Candidacy

In order to advance to Ph.D. candidacy, students must pass a comprehensive examination that includes both written and oral components. The central purpose of the comprehensive exam is for doctoral students to demonstrate their fluency with the fields of comparative ethnic studies in general, and to demonstrate knowledge in specialized areas of scholarly interest in the field(s) of comparative ethnic studies. Before being admitted to candidacy, a student must have at least three semesters of full-time registration and pass the comprehensive examination. The examination must take place no later than **November 1 of the fifth semester** in the program.

Students must formally apply to the Graduate School for Admission to Candidacy for the doctoral degree on forms supplied by the Graduate School **at least two weeks** before attempting the comprehensive examination. To reiterate, students must be registered as a full-time degree-seeking student on the Boulder campus during the semester in which the comprehensive examination is taken.

Each student's comprehensive examinations will be administered by an examining committee composed of five members, one of whom will be the student's primary advisor and who will serve as Chair. The committee Chair must have a regular Graduate Faculty appointment at CU Boulder. All additional committee members must have regular or special Graduate Faculty appointments. Generally, the student will select their examining committee from the faculty and affiliate faculty in the Department of Ethnic Studies. In cases when a student seeks guidance in a specific area not represented in the faculty at CU Boulder, they may choose to ask a faculty member from an institution other than CU Boulder to serve on their committee. This should be conducted in conversation with the student's primary advisor, and the outside faculty member must obtain a special Graduate Faculty appointment at CU Boulder, as delineated in the Graduate School Rules.

The Comprehensive Exam will consist of three questions in the following areas:

1. Theory and Methods
2. Comparative Ethnic Studies
3. Literature Review in student's area of specialty

Students will formulate their reading lists in consultation with an advisor or advisors in each area. Each reading list should comprise a minimum of 50 texts, to be determined in consultation with committee members in each area and approved by the faculty advisor. Reading lists should be derived from the coursework that students have already done. The ultimate determination of

a student's readiness for comprehensive exams is with the faculty advisor.

Students may be provided with preliminary prompts to aid in their preparation for the comprehensive exams, per the discretion of their primary advisor; however, students will have one week (seven days) to complete the written portion of the formal exam. The written portion of the comprehensive examination will consist of three essays, each of which should be between 15 and 25 pages (double-spaced, including the works cited). The essays will serve as a written account of the student's mastery of the three specified questions and document their readiness to pursue advanced independent research.

An oral examination lasting 90-120 minutes must take place no earlier than seven days and no later than 14 days after the submission of the written examinations. It will entail a detailed discussion of the essays, in which students should be prepared to explain, elaborate upon, and defend their written work. At the end of the oral examination, the committee will require the student to leave the room, discuss the written and oral exams, and determine passage or failure. The student will be invited to return and the committee will convey its determination.

Upon passing the comprehensive examination, the student is admitted into candidacy for the Ph.D. degree, provided that all other Graduate School and Department requirements are met. Any student who fails the comprehensive examination must retake it in the following semester. A second failure will result in dismissal from the program.

Dissertation Committee

After advancing to candidacy, the student will choose a dissertation committee composed of a minimum of five members, at least three of whom must be from the Department of Ethnic Studies and at least one from outside the department. The Chair must have a regular Graduate Faculty appointment. Other committee members must have regular or special Graduate Faculty appointments. As with the comprehensive examining committee, a student may ask a faculty member from an institution other than CU Boulder to serve on their dissertation committee. This should be conducted in conversation with the student's primary advisor, and the outside faculty member must obtain a special Graduate Faculty appointment at CU Boulder, as delineated in the Graduate School Rules. Normally, the members of the comprehensive examination committee will serve on the dissertation committee, and the student's advisor serves as Chair.

Dissertation Prospectus

Students must submit and defend a doctoral dissertation prospectus to their dissertation committee the semester following advancement to candidacy. The dissertation prospectus should be between 25 and 35 pages (or longer depending on what is determined by the student and their advisor) and should outline a specific research project pertaining to the area of research. The prospectus should include a detailed discussion of proposed research methodologies and techniques, proposed field or archival work, a survey of relevant literature, a discussion of the proposed chapters, a working bibliography, and a timeline for completion. The prospectus will need to be approved by the primary advisor and by the committee no later than the end of the semester following the advancement to candidacy. Any student who does not defend their dissertation prospectus by the end of the semester after completing their comprehensive exams

will be placed on academic probation and will risk losing their funding.

Dissertation Requirements

The dissertation must meet the general requirements of the Graduate School and will be judged by the standards used to evaluate research for publication by leading professional journals and presses in Ethnic Studies. Students are expected to produce a dissertation based on original research that will lead to the publication of a monograph or a series of journal articles. The Graduate School has specific guidelines regarding rules, deadlines and formatting of a dissertation. Students are responsible for notifying the Graduate School of the exact title of the dissertation on or before the posted deadlines during the semester in which the doctoral degree is to be conferred. Information and documents concerning formatting, deadlines and forms are available at the [Graduate School website](#).

Dissertation Defense

As per Graduate School regulations, the candidate must successfully defend the dissertation before the Chair and members of the dissertation committee. The advisor will determine when a dissertation is ready to defend. A complete copy of the dissertation, including bibliography, must be distributed to the dissertation committee at least 30 days prior to the defense. The defense should be scheduled for two hours and is open to members of the university and the public, except for closed committee discussions during which the student and audience members will be asked to leave the room.

The dissertation committee may determine that the dissertation passes as-is, passes with necessary revisions, or fails. In the case of pass with revisions, each committee member may opt to withhold signature of the dissertation until they see the revisions or entrust the advisor to ensure that satisfactory revisions are made. Any committee member who is willing to sign the dissertation should do so at the end of the defense. The Chair will retain the signatures until the final revisions demanded by the committee are deemed to have been satisfied, at which point the student will submit the dissertation to the Graduate School. Any student who does not pass the initial defense may re-defend the dissertation at a time determined by the GC. Failure of the second defense will result in dismissal from the program.

Timeline

Student's timeline to completion in the program will vary. In general, a student's progress through the program will be as follows:

End of year 1: Students will have completed all required courses (ETHN 6000, 6001, 6002) and will have begun formulating reading lists and comprehensive exam committees.

End of year 2: Students will have completed all graduate course requirements and will have either successfully completed comprehensive exams or will be preparing to take comprehensive exams in the first semester of the third year.

End of Year 3: Students will have successfully completed their comprehensive exams and been admitted to candidacy and defended their dissertation prospectus.

End of year 4: Students will have completed and defended their dissertation or be making significant progress towards completion of the dissertation.

Time Limit

Doctoral degree students are expected to complete all degree requirements within six years from the semester in which they begin course work in the doctoral program. Students who fail to complete the degree in this six-year period may be dismissed from their program with the concurrence of the faculty advisor and the Graduate Committee. To continue, the student must file a petition for an extension of the time limit with the Dean of the Graduate School. Such petitions must be endorsed by the student's faculty advisor and the GC and may be granted for up to one year. If the Dean of the Graduate School and the GC cannot agree on whether a student should continue, the Executive Advisory Council makes a final recommendation to the Dean of the Graduate School.

Students who need to leave the University for a period of time may apply to the [Leave of Absence Program](#) for up to one year. Information on that program is available through the Office of the Registrar. Doctoral students who are required to maintain continuous registration may petition for an exception in order to participate in the Leave of Absence for parental leave or other extenuating circumstances. Participation in the Leave of Absence Program does not extend the student's time limit, but may be used as a reason when applying for an extension, should that become necessary.

GOOD STANDING

In order to remain in good standing, all students must make satisfactory progress toward degree, maintain a 3.0 GPA, and complete courses successfully. Students who have concluded their coursework must demonstrate a plan for completion of examinations, prospectus, or dissertation.

Satisfactory Progress Toward the Degree

Satisfactory progress is defined normally as nine hours of course work per semester while students are completing their coursework. Students preparing for comprehensive exams or working on their dissertation must demonstrate to their advisor that they are making satisfactory progress toward the completion of their degree. Students are required to remain continuously enrolled from the time of graduate admission to the time of completion of their degree, unless they have applied for a leave of absence.

Grade Point Average

Students are required to maintain at least a B (3.0) average while enrolled in the Graduate School and must have at least a 3.0 overall average to receive a graduate degree. A student who receives a grade of C, D, or F in a course may repeat that course upon written recommendation by the ACGS and approval by the Dean of the Graduate School. The grade received in a repeated course substitutes for the original grade and only the later grade is used in the Graduate School's manual calculation of the grade point average. However, all grades received

appear on the student's transcript and are calculated in the official GPA.

Courses taken toward the fulfillment of requirements for graduate degrees may not be taken pass/fail. When a student's cumulative grade point average (GPA) falls below 3.00, they will be placed on academic probation. The student has two semesters in which to raise the cumulative GPA to 3.00 or above. If a student does not earn a 3.0 GPA in all courses taken in the first of two probationary semesters, a Dean's administrative stop is placed on the student's record, and they may be subject to dismissal at the conclusion of their first semester. The final decision on dismissal rests with the Dean of the Graduate School based on departmental recommendation.

Incomplete Course Work

To remain in good standing, a student may carry no more than one grade of Incomplete. Students with more than one Incomplete course will be placed on probation and be given a maximum of one semester to make up all of the incomplete work. Students carrying more than one Incomplete for more than one semester will be suspended from the program. Upon completion of the course requirements, students will be considered for reinstatement.

Evaluation of Good Standing

The ACGS will monitor the progress and standing of all graduate students. At the end of every academic year, each student will submit a statement of progress toward degree to the ACGS. For students doing coursework, this will include courses taken and grades earned and plans for future courses, as well as a schedule for taking exams. For students beyond coursework, this will include a schedule and plans for completion of exams, prospectus, and dissertation. In addition, each advisor will submit to the ACGS an assessment of progress toward degree for each of their advisees. The GC will evaluate these statements, along with student transcripts, in order to determine whether students remain in good standing. All evaluations will become part of the student's academic file.

Should the GC deem a student to be off track (i.e., not making timely progress toward degree), the ACGS will notify the student of this decision and provide an explanation. The student will be given one probationary semester to get back on track. At the end of the probationary semester, the student must submit a statement explaining how they have returned to good standing or detailing a plan to do so; the student's faculty advisor must also submit a statement supporting or opposing the student's reinstatement. If the GC determines that the student is still not on track after the probationary semester or deems the plan unsuitable, the student will be suspended from the graduate program. Suspended students may apply for reinstatement within one academic year of their initial suspension.

Good standing and timely progress toward degree will be considered in decisions about graduate student funding.

Grievance Procedures

Students may file grievances and petitions with the ACGS, who will take them to the GC. All graduate student petitions or grievances should be endorsed by the petitioner's faculty advisor, unless they are against the advisor. The GC will consider unendorsed petitions, but will take note of the lack of endorsement. Any members of the GC who are involved in the grievance or

petition must be recused from deliberations and voting, though they may provide evidence to the committee. The GC will make a decision by majority vote. If the GC is unable to reach a decision (due to a tie or lack of a quorum of 3 voting members), the matter will be taken up at a Department faculty meeting. The Department will reach a decision by majority vote. Subsequent appeals may be made to the Dean of the Graduate School.

FINANCIAL SUPPORT

Financial support is available to graduate students in the form of teaching appointments and fellowships. Financial support offers for the upcoming academic year will be made to admitted students at the time of acceptance and to continuing students toward the end of the current academic year. Do not plan to work more than 20 hours per week while you are a full-time student.

Funding Assignments

The GC will make recommendations about assignment of fellowships and/or teaching positions to the Department Chair, who will make final decisions about distribution of financial support offers. The committee will take into account evaluations of good standing, progress toward degree, prior teaching success (if applicable), and prior funding (if applicable). The Chair will match these recommendations to departmental needs, merit and equity.

Graduate Teaching Positions

The Department may offer teaching appointments to qualified graduate students. TAs will be observed once per semester by the instructor of their course, who will file a teaching evaluation with the ACGS. GPTIs will be observed once per semester by a member of the GC (assigned by the ACGS), who will file a teaching evaluation with the ACGS. All teaching evaluations will become a part of the student's academic file. Salaries vary by nature of the position (TA or GPTI) and fraction of the appointment. Quarter-time appointments require 10 hours of work per week and cover a tuition waiver of five credits. Half-time appointments require 20 hours of work per week and cover a tuition waiver of 9-18 credits. All appointments at or above twenty percent provide a substantial offset to the cost of the standard CU Student Gold Health Insurance plan. For health insurance costs, please see the Bursar's Office section on [Health Plans](#). Students are responsible for all mandatory fees and course fees each semester. The total amount of fees will vary depending on graduate status and the number of credit hours being taken.

Tuition Remission (Waiver)

Graduate students on qualifying appointments (monthly salaried GRA, GPTI, TA and GA positions) receive tuition remission as part of their compensation package, which is based on the percentage of their appointment, regardless of residency status, and must be used the semester in which they hold the position. Courses taken through Continuing Education, Extended Studies or Outreach or taken for no credit are not eligible for tuition remission. Tuition remission must be applied directly against actual tuition charges on the student's bursars bill, and may not be paid out as a general scholarship or salary increase.

All domestic non-resident graduate students (including permanent residents) must obtain Colorado [in-state tuition classification](#) prior to the start of their second year of employment as a graduate student. Instructions on how to apply for residency can be found on the Registrar's website. **Failure to do so will result in ineligibility for tuition remission, starting with the following semester.**

Ethnic Studies TA Requirements and Expectations

All teaching assistants with 50% appointments are expected to work up to 20 hours per week. Actual expectations may vary by instructor based on course structure and content, but in general will include:

- Attend all lectures and recitations
- Schedule a minimum of 3 office hours per week
- Grade exams and papers
- Proctoring of exams
- Handling of student emails
- Keeping track of hours³

The week before classes begin, graduate students who have yet to advance to candidacy will be required to attend the Department orientation to discuss TA expectations and graduate teacher responsibilities.

Prior to the beginning of each semester, you will receive a formal letter of offer for your teaching position for the upcoming semester. This letter will outline additional information pertaining to your appointment. You may be required to work during semester breaks.

For more information on Graduate Student Appointments, please refer to the [Graduate School website](#). For full information regarding tuition and fees, please see the [Bursar's Office rate sheets](#).

Fellowships and Grants

All applicants for the Ph.D. program whose completed applications have been received by the admissions deadline are considered eligible for the following fellowships:

- **University Fellowships and Grants:** Assist with living and/or tuition costs, and are awarded each year to graduate students. Amounts vary year by year. See the [Graduate School website](#) for more information.
- **Department Fellowships and Awards:** All students active and in good standing within the ETHC Graduate program will be eligible for research and conference travel fellowships. These fellowships are competitive, and application review and decisions are made by the Graduate Committee (GC) every academic year. More information is available on the department website under [Resources for Current Students](#).

³ Please see the Department's TA and GPTI Guidelines document in the appendix to this Handbook for more details regarding student and faculty responsibilities and best practices (also located on the Department website under Graduate → [Resources for Current Students](#)).

In addition, students at the advanced phases of their studies may apply for the following fellowships:

- **Summer Fellowships:** ABD candidates may apply for these competitive fellowships funded by the Graduate School.
- **Dissertation Fellowships:** The Graduate School invites dissertating students to apply for these competitive fellowships, which provide one semester of funding.

Financial Aid

Students are encouraged to fill out FAFSA application to determine financial need and loan options. For more information, please see the website of the [Office of Financial Aid](#).

In-State Residency

After one full year of living within Colorado, all domestic students who wish to be considered for financial support must establish Colorado residency by the beginning of their second year in the program. Please see the Registrar's [Residency Guidelines](#).

Other Resources

Students are strongly encouraged to apply for national fellowships. The Graduate School maintains a list of [national fellowship opportunities](#). Graduate tuition and fee schedules are available at the [Bursar's website](#).

RESIDENCY

Graduate students normally remain in residence as they pursue their degree program. Students who, for some compelling reason, must move away from the area and yet wish to remain in the program must first consult with the ACGS. The ACGS will convene a meeting with the student, the student's advisor (and, if appropriate, the student's committee) to approve a Plan of Action for the student's timely completion of the degree requirements. The advisor will be required to submit an annual report on the student's progress. Should the student fail to make steady progress toward the completion of the degree, the GC, upon consultation with the student's advisor, may refuse extensions beyond the sixth year of a Ph.D. program (as per the Graduate School limit).

GRADUATE STUDENT CONDUCT

Principles of Academic Engagement and Honesty

Graduate students are responsible for observing all academic requirements, the procedures established for Teaching Assistants and Graduate Part-Time Instructors (when applicable), and in general for acting in a professional manner and demonstrating respect for the diversity of perspectives that are represented within the Department of Ethnic Studies and CU Boulder. In particular, they must uphold standards of academic integrity in their roles as students and instructors.

Plagiarism and Academic Dishonesty

Violations of academic integrity will result in academic sanctions up to and including dismissal from the program. For a comprehensive discussion of plagiarism and academic dishonesty, as well as procedures for confronting them, please refer to the [Academic Integrity Policy](#).

The Department will refer any matters that fall under the purview of the University Honor Code to the Honor Code Office. All students of the University of Colorado Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council and those students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member involved and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). For more information, please visit the [Honor Code website](#).

UNIVERSITY REQUIREMENTS

The University's requirements for graduate study are found in the [University Catalog](#), Students are responsible for adherence to the rules stated there as well as the rules of the Department outlined in this proposal. For additional Graduate School rules not specifically addressed in this document, please refer to the [Graduate School Policy and Procedures website](#).

APPENDIX: TA / GPTI GUIDELINES

Guidelines for TAs, GPTIs, Graders, and Faculty Department of Ethnic Studies University of Colorado Boulder

Prefatory Comments

These guidelines are intended to assist students and faculty with a clear-cut set of expectations so that the Teaching Assistant (TA) experience and Graduate Part Time Instructor (GPTI) experience is an optimal exchange of labor that assists doctoral students in the pragmatics of becoming future faculty. They are also intended to ensure that our faculty's courses run smoothly, while benefitting our students. The ability to serve as a TA is a fundamental aspect of the professionalization of future faculty, and students should see this as an invaluable experience on how to engage with students and assist the faculty in their delivery of the materials and ideas of the course. Although smaller classes are the ideal educational experience, in a state institution, it is necessary to teach large classes. These large classes with TAs have many benefits: our department has more student credit hours (a key metric used by the Arts & Science College in achieving departmental resources, including graduate student funding), training and practice for graduate students' teaching, the ability for our undergraduates to have more assignments, feedback, and success in large courses, and for our undergraduate students to have access to more individuals for their success in our large classes.

In addition, it is great for our undergraduate students to interface with our DES doctoral students, and for faculty to model how to teach large classes, including how to organize a syllabus, design evaluative materials (quizzes, mid-terms, finals, papers, and other activities), structure lecture materials and delivery, address student crises (e.g., death of a family member, a serious mental health issue, etc.), respond to problematic student behavior (e.g., cheating, texting in classes, racist comments, etc.), and so on. This is an invaluable opportunity for our graduate students to receive faculty mentoring and for faculty to mentor students in pedagogic practices that are at the core of our Department. What follows are some general guidelines, duties, and expectations for faculty and students (working as TAs with and without recitation sections), and both graduate and undergraduate graders that assist the instructor of record with grading exams.

Faculty Best Practices

Faculty have a unique and crucial opportunity to mentor, train and inspire future faculty. It is important that faculty make time on a regular basis to meet with the doctoral students assigned as TAs to their classes. If a course has recitation sections, faculty should discuss the goals of the sections and what specific topics and areas are important to cover. Please also note that email is the official mode of communication. Communication via text messages should be used sparingly and limited to urgent situations only.

Prior to leaving town, faculty must complete a travel authorization form that specifies why they are out of town and how their classes are being covered, and this must be approved by the Department Chair. For those faculty missing classes who have TAs, they must inform their TAs

with how the class is being covered, and the expected role of the TA for the missed lectures. Many faculty use their absences to show films or have guest speakers that they would use even if they were present. When asking TAs to show a film and/or assist a guest speaker, the instructor should specify how they want the TA to introduce the film or speaker and if any assessments of the film or speaker are expected from the students.

Re: “Triggers” in Assigned Material

When using films, it is ideal that a TA will preview the film prior to showing it to the class (when the faculty is absent), particularly if the film includes “triggers” that may be upsetting to students. It is important that the faculty lets the students in the class and the TAs know about the resources available to students to get support if they feel triggered by the readings, lectures, films, and materials of the class. Faculty need to let the TAs know that the material may be triggering, but they should also let the students know before they are absent (in a prior course where they are present). For example, a professor should explain triggers (if they haven’t before) and inform that some of them may be upset by some things that a film or guest speaker presents, and that it is important for them to take care of themselves and leave the class if necessary. The faculty should provide information for the [Office of Victim Assistance](#) in C4C, room 440. Phone 303-492-1377, assist@colorado.edu. (This and other resources are listed at the end of these guidelines.)

Notably, some assigned reading materials can also be triggering and if any of these are assigned while the professor is absent, the students should be forewarned before the professor is absent and the professor should prepare the TAs to address this. Of course, it is not always clear what will trigger anyone, but planning can help alleviate many of the problems that could occur. (And, of course, all of this about triggers is relevant to all classes whether the faculty is present or it is a small class without a TA.)

Time Expectations for Teaching Assistants

Teaching assistants who have a 50% time appointment are expected to work 20 hours per week. Teaching assistants that have a 25% appointment are expected to work 10 hours a week. If there is no grading involved in any given week, TAs may be working less than this. TAs should “bank” hours on lighter weeks so as to handle heavier grading weeks down the road. TAs should keep a record of how many hours worked per week and designate how it was spent (e.g., 2 hours lecture, 2 hours office hours, 2 hours review session for exam, 8 hours grading a quiz, 2 hours recitation, 3.5 hours prep for recitation, and so on).

Lecture Expectations for Teaching Assistants

TAs are expected to attend all lectures and take detailed notes so that they can go over the lecture material in detail during recitation or if students come to their office hours (because they missed a lecture or don’t understand something from lecture). TAs need to take notes even if they know the material so that they can remember what was presented and create an engaging recitation hour. If for some reason TAs must miss a lecture, they need to be sure to let the instructor of record know as soon as possible; and go over the lecture notes with a fellow TA (if there is one) before leading the recitation section with the missed materials. TAs must read all of the required readings before

coming to lecture (and, obviously, if the recitation is before the lecture, materials must be read before the recitation).

TAs in lecture-only courses typically do the following:

- Assist the professor in gathering, copying, and distributing course materials prior to each class
- Assist with technical & AV and guest speaker support for lectures
- Hold regular office hours to meet with students (2 hours per week and by appointment)
- Assist in preparing and grading course exams & assignments
- Assist with entering grades into Canvas
- Assist in compiling and submitting final grades

Occasionally the instructor of record will ask TAs if they want to give a guest lecture for the class. It is up to student to see if they want to make the time to prepare for a lecture and if asked by the instructor it is must be done with far advanced notice ideally at the beginning of the semester. The instructor of record must mentor students on how to prepare and deliver an engaging lecture. TAs can also be asked to help coordinate discussions in class or help with exam preparations for the class, again with clear consultation with the instructor and with the other TA if there are more than one assigned to the class.

Expectations for TAs with recitations:

The instructor of record should provide clear guidance to TAs on the topics and themes of the course and what the faculty expects the TA to address in recitations. TAs should look over the syllabus at the beginning of each week to see the outlines of what needs to be accomplished in recitation. TAs should pick up the necessary materials from the instructor to make appropriate copies for recitations. If the instructor will e-mail or leave materials in the mailbox of TAs, the instructor should notify TAs in advance of recitation so that TAs can make appropriate copies for recitation.

If required to do so by the instructor, TAs create a presentation of lecture concepts or other relevant materials of their own choosing to present at each recitation. Their presentations should reinforce the keywords and concepts from each lecture. Each recitation section should cover the same materials for consistency. Track the attendance and participation of each student for the 'recitation grade' and the instructor should provide specific details on how to track participation.

Use the full 50-minute session each week. Do not cancel or let recitations out early, unless all of the TAs have been given that instruction by the instructor. TAs who must miss a recitation or switch recitations with another TA for any reason, must notify the instructor in advance. TAs and faculty may want to agree before the course starts how the missed recitation will be handled.

Grading Expectations

TAs are typically responsible for the grades of all of their recitation students. Given that CANVAS (and other similar programs) have been known to lose data, be sure to download the excel file from

CANVAS on a regular basis and store it on your hard drive or a cloud to avoid the huge problems if this happens.

TAs are responsible for entering grades on CANVAS in a timely fashion and for returning graded assignments in a timely fashion (for items that are returned), as defined by the instructor. Guidelines for grading need to be as consistent as possible across and the instructors should spend time “norming” the grading standards between the instructor and the TA(s) assigned to the class.

Professional Standards and Best Practices for TA Performance

- Prompt and professional responses to the Instructor’s email communication
- Professional email and verbal communication with students
- Professional work ethic and prompt completion of tasks
- Conscientious preparation for class, including doing the readings
- Punctuality in meeting classes and keeping student appointments
- Consistency and academic rigor in grading student assignments
- Teamwork & coordination with the professor and with other TAs
- Sharing ideas/suggestions for improving the course with the professor and other TAs
- Devising ways to link recitation activities with lectures & readings
- Developing interpersonal skills in leading student discussions
- Being candid with students if you don’t know the answer
- Relaying student feedback to the professor
- Being sensitive to individual student concerns and problems
- Returning student assignments and exams promptly

Basic Standards of Performance for Graduate Part-Time Instructors

- Graduate Part-Time Instructors (GPTIs) are responsible for all aspects of their courses. They are responsible for the presentation of course material, the creation, and evaluation of student assignments, and for TA performance if their courses have TAs.
- In some cases, courses taught by GPTIs have established curricula and guidelines regarding content. In others, we understand that GPTIs are generally able, through working with their primary advisor and members of their committee, to design their own course. To have consistency in courses, when appropriate, it is expected that GPTIs look at and likely use much of the material in other approved syllabi, and talk with faculty and others who have taught the course for further insight.
- GPTIs need to be sure to include any required CU policies in their syllabi (which are typically emailed), and it is advised that they may want to include some of the student resources listed at the end of these guidelines (particularly in classes which have triggers).
- In general, GPTIs should be present at all scheduled class times. If attendance is not possible, GPTIs should arrange for substitute instructors to conduct classes in their absence. DES will make available the teaching times for the instructors and TAs in any given semester.
- GPTIs should hold 2 hours of office hours per week for their course. Office hours should take place at all scheduled times unless extraordinary circumstances intervene. In this case, office hours must be rescheduled at convenient alternative times and communicated to the

students and TAs in a timely manner.

- We recognize that, as GPTIs and TAs are all graduate students, there are inherent conflicts in the requirement that the former supervise the latter. Nevertheless, GPTIs are responsible for their courses. If TAs are not performing appropriately, their GPTIs must either act or take responsibility for TA inadequacies upon themselves. If GPTIs are uncomfortable in this role, they are welcome to request assistance from the Director of Undergraduate Studies.
- We monitor GPTI performance in the same manner in which we monitor faculty performance. Our primary instrument for this is FCQ reports and peer reviews that are done by core faculty every semester.

Graders

Graders are hired and are paid at the rate of \$12 per student during the academic year and \$35 per student for online classes in the summer terms. Graders are not TAs or GPTIs or research assistants. Their sole purpose is to assist in grading exams and other evaluative materials in consultation with the instructor of record. Graders are not expected to hold office hours or attend lectures. Graders can be qualified undergraduates that have a strong GPA and have taken the class before or evidence of prior knowledge of the materials of the course. Graders must submit their graded materials to the instructor of record and the instructor of record must approve the grades before they are shared with the students. It is inadvisable to give undergraduate graders access to CANVAS (or similar software), where they will be privy to information about their peers. The course instructor or TA should either enter these grades into Canvas, or provide the grader with an Excel spreadsheet that only has the students' names. The instructor (or course TA) can then add the necessary information to the Excel spreadsheet to upload it into CANVAS.

STUDENT RESOURCES

The [Center for Inclusion & Social Change](#) (CISC) has been established to support undergraduate and graduate students across multiple identities, including students of color, LGBTQ+ students, QTBIPOC students, women and femme students and first-generation students. Students will find a welcoming and inclusive gathering space at the Center for Inclusion and Social Change, and a place to find community, resources and support for academic, personal and professional growth. Location: Center for Community, room N320.

[Counseling and Psychological Services](#) (CAPs) provides free short-term counseling for students, staff, and faculty, as well as a variety of support groups, consultation, and education. Location: Center for Community, room S440; phone: 303-492-6766.

[Community Health](#) is the public health division of Wardenburg and provides free HIV testing, presentations on sexual health and equity, cold care kits, safer sex supplies, and tobacco quit kits. Location: University Memorial Center, room 411; phone: 303-492-2937.

[Disability Services](#) provides students with disabilities with tools, reasonable accommodations, and support services to participate fully in the academic environment. Location: Center for

Community, room N200; phone: 303-492-8671.

The [GLBTQ Resource Center](#) provides education, advocacy, community, and leadership development for gay, lesbian, bisexual, transgender, and queer students. Location: Center for Community, room N450; phone: 303-492-1377.

[International Student and Scholar Services](#) (ISSS) helps answer questions concerning non-U.S. students' legal status or other issues pertinent to their stay at CU. Location: Center for Community, room S355; phone: 303-492-8057.

The [Office of Victim Assistance](#) (OVA) offers free confidential information, support, advocacy, and short-term counseling to students, faculty and staff at CU, including their significant others. OVA is a separate office, not connected to the police department. Our office primarily focuses on situations involving traumatic events, including, but not limited to physical assault and hazing, bias motivated incidents, death, discrimination and harassment including sexual harassment, intimate partner violence, serious accidents, sexual assault, and stalking. We can help people learn about resources and assess their options in these situations. Location: Center for Community, room S440; phone: 303-492-8855; email: assist@colorado.edu.

Off-Campus and After-Hours Resources

The OVA maintains an [after-hours line](#) for student assistance. If you are a CU student, graduate student, faculty, or staff member, or if you would like to discuss concerns about a CU Boulder community member after hours, call their main number (303-492-8855) and press "2" to speak to a mental health professional by phone. In an emergency, of course, call 911. If you're not sure if it's an emergency, call 911 and they'll tell you.