

APENDIX B:

Guideline for Teaching Assistants

Graduate Teaching Assistant Position Description

As a Teaching Assistant (TA) assigned to work with an AADS instructor, you are required to assist the instructor by performing teaching-related duties including grading, facilitating discussions, posting grades, and corresponding with students. Your primary function is to assist, support, and facilitate the teaching goals and vision of the instructor. As a TA you are required to abide by the departmental expectations for conduct and work responsibilities.

Tasks and Responsibilities Training:

- Attend Graduate School sponsored workshop for TAs.
- Get training for Canvas from Center for Excellence in Teaching and Learning (CETL).
- Become familiar with syllabus and read course materials in timely manner.
- Meet with course instructor for course-specific instructions upon request of instructor.

Grading and Student Interaction

- Grade course assignments including homework, class work, and exams according to grading instructions or rubrics given and explained by instructor.
- For online courses, TAs must grade weekly assignments and post grades each week unless the instructor indicates otherwise.
- Report student plagiarism/cheating to instructor.
- Create office hours for meeting with students. Submit these hours to the instructor for approval and attend your office hours faithfully. If you must cancel your office hours due to an emergency, please notify the instructor and the students at least a day in advance.
- Respond to student queries within 12 hours. You may want to set up a time when you answer student queries in order to maintain appropriate boundaries with students. For example, respond to email queries in a timely manner but you may not want to respond immediately. Immediate responses give students a sense that you are at their beck and call. Another advantage to staggering your responses is that you may find as you wait to answer a message that many students have the same question. Rather than answering the question individually it may be best to send a clarification to the whole class, some of whom may have been too shy to write.

Discussion

- As a discussion leader it is your responsibility to reinforce course lessons. This means discussion activities are to be geared toward encouraging students to explore the current class topics through open discussion. TAs are to lead discussions, not lecture. If you need help with coming up with activities for leading discussion, please consult the instructor and draw upon materials provided by (CETL). Remember you are there to encourage critical thinking rather than to give the students answers. This should be your mindset when leading discussions and when answering question relating to homework etc.
- You are to be present at all your scheduled discussions. It is prohibited to make arrangements for a substitute or change the discussion schedule without consulting the instructor. Faculty will try to accommodate needed changes for professional reasons, e.g., academic conference participation, etc.
- Be aware that the course instructors may stop in during discussion sections periodically to monitor progress and give some tips.
- If students have questions you cannot answer, do not worry. Simply make a note of those questions and refer them to the instructor who can address them in the next lecture or simply give you advice on how to respond during the next discussion section.

Lecture

- As a TA you must attend all lectures unless excused by professor for specific lecture. While attending lecture you must be engaged in listening or assisting the instructor. This allows the TA and professor to be in synch in terms of teaching priorities. It is inappropriate to read or work on other homework during lectures.
- You will be called upon to help proctor exams

Renewal of TAs hip

TAs hip assignments are a privilege and subject to departmental evaluation and renewal on a semester-to-semester basis.

- If there are problems relating to TA conduct or fulfillment of responsibilities the TA will be asked to meet with the instructor.
- If problems persist the TA will meet with the departmental TA committee and the situation further monitored and assessed according to standards of responsibilities and conduct outlined above.
- The committee will decide whether the TA should be recommended for additional semester as TA for the department.

Links for TAs

[\(CETL\) TA Orientation](#)

[Graduate School Professional Development Workshop Series](#)

[Graduate Assistant Policies and Procedures](#)

APPENDIX C:

Guidelines for TA Instructors (teaching their own courses)

Each student instructor will be advised a faculty mentor to assist them in teaching their own course for the first time. The following guidelines are meant to provide support and assistance to student instructors by assigning a teaching mentor and identifying the excellent teaching resources available on campus. They are also meant to provide a timeline so that student instructors have adequate time to plan, organize and conduct their own course without becoming overwhelmed. *The dates listed correspond to fall/spring semesters respectively.*

1. Student instructors are required to attend a Center for Excellence in Teaching and Learning (CETL) professional development short course. If no available sessions are scheduled, student instructors should schedule a one-on-one appointment to go over information contained in the professional development course by July 1/October 1
 1. Be sure to ask for materials covered in the CETL courses to help you to begin planning your syllabus.
2. Student instructors will create a course syllabus and schedule a one-on-one with someone in CETL to review and revise it by July 31/October 31.
3. Student instructors will provide a course syllabus to faculty instructor by August 1/November 1. By this point, it should already be revised based on consultations with the CETL. This will leave you time to make further revisions as necessary, or to begin work on writing assignments, rubrics, etc. Syllabus must be approved by your supervising faculty member by September 1/January 1.
4. Faculty mentors will make several visits to student instructor's course for classroom observation, compile reports from these classroom observations and meet with student instructor to discuss observations, to brainstorm and to devise ways to continually improve student learning. One teaching observation will happen prior to Week 7 of the semester (so as to allow the student instructor to incorporate feedback from the faculty mentor and from the CETL mid-semester evaluation) and the second teaching observation will happen prior to Week 14 of the semester (so as to allow student instructor to gather assessment information, if desired, in addition to that provided by the standard end of semester evaluations).
5. Faculty mentors and student instructors will schedule additional meetings as necessary throughout the semester to debrief and to discuss teaching experiences.
6. Graduate Instructors must complete self-evaluations and bring them to each meeting with their faculty mentors.

APPENDIX D:

Comprehensive Exams

Typically, the comprehensive exams will take place during the last couple of weeks of the Spring semester. The written exam is administered first, followed by the orals after a week. The exact dates will be given to the students very early in the semester. The following are some relevant information regarding the exams:

- The written exam will take a maximum of 6 hours to complete.
- Students will be required to answer 3 out of 4 questions from the course courses.
- No notes will be allowed. However, statistical tables and/or formulas will be provided for the question for 701.
- Blue books may be used for jotting down handwritten notes.
- Students will bring their laptop computers to the exam wireless connections must be disabled during the exam. The only open documents should be the Word document for composing selected questions.
- Upon completion of the exam, the student should request that wireless connection be re-enabled. Then the student is required to immediately send their exam document to the provided email address before leaving the room.
- The oral exam will be based on themes covered in the core courses, elaborating on their addressed in the written section.
- The oral exam will take about 45 minutes and covers, primarily, the questions answered by the student in the written exam.
- The oral exam will take the format of a discussion with students facing a committee of professors based on the questions answered in the written section.

APPENDIX E:

Graduate Student Accommodations

It is the responsibility of the student to ensure that the department has all the relevant official information on any accommodations they may need. To this end, students are advised to go to the Accessibility Resource Center (ARC) to meet with a counselor who will help them determine and develop desired plans that will subsequently, be shared with the department.

People usually associate ARC and accommodations with hearing and sight impairment but they also help students with documented conditions such as depression, dyslexia, epilepsy, ADD and other conditions that might hamper learning or performance.

For more information on the services provided by the ARC, student can go to <https://uwm.edu/arc/services-and-acomodations/>

Accommodation Procedure

1. Student meets with ARC counselor for initial interview.
2. During the initial interview an Accommodation Plan is developed. (This plan lists the accommodations the student is eligible to receive.)
3. Immediately following the initial interview the student receives an electronic copy of the Accommodation Plan
4. Student shares the Accommodation Plan with each instructor electronically via email or in print during instructor office hours.
5. Students are encouraged to discuss accommodations for each course with their instructor(s)

Exam/Quiz Accommodations

Testing accommodations may include extended time, a separate room, alternate formats, etc. The preferred location for the administration of an exam is within the instructor's department. If the department does not have the resources such as a quiet testing room, or staff to proctor extended time, or when technology or a format change is required for the student to take an exam, then the student may take the exam at the Accessibility Resource Center (ARC).

APPENDIX F:

UWM Courses that can be Taken to Fulfill the Statistics Requirements Referenced in the Graduate Handbook*

To meet the criteria for the statistics requirements in the graduate handbook with UWM course credit, student must complete the terminal course in one of the following sequences:

Anthropology

ANTHRO 568: Introduction to Anthropological Statistics (U/G)

Economics

ECON 210: Economic Statistics

ECON 310: Research Methods for Economists (U/G)

Geography

GEOG 247: Quantitative Analysis in Geography

GEOG 547: Spatial Analysis (U/G)

History

HIST 595: The Quantitative Analysis of Historical Data (U/G)

Political Science

POL SCI 390: Political Data Analysis (U/G)

Psychology

PSYCH 210: Psychological Statistics

PSYCH 510: Advanced Psychological Statistics (U/G)

Sociology

SOCIOL 261: Introduction to Statistical Thinking in Sociology

SOCIOL 461: Social Data Analysis Using Regression (U/G)

*This list may not be exhaustive, as new courses or special topic courses are created regularly. If you would like to take a course you believe should count toward the Statistics requirement, please consult the Graduate Affairs Chairperson.

APPENDIX G:

***Sample Graduate Forms**

Department of African and African Diaspora

Studies PhD Program

Application for PhD Candidacy

Student Name: _____

Email Address: _____

Dissertation Credits Completed:

Semester	Number of Credits

Dissertation Title:

Student Signature: _____ Date: _____

For Department Use: (To be completed by student's advisor)

Verified by:

Application Status

Approved:
below)

Denied: (Explain

Comments:

Department of African and African Diaspora Studies
 PhD Program
 Concentration Declaration Application Form

Student Name: _____

Email Address: _____ Date: _____

Date of Initial Enrollment: _____

Concentration: (Please check desired major)

Culture and Society

Political Economy / Public Policy

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

Department of African and African Diaspora Studies
 PhD Program Preliminary Examination Application

Student Name:

Email Address:

Proposed Exam Date:

Item	Description	Number of Credits
Declared concentration		
Subfield in concentration		
Outside concentration		

I certify that all required course work has been successfully completed.

Student Signature:

Date:

For Department Use: (To be completed by advisor)	
Verified by:	
Application Status	Approved: <input type="checkbox"/> Denied: <input type="checkbox"/> (Explain below)
Comments:	

Department of African and African Diaspora Studies PhD Program
 Concentration Declaration Application Form

Student Name: _____

Email Address: _____ Date: _____

Date of Initial Enrollment: _____

Concentration: (Please check desired major)

Culture and Society

Political Economy / Public Policy

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

APPENDIX H: Flow Chart for African and African Diaspora Studies Ph.D., Fall 2014-Present



