

UNIVERSITY OF MINNESOTA

Department of Spanish and Portuguese Studies

Room 51 Folwell Hall
9 Pleasant Street S.E.
(612) 625-5858

Departmental Office Hours

Monday – Friday, 8:00 am – noon, 1:00 pm - 4:00 pm

Instructor Handbook

Guidelines for Graduate Instructors, Teaching Specialists and Lecturers

2008-2009

Department Chair
Louis Mendoza

Director of Language Instruction
Susan McMillen-Villar

Director of Graduate Studies
Fernando Arenas

Director of Undergraduate Studies
Ofelia Ferrán

Department Administrator
Mary Ann Beattie

Graduate Program Assistant
Nan Nelson

Undergraduate Program Assistant
Kathy Lundquist

Office Specialist
Meridith Allison

TABLE OF CONTENTS

Employment Information

- General Employment Terms and Conditions 5
- Tuition Benefits..... 5
- Health Insurance 5
- Nonnative Speakers of English 6
- Departmental Employment Terms and Conditions..... 6
 - Regular Appointments 6
 - Training Program for Graduate Instructors..... 6
 - Evaluations of Instructors..... 7
 - Appointment Eligibility after the First Year for GIs 9
 - Course Assignment 9
 - General Requirements 9
 - Course Assignment Criteria for Fall & Spring Semesters..... 9
 - Course Assignment Criteria for May and Summer Sessions..... 10

Departmental Information and Policies

- General Classroom 11
- Keys..... 11
- Class Permission Numbers 11
- Grade Reports 12
- Photocopying 12
- Printing 12
- Student Course Evaluations..... 13
- Mid-Term Alerts..... 13
- Substitution Policy 13
- Semester Grade Reports..... 14
- Office Use Guidelines 15
- WebVista (WebCT)..... 16
- Departmental Tutor Lab..... 16
- Spanish & Portuguese Writing Center 18

Teaching Information

- Teaching Tips & Consultations..... 19
- Classroom Procedures..... 20
- Electronic Equipment 21

Classroom and Student Information and Policies

- Language Placement and Requirement 22
- Students with Special Needs..... 23
- Student Data Privacy 23
- Miscellaneous Policies..... 24

Appendix

- Models of Graduate Instructor and Teaching Specialist
Appointment Activities..... 26
- Substitution Form 27
- Council of Graduate Schools Memo Regarding Grad-
uate Scholars, Fellows, Trainees & Assistants 28

EMPLOYMENT INFORMATION

General Employment Terms and Conditions

Professional & Administrative (P&A) Employees

Policy and guideline information pertaining to P&A employment is available from the Department Administrator or from the Office of Human Resources located in 200 Donhowe Building, 319-15th Ave. SE, on the East Bank campus; accessible by phone: (612) 625-2000, or on <http://www1.umn.edu/ohr/policies/governing/index.html>. Please be aware you are responsible for knowing the policies and guidelines applicable to your appointment.

Graduate Instructors

Policy and guideline information pertaining to graduate assistantship employment is available from the Department Administrator or from the Graduate Assistant Employment office in Human Resources located in 200 Donhowe Building, 319-15th Ave. SE, on the East Bank campus; accessible by phone: (612) 624-7070, email: gaoinfo@umn.edu, or online: <http://www.umn.edu/ohr/gae/>. Please be aware you are responsible for knowing the policies and guidelines applicable to your appointment as a graduate assistant employee.

In addition to the terms and conditions set forth in your graduate assistant employment letter, graduate assistantships are contingent upon enrollment, current registration as a graduate student and, satisfactory progress toward a Graduate School degree. In order to hold a graduate instructorship in the Department of Spanish and Portuguese, you are required to be registered for at least nine credits while still taking coursework (pre-thesis and doctoral thesis credits do not apply to this policy). Graduate instructorships will not be renewed for future academic years if graduate students have any Incompletes on their degree program.

Registration must be completed by the end of the second week of classes and maintained for the entire semester or your graduate assistantship will be terminated. Withdrawal from all credits will result in termination of your assistantship. If your assistantship is terminated, the hiring department has the option of converting your appointment to a non-student classification for the remainder of that semester only; however, benefits such as your graduate assistant health insurance plan and tuition benefits may be adversely affected.

Tuition Benefits

Professional & Administrative Employees

The University of Minnesota is pleased to offer eligible faculty and staff the opportunity to continue their education by providing tuition benefit programs to offset costs.

The Regents Scholarship Program provides tuition dollars to eligible faculty, P&A, civil service, and bargaining unit staff for University of Minnesota courses taken for academic credit.

The Regents Scholarship Program is available to faculty (94xx) and P&A employees (93xx, 96xx, 97xx, and 9546) who hold 75 to 100 percent time appointments in the semester in which the course is taken. Eligibility for this program extends to employees on approved leaves of absence from qualifying appointments. Eligible faculty and P&A employees on academic year appointments may use this program for summer session courses if they were employed the preceding spring term and will be employed the following fall term. Registration must be for credit-bearing courses for which admittance eligibility is met.

Forms, Policies and Guidelines governing the Regents Scholarship Program can be found at: www1.umn.edu/ohr/policies/benefits/regents/.

Graduate Instructors

As a Graduate Assistant, tuition benefits may be available to you if you meet eligibility requirements: You must work at least 98 hours during the semester payroll dates to receive tuition benefits and be registered for the minimum amount of credits (one) to be an active, registered student in the Graduate School. The tuition benefit only covers the cost of tuition for the fulltime Graduate School registration band (6-14 credits), and all or a portion of the University fee, depending on your appointment percentage (Spanish and Portuguese graduate instructors have a 50% appointment) and the number of registered credits. Tuition benefits do not pay for other charges, such as lab fees, installment fees, late charges, late registration fees, et al, which are assessed by Student Accounts Receivable and charged to your account. You are responsible for payment of such charges not covered by your tuition benefit. More information about university fees can be found on the One Stop page: <http://onestop.umn.edu/>. Tuition benefit requirements are outlined in more detail on the Graduate Assistant Employment website.

Health Insurance

Professional & Administrative Employees

P&A Employees are eligible for UPlan Health Benefits Program for you, your legal spouse/registered same-sex domestic partner and children. To be eligible for appointment must be at least three months in duration. Medical and dental coverage and basic life insurance are effective on the first day of the month after 30 calendar days of employment. You have up to 60 days from your first day of employment to make your online benefits elections. Speak with the Department Administrator if you are eligible for medical coverage. More information about health insurance plans is available on the University of Minnesota's Office of Human Resources website at www1.umn.edu/ohr/benefits/ or at 612-624-9090.

If your appointment is less than 75% you may have to pay the full cost of the rates for medical, dental, life insurance and other optional coverage that you elect in the UPlan.

Graduate Instructors

All Graduate Instructors working 195 hours during the official semester payroll dates are eligible for the Graduate Assistant Health Insurance Plan through Boynton Health Service. Speak with the Department Administrator if you are interested in this coverage. More information about this insurance plan is available through the Gradu-

ate Assistant Insurance Office at Boynton Health Service (612-624-0627, gradins@bhs.umn.edu, or www.bhs.umn.edu/insurance/graduate/index.htm).

Nonnative Speakers of English

University of Minnesota policy requires that all nonnative English-speaking teaching assistants or prospective teaching assistants assigned to teaching, tutoring, or advising duties are required to take the SPEAK Test and receive a score of 55 or 60. Administered by the Center for Teaching and Learning, the SPEAK Test is available free of charge and measures the ability of nonnative speakers to communicate orally in English. You may provide official documentation of your score on the Test of Spoken English to satisfy this requirement (the TOEFL does not apply.) New Graduate Instructors who are nonnative speakers of English must take the SPEAK Test as soon as possible at the start of their employment in the Department. You can contact them at 612-625-3041, email: teachlrn@umn.edu, or through their website at: <http://www1.umn.edu/ohr/teachlearn/nonnative/speak/index.html>. (This site is also accessible through the Graduate Assistant Employment website.)

Departmental Employment Terms and Conditions

Regular Appointments

Professional & Administrative Employees

The duties and responsibilities of a Teaching Specialist or Lecturer in the Department consist of a combination of teaching and departmental services. The work load is 100% appointments teach 3 classes per semester, 67% appointments teach 2 classes per semester, and 33% appointments teach 3 classes per semester. Service includes such things as administering proficiency tests, working in the Tutor Lab, serving on department or college committees, and performing other tasks in support of Department's program of language instruction.

Graduate Students

The duties and responsibilities of a Graduate Instructor (GI) in the Department consist of a combination of teaching, training, and departmental services. The basic teaching assignments are two 5-credit courses per year (10 contact-credit hours). The training consists of a one-week orientation workshop conducted prior to the beginning of classes each Fall semester by the Director of Language Instruction (DLI), and meetings throughout the year. Further training occurs during meetings with the DLI throughout the year. GIs must also successfully complete SPPT 5999 or an approved equivalent. Service includes such things as administering proficiency tests, working in the Tutor Lab, and performing other tasks in support of Department's program of language instruction. All of these activities combined average 20 hours per week over the semester.

Training Program for Graduate Instructors

The training program has several goals:

- To give GIs intensive training in methods of teaching Spanish and Portuguese as second languages;
- To keep GIs abreast of recent developments and innovations in the teaching of second languages;

- To train and encourage GIs to systematically develop their own techniques, methods, and materials.

GIs receive training in the teaching of Spanish and Portuguese as a second language through the following program:

- A special orientation for first year GIs and a separate orientation for returning GIs, both of these to be held the week before Fall classes begin.
- First year GIs enroll in Fall semester in *The Teaching of College-Level Spanish: Theory and Practice (SpPt 5999)*, which is taught by the Director of Language Instruction and Prof. Carol Klee.
- Language Center videotaping and tape review.
 - First year GIs are required to videotape one class and write a personal critique.
- Observations:
 - The DLI or a Course Supervisor will observe each GI the first semester in which s/he teaches and when s/he teaches a new class for the first time.

Evaluation of Instructors

Annually, the DLI and DUS evaluate Instructors, depending upon course level, by reviewing student evaluations, reports from Course Supervisors and class observations. It is departmental policy to have as broad an evaluation procedure as possible to ensure an accurate appraisal of each Instructor's teaching capabilities, performance and progress. The evaluation procedures are meant to be primarily a part of the training process, a means of assessing the effectiveness of the Instructor's application to the classroom of the materials and methods learned in the workshops (for GIs), with the purpose of helping the Instructor to develop as much pedagogical skill as possible.

The following are some sample evaluation criteria:

Responsibility:

- ⇒ Is the instructor always on time for class? Has the instructor found a substitute in case of illness, or other cause for absence?
- ⇒ Is the class taught at the time and during all of the days as printed on the One Stop University Class Schedule?
- ⇒ Has the instructor been present and actively participated in departmental workshops and training and planning sessions?
- ⇒ Does the instructor attend scheduled hours in the Tutor Lab?
- ⇒ Does the instructor keep regular office hours (where and when)? Is there an effort to help students with particular problems?
- ⇒ Has the instructor shown consistent improvement in teaching ability?
- ⇒ Has the instructor been able to teach his/her students effectively to understand, speak, read, and write Spanish or Portuguese?
- ⇒ Does the instructor consistently follow departmental policy in regard to following the syllabus, reporting grades, attending mandatory meetings, etc.?

Attitude:

- ⇒ Is the instructor able to relate his/her teaching duties to his/her work as a graduate student?
- ⇒ Does the instructor display a real interest in teaching, or is it seen merely as a perfunctory duty he/she must perform to support himself/herself in graduate school?
- ⇒ Is there any real enthusiasm for the discipline generated in the classroom?
- ⇒ Is the classroom atmosphere conducive to effective language learning?
- ⇒ Does the instructor show respect for students as adults in the classroom?
- ⇒ Is the instructor flexible enough to maintain the interest and attention of the students without resorting to authoritarian tactics?
- ⇒ Does the instructor convey to students that the subject matter is meaningful?

Language:

- ⇒ What is the instructor knowledge of, and fluency in Spanish and/or Portuguese?
- ⇒ What is the instructor knowledge of, and fluency, in English?
- ⇒ Does the instructor keep classroom activity in the language of instruction, or does s/he resort to needless explanations in English?

Organization and Planning:

- ⇒ Does the instructor carefully plan each day's activities?
- ⇒ What evidence of this planning is there? Does the Instructor contribute to the department's a materials archive?
- ⇒ Is the instructor fully aware of the nature and goals of the Department's approach to language teaching?
- ⇒ Is class time used effectively?

Techniques:

- ⇒ Is there a diversity of activities utilized in the classroom?
(4-5 activities per 50-minute period is ideal)
- ⇒ Is the instructor able to transition rapidly and smoothly through exercises?
- ⇒ Does the instructor use visual aids and technology in teaching? How effective is his/her use of them?
- ⇒ Is the instructor too dependent on the blackboard and textbook explanations or not dependent enough?

The DLI notifies the DGS and the Graduate Studies Committee (for GIs) and/or the Department Chair and DUS (for Teachings Specialists and Lecturers) of outstanding cases of excellent teaching ratings, in addition to continuous ratings showing serious uncorrected deficiencies in teaching may result in the suspension of the graduate student's, teaching specialist's or lecturer's teaching responsibilities.

According to the University's Human Resources, a department or unit may elect not to reappoint a graduate instructor or teaching specialist/lecturer for the next term of appointment on the basis of a student's lack of progress toward the degree, or budgetary constraints. Adequate performance of duties and progress toward the degree do not guarantee reappointment. If a graduate instructor is discharged, disciplined, or not reappointed, he/she is entitled to a written explanation of the

cause, and to avenues of appeal. Graduate Instructors should address the following individuals with problems or grievances:

- Course Supervisor
- The Director of Language Instruction
- The Director of Graduate Studies
- The Graduate Studies Committee
- The Department Chair

Appointment Eligibility after the First Year for Graduate Instructors

In order to remain eligible for a Graduate Instructor appointment, M. A. students must make satisfactory academic progress by completing their coursework and exams by May 15 of their second year in the program, and Ph.D. students must complete their coursework and preliminary exams by December 15 of the fifth year (third year if entering with an M.A.). Students are expected to complete the Ph.D. in six years (four years if entering with an M.A.). Students with any outstanding Incompletes on their degree programs will not receive an instructorship. GI applicants who are taking extra time to earn their graduate degrees will be put on a "waiting list." Students may petition the Department Chair for an extension of eligibility based on special circumstances. This must be done by February 1 for the following academic year.

Course Assignment

The Executive Committee makes all course assignments for GIs, Teaching Specialists and Lecturers to SPAN and PORT classes. The selection criteria to be followed are listed below. However, only M. A. students with excellent teaching records who are making good progress toward the Ph.D. and have appropriate subject-specific backgrounds will be assigned to 3xxx-level courses.

General Requirements

In addition to attending all training sessions and related meetings, as well as completing SPPT 5999, GIs will establish satisfactory teaching records as evidenced by student evaluations and class observations by the DUS, DLI and Course Supervisors. Teaching Specialist and Lecturers will be based on student evaluations as well. Teaching Specialist, Lecturers and GIs are expected to write section exams, turn in section exams to Course Supervisors on schedule, return corrected exams and papers to students in a timely manner, hold regular office hours, and participate in Tutor Lab sessions. All duties will be performed in accordance with departmental guidelines and any special instructions given by supervisors.

Course Assignment Criteria for Fall and Spring Semesters

Eligible graduate students in the Hispanic and Luso-Brazilian Literatures and Linguistics degree programs have priority for teaching 1xxx courses. GIs with an M.A. may be assigned to teach SPAN 3015, 3021, 3104, 3105 or 3107 if they have taken relevant graduate courses, are making satisfactory progress toward the Ph.D., hold no Incompletes, and possess a superior command of the language of instruction, i.e., Spanish or Portuguese, as defined by the ACTFL Proficiency Guidelines. Qualified graduate students who have not had an opportunity to teach above SPAN 3015 will generally have priority for these courses.

Course Assignment Criteria for May and Summer Sessions

Regular faculty members and visiting faculty members have first priority for teaching May and Summer session courses. Course Coordinators/Supervisors, and Teaching Specialists capable of offering highly specialized courses, such as Medical Spanish and Service Learning have second priority for teaching May and Summer session courses.

Graduate instructors receive third priority for teaching May and Summer session courses; however, in any given year, there may not be sufficient courses to employ all who wish to teach. GI applicants who have received superior teaching and graduate student evaluations and are making good progress toward their degrees will be given preferential consideration. A summer teaching award should be understood as recognition of a graduate student's excellence, and an attempt to aid him/her in accelerating his/her graduate career. Lecturers, Education Specialists, and Teaching Specialists have the fourth and last priority for receiving May and Summer session course assignments.

The department will post summer teaching assignments after April 15 in order to adhere to the established deadline of the Council of Graduate Schools Resolution Regarding Graduate Scholars, Fellows, Trainees and Assistants (please see appendix C). Thus second year M.A. students who are deciding whether to continue to the Ph.D. and are applying to other graduate programs will know by April 15 whether they will be enrolling in classes for the coming fall semester in this department or another. The following policies apply only to graduate instructors:

- Students who have received a summer fellowship of at least \$4500 will be ineligible for departmental graduate assistant appointments during the summer term.
- Students who are graduating from the M.A. and do not plan to continue to the Ph.D., or Ph.D. students who will be defending their thesis in the spring or summer are ineligible to teach in the summer of the academic year of their defense.
- Ph.D. candidates who have accepted job offers at other universities for the following fall semester are ineligible to teach in the summer.
- Only students with NO incompletes (exceptions will be made only under extreme circumstances; i.e. receiving an incomplete due to a serious health issue or family emergency) will be eligible for summer graduate assistant appointments.
- The graduate instructor's teaching record will be taken into consideration for summer teaching appointments.
- The eligibility for teaching appointments during the regular academic year of 2 years for M.A.s and 4 years for Ph.D.s (time to degree) will be taken into consideration for summer teaching eligibility in addition to the following criteria:
 - a) Second-year M.A. students who have completed all requirements toward the M.A., including the final oral exam, and who have been formally accepted into the Ph.D. program;
 - b) First-year Ph.D. students;

- c) Second-year Ph.D. students;
- d) Third-year Ph.D. students who have passed their written and oral prelims;
- e) First-year M.A. students;
- f) Ph.D. students who are writing their dissertations and in the sixth year of residence if the M.A. was earned at Minnesota or in the fourth of residence if the M.A. was earned at another university;
- g) International students who have finished their coursework but have postponed their exams because they may have trouble returning to the U.S. if they are between the M.A. and Ph.D. programs when they leave during the summer;
- h) All other graduate students.

DEPARTMENTAL INFORMATION/POLICIES

General Classrooms

Classroom assignments are made by the Office of Classroom Management (OCM). If your assigned classroom is not adequate for the course you are teaching, please contact Kathy Lundquist. It may not be possible given the space limitation on campus. Do not arbitrarily relocate your class. Special classroom needs should be cleared with the DLI as far in advance as possible

Keys

It has been a requirement in the Department of Spanish and Portuguese Studies that all instructors' keys be returned to the main office upon completion of employment.

The failure by some to comply with the policy has created security problems and has wasted valuable work time for faculty, staff, and students. In addition, it has proven to be expensive.

The Department requires a \$30 deposit, payable in check or cash that will be returned when all keys and grade reports are submitted to the main office. ***Any additional keys (i.e., lost or stolen keys) will cost an additional \$10 deposit each.*** This deposit will be returned to you when all keys and grade reports have been turned in at the end of your appointment.

Before classes begin visit Meridith Allison in the main office for your office assignment and to pick up your keys.

Class Permission Numbers

During the months and weeks preceding each semester both the Main Office and the Advising Office will hand out permission numbers based on enrollment figures. After the first day of class no more permission numbers will be issued by the Main or Advising Offices. Instead you will report your enrollment totals to each of the language level supervisors each day of the first week of class. On the Friday of the first week of class the supervisors will issue permission numbers to students that have attended the entire first week of class based on the following criteria:

1. Students that had previously failed the course and need to retake the class.
2. Students on the waitlist.
3. Students not on the waitlist.

Please do not refer these students to the Main or Advising Offices or to the supervisors during the first week of class. Ask them to attend the first full week of class.

Grade Reports

Instructors are required to email to the main office detailed, electronic grade reports for all class assignments (attendance, exams, class participation, etc.) at the end of every semester. ***Paper copies of grade reports will no longer be accepted.*** All grade reports must be labeled with the following information: instructor's name; class number and section number. Although not required to use any specific type of database or program for grade reports, instructors should use a format that can be opened easily from an email, such as a PDF. Email them to Meridith Allison at al-li005@umn.edu.

Photocopying

Graduate Instructors will receive a maximum amount copies per semester based on the course they teach, as follows:

SPAN 1001 – 1004	350 copies
SPAN 3015 & above, and all Portuguese	500 copies

Teaching Specialists and Lecturers will receive a maximum of **1000** copies for their courses. All Graduate Instructors, Teaching Specialists and Lecturers may receive **25** transparency copies (1 card) as well if they choose to use them.

Instructors make copies at Paradigm Course Resources using a copy card that will be issued upon request from the main office. Paradigm is a self-service copy center located across University Ave. in the Dinky Dome. Once finished making copies, instructors present their cards to a staff member on duty. There will be no additional copies made on "to be paid" notes once instructors use all of the copies on their card(s).

The photocopier in the departmental main office is off limits. Use of the office's photocopier not only increases traffic and interruptions in the office, but makes the photocopier inaccessible by office staff, for whom the machine is intended.

Please Plan Ahead! Paradigm can be a very busy place and you may need to wait your turn for an open copier. It is better in the long run to plan your copying a minimum of a day or two in advance. Also be aware that the department cannot honor reimbursements for photocopying. If you find it necessary to go elsewhere for this service, it will be at your own expense.

Printing

All Lecturers, Education Specialists, and Teaching Specialists (except Course Supervisors) and graduate instructors will be provided one ream of paper per person, for

each semester of teaching. No additional paper will be distributed to offices; it is your responsibility to control your paper usage and printing. Printing in the Tutor Lab is prohibited—this area is restricted to undergraduates only. **Printing and photocopying is restricted to instructor-related activities only.**

Student Course Evaluations

All instructors are required to give their students the opportunity to evaluate the course each semester throughout the academic year and summer sessions. Evaluation forms and reporting are provided by the University's Office of Measurement Services (OMS). Instructors will receive a packet of evaluations from the main office toward the end of each semester to distribute to students.

Please note the following about the packets of student evaluations:

- Each section/class must have its own "Identification Sheet" (green);
- Language courses (Span 1001-1004; Span 3015-3021; Port 1101-1104; Port 3001 and 3003) and 8xxx courses are to use **Form C**. Your packet should include a sufficient supply for your section.
- 3xxx-level literature, culture, linguistics classes and all 5xxx-level courses are to use **Form D**. Again, should you be teaching one of these courses, your packet should include a sufficient supply. Extra copies may be obtained from the office staff in 34 Folwell.
- Language courses use the **yellow addendum** sheets (Note: Students do not write on these)
- 8xxx-level courses use the **green addendum** sheets (Students do not write on these)
- 3xxx-level literature, culture, linguistics classes and all 5xxx-level courses use the **salmon addendum**. Again, students do not write on these sheets.

INSTRUCTORS ARE NOT TO COLLECT THE EVALUATIONS. PLEASE ASK ONE STUDENT TO DELIVER THEM TO THE MAIN OFFICE IMMEDIATELY FOLLOWING CLASS. Students who collect the evaluations should use the envelope provided to return the evaluations and other materials to the main office directly after class.

Please announce to your students ahead of time that they will need #2 lead pencils. The office has a small supply if needed. Should there be any questions regarding student evaluations check with Meridith Allison in the main office.

Mid-Term Alerts

According to the University's Senate Policy on Mid-Term Alerts, instructors in all 1xxx level courses are required to provide a mid-term alert for students who, on the basis of performance in the course through the sixth week of the semester, appear to be in danger of receiving a grade of D, F, or N. For more information: <http://onestop.umn.edu/faculty/Grades/MidTermAlerts.html>.

Substitution Policy

All instructors are required to notify their supervisor and the main office of any substitutions that take place. Instructors are responsible for finding an appropriate substitute (i.e.: someone who is teaching the same course currently or has taught the

course in the recent past) and providing lesson plans for the substitute. Classes should not be canceled under any circumstances.

In order to request a substitution, instructors are responsible for completing the "Instructional substitute/Absence notification" form (please see Appendix A). The form is also available on the departmental website under Instructor Resources, Forms at: <http://www.spanport.umn.edu/resources/forms.php>. The instructor, the substitute, and the course supervisor should sign the form. Once completed and signed, the form should be submitted to the Department Administrator in 51 Folwell.

Semester Grade Reports

All submission of final course grades is done online through PeopleSoft. To access the grade-entry system, go to the OneStop site for Faculty. Under the heading GRADES select WEB GRADES. You will then have the option to take a brief tutorial on how to use the Grade-entry system. (The tutorial is very clear and only takes a few minutes. We highly recommend it!)

To enter your grades, click on ENTER GRADES. The system will ask you to enter your Internet ID and password. You will then select the Term and Class you want to enter grades for. Your choice of courses will be based on the courses for which you are listed in PeopleSoft as the instructor of record. (If you are not listed as an instructor of record, you will need to contact Kathy Lundquist to ask that she update the information in the central database.) You will then see a class list, and you can begin to enter each student's final grade next to his/her name. ***Make sure to save your work as you go along; the system will not save automatically!*** After filling in all grades, click the SUBMIT TO REGISTRAR button. The system will notify you if there are any problems or errors in your grade report. There is also an option to upload grades from an excel file (instructions for doing this are available from the OneStop Faculty page).

If you have any questions or run into any problems while using this system, you can call Student Records Tech Team at (612) 301-HELP or srhelp@umn.edu. You can also always contact us in the office. We will try to assist you. Their list of "Frequently Asked Questions" on their web is also very helpful: http://onestop.umn.edu/onestop/faculty/Grades/Final_Grades/FAQ.html.

According to University Policy, final grades are due to the Office of the Registrar **NO LATER THAN THREE BUSINESS DAYS** after the last final exam.

Graduate Instructors, Lecturers, Education and Teaching Specialists will still be required to turn in detailed grade reports, which should clearly indicate each student's final grade and include the following information: **Term, Course Number and Section**, and **Instructor Name**.

Office Use Guidelines

1. Office equipment and supplies (computers, printers, paper, etc.) are to be used by the Graduate Instructors, Students, and Teaching Specialists assigned to that particular office.

- **Computers are to be used primarily for preparing course materials – those checking e-mail (and other non-essential tasks) should give priority to those who need to prepare for class. Please remember all computers in instructors' offices are to be shared by everyone. **NO DATA SHOULD BE STORED ON THE COMPUTER HARD DRIVE. Please store your data on disks, other media, or ask about access to a shared server.**
 - Offices are assigned in order to ensure access to the aforementioned materials.
 - Office supplies, including the telephone, are for departmental use only; they are not to be used by friends, family, or other people who are not members of the Department of Spanish and Portuguese.
 - Remember that office equipment and supplies are for everyone assigned to a particular office. All items must be shared and supplies (e.g. paper, staples, etc.) should be replaced by the person who used them up. This ensures that those who teach at 8:00 am or after 5:00 pm have access to materials when the main office is closed.
2. Instructors and students need to respect the personal belongings of their office-mates. Many bring items from home to place on their desks and those items should not be used without the owner's consent.
 3. It is essential that all instructors clean up after themselves.
 - Any perishable items should be disposed of in the trash outside of the office since the janitors do not come by on a daily basis to collect the trash from the offices.
 - Instructors and students who have a computer on their desk need to be especially careful about maintaining a clean and organized workspace since others in the office need to have access to the computer and adequate workspace to prepare course materials.
 4. If no one is in the office when you leave, you must make sure that the lights are turned off, the windows are closed, and the door is locked (some doors do not close easily and may need to be pulled shut).
 5. Students are not to be left unattended in the office (under any circumstances but especially when taking a make-up exam).
 6. If more than one student needs to take a make-up exam at the same time, the instructor must reserve a classroom for the exam.
 7. Grad Assistants and Teaching Specialists should conduct oral interviews in their assigned classrooms whenever possible. This helps lessen the congestion in offices and allows students more privacy during their oral exams. To schedule a room for OPI's:
 - o Call the Language Center at 612-624-6811 for one of their small rooms
 - o Go to Office of Classroom Management's website to electronically reserve a classroom: <http://www.classroom.umn.edu/>

WebVista

All Spanish and Portuguese Language courses are required to use WebVista to post course materials that minimally will include the syllabus. WebVista is course management software that enables instructors to create and manage Web-based learning materials and activities. Students use WebCT to access these materials and participate in learning activities via the Web. All WebVista course sites for all non-faculty instructors (Graduate Assistants, Teaching Specialists, and Lecturers) have been automatically created by the WebVista Administration team, unless requested by instructors otherwise in advance. The WebVista team will send you an email when your site is created. At that time, you will be able to view and modify your site. Catherine Clements is an IT Fellow who will be helping to inform, train and answer questions from instructors during Orientation. She will also be available for questions during the academic year, (cleme050@umn.edu). General university information and tutorials about WebVista is available online: <http://webct.umn.edu/>.

Departmental Tutor Lab - 34 Folwell

The Departmental Tutor Lab provides an extremely important service to Spanish and Portuguese students without increasing the primary instructor's workload. Students are able to seek help throughout the day, decreasing their reliance on their own instructor's office hours. Graduate Instructors are required, as part of their contract, to work one hour per week in the Tutor Lab and to hold one office hour per week. **Instructors must sign-in upon arrival.** Please wear the tutor pin provided in the lab so that students can easily identify you.

Walk-In Tutoring Hours: Guidelines for Instructors

General Policy

It is extremely important for you to be present for your assigned hour. If you cannot be present for your tutorial period, arrange in advance for a substitute; if you arrive late, compensate your colleagues appropriately.

ONLY Spanish assignments can be printed in the Tutor Lab and the Student must pay for their printed work.

Homework

- Remember that it is very important for students to know that they can rely on both their textbooks and their instructors. Point out to them ways in which their textbooks are well constructed and can be of service to them; help them trust what they have learned from their instructors.
- Encourage students to use first their textbooks, then the dictionary, and other resource materials to answer their own questions by helping them locate the relevant sections in these works.
- University policy clearly states that reasonable accommodations must be made for students with documented disabilities. You should, however, work in the same way with all students. For example, it would not be appropriate to simply translate materials for students (since this is not the role of the tutors), but it would be appropriate to spend more time than customary with a student who needs more time to think through new information. Good judgment should be your guide in this area since it is unlikely that students would bring information regarding their learning needs to a tutoring session.

Essays

- Since each course has separate guidelines, ask students to identify their essay task.
- Expect that most students who request help with essays will need to reformulate their text or perform grammar corrections.
 - The most difficult revision task for students is reformulating sentences to clarify syntax or use appropriate vocabulary. Knowing when to use a particular preposition with a verb or why one would use a certain term in English but never in the target language is a difficult and sometimes frustrating experience for intermediate students. Be patient. Show students how to cross-reference terms they look up in their dictionaries (English-Spanish-English). When the phrase is one that simply cannot be looked up, ask the student to tell you what the sentence means, using level appropriate vocabulary. If the student is not able to do this, you may need to provide basic alternatives. Ultimately, the student needs to decide what meaning is appropriate.
 - Syntax. Have the student identify the main point s/he wants to communicate. Once this is done, have the student rephrase in a sentence form s/he controls. Be alert to sentences that are incomprehensible because they combine too many ideas for the syntax used. Point out an example to the student, then help the student identify others in the essay.
 - For students who need help with grammar corrections, suggest that they work on only one kind of correction at a time, e.g., subject-verb agreement, or which verb tense to use, or distinguishing between indicative and subjunctive moods), or noun-adjective agreement.
 - Refer students to the computer exercises that accompany their textbooks (for those in Span 1001-1004 or Port 1101-1104).
 - Prioritize grammar errors. A student, for example, may be able to correct noun-adjective agreement problems alone once a few are identified and analyzed.
- The student, rather than tutor, must author the essay text. This means that tutors will limit their assistance to suggestions that guide the essay writer and help her/him use level appropriate language, rather than correcting each individual error in an essay.

TUTORS DO:

- ☺ Help students discover the questions they need to ask to complete their assignments;
- ☺ Guide students in isolating areas that need work on exercises and essays;
- ☺ Show students how to find the information they can use to complete assignments, starting first with their textbooks;

TUTORS DON'T:

- ☹ Spend more than approximately 20 minutes with a single student. Students can hire tutors for longer sessions (list available in the departmental office and on the departmental web site). Encourage return visits for follow-up questions after the student has had time to absorb the material!

TUTORS DO:

- ☺ Help students learn to use the target language.

TUTORS DON'T:

- ⊗ Walk students through entire homework assignments;
- ⊗ Proofread anything;
- ⊗ Spend time dispensing genders and verb conjugations;

Spanish & Portuguese Writing Center

Mission and Goals

The Spanish & Portuguese Writing Center at the University of Minnesota collaborates with both students and instructors to help undergraduate students in advanced courses (3xxx and 5xxx level) taught in Spanish or Portuguese produce their best writing. Its objective is to empower students with strategies for writing in Spanish or Portuguese through a process of organizing, drafting and revising their analytical skills.

The Writing Center is dedicated to helping advanced Spanish and Portuguese students to become better communicators by engaging students in the process of drafting a written essay. We serve the analytical and critical needs of literature, culture, and linguistics students while also striving to overcome some of the difficulties of writing in a second language. We aspire to unite students who desire to be proficient and creative writers in a community with instructors and faculty.

Service to Students and Instructors

During posted walk-in hours students may access the Writing Center Services by stopping by the office, currently housed in Folwell 34. They may also make appointments with the Writing Consultants directly. Other sources of help may be found in the Writing Center website, which has downloadable handouts, on-line dictionaries, help with conjugations, etc.: <http://spanishwritingcenter.cla.umn.edu>

Instructors of 3xxx-level courses are invited to communicate with Writing Consultants at any time regarding how the Writing Center and its staff might best meet the needs of a particular course. Writing Consultants are able to make brief presentations in classes on such issues as using technology to check spelling and grammar in Spanish, resources available to facilitate research, etc. Instructors of all 3xxx-level courses can save time and work more efficiently with students by engaging in a process of communication whereby the instructor diagnoses students' problems or critical issues and makes a clear referral to the Writing Center to work through the issues identified. This process utilizes the expertise of the instructor to diagnose priorities on which students must concentrate at the given level, makes students responsible for working through the identified problems outside of class (without undo dependence on the instructor) and empowers students with the self-help resources they need through the Spanish Writing Center.

Benefits to Working as a Writing Consultant

The Writing Center at the University of Minnesota is one of the only writing centers in the United States that offers assistance in writing exclusively in Spanish and Portuguese to students in advanced level classes. Working as a Writing Consultant provides graduate students with valuable professional development experience assisting upper-level undergraduate students to develop their writing skills. The relationship established between the Writing Consultant and the student is that of a collaborator and removes the hierarchical structure inherent in the instructor/student relationship.

This close association with undergraduates also demonstrates a commitment to undergraduate education, a highly sought after quality to have for those who plan to teach in a four-year liberal arts college. In addition, experts in writing and applicants who have assisted undergraduates to become better writers are in high demand in the current job market. Being a Writing Consultant gives graduate students experience on how to empower students to become better writers.

One goal for graduate instructors in the Department of Spanish and Portuguese Studies at the U of MN is ongoing professional development. Being a Writing Consultant encourages professionalism by providing training as a consultant, technology development, and a systems-level perspective on critical academic support services. Consultants are also encouraged to attend conferences on writing and the acquisition of writing skills, and have ample research opportunity through this revolutionary new Writing Center.

On a personal level, Writing Consultants benefit by not having to grade student work or plan classes after hours or on weekends (no more taking work home!).

TEACHING INFORMATION

Teaching Tips & Consultations

The Center for Teaching and Learning (CTL) has many tips for instructors. This website: <http://www1.umn.edu/ohr/teachlearn/resources/jit/index.html> offers many suggestions for Preparing for the first day of class, during your first Semester and the end of your first Semester.

Teaching consultants are available to individual faculty members and instructors who wish to discuss specific teaching concerns and effectiveness as they relate to a particular class. Teaching consultants with the Center for Teaching and Learning are staff members with specific training in instructional methods and consultation procedures. The consultant focuses on responding to consultees' teaching and learning concerns. Classroom consultations are strictly confidential, non-evaluative and free of charge.

Instructor Resources

Instructor Resources can be found under Employee Resources on our Department's website (www.spanport.umn.edu). We have included templates and links to different helpful websites.

Classroom Procedures

Below is a list of proper Department classroom procedures.

1. Please be on time to all classes and keep class time to the period allotted. Do not keep your class longer than the assigned class period. Students often must cross campus to reach their next class, and have only a short time to do so.
2. The last day of instruction for Fall Semester is December 12th, final examinations end December 20th. The last day of instruction for Spring Semester is May 9th, final examinations end May 17th. These dates can be found online at <http://onestop.umn.edu/onestop/calendar.html>. Final examinations cannot be moved to the last day or earlier meeting of a class, and examinations are not permitted on Study Day. Take home exams must be due on the scheduled exam date for your class. The common Final examination day for 1001, 1003 and 1022 Fall Semester is Tuesday, December 18th from 6:30-8:30pm. Room assignments will be given to you by the course supervisors.
3. The Tutor Lab will be open through Tuesday, December 18th, the day of final exams for language classes. If you are scheduled to work in the Tutor Lab on Mondays or Tuesdays, please continue to work those days during finals week.
4. If you are ill or unable to attend your class, please find an appropriate substitute to replace you and notify your course supervisor about the situation. You cannot cancel your class without approval from the appropriate appointed officials (see listing below).
5. Please find a substitute for the Tutor Lab if you cannot be present for your session. Should an emergency arise that does not allow time for finding a substitute, please call the main office at 612-625-5858 so that someone can close the Tutor Lab if it must be abandoned.
6. Please be aware of the following levels of administrative/academic responsibility within our department.

Prof. Ofelia Ferrán, Director of Undergraduate Studies Academic concerns for levels 3xxx and above. Supervises instructors of 31xx and Writing Center TAs.

Susan McMillen-Villar, Director of Language Instruction Supervises instructors for all levels of language classes Span 1001-3021; Port 1101-3003.

Tom McCallum, Coordinator of Span 3015 & 3021

Angela Carlson-Lombardi, Coordinator of Span 1003

Monica Kenton, Coordinator of Span 1004

Frances Matos-Schultz, Coordinator of Span 1022

7. Conduct mandatory course evaluations during the last week of courses. Course evaluations should be administered on the last day of classes unless this is not possible. Please follow department procedures carefully when administering course evaluations. Any questions, please contact Sara Sonnenberg.

8. College of Liberal Arts Classroom Grading and Examination Procedures can be found at <http://advisingtools.class.umn.edu/cgep/>.

Electronic Equipment

Departmental Electronic Equipment

All departmental instructors and graduate students may borrow laptops and digital voice recorders from the department by using the online registration system, CLAIM (CLA Inventory Management) to reserve and check out materials. Once you have reserved equipment, please come to the main office to obtain it. ***If you cannot access the CLAIM website PLEASE call or come in to the main office!***

To make reservations through CLAIM, go to checkout.spanport.umn.edu and enter your Internet ID and password. Search available equipment using the date on which you would like to check out an item and by selecting a particular folders. Materials are available for check out & check in from 8:00 am to 4:00 pm, and no materials will be checked out without a reservation. Reservations must be submitted at least 1 day and up to 12 weeks in advance. Check outs must be at least 30 minutes long and no longer than 2 weeks in duration.

Electronic Equipment Available from Other Sources

CLA Language Center

The Language Center's main office and check out center are located in Jones 110, and they also have access to a number of small rooms and computer labs available for class use through reservations. Language classes and language-related activities have priority for use of Language Center equipment. Much of Language Center equipment is limited to use in Jones Hall. Instructors may check out Language Center equipment overnight and over the weekend, provided the instructor has access to secure storage space. A variety of items are available for general checkout such as Mac or PC Laptops, data projectors, camcorders, cassette/CD players, Marantz digital voice recorders, etc.

CLA-Office of Information Technology

PC and Apple laptops are available for faculty, staff, and graduate students to support classroom instruction and research. For up to two weeks or longer on a case-by-case basis <http://www.claoit.umn.edu/loaners/default.php> Checkouts must be at least 1 hour long and no longer than 2 weeks. There must be at least 1 hour between reservations for processing. Reservations can be submitted up to 24 weeks in advance. You can have at most 4 reservations scheduled per day and a maximum of 10 active reservations at a time. Items must be checked out within 1 day of the scheduled pickup time or the reservation will be canceled.

CLASSROOM AND STUDENT INFORMATION AND POLICIES

Language Requirements

All College of Liberal Arts students, regardless of proposed major in any department have a language requirement.

1. Students who choose to continue their high school language, or begin a new language not previously studied, must complete through level four of that language.
2. If a student has studied Spanish in high school or at another college or university, they may need to take the Entrance Proficiency Test (EPT). The EPT is a prerequisite for 1003 or 1004 (intermediate Spanish). If a student has a question regarding this test send them to the Language Testing Program website at entrance.langtest.umn.edu to register or for more information.
3. For the majority of students, the placement EPT results are reasonably accurate. However, if students are not sure they are in the right course, please send them to your course supervisor who can change placement if needed. Even if a student places at a certain level according to the placement exam, this can be changed by the DLI. Placement exams are somewhat imperfect instruments and there are always students who get lucky and place higher than they should, and those who have a bad day and place lower. You, the instructor, in the classroom with the student, have a crucial role to play in correcting placement if need be. We do not want our students to be "in over their heads" nor do we want them to feel that they are wasting their time. If you have questions about whether a course is appropriate for a particular student, do speak to him/her about options and send him/her to your course supervisor or the DLI for advice as early as possible in the semester.

Students with Special Needs

Disability Services is a catalyst for ensuring equal learning and working opportunities for students, faculty, staff and guests with disabilities by increasing the capacity of the University of Minnesota to eliminate physical, programmatic, policy, informational and attitudinal barriers.

We promote barrier-free environments that facilitate equal opportunities for people with disabilities and that assist the University in meeting its obligations under federal and state statutes. We work to ensure access to University employment, courses, programs, facilities, services, and activities by providing or arranging reasonable accommodations, academic adjustments, auxiliary aids and services, training, consultation, and technical assistance.

Disability Services (DS) has many resources and links for Instructors that deal with students with disabilities (<http://ds.umn.edu/Faculty/>).

Student Data Privacy

1. Students should be given the option to opt out of releasing personal information and reasonable accommodations, at the instructor's discretion, should be offered. For example, if a student does not want to be included on an attendance sheet, he/she should be able to hand in a card with their name on it.
2. Instructors should never use student ID's on any information shared with other students including papers, attendance sheets, assignments, etc.

3. Students' graded papers/assignments may not be left in a public area for pick up, nor can they be left in a place where other students can view them. They should be given directly to the student or mailed to the student if the student supplies addressed/stamped envelopes. Never email grades to students.
4. Student names can be distributed to the class without ID numbers for group work assignments. If a student asks not to be included on such a list, reasonable accommodations, at the instructor's discretion, should be made.
5. Attendance sheets with student names can be passed around in class for attendance. The list should include names only. If a student asks not to be included on such a list, reasonable accommodations, at the instructor's discretion, should be made.
6. You do not need special written notice before doing peer review on papers, however it should be stated prior to an assignment what the format will be and if a student asks for their name to be suppressed, reasonable accommodations, at the instructor's discretion, should be made.

Miscellaneous Policies

Fire Alarms and Related Emergencies

A building evacuation is mandatory whenever a fire alarm sounds, and building occupants should exit immediately. After a building has been evacuated, occupants must wait for Police and Emergency Response Staff to announce clearance to re-enter.

If a complete campus evacuation and closure is necessary during a disaster it will be announced and coordinated by the University of Minnesota Emergency Operations Team. Note that it may or may not be necessary to vacate the building during minor incidents. Occupants in the area may simply be directed to remain on-site and shut down systems, or they may be asked to move to other sectors of their floor or building. In some events, evacuations are not necessary unless the incident has generated a hazardous materials incident or immediate health and safety risk. We encourage you to contact the Department Administrator, Sara Sonnenberg, with comments and suggestions concerning life safety issues.

Mental Health Needs of Students

If a crisis arises outside the classroom (i.e., 35W Bridge Collapse) please understand the stress this may cause for some of your students. The following website lists many resources for students in crisis: <http://www.mentalhealth.umn.edu/>

The University of Minnesota has a variety of resources available to students, faculty, staff and others to cope during this challenging time. Walk-in counseling is available at Boynton Health Service and University Counseling and Consulting Services.

APPENDIX

Model of 50% Graduate Instructor Appointment Activities

<u>Duties</u>	<u>Hours Allocated Per Week</u>
Class Contact (1 class)	5 hours
Office Hour	1 hour
Tutor Lab	1 hour
Class Preparation/Evaluation	13 hours
TOTAL:	<hr/> 20 hours

Model of 100% Teaching Specialist/Lecturer Appointment Activities

<u>Duties</u>	<u>Hours Allocated Per Week</u>
Class Contact (3 classes)	15 hours
Office Hour	1 hour
Tutoring Lab	2 hours
Class Preparation/Evaluation	22 hours
TOTAL:	<hr/> 40 hours

INSTRUCTIONAL SUBSTITUTE/ABSENCE NOTIFICATION

Department of Spanish and Portuguese Studies

This notification must be turned into the departmental office within 72 hours of the class substitution.

Instructor name: _____

Instructor Email: _____ Instructor Telephone: _____

Class name: _____

Dates of class: _____

Time/Location: _____

Name of Substitute: _____

Substitute Email: _____ Substitute Telephone: _____

_____ **Check here if the class was cancelled due to lack of substitute.**

Signature of Instructor Requesting Substitute

Date

Signature of Substitute

Date

Signature of Supervisor

Date



Council of Graduate Schools

Resolution Regarding Graduate Scholars, Fellows, Trainees and Assistants

Acceptance of an offer of financial support (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by a prospective or enrolled graduate student completes an agreement that both student and graduate school expect to honor. In that context, the conditions affecting such offers and their acceptance must be defined carefully and understood by all parties.

Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violate the intent of this Resolution. In those instances in which a student accepts an offer before April 15, and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer.

The following list includes CGS member institutions that indicated their support of the Resolution.

This Resolution was renewed September 2004.

Abilene Christian University	California University of Pennsylvania	Florida International University	Loyola Marymount University
Air Force Institute of Technology	Case Western Reserve University	Florida State University Fordham University	Loyola University of Chicago
Alcorn State University	Catholic University of America Central Michigan University	Fort Hays State University	Marquette University Marshall University
Alfred University	Central Missouri State University	Gallaudet University	Massachusetts Institute of Technology
American University	Central Washington University	George Mason University	Medical College of Georgia
Andrews University	City University of New York Graduate Center	George Washington University	Medical College of Ohio
Angelo State University Appalachian State University Arizona State University Arkansas State University Auburn University	Claremont Graduate University	Georgetown University Georgia Institute of Technology Georgia Southern University Georgia State University Hampton University	Medical College of Wisconsin
Baylor College of Medicine	Clark Atlanta University	Harvard University	Medical University of South Carolina
Baylor University	Clark University	Hebrew Union College - Jewish Institute of Religion	Miami University
Bloomsburg University of Penn.	Clemson University	High Point University	Michigan State University
Boise State University	Cleveland State University	Hofstra University	Michigan Technological University
Boston College	College of New Jersey	Hood College	Middle Tennessee State University
Boston University	College of Saint Rose	Howard University	Minnesota State University - Mankato
Bowling Green State University	College of William and Mary	Idaho State University	Mississippi State University
Bradley University	Colorado School of Mines	Illinois Institute of Technology	Mississippi State University
Brandeis University	Columbia University	Illinois State University Indiana State University Indiana University - Purdue University Fort Wayne	Montana State University - Bozeman
Brigham Young University	Concordia University, River Forest	Indiana University of Pennsylvania	Montclair State University
Brown University	Coppin State College	Iowa State University	Murray State University
Bryn Mawr College	Cornell University	Jackson State University	National University
Caldwell College	Creighton University	James Madison University	Naval Postgraduate School
California Institute of Technology	Dartmouth College	John Carroll University	New Jersey Institute of Technology
California State Polytechnic University, Pomona	Drew University	Johns Hopkins University	New Mexico State University
California State University, Bakersfield	Drexel University	Kansas State University	New York Medical College
California State University, Fresno California State University, Fullerton California State University, Hayward California State University, Long Beach	Duke University	Kent State University	New York University
California State University, Los Angeles	Duquesne University	Lamar University	North Carolina Agricultural & Technical State University
California State University, Northridge	East Carolina University	Langston University	North Carolina State University at Raleigh
California State University, Sacramento	East Central University	Lehigh University	North Dakota State University
California State University, Stanislaus	East Tennessee State University	Loma Linda University	Northeastern Illinois University
	Eastern Illinois University Eastern Michigan University Eastern Washington University Emerson College Emory University	Louisiana State University and A & M College	Northern Arizona University
	Emporia State University	Louisiana State University Health Sciences Center	Northern Illinois University
	Fayetteville State University		Northern Michigan University
	Fielding Graduate Institute		Northwestern State University of Louisiana Northwestern University
	Fitchburg State College		Nova Southeastern University
	Florida A & M University		Oakland University
	Florida Atlantic University		Ohio State University
			Ohio University
			Oklahoma State University
			Old Dominion University

eGS - Resolution Regarding Graduate Scholars, Fellows, Trainees and Assistants (continued)

Texas Southern University
 Texas State University, San Marcos
 Texas Tech University
 Texas Woman's University
 Towson University
 Trinity University
 Truman State University
 Tufts University
 Tulane University
 University at Buffalo, State University
 of New York University of Akron University
 of Alabama
 University of Alabama at Birmingham
 University of Alabama in Huntsville
 University of Alaska, Fairbanks University
 of Albany, State University
 of New York
 University of Arizona
 University of Arkansas
 University of Bridgeport
 University of California, Berkeley University
 of California, Davis University of California,
 Irvine University of California,
 Los Angeles University of California,
 Riverside University of California, San
 Diego University of California, San Fran-
 cisco University of California, Santa
 Barbara University of California, Santa
 Cruz University of Central Arkansas
 University of Central Florida
 University of Chicago
 University of Cincinnati
 University of Colorado at Boulder
 University of Colorado at Denver
 University of Connecticut University
 of Dayton
 University of Delaware
 University of Denver
 University of the District of Columbia
 University of Florida
 University of Georgia
 University of Hartford
 University of Hawaii at Manoa
 University of Houston
 University of Idaho
 University of Illinois at Chicago
 University of Illinois at Springfield
 University of Illinois at
 Urbana-Champaign
 University of Iowa
 University of Kansas
 University of Kentucky
 University of Louisiana at Lafayette
 University of Louisville
 University of Maine
 Oregon State University
 Park University
 Pennsylvania State University
 Pepperdine University Pittsburg
 State University Polytechnic
 University Princeton University
 Purdue University
 Queens College of the City Uni-
 versity of New York Rensselaer
 Polytechnic Institute Rice Univer-
 sity
 Rockefeller University
 Rosalind Franklin University of
 Medicine and Science
 Rowan University
 Rutgers-The State University of
 New Jersey
 Rutgers-The State University of
 Newark
 St. Bonaventure University
 St. Cloud State University
 St. John's University
 Saint Louis University
 San Diego State University San
 Francisco State University San
 Jose State University Santa
 Clara University Shippensburg
 University
 South Carolina State University
 South Dakota School of
 Mines & Technology
 South Dakota State University South-
 east Missouri State University South-
 ern Illinois University
 at Carbondale
 Southern Illinois University
 at Edwardsville
 Southern Methodist University South-
 ern University A&M College South-
 west Missouri State University Spald-
 ing University
 Stanford University
 State University of New York
 at Binghamton
 State University of New York -
 Upstate Medical University State
 University of New York
 at Stony Brook
 Syracuse University
 Temple University
 Tennessee State University Tennes-
 see Technological University Texas A
 & M University
 Texas A & M University - Corpus
 Christi
 Texas Christian University
 University of Maryland, Baltimore
 County
 University of Maryland, College Park
 University of Massachusetts Amherst
 University of Massachusetts Boston
 University of Massachusetts Lowell
 The University of Memphis
 University of Miami
 University of Michigan
 University of Minnesota
 University of Mississippi
 University of Missouri, Columbia
 University of Missouri, Kansas City
 University of Missouri, Sl. Louis Uni-
 versity of Montana
 University of Nebraska-Kearney
 University of Nebraska-Lincoln
 University of Nebraska-Omaha
 University of Nevada-Las Vegas
 University of New Hampshire
 University of New Haven
 University of New Mexico
 University of New Orleans
 University of North Carolina
 at Chapel Hill
 University of North Carolina
 at Charlotte
 University of North Carolina
 at Greensboro
 University of North Carolina
 at Wilmington
 University of North Dakota Uni-
 versity of North Texas University
 of North Texas Health
 Science Center - Graduate School of
 Biomedical Sciences
 University of Northern Colorado
 University of Northern Iowa Uni-
 versity of Notre Dame
 University of Oklahoma
 University of Oregon
 University of Pennsylvania
 University of Pittsburgh
 University of Puerto Rico -
 Rio Piedras Campus
 University of Rhode Island
 University of Rochester
 University of San Diego
 University of Scranton
 University of South Alabama Uni-
 versity of South Carolina University
 of South Florida University of
 Southern California University of
 Southern Mississippi University of
 Tennessee
 at Chattanooga
 University of Tennessee at Knoxville
 University of Texas at Arlington Uni-
 versity of Texas at Austin University of
 Texas at Brownsville University of
 Texas at Dallas University of Texas at
 San Antonio University of Texas
 Graduate School
 of Biomedical Science at Galveston
 University of Texas Grad School of
 Biomedical Science at Houston Univer-
 sity of Texas Grad School of
 Biomedical Science at San Antonio
 University of the Pacific
 University of Toledo
 University of Tulsa
 University of Utah
 University of Vermont
 University of Virginia
 University of Washington
 University of Wisconsin - Eau Claire
 University of Wisconsin - La Crosse
 University of Wisconsin - Madison
 University of Wisconsin - Milwaukee
 University of Wyoming
 Utah State University
 Valdosta State University
 Vanderbilt University
 Villanova University
 Virginia Commonwealth University
 Virginia Polytechnic Institute and
 State University
 Wake Forest University
 Walden University
 Washington State University
 Washington University
 Wayne State College
 Wesleyan University
 West Chester University
 West Virginia University Western
 Carolina University Western
 Illinois University Western Ken-
 tucky University Western Michi-
 gan University Western Washing-
 ton University Wichita State
 University Worcester Polytechnic
 Institute Wright State University
 Xavier University of Louisiana
 Yale University



Council of Graduate Schools
One Dupont Circle, NW, 430
Washington, DC 20036 202-
223-3791
202-331-7157 (fax)
www.cgsnet.org