



**SOCIOLOGY
GRADUATE STUDENT
HANDBOOK
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
WESTERN ILLINOIS UNIVERSITY**

AY 2014-2015

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Location: Macomb Campus

THE GRADUATE DEGREE IN SOCIOLOGY

Western Illinois University's Department of Sociology and Anthropology offers a Master of Arts (M.A.) degree in sociology. The M.A. in sociology qualifies individuals for jobs in government, human service agencies, and businesses which specifically call for a social science or behavioral science master's degree. Community colleges employ M.A. graduates as teachers, and some universities employ them as entry level, temporary teachers. The M.A. also serves as a preliminary to further study for a Ph.D. degree in sociology.

The ongoing programs of applied and basic research, combined with a commitment to teaching excellence, provide the opportunity for sociology graduate students to work side-by-side with award winning faculty in an environment which reinforces the philosophy of "learning by doing."

Consider these specific advantages:

- Excellent chance for assistantship funding
- Small classes
- Work closely with professors
- Teaching opportunities for advanced students
- Thesis, Non-Thesis, or Internship Exit Options
- Increased job options and preparation for doctoral studies

About Our Graduates

Students with a master's degree in sociology have an abundant choice of job possibilities. Some of our graduates teach in universities and community colleges across the country. Others hold governmental administrative positions such as those in the Federal Emergency Management Agency and the Illinois Department of Children and Family Services. Some of our graduates work with teens and adults in group homes. Some graduates use their degrees to advance in rank and pay in jobs they held while taking classes.

By the Numbers

There are typically about 25 graduate students in the master's program. This is a rather large graduate program; recent studies have concluded that **the program ranks first** in terms of size and production of graduates among the 83 "MA only" programs in the United States.

- About **80% who enter the program will earn a master's degree within four semesters.**
- Through aggressive pursuit of additional funding from the University, our department **funds 10-12 graduate assistantships** each semester.
- **Nearly all our graduates find work** for which their master's degree has prepared them (business, social services, courts and probation, communication, and teaching in community colleges).
- About **20% of our graduates go on** to obtain a doctorate in sociology or related disciplines.

Success in the Program

In the words of Norman K. Denzin, "Doing sociology is not easy." Those of you considering obtaining a Master of Arts degree in sociology should be prepared to work harder than you ever worked as an undergraduate. You will read more than you ever thought possible, you will write more in one course, perhaps, than you wrote during your entire undergraduate career. Hopefully, in meeting these challenges, your skills will become sharper and you will experience the thrill of discovery and accomplishment. You will meet people who will become friends and colleagues for years to come.

Undergraduate preparation

Sociology majors with strong grades generally do well in the program. If your undergraduate grades were weak, you must be prepared to make a substantial and immediate improvement in academic performance. Only two grades of C are allowed in graduate school, and D's and F's can be assigned by faculty.

Writing skills

You will likely be expected to write examinations, article critiques, and a 20 page term paper in your very first, and all other graduate courses. Be prepared to read and criticize each other's work. Be prepared to improve your writing skills while in graduate school, but do not think you can learn to write in graduate school. You will not have time! The single greatest barrier to success in graduate school is weak writing skills.

Advisors and mentors

You must be willing to seek and accept advice from faculty and other students in both academic and procedural matters. You must be able to effectively use criticism of your academic work from professors.

Student etiquette

There is a high standard of student etiquette in graduate school. You are expected to arrive to class on time. You are expected to have read the assigned material beforehand, so that you can participate in class discussion. To do otherwise is to waste your time and that of the faculty and the other graduate students. You are expected to turn in assignments when they are due.

Graduate student subculture

We have a sociology graduate student organization that works for the benefit of the students, and an annual sociology symposium is held for graduate and undergraduate papers. In short, be willing to study and work together and to share your concerns and triumphs. Some of these people will remain your friends and colleagues for life.

Working for a Masters degree is usually the first step in a career as a sociologist. Some who attain the Masters degree will enter jobs bearing titles other than "sociologist", but will use their sociological skills and insights, nonetheless. A few who attain the Masters degree will go on to Ph.D. programs in sociology, will enter university teaching, conduct research, and carry the title "sociologist" in a department of sociology.

GRADUATE FACULTY

Professors

Tawnya Adkins Covert, Ph.D., Purdue University
Lora Ebert Wallace, Ph.D., Iowa State University
Robert Hironimus-Wendt, Ph.D., North Carolina State University
Heather McIlvaine-Newsad, Ph.D., University of Florida
Shengming Tang, Ph.D., University of Nebraska-Lincoln
John F. Wozniak, Ph.D., McMaster University

Associate Professors

Patricia K. Anderson, Ph.D., University of Chicago
Davison Bideshi, Ph.D., University of California-Riverside
Elgin Mannion, Ph.D., University of Kentucky
Patrick McGinty, Ph.D., University of Missouri-Columbia
Cynthia B. Struthers, Ph.D., Michigan State University
Craig Tollini, Ph.D., Western Michigan University
Oswald Warner, Ph.D., Michigan State University

Associate Graduate Faculty

Associate Professor

Diane Sandage, M.A., Western Illinois University

Assistant Professors

Gordon Chang, Ph.D., University of California-San Diego
Bridget Welch, Ph.D., Iowa State University
Tammy Werner, Ph.D., University of Kentucky

Instructor

Chris Adamski-Mietus, M.A., Western Illinois University

IMPORTANT DEADLINES FOR STUDENTS AND FACULTY

Application for Graduation

Students must submit [Application for Graduation](#) to the School of Graduate Studies by the following dates:

Spring semester - March 10
Summer semester - June 10
Fall semester - October 10

Applications received after these dates will be automatically moved to the next semester.

Application for Post-Baccalaureate Certificate Completion

Students completing a post-baccalaureate certificate must submit the Application for Post-Baccalaureate Certificate Completion ([PDF](#) or [Word](#)) form to the School of Graduate Studies by the dates listed above.

Final Submission of Thesis

Thesis - Non-electronic

Non-electronic theses must be submitted to the Archives department, Malpass Library by the Friday before finals week. **(Note: Non-electronic submission will not be available after the Summer 2011 semester.)**

Thesis - Electronic

Electronic theses must be submitted to the School of Graduate Studies by the Friday before finals week. **(Note: Electronic submission will be mandatory effective Fall 2011.)**

If you have any questions, please contact [Sue Tygrett](#), School of Graduate Studies:

School of Graduate Studies
Sherman Hall 116
Macomb, IL 61455
Phone: (309)298-1806
Fax: (309)298-2345 Toll Free: 1-877-WIU Grad
Grad-Office@wiu.edu

THE PROGRAM

The Master of Arts degree program in sociology is designed to meet the needs of students having interests in several substantive areas including criminology and deviance, modernization and demography, social change and collective behavior, the family, organizations, stratification, and race and ethnicity. The Master of Arts degree in sociology qualifies individuals for jobs in government, human service agencies, and businesses, which require a social science or behavioral science master's degree. Community colleges employ master's graduates as teachers, and some universities employ them as entry level, temporary teachers. The Master of Arts degree also serves as preparation toward a Ph.D. degree in sociology.

For Fall 2014, a newly developed Integrated Bachelor of Arts and Master of Arts Degree in Sociology will be offered to majors in sociology. The Integrated Baccalaureate and Master of Arts Degree Program (IBMP) in Sociology provides an opportunity for outstanding undergraduate Sociology majors to complete both Bachelor and Master of Arts (BA and MA) degrees in five years. Typically, the baccalaureate degree requires four years and a master's degree requires an additional minimum of two years. The goals of the program are to teach students discipline specific history, theory, and methods as well as to develop critical thinking and technical skills in utilizing the sociological perspective for understanding the social world and affecting positive change. Contact Graduate Advisor for additional particulars of the program.

Admission Requirements

Applicants for admission to the graduate program in sociology must have a 2.75 overall undergraduate GPA or a 3.0 or higher for the last two years. Applicants must submit a Statement of Purpose/Goals Statement of at least 2 pages, a Writing Sample (7-10 pages+), undergraduate transcripts, and three current academic Letters of Recommendation. Students are encouraged to take the Graduate Record Examination prior to admission, which is strongly recommended for those applying for graduate assistantships. Students who have not had a course in statistics are required to take a course in elementary statistics.

Degree Requirements

The Master of Arts degree in sociology may be earned by satisfying either the requirements of the Thesis or the General Sociology (Non-Thesis) Plan. In either case, a degree plan must be submitted and approved by the graduate committee before the thesis proposal or paper is presented. No more than three semester hours outside the department (six semester hours for Peace Corps Fellows), 3 semester hours for SOC 501, and six semester hours for 400-G level courses may be included on the degree plan. Consult with the Graduate Advisor to ensure that you are meeting the Program requirements for graduation as you matriculate toward the Masters.

Undergraduate Sociology students may apply for admission to the Integrated Baccalaureate and Master of Arts Degree Program (IBMP) after completing 60 semester hours (sh) of undergraduate coursework, of which a minimum of 30 sh must be at Western Illinois University. Applicants for admission to the integrated program in Sociology must have a cumulative GPA of at least 3.50 and a major GPA of at least 3.75.

Admission must be granted by the School of Graduate Studies before a student will be allowed to enroll in IBMP bridge (“B”) courses. Students may begin taking bridge courses after the completion of 90 sh. Students in the integrated program may use up to 9 sh of bridge courses to satisfy both the BA and MA degrees. Please see list of courses on the reverse side of this sheet or consult with the Graduate Advisor.

Students must complete ALL core requirements in Theory and Methods with a B or better.

Exit Options

All students in the Department must choose ONE of three Exit Option Plans for the Masters of Arts in Sociology: 1) Thesis, 2) Non-Thesis, or 3) Internship. Each Exit Option has a different set of requirements, but ALL have the CORE requirements in common. Classes that are italicised constitute the CORE requirements. Please consult with the Graduate Advisor to file a Graduate Degree Plan.

OPTION 1: THESIS PLAN

SOC 500: Proseminar in Sociology (1)
SOC 518: Classical Theory (3)
SOC 519: Contemporary Sociological Theory (3)
SOC 530: Statistical Methods (3)
SOC 531: Quantitative Methods (3)
SOC 600: Thesis Research (3)
SOC 601: Thesis in Sociology (3)
SOC 602: Comprehensive Examination (0)
Directed Electives (12)

TOTAL PROGRAM31 s.h.

Note: A Thesis Proposal must be approved by the student’s thesis committee before research for the thesis is undertaken. A preliminary and final oral defense of the thesis is compulsory.

OPTION 2: NON-THESIS PLAN

SOC 500: Proseminar in Sociology (1)
SOC 518: Classical Theory (3)
SOC 519: Contemporary Sociological Theory (3)
SOC 530: Statistical Methods (3)
SOC 531: Quantitative Methods (3)
SOC 602: Comprehensive Examination (0)
SOC 699: Sociology Non-Thesis Paper (0)
Directed Electives (24)

TOTAL PROGRAM37 s.h.

Note: An oral presentation of a paper, which can be based on an area of the student's course work, will be given to the departmental faculty. The paper must be approved by the student's advisor (Primary Reader) and a Secondary Reader selected by the student, and the paper is to be kept on file in the Department.

OPTION 3: INTERNSHIP PLAN

- SOC 500: Proseminar in Sociology (1)*
- SOC 518: Classical Theory (3)*
- SOC 519: Contemporary Sociological Theory (3)*
- SOC 530: Statistical Methods (3)*
- SOC 531: Quantitative Methods (3)*
- SOC 602: Comprehensive Examination (0)
- SOC 694: Graduate Internship (6)
- SOC 698: Internship Presentation (0)
- Directed Electives (18)

TOTAL PROGRAM37 s.h.

Note: Students are required to produce a written paper chronicling their field experience and do an oral presentation to faculty at the conclusion of the Internship.

**INTEGRATED BA/MA SAMPLE PROGRAM
THESIS OPTION**

First Year (undergraduate senior year): 19 sh Fall

- SOC 500: Professional Seminar in Sociology (1 sh)
- SOC 518: Classical Sociological Theory (3 sh)
- SOC 530: Statistical Methods (3 sh)
- SOC 400G/500 and above course (3 sh)

Spring

- SOC 519: Contemporary Sociological Theory (3 sh)
- SOC 531: Quantitative Methods (3 sh)
- SOC 400G/500 and above course (3 sh)
- SOC 602: Comprehensive Examinations (0 sh)

Second Year: 12-18 sh

- SOC 400G/500 and above course (3 sh)
- SOC 600: Thesis Research (3 sh)
- SOC 601: Thesis in Sociology (3 sh)

STUDENTS' RESPONSIBILITY

Students are responsible for knowing degree requirements and enrolling in courses that will enable them to complete their degree programs. It is also each student's responsibility to know the University regulations for the standard of work required to continue in graduate school. Degree requirements are presented in this publication. Additional details about requirements and procedures are available from the School of Graduate Studies or at wiu.edu/grad.

Right of Academic Appeal

Graduate students have the right to appeal the implementation of any University regulation that relates to admission, academic standards, assistantships, or graduation by submitting a petition form (wiu.edu/grad/petition) to the Graduate Council. Such appeals must be based upon the existence of unusual or extenuating circumstances that have prevented the student from achieving the normal University standard, and evidence of these unusual or extenuating circumstances must be presented with the appeal. Such appeals must be submitted to the Graduate School. The appeal process can be found at wiu.edu/grad.

Thesis Option

General Information

Given the fact that one can earn a Master's degree in this program without writing a thesis, the question arises "Why should I write a thesis?". There are several reasons, including the time honored tradition of writing a thesis, and the fact that some - but certainly not all - Ph.D. programs require a Master's thesis as a prerequisite. Perhaps the soundest reason of all for writing a thesis is having a sociological question that you really want to answer. Do your future plans, particularly Ph.D. programs, require a thesis? Examine what those before you have done - theses of former students are in our department chair's office, and the library.

Requirements -- 37 hours

- Students must successfully complete 16 hours of required coursework prior to registering for Soc 600.
 - Soc 500 (Proseminar)
 - Soc 518 (Classical Theory)
 - Soc 519 (Contemporary Sociological Theory)
 - Soc 530 (Statistical Methods)
 - Soc 531 (Advanced Research Techniques)
- 12 hours course work
- Soc 600 (Thesis Research)
- Soc 601 Thesis in Sociology)
- Soc 602 (Comprehensive Examination)

A thesis proposal must be approved by the student's thesis committee before research for the thesis is undertaken. A final oral defense of the thesis is required.

Steps in Writing a Thesis

1. **You must contact the thesis chair to agree on the thesis topic that you will work on together. The length of the work will be a function of the nature of the Thesis—whether quantitative, qualitative, or a combination, but at the minimum, it should be beyond the length of a peer reviewed journal article (30 + pages).**

2. **You must complete required graduate courses prior to beginning thesis work.**
Students must successfully complete Soc 500 (Proseminar), Soc 518 (Classical Theory), Soc 519 (Contemporary Sociological Theory), Soc 530 (Statistical Methods), Soc 531 (Advanced Research Techniques), and Soc 535 (Qualitative Research Methods) prior to registering for Soc 600 and 601 and conducting thesis research.
3. **You must select a thesis chair (second or third semester).**
Criteria: Sociology graduate faculty, Professor's area of specialization, Favorite Professor. You must contact the professor and get a firm commitment from professor, i.e. ascertain a thesis topic.
4. **You and your thesis chair must select a thesis committee.**
Usually a thesis committee consists of three members, the chair and two other faculty members who will advise and assist you in writing your thesis. Committee members may come from among the Sociology and Anthropology department faculty as well as faculty outside the department. Select on basis of specialization and compatibility. Once selected, student should complete and submit a Thesis Declaration Form to the graduate committee. Prior to enrolling in Sociology 600, students must meet with the department chair to discuss thesis topic and thesis chair.
5. **Thesis proposal (third semester – enrollment in Sociology 600).**
You and your committee will develop a statement of problem, literature review, and a design for collecting data, which may include a questionnaire. This material will be presented by you to interested department faculty and graduate students for their review, comments and suggestions. This hearing may result in a revision of your thesis plans, or a "go-ahead" for data collection. A copy of your proposal should be made available (in department office) at least one week prior to your scheduled thesis proposal defense. In addition to committee approval, you must receive Institutional Review Board (IRB) approval prior to collecting your data.
6. **Thesis writing (fourth semester – enrollment in Sociology 601).**
Data are collected, analyzed, and written up. Summary and conclusions chapter is written.
7. **Thesis Defense (fourth semester).**
When your committee is satisfied that the thesis is in optimum form, you will present your work to interested faculty and graduate students. Thesis defenses are scheduled for 90 minutes. During this time you will formally present your thesis research. Your committee members and other members of the audience will then be given the opportunity to question you regarding your methods (data collection), analysis (coding, statistical procedures), and conclusions. A copy of your thesis MUST be made placed in department office at least one week prior to your thesis defense. Your thesis committee may approve thesis fully or subject to revision. Departmental Clearance form is signed and submitted to Graduate School.
8. **Final Draft (fourth semester).**
After your thesis defense you must prepare a final draft (including any revisions suggested by committee) of your thesis and present it to your committee for final approval and signatures. This draft must be grammatically correct, free of typographic, spelling and other errors, and

must be prepared according to the graduate school standards. These standards are available at graduate office or from the Sociology Graduate Chair.

Recent Graduate Thesis Titles

- "Emergency Contraception: Use and Perceptions among College Women"
- "The Attitudes of Education: Understanding the Effects of Academic Training on Social Distance Attitudes"
- "Fertility Decision-Making Processes among Japanese Women"
- "Presentation of Gay Men in Advertisements in Gay Media: A Content Analysis"

Non-Thesis Option

General Information

A person may obtain the Master of Arts degree in sociology by taking 36 hours of course credit, and presenting a non-thesis paper. The extra courses represented in the non-thesis option are recommended for students who were not undergraduate majors in sociology. Extra courses may also benefit those interested in teaching at the junior college level. There are also the practical consideration that the non-thesis option is more likely to be completed in a timely manner than the thesis option. Finally, students who find writing difficult, or students who have received two or more grades of B or a grade of C in their graduate courses may wish to do the non-thesis option. By pursuing the non-thesis option, a student can still opt for the thesis option as late as their last semester without taking extra courses. On the other hand, those taking thesis writing courses in their third semester may have to take extra courses to complete the non-thesis option.

Requirements -- 37 hours

- Students must successfully complete 16 hours of required coursework prior to registering for Soc 699.
 - Soc 500 (Proseminar)
 - Soc 518 (Classical Theory)
 - Soc 519 (Contemporary Sociological Theory)
 - Soc 530 (Statistical Methods)
 - Soc 531 (Advanced Research Techniques)
- 24 hours course work
- Soc 602 (Comprehensive Examination)
- Soc 699 (Non-thesis Paper)

You are also required to present a paper at the conclusion of your program. This paper will be retained by the department, and will be considered representative of the quality of your work.

Non-Thesis Option Paper

Many non-thesis option papers were initially written in a graduate course. You may therefore want to consider the paper which received the most favorable comments from faculty, the paper you

most enjoyed writing, or the paper in which you expressed your best sociological ideas. **The length of the paper is negotiated with the faculty members, but as a general rule, should be in the range, at a minimum, of a peer reviewed journal article (25-30 pages).**

Non-thesis papers are intended to illustrate a student's understanding of a sociological theory, exploration of a substantive sociological literature, or application of sociological methods to understanding a social issue or topic. Students completing non-thesis papers are not required to collect and analyze primary data, but may use small-scale research projects (those not considered by faculty to be thesis-scale in their length or complexity) as non-thesis papers.

1. **Select a primary reader** (third semester).
You must ask a faculty member to be the primary reader for the paper. This may be the faculty member in whose class the paper was originally written.
2. **Select a second reader** (third or fourth semester)
You must select a primary reader no later than the end of the 2nd week of your final semester. Together, you and the primary reader should select a second reader. The readers should then read the paper, and suggest changes that will strengthen the paper. Readers should approve the final version of your paper by the 12th week of your final semester.
3. **Register for Sociology 699** (fourth semester).
Students must schedule a meeting with the department chairperson to obtain approval to register for Sociology 699 (Sociology Non-thesis Paper) for your final semester in the program. Sociology 699 is a non-credit, S/U graded course required for all students selecting the non-thesis option.
4. **Provide a copy of paper to department** (fourth semester).
A clean copy of the paper should be made available to the department a week before the formal presentation. This paper should be submitted to the departmental secretary.
5. **Present your paper** (fourth semester).
Our department requires that each student formally present their non-thesis papers. The primary reader will schedule the Morgan Hall conference room for hour during which the student will make a presentation to interested faculty and students. Some students have presented their paper at the Midwest Sociological Society meetings, or the Western Illinois University Sociology Symposium. Students should prepare a 20-30 minute presentation summarizing their paper and discussing the sociological relevance of their chosen topic/issue.

Internship Option

General Information

This Option is a natural extension of our “non-thesis” program as it focuses on students who do not intend to continue their education or work in an academic setting. An internship will allow these students to 1) gain job related experience that may help in post-degree employment and 2) see firsthand how sociology can be utilized/applied to these types of settings. Students will take

knowledge gained in coursework and apply it to their internship site. This will involve applying sociological theories, concepts, and methodological tools to "real-world" situations and organizations. This may include: assessment/evaluation of organization or program(s) within the organization, development and implementation of program(s), or applying sociological principles to organizational setting, goals, or interactions/structure.

This Option will be available to graduate students only and requires additional assignment of relevant readings related to internship site (not required of our undergraduate interns).

General Sociology Internship Plan

Requirements -- 37 hours

- Students must successfully complete 16 hours of required coursework prior to registering for Soc 694.
 - Soc 500 (Proseminar)
 - Soc 518 (Classical Theory)
 - Soc 519 (Contemporary Sociological Theory)
 - Soc 530 (Statistical Methods)
 - Soc 531 (Advanced Research Techniques)
 - Soc 602 (Comprehensive Examination)
 - Soc 694 (Graduate Internship)-6 units
 - Soc 698 (Internship Presentation)
 - Directed Electives

I. Goals

Apply sociological theories, concepts, and methodological tools to "real-world" situations and organizations.

II. Restrictions

The Graduate Internship program is available to graduate students in Sociology who have completed at least 21 Credit Hours of graduate work within the program. Students may enroll in 3 credit hours of Sociology 694 (Graduate Internship). The internship option is intended for students in the "non-thesis" track. Thesis students who choose to enroll in the graduate internship may not use internship credit hours toward their 30 hour requirement for the degree.

III. Site Selection and Approval

Students interested in completing a Graduate Internship should identify a faculty member with whom they wish to work. It is the student's responsibility to identify an internship site and obtain a detailed job description and written approval from an internship site coordinator prior to requesting enrollment in Sociology 694.

IV. Gaining Approval for a Graduate Internship

Students should submit a completed Graduate Internship Approval Form (signed by the faculty member who will serve as internship advisor), a 2-3 page statement regarding the potential relevance of sociological concepts to the selected site, a job description and

letter of approval from a site coordinator to the department chair, and a list of relevant readings to be completed in connection with the internship (if required by faculty advisor). Once submitted, students must schedule a meeting with the department chair to discuss the proposed internship.

V. Requirements

A. Contact/Work Hours

In general, students should log at least 300 contact/work hours for Sociology 694 (6 Credit Hours maximum). Additional unlogged time will be required for the completion of a daily log, readings, and preparation of final report and presentation.

B. Weekly Log of Internship Duties and Activities

Student should maintain a weekly log which examines the internship site in terms of a Sociological Perspective or relevant sociological literature. Your log should be more than a “diary” of events and tasks. It should reflect on social interactions and organizational features using concepts, theories, and research from your graduate coursework in sociology.

C. Relevant Readings

Internship advisors may require students to complete a set of required readings relevant to the internship site.

D. Written Report

Students will submit a formal report to their internship advisor by the end of the semester in which the internship was conducted. The length and scope of this report will be determined by the faculty advisor, but the paper should compare their experiences to the findings in sociological theories and research reviewed in their previous courses and relevant readings and comment on the relationship (or lack of) between your substantive coursework in at least two of your graduate sociology courses at WIU and this internship experience.

The length of the paper is negotiated with the faculty members, but as a general rule, should be in the range, at the minimum, of a peer reviewed journal article (25-30 pages).

E. Site Coordinator Report

A report must be submitted by the student’s site coordinator verifying the accumulation of the minimum 300 contact/work hours, outlining the student’s responsibilities and tasks completed, and evaluating the student’s performance in these tasks.

F. Internship Advisor Contact

Students should be in regular contact (at least monthly) with the faculty member advising the internship.

GRADUATE INTERNSHIP APPROVAL FORM

Name _____

Date _____

Student ID # _____

Proposed Semester for Internship _____

Proposed Internship Location _____

Site Coordinator/Contact Person _____

Faculty Advisor Name _____

Faculty Advisor Signature _____

Student Contact Information

Phone Number _____

Email Address _____

Mailing Address _____

Approval Form must be submitted with the following:

1. Statement regarding potential relevance of sociological concepts to selected site
2. Detailed job description
3. Letter of approval from proposed internship site coordinator
4. List of proposed relevant readings

Submit completed form to:

John Wozniak, Ph.D., Chair
Department of Sociology and Anthropology
1 University Circle
Macomb, IL 61455

SPECIAL REGISTRATION PERMISSION

As you matriculate through the graduate program, keep in mind that certain courses *require* a consultation with the **Chair of the Department** before you are able to register. In fact, only the Chair can grant permission to enroll or enroll you in the following courses:

- Soc 501: Individual Readings (3 s.h.)**
- Soc 600: Thesis Research (3 s.h.)**
- Soc 601: Thesis in Sociology (3 s.h.)**
- Soc 602: Comprehensive Examinations (0 s.h.)**
- Soc 694: Graduate Internship (repeatable up to 6 s.h.)**
- Soc 698: Internship Presentation (0 s.h.)**
- Soc 699: Sociology Non-Thesis Paper (0 s.h.)**
- UNIV 695: Continuing Enrollment**

While the Graduate Advisor is able to assist and guide you in the selection of courses in the program, only the Chair has the authority to enroll you in these courses. Make an appointment for a consultation if you are planning to take any of the listed courses.

If you have any question regarding requirements, courses, or are unsure about what to enroll in, please contact the Graduate Advisor to make an appointment to review your file.

Continuous Enrollment in Thesis or Exit Option

Most students, both full- and part-time, prefer to pursue an advanced degree by taking classes continuously (e.g., at least one course every fall and spring semester until completion). Thus, it is important that students file degree plans in a timely manner and, for those who interrupt their program of study, to note the maximum time period allowed for fulfilling all requirements for the degree sought. (See section entitled “Time to Complete Degree/Revalidation of Courses.”)

Once a student has begun work on a thesis or other exit option, it is expected that such work should progress continuously through each regular academic semester. A student working on an exit option should enroll in the course(s) for which academic credit is given for that option. Once all other degree requirements as stipulated on the degree plan are met, students who have an incomplete grade in exit option courses must maintain their enrollment with the university in order to make use of academic and non-academic services (e.g., laboratories, library, faculty access). Enrollment must be maintained every semester during which a student is continuing to complete an exit option. Students enrolling in no other credit hours who have not completed exit option requirements in their program must enroll in UNIV 695 (maximum 1 s.h. per semester) until a final grade is received for the exit option activity and the degree is completed, or the time period to complete the degree is exceeded. The requirement for continuous registration does not apply during a summer term. Students must complete a Request to Enroll in UNIV 695, Continuing Enrollment and submit the form to the School of Graduate Studies to request initial registration for UNIV 695.

Students seeking an exception to this policy should submit a petition to the School of Graduate Studies.

Failure to Register for UNIV 695: After the student has requested registration for one semester of UNIV 695, the Office of the Registrar will automatically register and assess tuition and fees for each semester of UNIV 695 until continuous registration is interrupted. Continuous registration is interrupted by completion of the degree, non-payment of the tuition bill, or expiration of the time limit to complete the program of study. All students who meet the criteria delineated in this policy must initiate continuous enrollment registration through the School of Graduate Studies or petition for a leave of absence from the University. Any student who fails to initiate registration or interrupts continuous registration without obtaining a leave of absence from the School of Graduate Studies must enroll in one credit hour of UNIV 695 for each of the delinquent semesters upon re-enrollment and/or reinstatement, or as a condition of having the degree conferred. Any student requesting reinstatement in a degree program must submit an online application for readmission to the School of Graduate Studies.

Grade Appeals Policy

The purpose of the grade appeal policy is to ensure that grades represent a fair and consistent evaluation of student performance.

A graduate student who believes he/she was unjustly evaluated in a course must discuss the matter privately with the professor involved by the end of the second week of the regular semester (Fall or Spring) following the term in which the student received the grade in question. Grade appeal hearings are normally heard during the Fall/Spring semesters unless all parties agree to an earlier hearing. In the event the student is unable to contact the professor by the beginning of the third week of the regular semester, the student should contact the department chairperson in order to set up a meeting with the faculty member (or to meet with the department chairperson if the faculty member is no longer on campus). The complete grade appeal process can be found at wiu.edu/policies/gradeapp.php.

Graduate Committees–Departmental

Each department offering graduate work as a field of specialization has a graduate committee. Shortly after the student has been admitted to the School of Graduate Studies, and prior to his or her first registration, the student must consult the chair of his or her graduate committee or assigned academic adviser. Graduate committees have general supervision over the work of their department's degree students. Until the Departmental Graduate Committee assigns the student to an adviser, the committee assumes responsibility for the student's general orientation and program of study.

Incomplete Grade Policy

A temporary grade of “T” (incomplete) indicates that the student has been unable to complete coursework due to circumstances beyond his or her control. A request for an incomplete grade at the graduate level may be approved at the discretion of the faculty member. Students failing to complete the required coursework within one year will receive a grade of “F.” Faculty members may approve an extension of time for the incomplete. Some academic departments have automatically extended their capstone/exit option courses (i.e. thesis, applied project, etc.) and students should contact their academic adviser to identify courses with automatic extensions already in place.

Completion of a graduate degree will not be allowed with incomplete grades posted Fall 2006 or after on the transcript.

Retaking Failed Courses

A student may repeat any credit course in which a failing grade (F) was received. Both the failing grade and the grade earned by repeating the course will appear on the transcript and will be used to calculate the student's grade point average.

Retaking Passed Courses

If a student decides that his/her mastery of a previously passed course will be improved by retaking the course, he or she may do so subject to the following conditions:

1. All grades received for each course retaken will appear separately on the transcript in addition to the original grade.
2. No honor points or credit toward graduation may be received for retaking a previously passed course.
3. Tuition and fees must be paid for all courses retaken.
4. The student must properly register to retake a course during registration or preregistration.

Previously passed courses are those for which any of the following grades have been received: A, B, C, D, or S. If a course graded S is retaken, the second grade (assuming successful completion) will also be an S since only S and U grades can be given for such courses. For all other previously passed courses, the grade on the transcript will reflect what the student has achieved by taking the course a second time.

Notification to Students on Family Educational Rights and Privacy Act of 1974

Western Illinois University, in full compliance with the Family Educational Rights and Privacy Act of 1974, shall make educational records available to students upon request. Likewise, in accordance with the law, individually identifiable educational records will not be released to anyone other than authorized individuals without written consent of the student. Students have the right to file complaints with the Family Educational Rights and Privacy Act (FERPA) Office concerning alleged failures by the institution to comply with the Act.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, dean, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the

request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, or other service provider such as the National Student Clearinghouse or Credentials, Inc.); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University may disclose education records without consent to another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements by FERPA.

Western Illinois University considers the following categories to be directory information, and, as such, may release it to any or all inquirers in such forms as news releases, directories, or computer address lists: the student's name; school and home address; WIU email address; telephone number; major field of study; dates of attendance; full- or part-time status; classification; degrees, honors and awards received (including Dean's List) and date granted; anticipated graduation date; most recent previous educational agency or institution attended; participation in officially recognized activities and sports; and, for members of athletic teams, weight and height.

Students who do not wish this information to be released may prevent such release by submitting an Exclusion of Directory Information Form to the Registrar. The request for exclusion of directory information will be honored indefinitely; however, it does not affect directory information already published or released. By requesting exclusion of directory information, students should be aware that all future requests for this information by anyone other than school officials with legitimate educational interests will be refused.

Source: http://www.wiu.edu/graduate_studies/catalog/academic_guidelines/



**FACULTY MENTORING
&
GRADUATE EDUCATION**

FACULTY MENTORING OF GRADUATE STUDENTS

Introduction

A mentor is more than an adviser or a member of a committee. A mentor provides you with wisdom, technical knowledge, assistance, support, empathy and respect throughout your graduate career. Mentoring helps students understand how their goals fit into graduate education, department life, and career choices. In the Department of Sociology and Anthropology at Western Illinois University, the formal mentorship between faculty and graduate student is designed to provide, ideally, assistance for the first year of the program. Moreover, mentoring is an ongoing professional relationship that continues even after the student has left the institution.

The three categories of Faculty Mentoring of Graduate Students that are expected include:

1. Guiding students through degree requirements:

It is understood that the graduate advisor serves as the primary academic advisor for the degree program requirements, but *all* faculty members play an active role in helping graduate students understand the degree requirements and explain the theory and reasons for specific requirements.

Discuss with students their performance in courses, examinations, internships, and offer guidance and support where appropriate or requested.

2. Guiding students through the thesis, non-thesis research, and internship process:

Evaluate the graduate students' strengths and weaknesses and offer constructive feedback about possible research topics and areas of study.

Advise graduate students on the selection of topic for their thesis/non-thesis research and direct them to appropriate faculty with relevant specialties.

Assist and guide in conjunction with or independent of the student's thesis or non-thesis committee where solicited. [Note: Different opinions may arise between the student's mentor and thesis chair; however, the student must weigh the cost and benefits of advice given.]

Encourage graduate students to remain up-to-date on the scholarly research related to their chosen topic.

Assist in finding scholarly sources to support research.

3. Guiding students through professional development:

Guide and/or advise students' development as teachers and researchers.

Encourage participation in professional meetings and departmental activities.

Help students develop professional skills in writing and professional presentations.

Inculcate an appreciation, aspiration, and respect for an overall professional attitude for faculty and peers.

Points for Consideration

The primary role of mentors to graduate students is *to share knowledge and expertise* within the discipline and *to provide academic and/or emotional support*. The development of a positive and professional rapport between faculty and graduate students is fundamental to their retention and long-term success.

- Just as a teacher has the authority to set the terms for a course, a mentor has the authority to set the terms for a mentoring relationship. That means that you can be clear with students what forms of mentoring you will provide (e.g. constructive feedback, networking assistance) and what forms you will not provide (e.g. friendship).
- *No single mentor can provide all forms of mentoring a student requires. Encourage students to solicit multiple views that can assist in their decision making and professional development.*
- Bear in mind that each student is different, so the kind of mentoring you offer a particular student might be different to the kind you offer to another student. Seek feedback from your student about your mentoring, so you can tailor your work with that student over time.
- It can be important to assess a student's work and discipline early in his/her career. This helps to provide difficult situations (e.g. underperforming students) later.
- When talking with an underperforming student, ask the student what s/he hopes to get out of the program. Reframe the situation by helping the student see the ways s/he is not meeting his or her own goals.
- Help the student understand the amount of time required on a weekly basis to make adequate progress. If the norm is that students in your program work 30 to 40 hours a week, for instance, communicate that to your student.

Professionalism and Ethics

High quality graduate education depends upon the professional and ethical conduct of the participants. Faculty and graduate students share complementary responsibilities in the maintenance of academic standards and the development of high quality graduate programs.

Graduate Students

To this end, it is essential that graduate students:

- *conduct themselves in a mature, professional, and civil manner*
- *devote an appropriate amount of time and energy toward achieving academic excellence and earning an advanced degree in a timely fashion*
- *respect faculty members' need to allocate their time and other resources in ways that are academically and personally productive*
- *take the initiative to communicate regularly with faculty and mentor, especially in matters related to research and progress within the graduate program*
- *work with diverse faculty and peers regardless of their race, gender, religion, sexual orientation, or national origin*
- *exercise the highest integrity in taking examinations, in collecting, analyzing, and presenting research data, and in teaching practice*

- take primary responsibility to inform themselves about the specific regulations and policies governing their graduate studies at the Department and Graduate School levels
- recognize that, in many disciplines, the faculty and mentor provide the intellectual and instructional environment in which the student conducts research, and may, through access to teaching and research funds, also provide the student with financial support
- manage time effectively for maximum professional development as well as personal health and well-being, balancing competing demands such as being a student, a graduate assistant, a parent, a spouse, a caregiver, etc.
- recognize that the faculty and mentors are responsible for monitoring the accuracy, validity, and integrity of the student's research, so that careful, well-conceived research will reflect favorably on the student, the faculty and mentors, and the University
- *acknowledge the contributions of the faculty, mentor and other members of the research team to the student's work in all publications and conference presentations*
- *maintain the confidentiality of the faculty, mentor, and fellow students' professional activities and research prior to presentation or publication in accordance with existing practices and policies of the discipline*
- participate at an appropriate level in discipline-based activities, such as seminars and conferences, as a component of professional development
- participate at an appropriate level in university, departmental, or program governance as a component of professional development
- uphold the public service mission of the university at an appropriate level

Faculty

It is essential that faculty:

- act in a manner that best serves the education and professional development of students
- create an ethos of collegiality so that learning takes place within a community of scholars
- *interact with students in a professional, civil, and collegial manner in accordance with University policies and relevant laws*
- familiarize themselves with policies that affect their graduate students
- impartially evaluate student performance regardless of the student's religion, race, gender, sexual orientation, nationality, or other criteria that are not germane to academic evaluation
- *promise a reasonable degree of confidentiality in communication with students, taking care not to discuss a student's performance, research results, or behavior with other students*
- *serve on graduate student committees without regard to the race, gender, sexual orientation, or national origin of the graduate student candidate*
- *prevent personal rivalries with colleagues from interfering with duties as graduate advisor, committee member, or colleague*

- *excuse themselves from serving on graduate committees when there is an amorous, familial, or other relationship between the faculty member and the student that could result in a conflict of interest*
- discuss departmental authorship policy with graduate students in advance of entering into collaborative projects
- *acknowledge student contributions to research presented at conferences, in professional publications, or in applications for copyrights and patents*
- ensure that a student's experience as a teaching, research, or staff assistant contributes to his/her professional development and does not impede the student's progress toward the degree
- *create in the classroom or laboratory supervisory relations with students that stimulate and encourage students to learn creatively and independently respect the academic freedom for students to express opinions that may differ from those of faculty*
- attain with graduate students a clear understanding of their specific research responsibilities, including time lines for completion of research and the thesis or non-thesis
- *refrain from requesting students to do tasks not closely related to their academic or professional development for the personal advantage of a faculty member*
- *provide opportunities within the graduate program for students to seek assistance for their grievances without threat of retaliation*
- respect students' need to allocate their time among competing demands
- attend committee meetings and examinations, and participate with full attention in these activities
- take reasonable measures to ensure that each graduate student initiates thesis or non-thesis research in a timely fashion
- continue to be an advisor and colleague after student graduates

Summary

An effective mentoring relationship develops over time. The student benefits from the mentor's support, skills, wisdom and coaching. Later, both people deepen their working relationship, perhaps collaborating on projects in which the student develops into a junior colleague. Both mentee and mentor may redefine their relationship as one of equals, characterized over time by informal contact and mutual assistance, thus becoming true professional colleagues.

Sources

<http://cft.vanderbilt.edu/teaching-guides/interactions/mentoring-graduate-students/>

<http://grad.berkeley.edu/policies/guides/appendix-11-best-practices-for-faculty-mentoring-of-graduate-students-approved-by-the-graduate-council-march-6-2006/>

<http://grad.washington.edu/mentoring/>



**GRADUATE ASSISTANTSHIPS:
TEACHING SUPPORT ASSISTANTS
RESEARCH ASSISTANTS
TEACHING ASSISTANTS**

THE NATURE OF ASSISTANTSHIPS

Graduate assistantships are academic merit-based awards that recognize outstanding achievement and provide financial support to students as they pursue their degrees. Both the university and the student benefit from the assistantship. The student receives professional experience and financial support, while the university gains a student assistant dedicated to advancing its mission.

Graduate assistants are expected to balance the challenges presented by both the assistantship duties and the requirements of the graduate degree. As such, a student must demonstrate satisfactory progress toward the completion of scholarly tasks as well as assignments in the workplace. All graduate students are encouraged to consult with assistantship supervisors and departmental graduate advisors throughout this process.

Students with full-time assistantships are required to work up to 20 hours per week or teach up to 6 semester hours per semester, and will receive a monthly stipend and waiver of tuition. Current stipend amounts, policies, procedures, and additional information concerning the assistantship program may be found online at wiu.edu/grad. Assistantship applications received prior to March 15 may be given priority consideration.

Categories of Assistantships

1. Teaching Assistant (TA) - A Teaching Assistant is the instructor of record for a class or laboratory, within a specific academic department of the University. Teaching Assistants' duties consist of one or more of the following types of activities:

- conducting classes or laboratories,
- preparing lectures,
- constructing and grading tests/quizzes,
- holding student conferences,
- assigning course/laboratory grades,
- other duties related to the assigned course/laboratory.

2. Teaching Support Assistant (TSA) - A Teaching Support Assistant provides assistance/support to an academic course instructor. Teaching Support Assistants' primary (i.e., greater than 50%) duties consist of one or more of the following types of activities:

- taking attendance,
- proctoring exams/quizzes,
- grading,
- developing academic instructional materials,
- tutoring,
- facilitating review/study sessions,
- other instructional support services.

3. Research Assistant (RA) - A Research Assistant is assigned to faculty members to assist with their research. Research Assistants' primary duties (i.e., greater than 50%) consist of one or more of the following types of activities:

- conducting experiments,
- collecting or analyzing data,
- collaborating in preparing publications,
- library research,
- other research activities

4. Graduate Assistant (GA) - A Graduate Assistant supports the administrative and operational functions of the University or approved external agencies. Graduate Assistants' primary duties (i.e., greater than 50%) consist of one or more of the following types of activities:

- technical support services (i.e., web, equipment management, etc.),
- advising students,
- clerical support,
- recruiting students,
- event development/management,
- other support services.

Application Process

To apply for an assistantship, an Application for Assistantship (available from the School of Graduate Studies or at www.wiu.edu/grad) must be submitted along with three letters of recommendation (some programs require specialized recommendation letters) and a statement of personal goals. The application, letters, and statement must be submitted to the School of Graduate Studies before an assistantship contract may be written.

Tuition Waiver Benefit

Graduate assistants receive a waiver of tuition (upon receipt of a signed contract) for the period of appointment plus a maximum of one summer session **adjacent to** (preceding or following) the employment period. If eligible, the summer tuition waiver is automatically applied for the summer following the end of the contract period; students must notify the Graduate School at the time of signing a fall contract if they choose to use it the preceding summer. The waiver does not include insurance costs or student fees. Tuition waivers may be revoked if the assistant does not fulfill at least two months of the regular contract.

Stipend Amounts - Effective August 1, 2012

Position	Full time	2/3 time
Graduate Assistant (GA)	\$943/month	\$629/month
Research Assistant (RA)	\$943/month	\$629/month
Teaching Support Assistant (TSA)	\$943/month	\$629/month
Teaching Assistant (TA)	\$1086/month	\$724/month

Base salary for GA, RA and TSA = \$7,544 per academic year.

Base salary for TA = \$8,688 per academic year.

An academic year = 8 months.

FAQs - Taxation on Graduate Assistant Tuition Waivers

Who will be impacted by the taxation of tuition waivers?

Those individuals who are classified as graduate assistants. Research and teaching assistants are exempt from this taxation. Refer to your assistantship contract to determine your classification.

Why are graduate assistants being taxed on their tuition waivers?

This is required by federal law. Under Internal Revenue Service regulation (IRC 127), tuition waivers awarded to graduate assistants are to be considered taxable income once the total tuition waiver amount exceeds \$5,250. This means that graduate assistants who receive more than \$5,250 in tuition waivers in a calendar year must be taxed on the amount exceeding the allowable amount.

How is the withholding amount determined?

The value of the tuition waiver exceeding \$5,250 is subject to withholding tax based on the completed W-4 on file with the Payroll Office. As such, the amount withheld may differ among graduate assistants. Questions should be directed to the Payroll Office, (309)298-1867.

The tuition waiver does not come in the form of a payment to me. How will the withholding be made?

When the value of the tuition waiver exceeds \$5,250 in a calendar year, the excess is includable as taxable income as non-cash earnings. This means you will not see a pay increase in your check, but rather the excess waiver amount is added to your regular earnings. When non-cash earnings are added to your assistantship stipend, the University must calculate and withhold the additional tax due.

The withholding will be spread over a few months in the regular semester-long contracts to minimize the impact of the deduction. If the \$5,250 tuition waiver amount is exceeded in the spring semester, withholdings will be taken from the March, April and May paychecks. If the \$5,250 tuition waiver amount is exceeded in the fall semester, withholdings will be taken from October, November, and December paychecks.

What happens to the taxes that are withheld?

Both the amount of taxable income associated with the waiver (amount exceeding \$5,250 in the calendar year) and the taxes that the University withholds with respect to such income are reported on Form W-2. The taxes that the University withholds are forwarded to the IRS and credited to your tax liability for the year.

Is it possible that the tax withholding will result in my take home pay in those pay periods to be significantly reduced or reduced to zero?

Yes. Your tax liability may result in a zero paycheck depending on the value of your waivers and the assistantship stipend you receive for the services you perform for the University.

Who do I contact if I have questions concerning the taxation of graduate assistant tuition waivers?

General questions may be directed to the School of Graduate Studies at (309) 298-1806. Specific questions concerning withholdings may be directed to the Payroll Office at (309) 298-1867.

Sources

http://www.wiu.edu/graduate_studies/prospective_students/gainfo.php

http://www.wiu.edu/graduate_studies/prospective_students/stipend.php

http://www.wiu.edu/graduate_studies/current_students/tax_questions.php

CRITERIA

Graduate assistantships are awarded on strong, merit-based, academic performance. All awards are based on an open, competitive process. All files must be complete and submitted by the specified deadline. Incomplete applications and those not submitted by the posted deadline will not be reviewed. *All submitted materials will be reviewed by the Graduate Committee.*

To be considered for a Graduate Assistantship, *students should:*

01. Have unconditional admittance in the Graduate Program in Sociology.
02. File an application for a Graduate Assistantship with Graduate Studies.
03. Have a minimum Undergraduate GPA of 3.30.
04. Have a minimum Graduate GPA of 3.50 for continuing or returning students.
05. Have a TOEFL score of at least 100-110/120 for International Students if required.
06. Submit a current personal narrative statement fully addressing why you think you should be considered for an Assistantship based on your academic achievement and/or potential (2-3 pages). You must also address the skills-set(s) that you bring to the position.
07. Submit three letters of recommendation addressing the your abilities including academic and personal maturity, relevant skill-set(s), responsibility, attitude, and potential as a professional.
08. Have received PASSING results on *both parts* of the Comprehensive Examinations for continuing students.
09. Not have more than one (1) Incompletes. If a student has an Incomplete, an explanation must be provided as well as a projected completion date. It is recognized that those completing a thesis may have an Incomplete (for 600 or 601) and will be considered.
10. Previous GA evaluations will also be required.

Assistantships are awarded yearly. Students MUST reapply and resubmit all required supporting materials following posted guidelines.

All Assistantships are subject to funding availability.

RESPONSIBILITIES

1. FUNDAMENTAL EXPECTATIONS

- **YOU ARE REQUIRED TO CONDUCT YOURSELF IN A PROFESSIONAL MANNER CONSISTENT WITH UNIVERSITY AND DEPARTMENTAL STANDARDS AT ALL TIME. YOUR BEHAVIOUR IS A REFELCTION OF THE DEPARTMENT.**
- Graduate Assistants typically perform some or all of the following duties: proctor and grade exams, tutor students, maintaining attendance records, leading discussion/review sessions, running errands, completing library research, as well as other general assistance related to teaching and research. (See current Graduate Studies guidelines: http://www.wiu.edu/graduate_studies/prospective_students/gainfo.php).
 - Many of the activities you will engage in are governed in some way by the Family Educational Rights Privacy Act (FERPA) which guarantees students complete confidentiality and privacy regarding their grades. Accordingly, you are required to maintain complete confidentiality regarding student grades, discussing them only with the course instructor.
- Graduate Assistants will receive assignments prior to the first week of each semester. You are required to begin working during the first week of the semester, but you are not expected to work during University holidays or during finals week unless you are making up for missed hours during the rest of the semester.
- Graduate assistants may be assigned to two or three faculty members for a period of 3-6 hours each. In the event that one faculty member does not utilize his or her 'time allotment' in a given week, graduate assistants should use that time (up to their full 13 or 20 hours) to assist other assigned faculty members or to complete "intermittent" tasks (see below).
- In addition to being assigned to at least one faculty member, you are expected to complete tasks for other faculty members in the department on an intermittent basis. In addition, faculty members may need periodic assistance with proctoring exams, running errands, etc. Faculty members may also call or stop by the graduate office to request assistance during grad office hours.
- During the 12th and 13th weeks of each semester, all departmental graduate assistants will assist in the administration of course evaluations for the department.
- Periodic mandatory graduate assistant meetings will be scheduled during the semester. Graduate assistants **MUST** attend all meetings.

2. CONTACTING ASSIGNED FACULTY

- You are required to contact your assigned faculty member(s) within the first three days of the semester to discuss general requirements and to establish weekly meetings. This is **MANDATORY**.
- You are **REQUIRED** to meet with each assigned faculty member at least once each week to receive new assignments, turn in work, consult, etc. Your faculty members may want to meet more than once per week.
- It is your job to follow up with faculty members and to see if they need your assistance. It is **NOT** the faculty member's responsibility to track you down when they need work completed.

- DO NOT RELY on email as a way to stay in touch with your assigned faculty member(s) unless otherwise instructed to do so by that faculty member. *Take the initiative in maintaining on-going communication with your assigned faculty member(s).*

3. OFFICE HOURS

- Each graduate assistant is assigned to 4-6 office hours per week, based on their other faculty assignments. Both faculty and students rely on this office being staffed M-F 10:00am-2:00pm. Hence, you are REQUIRED TO HOLD OFFICE HOURS.
- The primary purpose of your office hours is to tutor undergraduate students enrolled in sociology and anthropology courses. In addition, this time should be used for test preparation, paper writing, etc. and for assisting faculty on an intermittent basis (running short errands, proctoring makeup exams, etc.). You may also be required to occasionally show a film or proctor an exam during your office hours for faculty, who are not assigned a regular GA or who need additional assistance. Do comply with the request for assistance.
- Graduate assistants may use this time to work on their own coursework IF no students or faculty need assistance. You may also work on regular work as required by assigned faculty members as long as it can be done IN THE GRADUATE STUDENT OFFICE.
- Do not use your office hour time to do library research (unless you do so online from the grad office), run lengthy errands, etc. for assigned faculty members. These duties should be taken care of outside of your regular office hours so that you are IN THE GRADUATE ASSISTANT OFFICE IF YOU ARE NEEDED ON SHORT NOTICE.
- In general, if you are ill or unable to make your office hours for any reason, please contact Ms. Jane May, Department secretary (298-1056) AND Dr. Davison Bideshi (309-298-3494, D-Bideshi@wiu.edu) immediately. You are expected and required to “make up” missed hours and should notify Dr. Bideshi about these arrangements.
- The Graduate Office is a professional area. Please refrain from boisterous conversation, sleeping, criticizing other students or faculty, etc. If you have any questions, please feel free to ask.

4. ADDITIONAL EMPLOYMENT

- Periodically, Graduate Assistants hold multiple jobs. This is counter to the University’s policy, which prohibits graduate assistants from holding second jobs without approval.
- You should remember that your GA position MUST receive priority if you hold secondary employment. *Failure to complete assigned duties because of additional employment is grounds for dismissal.*
- A failure to grade exams in a timely manner because of other work requirements or the inability to proctor an exam for a faculty member during a time when you previously stated you were available because of a “shift change” are both examples of secondary employment interfering with your GA duties and can lead to disciplinary action up to and including dismissal of your GA contract *at any point during the period of contract.*
- The bottom line is this: if you have outside employment, you are REQUIRED to disclose this to the Graduate Committee Chair, who may then advise you of potential outcomes.
- **Most importantly, regarding the expectations of graduate assistants, relationships to assigned faculty, the holding of office hours, and the consideration of outside employment simply remain conscientious of your unique position in the Department and act the part of the professional in the performance of job-related duties.**

5. GRADUATE COMMITTEE CHAIR

- The Graduate Committee Chairperson acts as your immediate supervisor. Faculty members typically bring concerns to the Graduate Chair in addition to discussing them with the progress and contribution of the graduate student. These discussions are taken with the utmost seriousness and have an effect on the resolution of GA-related issues.
- Students should contact the graduate chair if they:
 - Are being repeatedly required to work more than their maximum hours. The rule of thumb is to know your contracted hours.
 - Are having difficulty completing tasks.
 - Are having conflicts with assigned faculty member(s).
 - Are unable to work on a scheduled date (for office hours or faculty assistance).
 - Have any questions or concerns about their assistantship responsibilities.

6. PERFORMANCE EVALUATION

- Each Graduate Assistant will meet with the Graduate Committee Chair during the final two weeks of the semester to review their performance. Your evaluation will be based on comments compiled from assigned faculty members as well as a general assessment from the Graduate Committee Chair.

7. APPOINTMENTS AND REAPPOINTMENTS

- All appointments and reappointments are contingent upon University and Departmental funding and satisfactory performance as determined through the Performance Evaluation Review. Appointments may be terminated at any point during the course of the semester based on unsatisfactory performance or dereliction of duties.
- Professionalism and academic merit are required for continued consideration of Graduate Assistantships.



**COMPREHENSIVE EXAMINATIONS:
THE ORGANIZATION, STRUCTURE, AND
PROCEDURES**

Timing of the Comprehensive Examination

The Comprehensive Examination of Graduate Students will be offered twice a year: 1) on the Saturday before Finals Week of the Spring Semester and 2) the Saturday of the beginning of the Fall semester (i.e., in August). **For 1:** *All students are required* to take the Examination the semester in which the core requirements in Theory (Soc 518 & 519) and Methods (Soc 530 and 531) are completed. This will be during the Spring administration for all students. Students finishing all the core requirements, who choose not to sit for the examination in Spring, will receive a failing score on both parts of the Examination and must consider their action will a) delay matriculation in the program and b) face the dilemma of completing all coursework *and* the potential of failing the Examination in the future, i.e., during the August administration, which will result in being dismissed from the program. **For 2:** Those who fail to meet expectations (i.e., fail) any part of the Examination *must* retake the failed portion during the second administration in August. In the event of a second fail evaluation, the student will be dismissed from the program before starting the second year. There is no exception or waivers to this requirement. See 'Results and Repercussion' Section.

The Comprehensive Examination Construction Process

The Comprehensive Examination of Graduate Students will be developed and assessed by a committee composed of the following individuals: two faculty from the cohort of instructors that taught SOC 518 and SOC 519 during the prior and current academic calendars; two faculty from the cohort of instructors that taught SOC 530, SOC 531 and SOC 535 during the prior and current academic calendars; and the Director of Graduate Studies.

The Director of Graduate Studies oversees the process but does not engage in assessment or exam construction unless invited by either of the instructor cohorts. However, the Graduate Director in consultation with the Department Chair will engage in assessment of student performance in the event of a split decision by the evaluators.

In the event that more faculty are "eligible" to participate in the development of the Comprehensive Examination and the subsequent assessment of student work than are required, faculty within each cohort (Theory or Methods) may – with the approval of the other faculty in their cohort and the Director of Graduate Studies – self-select out of the Examination process, so long as there are two faculty members remaining in the cohort.

If the Graduate Director is a member of a cohort, their role as Graduate Director supersedes his/her position as a member of the cohort. Accordingly, the Graduate Director will be the first to self-select out of the Examination construction process although he/she must maintain his/her role in the process as Graduate Director. If the Graduate Director is a member of the cohort and his/her requirement of self-selecting out of the process will leave one or more of the cohorts understaffed, in consultation with the Graduate Committee, the Graduate Director and Department Chair will invite members of the theory or methods working group to take his/her place as a member of the instructional cohort in the examination process. Upon the acceptance of such an invitation by an individual from either the methods or theory working group, the Graduate Director reassumes his/her normal role in the examination process.

Once it is determined which four faculty members will develop the Comprehensive Exam and subsequently assess student responses (two faculty in Theory and two in Methods), those individuals should begin working on Exam construction.

Structure of the Comprehensive Examination – Faculty Process

The Comprehensive Examination is an assessment of student knowledge of the core concerns in sociological theory and methods. One-half of the Examination includes material that covers theory and the other half will cover methodological concerns. The Examination is designed to gauge more than the student's familiarity with the central theoretical and methodological concerns in the field. It is expected that the knowledge demonstrated go beyond what was acquired at the undergraduate level and approach a more advanced and critical interpretation of material. A mere restatement or glossing over will not suffice. A good demonstration of a mastery of materials will include integration, interpretation, and synthesis of theories and methodologies. Furthermore, the use of appropriate argot (professional language), concepts, paradigms, theorists, etc. will provide an indication of your level of sophistication and maturity in analyzing and discussing the sociological landscape. The Examination is set by the Department. All students are subjected to the Examination. There are no waivers.

The questions developed by the constructing cohorts must be submitted to the Graduate Director at least two weeks before the examination. While the faculty cohorts have latitude in the construction of their portion of the exam, they should also keep in the mind that students will have no more than four (4) hours to respond to the examination question(s) that are presented. Accordingly, it is suggested that faculty cohorts consider using an examination plan that consists of at least one required question and then an opportunity for students to select one or more questions from a longer list of possible questions.

On the designated examination day, those faculty, who constructed the examination, along with the Graduate Director, should make sure at least one individual is always on hand to monitor and supervise the examination process.

At the end of the examination day, the Graduate Director will provide digital copies of the student responses to the respective faculty. Faculty should reasonably expect those materials to be available to them by 7:00 p.m. Saturday evening.

Structure of the Comprehensive Examination – Student Process

On the day of the examination, the Graduate Director or a member of the examining committee will meet the Graduate Students at the planned examination location – likely a computer lab or reserved computer lab space – and distribute the examination. The examination will officially begin at 8:30a.m. with the completed exams being turned in prior to or collected at 4:30 p.m. Students are on the honor system during the examination and are free to come and go as they please. Students completing the examination early may turn in their completed examination and be excused from the examination room.

NOTE

Students are allowed to use ONLY ONE 8.5" x 11" sheet of paper (both sides) for notes for both parts of the Examination.

Evaluation of Student Responses on the Comprehensive Examination

The evaluation of student responses is carried out by the same cohort who constructed the examination. Each respective cohort will read and assess student responses in ONLY that area that they developed. In terms of assessment, individual faculty have only three designations they can provide student responses: Exceed Expectations, Meets Expectations, and Fails to Meet Expectations. Although faculty are reading and evaluating student work in terms of the individual questions students responded to, the above designation is given with respect to the work in a subject (theory or methods) as a whole.

Once all student work has been independently read and evaluated, each examination cohort of faculty must meet early in the following week to discuss and compile results for delivery to the Graduate Director. At this meeting faculty must determine what designation should be communicated to the Graduate Director. Each cohort will determine and deliver their final determinations separately.

When determining their final designations, each cohort of faculty may provide to the Graduate Director one of three possible determinations: Satisfactory (Exceeds Expectations or Meets Expectations); Unsatisfactory (Fails to Meet Expectations); or "unable to reach a decision." If examination faculty choose the third option – "unable to reach a decision" – that student's examination (in that area) will be read and assessed by the Graduate Director or designated member of the Theory or Methods faculty, and the Graduate Director in consultation with the Department Chair and the members of the examining committee (methods or theory) will cast the tie-breaking decision on the student's examination in that area.

Examining faculty cohorts must submit their unified final determinations of student performance in their respective subject areas to the Graduate Director prior to the University Registrar's announced deadline for Final Grades for the Spring Semester.

Results and Repercussions of the Comprehensive Examination Process

The Graduate Director will inform students of the results of the Comprehensive Exam in writing by the second week in the summer term.

Students whose examinations are deemed "satisfactory" in both subjects will continue on in the program unhindered. Students who "fail to meet expectations" in both subjects must petition the Graduate Committee to continue on in the program and to retake the Comprehensive Examination in August. Students who receive a split decision (a "satisfactory" determination in one subject but "unsatisfactory" in the other subject) will also be required to retake the "unsatisfactory" portion of the Comprehensive Examination again in August prior to the beginning of the Fall semester to continue on in the program. Students, who do not achieve "satisfactory" marks in both areas after two attempts, will be dismissed from the Graduate Program in Sociology.

Students may appeal the results of the Comprehensive Examination, ONLY if they are taking any portion of the Examination for a second time. Student may make such appeals to the Graduate Committee of the Department of Sociology and Anthropology, through the Graduate Director. In hearing any student appeals, the Graduate Committee may consider not only student testimony, but also testimony of the examining faculty from each of the Comprehensive

Exams, as well as the general graduate-level academic record of the student making the request. Unsuccessful appeals will result in the dismissal of the student from the program. However, in successful appeals, the Graduate Committee may impose reasonable sanctions on the student without dismissing him/her from the program including, but not limited to the retaking or auditing of core courses.



**EVALUATION OF THESIS, NON-THESIS,
AND INTERNSHIP PAPERS AND
PRESENTATIONS**

Assessment Instrument A: Written Paper

Evaluation: _____ Thesis _____ Non-Thesis _____ Internship

Semester/Year: _____

Candidate's Name: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date _____

Key: 1 = Needs Improvement 2 = Meets Expectations 3 = Exceeds Expectations

Demonstrates the ability to select a sociologically appropriate research question and illustrate the significance of that question.

Comments:

Demonstrates an in-depth understanding of the issues and debates in the literature and the theories relevant to their selected question(s).

Comments:

Demonstrates the ability to synthesize the relevant previous research in a logical manner to present hypotheses and/or findings.

Comments:

Demonstrates a clear understanding of the methods, limitations, and processes involved in his/her selected research design and/or relevant literature.

Comments:

If appropriate, demonstrates the ability to present data analyses, limitations, and derive appropriate conclusions from these analyses.

Comments:

Demonstrates the ability to communicate effectively in written form.

Comments:

Overall evaluation:

Assessment Instrument B: Oral Presentation

Evaluation: _____ Thesis _____ Non-Thesis _____ Internship

Semester/Year: _____

Candidate's Name: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date _____

Key: 1 = Needs Improvement 2 = Meets Expectations 3 = Exceeds Expectations

Demonstrates the ability to select a sociologically appropriate research question and illustrate the significance of that question.

Comments:

Demonstrates an in-depth understanding of the issues and debates in the literature and the theories relevant to their selected question(s).

Comments:

Demonstrates the ability to synthesize the relevant previous research in a logical manner to present hypotheses and/or findings.

Comments:

Demonstrates a clear understanding of the methods, limitations, and processes involved in his/her selected research design and/or relevant literature.

Comments:

If appropriate, demonstrates the ability to present data analyses, limitations, and derive appropriate conclusions from these analyses.

Comments:

Demonstrates the ability to communicate effectively in written form.

Comments:

Overall evaluation:



ACADEMIC INTEGRITY POLICY

STUDENT ACADEMIC INTEGRITY POLICY

Preamble

Western Illinois University, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. Students have rights and responsibilities (<http://www.wiu.edu/provost/students/>) and students should realize that deception for individual gain is an offense against the members of the entire community, and it is the student's responsibility to be informed and to abide by all University regulations and policies on Academic Integrity.

Plagiarism, cheating, and other forms of academic dishonesty constitute a serious violation of University conduct regulations. Students who engage in dishonesty in any form shall be charged with academic dishonesty.

It is a duty of faculty members to take measures to preserve and transmit the values of the academic community in the learning environment that they create for their students and in their own academic pursuits. To this end, they are expected to instill in their students a respect for integrity and a desire to behave honestly. They are also expected to take measures to discourage student academic dishonesty, to adjust grades appropriately if academic dishonesty is encountered, and, when warranted, to recommend that additional administrative sanctions be considered. Grading policies are the exclusive prerogative of the faculty; administrative sanctions are under the authority of the Director of Student Judicial Programs. This document provides policies and procedures to be followed when academic dishonesty is encountered.

I. Definitions of Academic Dishonesty

The following definitions and examples are not meant to be exhaustive. The University reserves the right to determine, in a given instance, what action constitutes a violation of academic integrity.

A. Plagiarism

Plagiarism is presenting the work of another as one's own. Plagiarism occurs whenever:

1. one quotes another person's actual words or replicates all or part of another's product without acknowledgment. This includes all information gleaned from any source, including the Internet.
2. one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words without acknowledgment.
3. one uses facts, statistics, or other illustrative materials without acknowledgment.
4. one fails to acknowledge with a citation any close and/or extended paraphrasing of another.
5. one fails to use quotation marks when quoting directly from another, whether it is a few words, a sentence, or a paragraph.

Typical examples: Submitting, as one's own, the work of another writer or commercial writing service; knowingly buying or otherwise acquiring and submitting, as one's own work, any research paper or other writing assignment; submitting, as one's own, work in which portions were produced by someone acting as tutor or editor; collaborating with others on papers or projects without authorization of the instructor.

In addition to oral or written work, plagiarism may also involve using, without permission and/or acknowledgment, computer programs or files, research designs, ideas and images, charts and graphs, photographs, creative works, and other types of information that belong to another.

Because expectations about academic assignments vary among disciplines and instructors, students should consult with their instructors about any special requirements related to citation.

B. Fabrication and Falsification

Fabrication or falsification is intentionally and knowingly making unauthorized alterations to information, or inventing any information or citation in an academic exercise. Fabrication (inventing or counterfeiting information) and/or falsification (altering information) occur whenever:

1. one alters or falsifies a graded work after it has been evaluated by the instructor and resubmits it for re-grading.
2. one invents data in a piece of work or provides a false account of the method by which data were generated or collected.
3. one misrepresents by fabricating an otherwise justifiable excuse such as illness, injury, accident, etc., in order to avoid timely submission of academic work or to avoid or delay the taking of a test or examination.

Typical Examples: Fabrication--inventing or counterfeiting data, research results, information, or procedures; inventing data or fabricating research procedures to make it appear that the results of one process are actually the results of several processes; counterfeiting a record of internship or practicum experiences.

Falsification--altering the record of data or experimental procedures or results; false citation of the source of information (e.g., reproducing a quotation from a book review while indicating that the quotation was obtained from the book itself); altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; altering a returned examination paper and seeking regarding.

C. Cheating

Cheating is intentionally using or attempting to use unauthorized materials, information, notes, study aids, solution manuals, or other devices in any academic exercise, test, or quiz. This includes unauthorized communication of information during an exercise. Cheating includes:

1. possessing unauthorized notes, crib sheets, additional sources of information, or other materials during an examination.
2. preparing a written answer to an exam question outside of class and submitting that answer as part of an in-class exam.
3. possessing term papers, examinations, lab reports, or other assignments which were supposed to be returned to the instructor.
4. altering test answers and then claiming the instructor improperly graded the test or examination.
5. giving or receiving answers by use of any signals or technology during a test.

Typical Examples: Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes, or other devices (e.g., calculators) when these are not authorized; procuring without authorization tests or examinations before the scheduled exercise (including discussion of the substance of examinations and tests when it is expected these will not be discussed); copying reports, laboratory work, computer programs or files and the like from other students; collaborating on laboratory or computer programs or files and the like with other students; collaborating on laboratory or computer work without authorization and without indication of the nature and extent of the collaboration; sending a substitute to take an examination.

D. Complicity in Academic Dishonesty

Complicity in academic dishonesty is intentionally or knowingly helping, or attempting to help, another commit an act of academic dishonesty. Complicity includes:

1. permitting another student to copy one's work during an examination or allowing another student to copy one's paper, lab report, computer program, or other assignments.
2. taking an examination or any portion of a course for another student; writing a paper, lab report, computer program, or other assignments for another student.

Typical Examples: Knowingly allowing another to copy from one's paper during an examination or test; knowingly and without authorization distributing test questions or substantive information about the material to be tested before the scheduled exercise; collaborating on academic work knowing that the collaboration will not be reported; taking an examination or test for another student, or signing a false name on an academic exercise. (Note: Collaboration and sharing information are characteristics of academic communities. These become a violation when they involve dishonesty. Instructors should make expectations about collaborations clear to students. Students should seek clarification when in doubt).

E. Abuse of Academic Materials

Abuse of academic materials is intentionally or knowingly destroying, stealing, or making inaccessible library or other resource material.

Typical Examples: Stealing or destroying library or reference materials needed for common academic exercises; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing or intentionally destroying another student's notes or laboratory experiments; receiving assistance in locating or using sources of information in an assignment where such assistance has been forbidden by the instructor. (Note: The offense of abuse of academic materials shall be dealt with under this policy only when the abuse violates standards of integrity in academic matters, usually in a course or experience for which academic credit is awarded).

F. Multiple Submissions

Multiple submissions occurs when one intentionally or knowingly submits substantial portions of the same academic work (including oral reports) for credit more than once without the explicit authorization of both instructors. Typical Examples: Submitting the same or substantially the same work for credit in more than one course without prior permission of both instructors. Building upon or reworking prior work is acceptable with permission of both instructors.

II. Reporting Academic Dishonesty

All members of the University community share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. Any student, faculty member, or staff person who has witnessed an apparent act of student academic dishonesty, or has information that reasonably leads to the conclusion that such an act has occurred or has been attempted, has an ethical responsibility for reporting said act(s). Confronting and reporting academic dishonesty can be done in a variety of ways, and people should choose the manner most appropriate for the circumstances. Acts of apparent academic dishonesty that occur in the classroom should be reported directly to the course instructor, and/or the course instructor's Department Chair, and/or the instructor's College Dean. The Council on Admission, Graduation, and Academic Standards (CAGAS) or the Graduate Council will not accept or act upon anonymous reports, but will hold in strict confidence the identity of any person reporting a suspected instance of academic dishonesty, unless that person consents to having his/her identity revealed.

III. Undergraduate and Graduate Academic Integrity Procedure, Step One:

A. Notification of the student

1. A faculty member responsible for assigning final grades in a course may acquire evidence, either directly or through information supplied by others that a student violation of academic integrity may have occurred. After collecting the evidence available, the faculty member must meet with each student involved to present the evidence of a violation and request an explanation. If the faculty member accepts the student's explanation and finds that no violation has occurred, no further action is taken. (If a face-to-face meeting is impossible or impractical, this meeting may take place by phone or by e-mail communication.)
2. If the faculty member determines that a violation has occurred, the faculty member must complete an Academic Integrity Incident Report and give a copy of the report and any supplementary materials to the student within five (5) working days of the initial meeting with the student. The report must contain:
 - a. the nature of the charge
 - b. brief summaries of the evidence and the meeting with the student
 - c. the proposed academic penalty
 - d. notice of the procedure and time frame for appealing the decision
3. The report must be signed and dated by both the student and the faculty member. The student's signature is not an admission of guilt, but an acknowledgement that he or she has been notified of the charge. If the student refuses to sign, the faculty member shall write "refused to sign" on the form. The Department Chair shall also sign the form. The faculty member will send copies of the report and all supplementary material, including copies of the evidence of academic dishonesty, to the Department Chair and (for record-keeping purposes) to the Council on Admission, Graduation and Academic Standards (if the case involves an undergraduate student) or to the Graduate Council (if the case involves a graduate student.) The faculty member should retain original copies of all evidence.
4. Once a faculty member has charged a student with academic dishonesty, the student may not withdraw from the course. Any student who withdraws from a course after the charge is made may be reregistered by the Registrar for the course so that appropriate action can be taken.
5. An incomplete will be given to the student(s) by the instructor in the event that a charge of academic dishonesty cannot be resolved before the submission of the final course grade(s). If it is not possible for the faculty member and student to meet prior to the submission of final grades, the faculty member shall advise the Department Chair and the Chair of CAGAS or the Graduate Council (as appropriate) of the pending case and submit a provisional version of the Academic Integrity Incident Report along with any supporting materials. The Chair of CAGAS or the Graduate Council (as appropriate) shall send a letter notifying the student of the incomplete grade and informing the student of his or her responsibility to meet with the faculty member before the end of the second week of the next fall or spring semester to discuss the allegations of academic dishonesty. If the student does not meet with the faculty member by the end of the second week of the next fall or spring semester it is assumed that the student is not appealing the decision of the faculty member, and the faculty member shall submit a Change of Grade Form to remove the incomplete and assign the appropriate grade for the course. If a course grade of "F" is assigned as a penalty for the academic dishonesty, this must be indicated on the Change of Grade Form.
6. If the student wishes to appeal the faculty member's charge of academic dishonesty, he or she must file a written appeal with the Department Chair within five (5) working days following receipt of the Academic Integrity Incident Report. In cases where a student does not file a written appeal with the department chairperson, then the faculty member will assign an appropriate grade for the course.

B. Assignment of Penalty

1. All acts of academic dishonesty violate standards essential to the existence of an academic community. Most offenses are properly handled and remedied by the faculty member teaching the course in which they occur. The penalties that may be assessed by the faculty member are course related and may include the following:
 - a. a revision of the work in question and/or completion of alternative work, with or without a grade reduction;

- b. a reduced grade (including "F" or zero) for the assignment;
 - c. a reduced grade (including "F") for the entire course;
 - d. referral to the Student Judicial Program.
 - 2. The use of grades to address questions of academic dishonesty is at the sole discretion of the faculty member. A second violation of this policy will automatically result in formal judicial charges being brought against the student.
- C. Assignment of Penalty for Academic Integrity Violations in Graduate Exit Options
 - 1. An offense committed in completing an exit option of a graduate program is particularly egregious. The penalty for the violation may include any of the options described in III.B.1. above, as recommended by the professor directing the exit option (when appropriate), in conjunction with the department/program's graduate committee and supported by the Department Chairperson/Director. In addition the penalty also may include dismissal from the degree program, an action that prohibits the student from the completion of the graduate degree program requirements for graduation.
 - 2. The use of dismissal from a program to address a violation of academic integrity for an exit option is at the discretion of the professor directing the exit option (when appropriate), the Department/Program Graduate Committee, and the Department Chairperson/Director; these individuals will function as the Department Academic Integrity Committee. However, a student who has been removed from a degree program may appeal to a special ad hoc College Academic Integrity Committee, selected from eligible College faculty who have full membership in the graduate faculty. If the decision of the special ad hoc College Academic Integrity Committee is unsatisfactory to either the graduate student or the faculty member, that person will have the right to appeal to the Graduate Council. All committees follow the procedures established below.
- IV. Undergraduate and Graduate Procedure, Step Two: Appeals
 - A. Constitution of Academic Integrity Committees:

Each academic department and college within the University will establish an Academic Integrity Committee whose sole responsibility is to determine whether there has been a violation of the Academic Integrity Policy, but not to determine any penalty, in accordance with the procedures outlined below.

Faculty members and students should be aware of potential conflicts of interest and excuse themselves from service. If the impartiality of a committee member is questioned, the committee itself must reach a decision as to the continuance of the individual so questioned. If a member is disqualified, another individual from the same constituency will be appointed to serve in his or her place. Department Chairs and administrators (assistant dean, associate dean, dean, etc.) of any college will not serve on any Academic Integrity Committee.

1. Department Academic Integrity Committee

Each department will establish a standing Academic Integrity Committee comprised of an odd number of members. If the Academic Integrity Committee consists of the minimum of three members, then one member must be a student who was not in the course from which the allegation originates and is not currently a student in any course taught by the faculty member bringing the allegation. (If the case involves an undergraduate student, then the student representative must be an undergraduate student. If the case involves a graduate student, then the student representative must be a graduate student.) If the committee consists of more than three faculty members, then the committee must have two student members that were not in the course from which the allegation originates and are not currently in any course taught by the faculty member bringing the charge. Department Chairs will notify each faculty member on the Academic Integrity Committee of the first meeting at the beginning of the semester, before an Academic Integrity report is filed. At this meeting, the chairperson will be elected by the members of said committee.

2. College Academic Integrity Committee

The College Academic Integrity Committee will consist of five persons: two voting students selected according to the criteria for Department Committees and three voting faculty members appointed by the Dean from the chairpersons of Department Academic Integrity Committees (or their designees) within the College but not from the academic department from which the Academic Integrity case originated. The chair will be appointed by the Dean of the College.

3. University Academic Integrity Committee

The Council on Admission, Graduation, and Academic Standards (CAGAS) will serve as the Academic Integrity committee for undergraduate students at the University level. The Graduate Council will serve as the Academic Integrity committee for graduate students at the University level.

B. Procedures for All Committees

1. Within five (5) working days following the receipt of a student's written request to appeal a charge of academic dishonesty, the appropriate Academic Integrity Committee will arrange a hearing. Academic Integrity hearings are normally heard during the Fall/Spring semester unless all parties agree to an earlier hearing. At least five (5) working days in advance of any hearing, the Chairperson of the Committee will notify the student and the faculty member involved of the time and place of the hearing, the specification(s) of the complaint (including any written documentation that was provided by the student or faculty member), and the right of each individual to be accompanied by an advisor. Reasonable efforts will be made to accommodate the class schedules of students and faculty members when setting committee meetings and hearings. If either the student, the faculty member, or their witnesses are unable to attend the hearing in person, they may participate in the hearing by telephone.
2. One advisor for the student and one for the faculty member may be present when evidence is presented to the committee. Advisors are not allowed to ask questions or present material and cannot serve as witnesses. The student and the faculty member may submit written materials to support his or her position. Either party may have witnesses testify in writing or in person. All committee hearings will be confidential. Witnesses will be excluded except for the period of their questioning. All participants will conduct themselves in a professional and collegial manner. Anyone failing to comply with this requirement can be excluded for the remainder of the hearing.
3. Agreement or disagreement with the charge of academic dishonesty shall be determined by majority vote of those present on a secret ballot. A written report of the proceedings will be prepared by the Chairperson of the Committee and submitted to the members for their approval. This report should include the basis for the charge, conclusions reached by the committee, and a report of the voting which reflects the majority and minority points of view.

C. Department Level Hearing

1. The hearing at the department level will be completed within twenty (20) working days after the receipt of the student's request to appeal. Within five (5) working days after the departmental hearing, the Chairperson of the Committee must inform the faculty member, student, chair of the department, and (for record-keeping purposes) either the Council on Admission, Graduation, and Academic Standards (if the case involves an undergraduate student) or the Graduate Council (if the case involves a graduate student) of the decision in writing. If the Committee finds that a violation occurred, the student should be informed of the procedure and timeline to appeal the decision to the College level and that if the student chooses not to appeal, the penalty imposed by the faculty member will stand.
2. If the Committee finds that no violation has occurred, the faculty member must inform the Chairperson of the Committee in writing as to whether or not he or she will appeal the decision within five (5) working days. The Chairperson of the Committee must then inform the student and the chair of the department in writing of the faculty member's decision.

within five (5) working days. If the faculty member fails to reply within the specified time limit, it will be assumed that he or she has decided not to pursue a charge of academic dishonesty.

3. In cases where the faculty member does not become a party in the proceedings and the Departmental Academic Integrity Committee makes a decision in favor of the student, the allegations will be dismissed and the Incomplete (if one is recorded) will be changed to the appropriate grade. The Chairperson of the Committee will submit a change of grade form and indicate that the change is due to an Academic Integrity appeal.

D. College Level Hearing

1. If the result of the decision of the Departmental Academic Integrity Committee is unsatisfactory to either the student or the faculty member, that person will have the right to appeal to the Dean of the College in which the department involved is located. The written appeal must be filed with the Dean's Office within fifteen (15) working days after all parties have been notified of the Department Committee's findings. The Chairperson of the Department Committee will forward the committee's report, and all written material considered by the committee, to the Dean's Office upon being notified by the Dean that there will be an appeal at the College level. This material will also be sent to both the faculty member and student involved with the Academic Integrity hearing.
2. A hearing will be held within ten (10) working days after receiving the appeal using the same procedures provided for at the department level. The College Committee will also include in its deliberations the written report of the Departmental Academic Integrity Committee and any other written materials forwarded to the Dean from the Chairperson of that Committee.
3. The College Committee shall notify all parties of their decision following the same timeline and procedures as described for the Department Committee.

E. University Level Hearing--Undergraduate Student

1. If the decision of the College Academic Integrity Committee is unsatisfactory to either the undergraduate student or the faculty member, that person will have the right to appeal to the Council on Admission, Graduation, and Academic Standards (CAGAS). The written appeal must be filed with the Chairperson of the Council within fifteen (15) working days after all parties have been notified of the College Committee's findings. The Chairperson of the College Academic Integrity Committee will forward all reports and written materials that had been forwarded to the College Academic Integrity Committee to the Chairperson of the Council upon being notified that there will be an appeal.
2. In preparation for the hearing, the Chairperson of the Council shall review the case and may request additional information from the Department or College Committees or any of the parties involved. The Council shall then conduct its hearing in the same manner as provided for the Department and College Committees. No member of CAGAS from the department in which the appeal originated may participate in the deliberations or vote on the case.
3. The Chairperson of CAGAS will then inform the student, faculty member, chair of the department, and dean of the college in writing of the decision in the case. If CAGAS finds no violation has occurred, the charge of academic dishonesty will be dismissed. The student may then either remain in the course without penalty, or withdraw from the course regardless of any published deadlines. If CAGAS finds that a violation has occurred, then the faculty member will assign the appropriate grade.

F. University Level Hearing -- Graduate Student

1. If the decision of the College Academic Integrity Committee is unsatisfactory to either the graduate student or the faculty member, that person will have the right to appeal to the Graduate Council. The written appeal must be filed with the Chairperson of the Graduate Council within fifteen (15) working days after all parties have been notified of the College Committee's findings. The Chairperson of the College Academic Integrity Committee will forward all reports and written materials that had been forwarded to the College Academic Integrity Committee to the Chairperson of the Graduate Council upon being notified that there will be an appeal.
2. In preparation for the hearing, the Chairperson of the Graduate Council shall review the case and may request additional information from the Department or College Committees or any of the parties involved. The Graduate Council shall then conduct its hearing in the same manner as provided for the Department and College Committees. No member of the

Graduate Council from the department in which the appeal originated may participate in the deliberations or vote on the case.

3. The Chairperson of the Graduate Council will then inform the student, faculty member, chair of the department, and dean of the college in writing of the decision in the case. If the Graduate Council finds no violation has occurred, the charge of academic dishonesty will be dismissed. The student may then either remain in the course without penalty, or withdraw from the course regardless of any published deadlines. If the Graduate Council finds that a violation has occurred, then the faculty member will assign the appropriate grade.

V. Records

Individual records of academic dishonesty shall be kept by the Registrar's office for all students and an additional file will be maintained by the Graduate office for graduate students. The only persons having immediate access to these records shall be the President, the Academic Vice President, and the Chairperson of CAGAS (for undergraduate students) and the Chairperson of the Graduate Council (for graduate students). Any other person(s) wishing to view these files must have the permission of the Chairperson of CAGAS (for undergraduate students) or the Chairperson of the Graduate Council (for graduate students).

The purpose of this record keeping is to ensure that students who violate the University's Student Academic Integrity Policy a second time are dealt with appropriately. A second purpose is to deter students from repeating offenses.

VI. Interpretations and Exceptions

Any questions concerning the interpretation or execution of the Academic Integrity Policy will be resolved by the Council on Admission, Graduation, and Academic Standards for undergraduate students and the Graduate Council for graduate students. CAGAS will be informed of all decisions regarding undergraduate student Academic Integrity hearings. The Graduate Council will be informed of all decisions regarding graduate student Academic Integrity hearings.

For the purposes of this policy, working days are days during which the University is open and classes are in session. Days during final exam week are considered working days. If the time allowed for any appeal under this policy extends beyond the end of the academic term in which the incident occurred, that appeal period will be extended to the end of the second week of the next fall or spring semester.

All communication from appeal committees described in this policy shall be in the manner of official University communication. Students or faculty members wishing to make a request for an appeal as required in this policy may do so by e-mail to the appropriate party.



UNIVERSITY COURSEWORK REVALIDATION GUIDELINES

SCHOOL OF GRADUATE STUDIES REVALIDATION CHART

Semester the course was taken	Semester the course is considered outdated		
	Post-Bacc. Certificate	Master's degree	Doctoral degree
Spring 2005	Fall 2007	Fall 2010	Fall 2012
Summer 2005	Spring 2008	Spring 2011	Spring 2013
Fall 2005	Summer 2008	Summer 2011	Summer 2013
Spring 2006	Fall 2008	Fall 2011	Fall 2013
Summer 2006	Spring 2009	Spring 2012	Spring 2014
Fall 2006	Summer 2009	Summer 2012	Summer 2014
Spring 2007	Fall 2009	Fall 2012	Fall 2014
Summer 2007	Spring 2010	Spring 2013	Spring 2015
Fall 2007	Summer 2010	Summer 2013	Summer 2015
Spring 2008	Fall 2010	Fall 2013	Fall 2015
Summer 2008	Spring 2011	Spring 2014	Spring 2016
Fall 2008	Summer 2011	Summer 2014	Summer 2016
Spring 2009	Fall 2011	Fall 2014	Fall 2016
Summer 2009	Spring 2012	Spring 2015	Spring 2017
Fall 2009	Summer 2012	Summer 2015	Summer 2017
Spring 2010	Fall 2012	Fall 2015	Fall 2017
Summer 2010	Spring 2013	Spring 2016	Spring 2018
Fall 2010	Summer 2013	Summer 2016	Summer 2018
Spring 2011	Fall 2013	Fall 2016	Fall 2018
Summer 2011	Spring 2014	Spring 2017	Spring 2019
Fall 2011	Summer 2014	Summer 2017	Summer 2019
Spring 2012	Fall 2014	Fall 2017	Fall 2019
Summer 2012	Spring 2015	Spring 2018	Spring 2020
Fall 2012	Summer 2015	Summer 2018	Summer 2020
Spring 2013	Fall 2015	Fall 2018	Fall 2020
Summer 2013	Spring 2016	Spring 2019	Spring 2021
Fall 2013	Summer 2016	Summer 2019	Summer 2021
Spring 2014	Fall 2016	Fall 2019	Fall 2021
Summer 2014	Spring 2017	Spring 2020	Spring 2022
Fall 2014	Summer 2017	Summer 2020	Summer 2022
Spring 2015	Fall 2017	Fall 2020	Fall 2022
Summer 2015	Spring 2018	Spring 2021	Spring 2023
Fall 2015	Summer 2018	Summer 2021	Summer 2023
Spring 2016	Fall 2018	Fall 2021	Fall 2023
Summer 2016	Spring 2019	Spring 2022	Spring 2024
Fall 2016	Summer 2019	Summer 2022	Summer 2024
Spring 2017	Fall 2019	Fall 2022	Fall 2024
Summer 2017	Spring 2020	Spring 2023	Spring 2025
Fall 2017	Summer 2020	Summer 2023	Summer 2025