



Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University

GRADUATE PROGRAM HANDBOOK

2023-2024

Mission

In keeping with the mission of Florida Atlantic University, our goal is to provide students with both academic and personal development, discovery, lifelong learning, and public engagement. Our program prepares students to think critically about the ways that gender and sexuality interact with politics, culture, ideologies, social structures, and economics—both historically and globally—to shape the lives of women and men, both cisgender and transgender, as well as nonbinary people. Our courses explore gender and sexuality through experiences and standpoints rooted in a diversity of intersecting factors, including class, race, ethnicity, nationality, ability, religion, and age.

Vision

Women, Gender, and Sexuality Studies at FAU developed out of the concerted activism of faculty, students, and members of the greater community and we continue to support this tradition. We encourage students to see themselves as being able to make a difference for social justice in their own lives and in the lives of others around the world.

Our Programs

The Women's Studies Center at Florida Atlantic University was founded in 1986, with approval for a change of name to the Center for Women, Gender, and Sexuality Studies in 2009. During the past three decades, we have grown in numbers, visibility, and influence on campus. In addition to their formal academic training, students enjoy opportunities to work on faculty members' research, assist in teaching and curriculum development, contribute to the Center's newsletter, participate in the Feminist Graduate Student Association, collaborate with the Women and Gender Equity Resource Center as part of OwlsCare, and take part in activities on campus and in the community. The Center offers the following programs of study:

A BA in Interdisciplinary Studies

This option offers students an opportunity to major in Women, Gender, and Sexuality Studies within the undergraduate BA in Interdisciplinary Studies.

An Undergraduate Minor

This option requires a student successfully complete five classes designated as Women, Gender, and Sexuality Studies courses, including one required core course. The certificate is awarded to graduates during a spring ceremony.

A Graduate Certificate

This option is available to students who have completed an undergraduate degree and either want a graduate certificate while working toward an MA in another area or who want a graduate certificate independent of other graduate work. Successful students will complete twelve graduate credits, including one required core course.

An MA in Women's Studies

This option is the core of the Center for Women, Gender, and Sexuality Studies and is explained in greater detail throughout this Handbook.

Elective courses

This option is open to students throughout the university.

Student Responsibilities

Graduate students pursuing the MA in WGSS are expected to be familiar with the contents of this handbook, to refer to them for guidance, and to be proactive in asking questions after consulting the handbook. Students must take responsibility for communicating with the Director, Center staff, and their advisors/chairs and committee members throughout their education. Students who miss required deadlines, cease communicating with faculty and staff, and/or otherwise do not conduct themselves as professionals in training may ultimately face serious professional consequences including the termination of their graduate teaching assistantship and/or removal from the program. **The faculty and staff are here to support you in your education and training as a professional within WGSS.** Please remain prompt and professional in your communication with faculty and staff in order to ensure your success in the program.

Career Development

Our academic programs prepare students for careers in agencies and institutions that serve women or queer individuals; for doctoral work in gender and sexuality studies or a traditional discipline with a focus on women, gender and sexuality studies; or for advanced professional training in such fields as law and public policy. Some career options WGSS graduates have pursued include:

- Researcher for a feminist lobby
- Attorney
- Grant writer
- Case manager
- Technical writer
- Patient advocate
- Director of a college or university women in science program
- Director of a rape crisis center
- Archivist/librarian for data sources on women and gender
- LGBTQA health clinic administrator
- Title IX compliance specialist
- Planned parenthood counselor, lobbyist, director
- Coordinator of education and outreach of a battered women's shelter
- Writer/editor for a magazine/newsletter on women, gender and sexuality related issues
- Family development specialist
- Director of a career development agency for women

We recommend working with the FAU Career Center to identify opportunities that are a good fit for your interests, as well as <https://jobs.feminist.org>. Our Career Center representative is available for individual consultations: Erin Maharaj emartignetti2013@fau.edu.

Our Faculty

The Center's interdisciplinary curriculum includes the perspectives of a variety of academic disciplines such as English, economics, sociology, languages, linguistics, and comparative literature, communication and multimedia studies, philosophy, nursing, education, anthropology, history, music, and the visual and performing arts. More than 50 faculty from departments and

colleges across the university are affiliated with the Center, offering courses, advising students, serving on committees and outreach programs, and supporting the research and scholarship of our graduate students. Our faculty affiliates maintain active research agendas that address an ever-evolving range of topics related to women, feminism, gender, and sexuality, both nationally and globally. We take pride in encouraging mentoring relationships between students and faculty in research and study and have created a community of women, gender, and sexuality studies scholars on the FAU campus. The WGSS faculty affiliates teach in the Center's graduate program, serve on committees, teach undergraduate classes in WGSS, conduct research in WGSS, and/or contribute to WGSS at FAU in a variety of ways. The most up-to-date list of faculty affiliates can be found on the Center's website. **Students are encouraged to connect with faculty affiliates through events, coursework, and by email.**

Core Faculty

Jane Caputi, Professor

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she / her / hers

Dr. Caputi arrived at Florida Atlantic University in 1997 as one of two faculty in Women's Studies. Prior to coming to FAU, she was Professor of American Studies at the University of New Mexico. Her primary research is in contemporary cultural studies, including popular culture, gender and violence, and environmental feminism. She is the author of three books: *The Age of Sex Crime; Gossips, Gorgons and Cronos: The Fates of the Earth;* and *Goddesses and Monsters: Women, Myth, Power and Popular Culture*. She also collaborated with Mary Daly on *Websters' First Intergalactic Wickedary of the English Language* and has made an educational documentary, *The Pornography of Everyday Life*. She also was FAU's Distinguished Teacher for 2001, and received FAU's Research and Scholarly Activities award (Professor level) for 2005 and for 2012. In 2013, she was named "Feminist of the Year" by the Palm Beach County National Organization for Women (NOW). In 2015 she completed a new short documentary, *Feed the Green: Feminist Voices for the Earth*. She was named Eminent Scholar of the Year by the Popular Culture/American Culture Association for 2016. In 2020 she received the Saga Award from the Association for the Study of Women in Mythology for contributions to women's culture and history. Most recently, she has completed a book *Call Your "Mutha'": A Deliberately Dirty-Minded Manifesto for the Earth Mother in the Anthropocene*, Oxford University Press, 2020.

Luisa Turbino Torres, Assistant Professor

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she/they

Dr. Turbino Torres joined the Center for Women, Gender & Sexuality Studies at Florida Atlantic University in the Fall of 2022. Prior to moving to Florida, she was a Political Science instructor at the University of Delaware. She was born and raised in Belo

Horizonte, Brazil, where she went to the Federal University of Minas Gerais for her bachelor's and Master's degrees. She specializes in transnational feminist politics, activism and social movements, culture and politics, and Latin American politics. Dr. Turbino Torres is interested in doing research that explores how power dynamics present in different cultural spaces have effects that go beyond the individuals and feed into many systems of oppression. Her most recent work looks at the political participation and resistance of women and LGBTQ+ communities around soccer in Brazil to address gender, sexuality, and other intersections, and it is based on 2 years of digital ethnography, interviews, and archival work. Dr. Turbino Torres is also interested in community engagement and participatory research. In 2022, she received the Triangle Awards from the University of Delaware Faculty and Staff Pride Caucus for LGBTQ+ support, advocacy, and visibility and her efforts in being visible and active in improving the campus environment for students, staff, and faculty through support and resources. She was also awarded the 2021 Julie Mapes Wilgen Award for Human Sexuality and Gender Studies from the Biden Institute and recognized as a Women of Promise in 2019 by the Vice Provost for Diversity at the University of Delaware.

Director

Nicole Erin Morse, Assistant Professor
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they / them / theirs

Dr. Morse joined Florida Atlantic University in 2018 as an assistant professor in the School of Communication and Multimedia Studies after completing their doctorate at the University of Chicago in Cinema and Media Studies. Dr. Morse works on LGBTQ media studies, and has published research in *Jump Cut*, *Feminist Media Studies*, *Porn Studies* and elsewhere. Their book *Selfie Aesthetics: Seeing Trans Feminist Futures in Self-Representational Art* was published by Duke University Press in 2022.

Feminist Graduate Student Association and Other Community Resources

- The Feminist Graduate Student Association (FGSA) provides a community and network of support for graduate students and participation is strongly encouraged for all part-time and full-time students in the MA in Women's Studies program. Please contact the FGSA officers for more information. While the Center and the FGSA are distinct entities, they collaborate to organize an annual Feminist Graduate Student Conference. Contact FGSA: fau.feminist.gsa@gmail.com.
- There is also an FAU Graduate and Professional Student Association that addresses the needs of all graduate students on the Boca Raton Campus. For more information see <http://fau.edu/sg/programs/university-wide/gpsa/>.
- The Palm Beach County Chapter of NOW (The National Organization for Women) offers complimentary membership to all WGSS graduate students. Contact Sheila Jaffe (Sheila.Jaffe@comcast.net) for more information.

The Curriculum

The MA degree program provides three options for students: completion of a thesis and 24 hours of coursework, completion of an internship and 24 hours of coursework, or completion of comprehensive exams and 27 hours of coursework.

Core Courses

Regardless of which option the student selects, the following 2 courses are required:

- Feminist Theory and Praxis – WST 6564 – 3 credits. The course is designed to provide a broad overview of some of the current and major debates in contemporary feminist theory and practices and to explore some of the ways that these necessarily intersect.
- Global Perspectives on Gender – WST 6936 - 3 credits. This course examines the application and relevance of various conceptual and theoretical approaches to analyzing gender relations in the global South. The impact of internal and globalization processes on gender are explored, locating their manifestations in a historical, cultural, social, economic, and political context.

You will want to take both of these courses as early as possible in your studies.

WGSS Core Course Learning Objectives

The WGSS Core Courses are designed to introduce graduate students to the interdisciplinary field of Women, Gender, and Sexuality Studies, and they are also an introduction to graduate studies. Therefore, as a result of completing the Core Courses, students should be able to:

- Understand the distinction between undergraduate and graduate study
- Discuss key debates within the field of WGSS
- Describe the distinctions between humanistic and sociological approaches to WGSS
- Manage multiple projects independently
- Develop original research questions
- Identify and employ appropriate research methods to answer research questions
- Analyze the formal and rhetorical strategies used in academic essays and presentations within WGSS
- Apply these observations when crafting their own academic writing and presentations
- Seek feedback on their writing and presentations from professors and peers
- Use revision strategies to improve their writing in response to feedback
- Take responsibility for their own career path, including the responsibility of identifying mentors, seeking advice and guidance, and executing plans
- Conceive of themselves as scholars who are contributing original research to the field

WGSS Seminars

A list of graduate seminars in Women's, Gender, and Sexuality Studies is made available to students each semester. These courses count as graduate seminars for all tracks within the program. Many of these are taught under the WST prefix; however, each semester we also offer graduate seminars taught by our faculty affiliates in other departments. All approved graduate courses will be listed in the schedule provided by the Center. If you locate a graduate seminar

that isn't listed but you feel might fall within the purview of the program, please contact the Director, who may approve it. To be approved, a significant portion of the content must focus on women, gender, or sexuality.

Directed Independent Study

Students may also do Directed Independent Study (DIS) seminars with faculty or faculty affiliates, with the permission of the Director. Only *six* credits of DIS can be applied to the degree. ***DIS courses are variable credit; when registering be sure to specify the desired number of credits, usually 3.***

If you are interested in doing a DIS you should first approach the faculty member you'd like to work with to secure their permission, before seeking permission from the Director. You should also discuss the scope of the course and map out with and for the faculty member a rough syllabus/schedule of meetings and activities. Once the faculty member has agreed to do the DIS, they or you should email the Director with a proposal so that the Center can create the actual course.

Electives

Students are allowed 3 elective credits. These credits may be filled by a seminar outside of WGSS that does not focus on issues of women, gender and sexuality but does enhance a student's overall plan of study. For example, some of our students take courses in nonprofit management or higher education for their future careers. The elective credit may also be filled by any WGSS seminar, whether it has the WST prefix or not. Students should discuss electives with the Director before registration.

Students who are enrolled full time will usually take more than 30 credits during 4 semesters and as a result will be able to take additional seminars and/or electives.

Degree Track Options in the MA Program

THESIS OPTION

Required Courses	6 credits
Graduate Seminars in Women's Studies	15 credits
Elective	3 credits
Thesis Credit	6 credits
TOTAL THESIS OPTION	30 CREDITS

INTERNSHIP OPTION

Required Courses	6 credits
Graduate Seminars in Women's Studies	15 credits
Elective	3 credits
Internship Credit	6 credits
TOTAL INTERNSHIP OPTION	30 CREDITS

EXAM OPTION:

Required Courses	6 credits
Graduate Seminars in Women's Studies	18 credits
DIS to complete Comprehensive Exam	3 credits
Elective	3 credits
TOTAL EXAM OPTION	30 CREDITS

First Year Review

All students will meet with the First Year Review Committee after completing 18 credit hours. The committee is comprised of the WGSS Director and the core faculty and/or faculty affiliates who elect to serve on the committee. Students will work with the Director and Center staff to schedule this meeting at the end of the semester in which they complete 18 credits. In order to provide the committee with adequate time to review your performance in the program, please provide a PDF copy of your portfolio (see below) to the Program Coordinator to distribute to the Committee at least two weeks prior to the scheduled first year review meeting.

The First Year Review portfolio should include:

- a copy of your **unofficial transcript** (available through myFAU),
- and **two essays** that you produced during your first year of coursework. These writing samples demonstrate your intellectual growth within the program and should therefore be representative of your strongest classwork.

At the First Year Review meeting, the committee will evaluate your progress by discussing:

- first-year grades within the MA program and how they indicate strengths and areas of expertise
- writing samples and how they reflect your intellectual skill set for a particular degree track
- recommendations for your Plan of Study in terms of coursework

- approval for a specific track within the Masters program: the exam option, the internship, or the thesis.

These degree tracks are all **equally valued** as avenues for further graduate study and research as well as careers in the nonprofit, corporate, and governmental sectors.

All degree-seeking full-time graduate students should have an **approved Plan of Study** on file with the Graduate College by the end of the second semester of their first year in the program. All full-time and part-time students must have an approved Plan of Study on file with the Graduate College prior to the term in which they intend to graduate. **Graduate Teaching Assistants must have a Plan of Study on file to continue receiving the graduate tuition waiver.** For more information, please go to: <https://www.fau.edu/graduate/degree-completion/plan-of-study>. In order to continue as Graduate Teaching Assistants to receive tuition waivers and stipends, students must maintain at least a 3.0 GPA.

Overview Summary and Sample Timelines for Degree Track Options

Thesis: Overview

The thesis is a formal written work that advances an original point of view through extensive, in-depth research under the guidance of the advisory committee. The thesis takes the form of a publishable article in the student's area of research and requires a thorough understanding of the academic conventions within the WGSS and any appropriate subfields. Students must be approved by the Director in consultation with the core faculty to take the thesis option, a process completed during First Year Review.

During First Year Review, students approved for the thesis option will discuss an appropriate thesis chair with the committee and should secure commitments from the chair and two additional committee members by the beginning of their penultimate semester. At least one of the committee members should be WGSS Core Faculty. The Director must approve the student's proposed committee.

During the student's final two semesters, they will meet regularly with the cohort of other thesis track students and an appointed WGSS faculty representative to discuss both practical and conceptual issues relevant to their progress on the thesis track.

During the student's penultimate semester, the student will work with the committee to write a rough draft of a scholarly essay addressing an original research question. This rough draft must be submitted to the committee for approval by exam week of the penultimate semester. The rough draft should provide the basis for a scholarly article, including a claim, some literature review, evidence, and argumentation, but it should be understood by all that this is a rough draft. In consultation with the committee, the student may choose to expand a seminar paper from a previous class, in which case the rough draft should be considerably more developed, although not yet a publishable paper. The rough draft should include a bibliography.

If the rough draft is not submitted and approved by exam week of the student's penultimate semester, the student will be rerouted to the comprehensive exam track to complete the program.

Thesis: Timeline

The following timeline is suggested with full-time students in mind. Part-time students will need to adjust accordingly:

Penultimate Semester

Prior to Semester – register for 3 credits of Master’s Thesis work with your committee chair as the Instructor of Record. Ensure that your committee has been approved by the Director and send them your preliminary bibliography (for a new project, a minimum of 10 sources; for a revised seminar paper, provide full works cited plus 7 additional sources). If you are developing a seminar paper, the seminar paper should also be submitted to the committee at this time.

Week 2-3 – Meet with committee to discuss your topic or research area, and to develop the research question along with identifying the appropriate research methods. The expectation is that the thesis project will be an original research project that demonstrates substantive engagement with the field(s) relevant to the topic.

Weeks 4-10 – Develop rough draft in consultation with your committee chair.

Week 11 – After consultation and approval from your committee chair, submit rough draft of the thesis to full committee for feedback.

Week 13 – After incorporation of feedback from committee, submit the rough draft to the committee for approval. If this step is not completed during the penultimate semester, you will be rerouted to the comprehensive exam track to complete the program.

Before Final Semester –The Graduate College of the university lists strict guidelines for formatting the thesis, which must be successfully followed by the student in order to complete the thesis. It is the student’s responsibility to comply with all requirements. Between semester, review these guidelines and acquire a copy of Wendy Belcher’s *Writing Your Journal Article in 12 Weeks*. Complete Week 1 of the Belcher workbook prior to the start of your final semester.

Final Semester

Week 1 –Submit final revised Plan of Study and register for 3 credits of Master’s Thesis work with your committee chair as the Instructor of Record. Complete Week 2 of the Belcher workbook. You will continue to work through Belcher’s guide week by week, doing the daily exercises for each week and following the timeline agreed upon with your committee chair, throughout the semester as you prepare your thesis as a publishable article.

Week 3 – Submit Application for Degree – Graduate School requirement.

Week 8 – Submit thesis to Advisor and Advisory Committee.

Week 10 – Oral Defense of thesis.

Week 12 – Submit thesis to Graduate Office.

Thesis Rough Draft Guidelines

The rough draft of the thesis should address an original research question with WGSS and use appropriate research methods, evidence, and citation styles to advance an argument appropriate to a 8,000-10,000 word essay. Students are encouraged to select 3-4 recent academic articles in their subfield(s) and analyze these articles with their committee to understand the structure and argumentation typical within their subfield.

The rough draft should be at minimum 5,000 words and include a review of the most important literature on the proposed topic as well as the theoretical approach(es) use. The rough draft must include a bibliography.

Additionally, the rough draft should include:

- a) Full title
- b) Abstract: 1-2 paragraphs, no more than one page in length, indicating the central research question, research methods, and evidence/cases examined in the rough draft.

Creative or Alternative Approaches

In consultation with their committee chair and the Director, a student may propose a creative or alternative thesis that does not take the form of a publishable article. In that case, the student must still produce a proposal or rough draft during their penultimate semester, receive approval from the committee to continue, and complete the thesis project itself during the final semester following the schedule outlined.

Internship: Overview

The internship involves an extensive apprenticeship at an approved organization under the guidance of the Director or a faculty member approved by the Director, hereafter the “Internship Director.” This option is designed to integrate professional work experience with scholarly research. Students should develop a sound understanding of the relationship between research and experience, activism and scholarship, thinking and practice. Selection of an internship is made by the student in consultation with the Director and must be confirmed by the agency where the student will work. The WGSS Director must approve the selection of the agency in order for the student to receive internship credit for the MA.

To complete the Internship, students must: (1) write a 10 page proposal, describing and justifying the subject of the Internship and the placement, which must be approved by the Internship Director; (2) write a 20-25 page research paper on the background and history of the kind or organization (e.g., a domestic violence advocacy group); the results of their internship, and the ways in which this work relates to the critical literature and theory of Women, Gender and Sexuality Studies; and (3) procure an assessment of their work from the agency, usually a letter or email to the Internship Director that summarizes the intern’s work performance and accomplishments and which may take the form of a letter of recommendation.

Internship: Timeline

Semester 3

Week 2-3 – Submit revised Plan of Study. In consultation with the Internship Director selected by a student, submit names of organizations for the internship to the WGSS Director. The Internship Director will contact the organization and receive their approval for the student to carry out the internship.

Week 8 - Submit draft of the internship proposal to the Internship Director. The internship proposal must apply relevant scholarship to the goals of the internship and the specific organization. In this way it serves as a partial draft of the final report/research paper.

Week 10 – Final copy of internship proposal submitted to the Internship Director.

Semester 4

In accordance with the Graduate College's timetable, the student must also meet the following deadlines in order to submit an Application for Graduation for the semester in which the student intends on graduating:

Week 1 – Register for 6 WST internship credits (WST 6941). ***NOTE: This is a variable credit course, so be sure to specify the correct number of credits when you register.*** Submit final revised Plan of Study.

Week 12 – Submit draft of Internship report. The goal of this report/research paper is to frame the internship as a practical application of the theory learned in the students' coursework. Students should thus put the experience of the internship in conversation with the data and critical literature of Women, Gender, and Sexuality Studies. Typical sections of the report might include background on the problem/issue, background on the organization of the internship, a report of the work performed during the internship, an evaluation or assessment of the issue or problem addressed during the internship, reflection on how the organization/work engages critical theory/literature.

Week 14 – Submit final report on Internship.

Exam: Overview

The Center for Women, Gender and Sexuality Studies MA degree program offers a non-thesis option also referred to as the comprehensive exam track. This option is particularly useful for students who are seeking a broad education in the field and who will demonstrate their areas of expertise by completing a comprehensive exam.

Students are given two weeks to complete the exam and are asked to answer 2 of 4 questions provided by the two committee members. These committee members will grade the responses as High Pass, Satisfactory, or Unsatisfactory. In cases where committee members do not agree, a third faculty member chosen in consultation with the WGSS Director will provide another vote.

Satisfactory answers will be: thorough, explicitly answering all parts of the question and using the requested number and type of sources; well organized, with a coherent thesis and sustained argument; knowledgeable, with a synthesis of the material from course work and reading lists; and original (that is, answers may not include long excerpts of other people's work or the student's own work written for courses or other purposes). Minimum of 2500 words for each answer.

Unsatisfactory performance on any essay will result in failure of that portion of the exam. In the case of a marginal grade the student may be asked to orally defend the answer or rewrite sections of it. Students who do not receive an overall passing grade must rewrite the entire exam during the subsequent semester.

Exam: Timeline

Semester 3

Select a Chair for the exam committee as well as a second committee member. One of these two faculty must be a Core faculty member unless the Director approves an alternative arrangement. The student will work with the committee to create 2 lists, with each list including a minimum of 20 items (books, articles, media). While based on coursework, the lists should include some materials that the student has not already studied in coursework.

- 1.) General List: selections from across all of their coursework, with an emphasis on the core courses
- 2.) Targeted List: a list focusing on a particular area of interest, created in consultation with the faculty member with that specialty

By Week 14 of the semester, the student must submit the lists to the Director, using the Exam List form (available from the Center office and/or the Director). Both committee members must sign to indicate their approval of the lists.

Semester 4

Register for a 3-credit DIS for the Comprehensive Exam.

Students should register for a DIS in the semester they plan on completing the comprehensive exam. This DIS will count toward the total 30 credits required for the degree. The instructor for the DIS should be the same as the Chair for the comprehensive exams.

Financial Aid and Grants

Students interested in federal and state financial aid (loans, grants, or work study) must complete the Free Application for Federal Student Aid. Application materials may be obtained from Student Financial Aid, located in the Student Services Building Room 227, (561) 297-3530. Certain grants, such as the FAU grant, are very limited and are dispersed only to early applicants. General scholarship information is also available at the Student Financial Aid Office.

The Graduate College also maintains a list of available grants and fellowships. For more

information, see <http://www.fau.edu/graduate/current-students/fellowships-and-awards.php>.

Conference Presentations

All Center graduate students are encouraged to attend and present individual papers or participate in panel sessions and round tables at conferences such as SEWSA and NWSA. Paper presentations are an integral part of a student's professional development. Furthermore, conferences allow graduate students to meet with other professors and peers who may become invaluable future resources for graduates, whether they choose to enter a professional career or continue in a doctoral program. The Graduate Grants Committee and Student Government partially fund the transportation costs, lodging, and other associated expenses incurred by the student. Students must submit a request form, letter of intent, and faculty recommendation to the Graduate Grant Committee and contact Student Government directly about student travel grants.

Other Resources

Students may also find these resources helpful:

- Women's Resource and Community Connection (formerly the WGERC): Provides education, resource referrals, workshops, and a lactation room.
- University Center for Excellence in Writing (<http://www.fau.edu/UCEW>): Offers free support for writing. Consultants are available to meet with you to discuss any stage of your writing, from brainstorming to revising.
- Owls Care (<http://www.fau.edu/owlscore>): Centralized health promotion for the university, offering resources and programming on issues ranging from stress management to sexual assault.
- Counseling and Psychological Services (CAPS) (<http://www.fau.edu/counseling>): Provides FAU students with mental health services.

Graduate Teaching Assistantships

The Center for Women, Gender and Sexuality Studies offers a limited number of Graduate Teaching Assistantship positions to qualified students on a competitive basis. These assistantships include a stipend of at least \$12,000, subsidized health insurance, and a waiver of 100% tuition; students remain responsible for their fees. Tuition waivers are available for the fall and spring semesters for degree-seeking graduate teaching assistants whose G.P.A. is at least 3.0.

Once a student is awarded a Graduate Assistantship, they must register for nine hours of graduate classes during the semesters in which the assistantship will take effect in order to receive the award. In special circumstances, students may petition to be considered full time students with fewer credits. This must be discussed with the Director.

Graduate Teaching Assistant Responsibilities

All Graduate Teaching Assistants must:

1. Meet with supervising instructor(s) prior to the first week of classes to discuss the course assignment.
2. Attend all sessions of assigned course if so directed, or notify instructor as early as possible if attendance is not possible. If you are the GTA and teaching a class, it is **imperative** that you notify your Instructor of Record or faculty supervisor as soon as possible if you find that you are going to be unable to meet your class or your office hours.
3. Schedule and announce office hours of 2 hours per week; office hours are specifically for the purpose of meeting with students.
4. Provide students with assistance as needed, in consultation with the instructor.
5. Provide a positive and encouraging learning environment for students.
6. Abide by all University regulations regarding professional classroom conduct, confidentiality of student grades and information, and protection of the integrity of the examination process.

Some GTAs, depending on the assignment, will:

1. Scan course materials and place materials on reserve at the Library and on Canvas.
2. Lead class discussions on assigned readings.
3. Prepare lecture outlines, review with instructor, and present in class.
4. Grade quizzes, exams, and papers.
5. Offer other classroom assistance.

GTAs with sole responsibility for a course must:

1. Submit a copy of your syllabus to the Center before the start of the semester. Make sure your syllabus complies with all guidelines listed under the most recent syllabus policy memo at: <https://www.fau.edu/provost/resources/policy-memoranda.php>.
2. Print a roster for taking attendance before the first day of class. Rosters can be retrieved from myFAU, under FAU Self-Service, Faculty Services, Detail Class List or Summary Class List. You should take attendance on the first day of class. Any student not on your roster must register for the course before attending.
3. Distribute a syllabus on the first day of class. All syllabi should comply with the guidelines listed above.
4. Hold office hours for 2 hours every week.
5. Check your FAU email regularly. Frequently we will need to communicate with you about your class. We would expect you to reply to your emails within a day (excluding weekends).
6. Submit all midterm and final grades on time. The academic calendar for FAU is available at <http://www.fau.edu/registrar/registration/calendar.php>.
7. Encourage all students to complete their SPOTs, the course evaluation form. These are available online. You will be able to see how many students have completed these evaluations, though you won't be able to see who has or has not completed it.
8. Posting of grades anywhere (i.e., office door, etc.) including by Social Security number, is in violation of the Family Education Rights and Privacy Act, even if the student signs a release. Grades should not be given out over the telephone or electronically, even to the students

themselves—instead, tell students to check Canvas for grade postings. **Federal law (FERPA) also prohibits us from discussing (whether in person, by phone, or by e-mail) a student's grade with anyone else unless the student has a FERPA waiver on file with the Registrar's Office.** Direct the parents or guardians to the WGSS Director.

As a GTA you may also want to keep in mind:

1. If you plan on pursuing a career in academia then it might be useful to think of your work in the classroom as an internship/apprenticeship. All of us are here to help you grow and develop as an educator. Consider asking one of the WGSS faculty to observe your class, both to offer informal feedback on your teaching and to position that faculty member to write a letter about your classroom teaching for your future career pursuits.
2. As an apprentice/intern, you are also developing as a professional. In order to enhance your professionalism you should not socialize outside of class with students in your class, you should reflect on the relationship between wardrobe and the professional image you are crafting, you should decline *any* gifts from students, and you should lockdown your social media and avoid accepting or extending any friend requests to students.

If you have any problems or concerns with these responsibilities, please speak with a faculty member or the WGSS Director as soon as possible. GTAs who fail to meet all of these responsibilities will meet with the WGSS Director and involved faculty members to discuss additional professional development and supervision or the revocation of the GTA.

If any problems or concerns arise between the instructor and the GTA, or the GTA and the course students, the parties concerned should attempt to amicably resolve the problem among themselves, with the assistance of the Director of the Center for Women, Gender, and Sexuality Studies, if needed. If the GTA regards the matter to be sensitive and confidential, the GTA may discuss the matter with the Director first. All FAU students have the right to discuss policy and other University related concerns with the University Ombudsman.

Use of Center Resources

Graduate students may use the resources available in the Center graduate student office, such as computers and printers, with these restrictions: Printing from computers should be kept to a minimum unless authorized by a faculty member or the Director, and personal printing, including for your course papers, should be done on one's own paper. Recycling paper for printing (using the unused side) is strongly encouraged. Graduate teaching assistants may use copy machines only for courses they are assisting in as requested by their faculty supervisor; GTAs with sole responsibility for a course may use the Center's printer for class materials.