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Department of Sociology and Rural Studies

2017

A Guide to PhD Program

Department of Sociology and Rural Studies
South Dakota State University

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Graduate Studies

SOCIOLOGY

South Dakota State University

Brookings

**A
Guidebook
to**

**PhD
Program**

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Message from the Department Head



Welcome to the PhD Program!

We are delighted to have you join us. Over the past few years we have made a number of changes in our program to ensure our graduating PhDs in Sociology have the knowledge and skills they need to successfully pursue their professional and personal goals. PhD study will differ from your previous experiences as a Master's or undergraduate student in some key ways. First, the PhD program is designed to work with students who have taken their first steps toward becoming a critical, independent scholar. While we have a number of required courses in theory and methods and also require students to complete a practice experience in the teaching sociology/SoTL track or the research practice track, your personal program of study will reflect your interests, goals, and career expectations. Your advisor and program of study committee will assist you in designing the program of study that will address **your** goals. You will need their approval to move forward as this form must be signed and filed with the Graduate School. It becomes our contract with you. Students who actively take responsibility for deciding on their course of study, develop a timeline for completion, and plan ahead to be well prepared for exams and other requirements get the most from the program and are more successful in launching their careers.

Second, PhD students have opportunities to provide input into the program. Participation in the Graduate Student Organization (GSO) allows students to make suggestions for special topics courses, request workshops on topics like grant writing, and become engaged in Department activities such as symposiums and attendance at professional meetings.

As you begin this academic and professional journey, please consider:

1. Making sure you get the department newsletter, and being sure to let Joni know if you have an article accepted, present at a meeting, or participate in other activities we can showcase in the newsletter.
2. Connecting to our programs and opportunities via social media. Both the Department and the State Census Center in our Department have a facebook page and a twitter feed. Information on upcoming events, job opportunities, and department changes and successes are posted via social media.
3. In the Orientation course, you will have a chance to set up a box portfolio file. You will use this file to post forms, projects, assessments and evaluations.

This Guidebook includes information you will need to understand how our program works and what you need to do to succeed. The Guide includes information on the Department, the program, faculty, program requirements and Graduate school forms and deadlines. We have also attached policies related to academic integrity and the ASA Code of Ethics. Department forms and policies are also included. Please, if you have questions or concerns, ask us! We are here to help you succeed!

The Department of Sociology and Rural Studies: Education to make a difference

Mission: *The mission of the Department of Sociology & Rural Studies is to provide students with the theoretical and substantive knowledge to participate as skilled professionals within the institutions and organizations that shape our increasingly diverse and global society.*

<p>CORE VALUES</p> <ul style="list-style-type: none"> • <i>Expanding opportunity</i> • <i>Applying research and learning to enhance the public good</i> • <i>Inclusion as a way of thinking and acting</i> • <i>Service to the community, the field, and the world</i> • <i>Strength-based approaches</i> • <i>Fostering cutting edge research and practice</i> 	<p style="text-align: center;"><i>The Department of Sociology and Rural Studies contributes to building a prosperous South Dakota for all citizens while addressing the challenges of our increasing complex global and interconnected society.</i></p> <hr style="border: 1px solid green;"/> <p>About our programs: Our programs are built around our expertise in the areas of community, environment, diversity and social justice, and population studies. At each level, we provide an environment for student development.</p> <p>Undergraduates: Coursework, service-learning experiences, community-based research, and internships prepare undergraduate students for employment in agencies that meet the human resources, human services, and criminal justice needs of our state’s residents and communities.</p> <p>M.S. Program: Graduate training focuses on applied research techniques—e.g., demographic methods, evaluation research, and social impact assessments—acquired through courses and cooperative research with faculty members. These experiences provide students with the expertise to apply their skills in assessment, evaluation, and policy contexts.</p> <p>Online M.S. Program: Students in the on-line Community Development degree program study with leading educators and researchers representing diverse fields gathering a diversity of experience in community development.</p> <p>Ph.D. Program: Graduate students pursue their education in an intellectually rigorous and cooperative environment which includes a wide array of advanced quantitative, qualitative, and applied research techniques. Their coursework and teaching opportunities prepare them to teach a variety of courses, especially in theory, methods, and their area of expertise, as well as to become productive scholars.</p>
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Guidebook for the Doctor of Philosophy Degree (Ph.D.) in Sociology¹

Mission

The mission of the PhD Program in Sociology at South Dakota State University is to prepare students for careers in collegiate teaching, basic research, and applied sociology.

Goals

- Students receive intensive and extensive classroom and practical training in teaching in-class and online courses at the college/university level.
- Students receive intensive and extensive classroom and practical training in applied and public sociology.
- Students acquire the skills to engage in the scholarship of teaching and learning (SoTL), so they can determine the extent to which their instruction makes a difference in their students' academic development.
- Students receive a solid grounding in the core areas of sociological theory and both qualitative and quantitative research methods.
- Students develop research and practice and/or teaching expertise in a sociological emphasis area.

In addition to the program goals, the Department is also required to create a five-year strategic plan that details how we will implement the University and College five-year strategic plan goals and identifies performance indicators. This plan is reviewed at the yearly Spring Department retreat.

Program learning goals, associated learning outcomes, and expected student ability upon completion of the Program.

Goal	Learning Outcome	Student Abilities
Students receive intensive and extensive classroom and practical training in teaching in-class and online courses at the college/university level.	<p>Students will understand and apply various theoretical approaches to the teaching and learning of sociological content.</p> <p>Students will develop skills in course design, assessment and student engagement.</p> <p>Students will have an opportunity to practice skills, assess other approaches, and receive feedback.</p>	<p>Understand and apply sociology theory to the teaching of sociology and student engagement strategies.</p> <p>Apply various technologies to the teaching of Sociology.</p> <p>Design courses, articulate learning outcomes and identify activities and assessment strategies to determine if students achieved those learning outcomes.</p> <p>Successfully teach a module on Sociological content.</p>
Students receive intensive and extensive classroom and	Develop the necessary skills to assist public agencies, private organizations, and nonprofit institutions to assess program demands,	Articulate a theory of change related to their work, create a logic model or other assessment/reflection model to operationalize the theory of

¹ All students beginning graduate course work in Sociology at SDSU after July 1, 2016 will be required to fulfill the requirements of this guide. Students enrolled prior to this date may select from either this or any prior Guide in affect during their enrollment, but must fulfill the requirements of one or the other in its entirety.

<p>practical training in applied and public sociology.</p>	<p>evaluate program success, inform policy, and direct change.</p> <p>Develop skills and participate in a field experience in one of the following sociological practice fields: community development, community & rural studies, demography, and environmental studies.</p> <p>Understand and apply various theoretical approaches related to public or applied sociology.</p> <p>Students will understand and apply participatory approaches, ethical standards, and assessment strategies related to applied sociology.</p>	<p>change.</p> <p>Work effectively with diverse groups to plan, implement and reflect on project processes.</p> <p>Apply appropriate research design process and methodological tools to the work,</p> <p>Apply appropriate theoretical perspectives to their work demonstrate inclusive practices, adhere to participatory practice when possible.</p> <p>Adhere to professional standards and ethics in engaging with outside entities, follow principles of good practice in undertaking projects with partners.</p>
<p>Students acquire the skills to engage in the scholarship of teaching and learning (SoTL), so they can determine the extent to which their instruction makes a difference in their students' academic development.</p>	<p>Understand and apply basic sociological theory related to teaching and learning.</p> <p>Understand and apply appropriate ethical considerations in the study of teaching and learning.</p> <p>Compare and contrast various methodological approaches to addressing research questions related to the study of teaching and learning</p> <p>Apply sociological theory in developing research questions and research design related to the study of teaching and learning</p> <p>Demonstrate effective strategies for disseminating findings.</p>	<p>Develop effective research designs to address research questions.</p> <p>Complete an approved IRB application for SoTL work consistent with the ASA Code of Ethics.</p> <p>Discern appropriate methodological approaches to determine the impact of teaching and learning activities.</p> <p>Develop appropriate research questions to address the impact of teaching on learning.</p> <p>Create a professional presentation based on findings of research related to teaching and learning to a professional audience.</p>
<p>Students receive a solid grounding in the core areas of sociological theory and both qualitative and quantitative research methods</p>	<p>Identify the elements of the research process and apply in a wide variety of contexts.</p> <p>Demonstrate a comprehensive understanding of the different schools of sociological theory both classic and contemporary.</p> <p>Understand basic methodical approaches used in sociological research and the factors that determine which approach is most appropriate to the research question.</p> <p>Learn and apply basic quantitative analysis skills including using SPSS or a similar package to analyze data.</p>	<p>Appropriately link theory and method in research design</p> <p>Appropriately apply sociological theory to a wide variety of contexts by demonstrating the ability to think theoretically about issues</p> <p>Compare and contrast schools of sociological theory</p> <p>Apply both qualitative and quantitative skills in research and practice settings</p> <p>Statistically analyze data to compare data sets, determine variance, correlation, cluster effects, etc.</p> <p>Design qualitative studies and collect, code, analyze data</p>

	<p>Learn and apply basic qualitative analysis skills including using NVivo or a similar package to analyze data. Understand and apply statistical processes to analyze data</p>	<p>Professionally present research results</p>
<p>Students develop research and practice and/or teaching expertise in a sociological emphasis area.</p>	<p>Demonstrate in-depth theoretical understanding and practice-related skills in a sociological research area.</p> <p>Identify appropriate methodological approaches for studying issues in the emphasis area.</p> <p>Identify, compare and contrast critical studies and approaches in the emphasis area.</p>	<p>Compare and contrast how different schools of sociological theory approach key research questions in the emphasis area</p> <p>Demonstrate methodological expertise in identifying approach research questions and processes related to key issues in the emphasis area</p> <p>Apply sociological expertise to addressing a key issue or in teaching a course or module related to the emphasis area</p> <p>Identify how their research and teaching/practice contributes to the body of literature in the emphasis area</p>

Sociology Department Faculty

Mary Emery, PhD (Department Head) - Community/Rural Development; Wellness; Applied Sociology
Patricia Ahmed, PhD – Social Change; Cultural Sociology; Economic Sociology
Donald Arwood, PhD - Social Psychology; Demography; Sociological Theory
Diane Kayongo-Male, PhD - Evaluation Research; Demography and Sociological Theory
Mary Jo Benton Lee, PhD - Adjunct
Candace May, PhD – Environmental Sociology; Race, Class, Gender Studies
Meredith Redlin, PhD - Community Development; Race, Class, Gender Studies
Jessica Schad, PhD – Community; Environmental Sociology; Rural Sociology
Douglas Wermedal, PhD - Adjunct
Julie Yingling, PhD – Alcohol and Drugs; Criminology/Delinquency; Qualitative Methodology
Weiwei Zhang, PhD – Demography; Asians/Asian-American; Migration/Immigration

Purpose of this Guidebook

This guidebook is designed to provide guidance for graduate students in the Department Sociology and Rural Studies. As such, it does not replace the Graduate School Bulletin requirements. It spells out in detail the responsibilities of a graduate student in the Department of Sociology and Rural Studies.

1. Admission

Consistent with the policies of the Graduate School, students must be admitted to the Graduate School before enrolling in any graduate course, whether or not they are pursuing an advanced degree. A completed application must be filed with the Graduate School by April 15th for the upcoming Fall Semester and October 1st for the upcoming Spring Semester (August 15th for international students).

Application forms are available both in the Graduate School office and on-line.

<http://www.sdstate.edu/admissions/graduate/index.cfm>

Admission to all degree programs is competitive and limited by the availability of personnel, facilities, and funding necessary to provide quality graduate education within the program.

Students seeking admission to the PhD Program in Sociology and Rural Studies must:

1. Have completed Master's degree
2. Submit a personal statement of purpose indicating how participation in the program will further their career and indicating how their interests parallel those of a specific faculty in the department
3. Submit GRE general scores (within last three years) (International Students excepted)
4. Provide a chapter from their thesis or similar substantive writing sample
5. Provide three letters of recommendation
6. Have a minimum of GPA of 3.0 in Master's program

Students without a Master's degree in Sociology must complete SOC 501-The Research Process before enrolling in SOC 710-Research Methods and SOC 711-Qualitative Methods; they must also complete SOC 504-Sociological Inquiry before enrolling in SOC 712-Sociological Theory I and SOC 713-Sociological Theory II.

Additional Admission Requirements: International Students

While the GRE is not required for international student applications, the other five components are required. In addition, international students are expected to provide evidence of language competence at the following level: 1) TOEFL required score of 85 Internet-based or IELTS required score of 6.5, for full admission. NOTE: the department will consider IELTS scores of 6.0 for conditional admission with the requirement of completing additional English language speaking and writing training in the first term.

2. Professional Conduct

As stated in the Graduate School Bulletin (p. 15), South Dakota State University has taken a strong and clear stand regarding academic dishonesty. The department has done likewise (see departmental policy in Appendix B of this document). The consequence of academic dishonesty ranges from disciplinary probation to expulsion. In addition to the University's policy, the Department expects all PhD students to acquire CITI certification and to send all research projects to the IRB for review.

3. Ph.D. Advisory System: Graduate Program Director, Major Advisor and Advisory Committee, and Plan of Study

On admission, new graduate students are assigned to the Graduate Program Coordinator for initial advising. After consultation with the student, the Graduate Program Coordinator will work with the student to identify a Major Advisor, who then assumes the role of advising the student through completion of the program. As soon as possible, but no later than the completion of thirty (30) percent of the credits toward graduation, the Major Advisor (also known as the Dissertation Advisor, and who replaces the Graduate Program Coordinator) will recommend to the Dean of the Graduate School (by submission of the Committee Approval Request Form) members of an Advisory Committee as follows:

- Major Advisor - officiates as chair and must have Graduate Faculty status at SDSU.
- Additional two (2) members from the major or related department.
- Graduate Faculty Representative - selected by the Graduate School, from a discipline not closely related to the major/minor/supporting areas. This member ensures that rules and regulations are followed and acts as the student's advocate, if necessary.

The above four (4) members shall be members of the Graduate Faculty. Additional members of the committee may be requested by the student or the major advisor and assigned to the committee by the Dean of the Graduate School.

The Advisory Committee is responsible for assisting the student in developing a suitable graduate plan of study, providing continuing guidance and counsel, evaluating student progress, and certifying the completion of the degree requirements to the Dean of the Graduate School. The Advisory Committee, in a timely fashion, approves the plan of study and any substantive

revision(s) of it, approves the dissertation proposal, reviews the dissertation, evaluates the student's progress, conducts the comprehensive examination and the final examination, supervises the validation of courses, and ensures that professional standards have been met in completing the degree requirements. The "Guidelines for Preparation of Doctorate Plan of Study" and the "Graduate School Plan of Study Doctor of Philosophy Degree" are available from the Graduate School and online.

After the Advisory Committee is formed, the Major Advisor will schedule a meeting with the student to develop a plan of study and to consider a research area for the dissertation. The plan of study must be prepared using the form provided by the Graduate School and approved by the Advisory Committee and the Dean of the Graduate School prior to completion of 50 percent of the credits toward graduation. Delay in submitting a plan of study may result in additional coursework, as courses taken prior to approval of the plan of study are not automatically deemed appropriate by the Advisory Committee. The student cannot take the comprehensive written examination prior to approval of the plan of study. Changes in the approved plan of study must be requested using the form provided by the Graduate School and must be approved by the Major Advisor and the Dean of the Graduate School.

Credit Hour Requirements:

Total Credits Required - A minimum of 60 semester credits beyond the Master's degree are required for the Doctor of Philosophy degree.

Program Courses - At least forty (40) credits of the 60 required for the degree must be earned in the program. Dissertation and transfer credits may apply. Not all courses need to be in a single department or area, but all courses should be closely related to the program area.

Graduate Credit Requirement - At least fifty (50) percent of the credits on a Plan of Study must be in courses open only to graduate students (600-series or above).

Additional Requirements - The Advisory Committee may require more credits than the minimum indicated if it feels it is in the best interest of the student.

4. Course Requirements

Program Director/Contact

Mary Emery, Department Head
Meredith Redlin, Professor/Graduate Program Coordinator
Department of Sociology and Rural Studies
Scobey Hall 226, Box 504
605-688-4132
E-mail: joni.mueller@sdstate.edu
<http://www.sdstate.edu/soc/>

Program Information

The Ph.D. program in Sociology is designed to prepare students for professional careers in teaching, research and creative activity in academic, government and related areas. Students are encouraged to identify areas of interest that connect with faculty areas of expertise and interest. Students seeking admission must have an approved Master's degree (thesis option), not necessarily in Sociology. If a thesis in a closely related field is not in evidence, Ph.D. students will be required to complete SOC 501 and SOC 504 in their first year of Ph.D. program credits.

Core Requirements

- SOC 707 - Sociological Practice and Public Policy Credits: 3
- SOC 710 - Research Methods Credits: 3
- SOC 711 - Qualitative Research Methods Credits: 3
- SOC 712 - Sociological Theory I Credits: 3
- SOC 713 - Sociological Theory II Credits: 3
- SOC 790 - Seminar Credits: 1-4 Orientation to Graduate Study (1 credit required)
- SOC 792 - Topics Credits: 1-6 (“Statistics” in title or course indicated as appropriate within the department) (3 credits required)
- *or* SOC 794 - Internship Credits: 1-6 (“Statistics” in title or course indicated as appropriate within the department) (3 credits required)
- SOC 794 - Internship Credits: 1-6
- *or* SOC 726 - Teaching Sociology Credits: 2
and SOC 727 - Teaching Sociology Practicum Credits: 1-3
and SOC 738 - Scholarship of Teaching and Learning Credits: 2
and SOC 739 - Scholarship of Teaching and Learning Practicum Credits: 1-3
- SOC 898D - Dissertation Credits: 1-12 (12 credits required)
- Electives: 14-20

General Requirements

Sixty (60) credit hours beyond the master’s degree must be earned. Twelve (12) of these hours are dissertation credits. All students working toward the PhD degree will be required to fulfill the Department Graduate PhD Program Core; it can be found in the following table.

SOCIOLOGY CORE		
Course Number	Course	Credit Hours
SOC-790	Orientation	1
SOC-710	Research Methods (Quantitative)	3
SOC-711	Qualitative Research Methods	3
SOC-712	Sociological Theory I	3
SOC-713	Sociological Theory II	3
Graduate level statistics	As approved by the committee	6
Research Practice or Teaching Sociology/SoTL courses	As approved by the committee	6-12
Electives (including <i>Area of Concentration</i>)	As approved by the committee	17-23

SOC-898D	Dissertation	12
--	Minimum Requirements	60

Each student must select at least one *Area of Concentration*. Coursework for the concentration must be approved by the student's advisory committee.

This PhD program requires students to develop skills and abilities related to applied or public Sociology. Students must choose the teaching track or the practice track, take the required courses and practicums or internships, document hours and tasks, and complete a reflection paper.

Students can access information on library journal resources at:

<http://www.sdstate.edu/soc/upload/Library-Resources-Journals-related-to-Sociology-and-the-Study-of-Society.pdf>

5. The Practice Experience: The Teaching Sociology/SoTL track or the Research Practice/Internship track

Structure of the Teaching Experience

Our proposed teaching experience is founded on the belief that our students need extensive curricular and applied learning to become exceptional teachers. A combination of practice and reflection on theory, scholarship of teaching and learning (SoTL), and their own experiences in the classroom are necessary for their development as teachers. Therefore, we offer a series of four courses (a total of six to eight credit hours), including two teaching sociology courses and two SoTL courses. This overall process is led by the student's Major Advisor, with two courses led by graduate faculty in the department.

SOC 726-Teaching Sociology I: This course deals with pedagogical issues, theories, and techniques for teaching face-to-face and on-line college/university courses in sociology; students will identify and discuss the goals and purposes of higher education as they relate to teaching sociology; they will also design a course and develop a teaching philosophy statement, student learning outcomes, a course syllabi, lesson plans/training modules, and means of student assessment consistent with the teaching philosophy (2 credit hours).

SOC 727-Teaching Sociology II: This is a supervised teaching experience; theoretical, pedagogical, and teaching issues will be discussed as they relate to this experience (1-2 credit hours). This seminar/mentorship experience can be repeated twice. Some beginning student instructors may wish to collaborate with an instructor before teaching their own course; repetition of this course will allow them to develop their skills in stages. Prerequisites: SOC 726 or equivalent.

SOC 738-SoTL I: This course focuses on the methods of systematic inquiry used to determine the extent to which an instructor's teaching produces desired learning outcomes (2 credit hours).

SOC 739-SoTL II: This is a supervised SoTL experience; students will use systematic inquiry to determine the extent to which an instructor's teaching produces desired learning outcomes. Theoretical, methodological, and pedagogical issues will be discussed as they relate to this experience (1-2 credit hours). This seminar/mentorship experience can be

repeated twice. Some students may wish to collaborate with an instructor or a colleague before doing their own SoTL project; repetition of this course will allow them to develop their skills in stages. Also, a student may wish to do a process evaluation the first time they teach a course and an outcomes evaluation the second time, or vice versa. Likewise, students who teach both face-to-face and on-line courses may wish to evaluate both of them. Prerequisites: SOC 726 and SOC 728.

Teaching Experience Hours

Through the four courses in the Teaching experience, the student must document 500 hours of teaching practice.

Learning Outcomes for the Teaching Experience.

Our learning outcomes for the teaching experience as a whole include:

- Designing curriculum and creating measures to assess effectiveness.
- Understanding and applying basic theoretical approaches to SOTL.
- Demonstrating skills in managing classrooms, assessment processes, and experiential learning opportunities.

Learning outcomes for the individual courses are as follows:

SOC 726-Teaching Sociology I: There are seven student learning outcomes in this course. By the end of the semester, students will or will be able to:

1. Address the purposes, curricular issues, and pedagogical techniques of teaching college-level sociology courses;²
2. Employ knowledge gained from reflection on theories and scholarship of teaching and learning when developing sociology courses;
3. Internalize those techniques of emotional labor that help teachers deal with the affective features of teaching;³
4. Develop a teaching & learning philosophy statement;
5. Design a sociology course;
6. Develop student learning outcomes, a course syllabus, lessons/training modules, and means of students assessment for a specific sociology course; and,
7. Present a lesson in a sociology course.

SOC 727-Teaching Sociology II : The student learning outcome of this course is to develop as a college-level teacher by reflecting on and learning from actual teaching experiences; it builds on the learning outcomes of SOC 726-Teaching Sociology I.⁴ The mentor-mentee relationship is the basis for this development; but this relationship is also strengthened with a seminar that includes all students enrolled in the class; it will meet for an hour every other week and this seminar will be led by a graduate faculty member in the department. It is expected that these experiences will enhance each student's (1) satisfaction with the

² Kreber, Carolin and Patricia A. Crawford. 2000. "Exploring the Scholarship of Teaching," *The Journal of Higher Education* 71 (4): 176-149.

³ Meanwell, Emily and Sibyl Kleiner. 2014. "The Emotional Experience of First-Time Teaching: Reflections from Graduate Instructors," *Teaching Sociology* 42 (1): 17-27.

⁴ Smollin, Leandra M. and Arnold Arluke. 2014. "Rites of Pedagogical Passage: How Graduate Student Instructors Negotiate the Challenges of First-time Teaching," *Teaching Sociology* 42 (1): 28-39.

program and their teaching experience, (2) role confidence, and (3) and integration into the discipline (Finch & Fernandez 2014).

SOC 738-SoTL I: There are three student learning outcomes in this seminar. By the end of the semester, each student will or will be able to:

1. Comprehend and discuss definitions, theories, methods, and issues of SoTL;
2. Apply methods of SoTL;
3. Comprehend and comply with ethical issues related to SoTL; and
4. Synthesize knowledge and skills for developing an SoTL project.

SOC 739-SoTL II: Led by the student's mentor, the student learning outcome of this course is the completion of an SoTL project assessing an original teaching practice.

Teaching Experience Documentation

A teaching experience document will be signed by the student, the student's Major Advisor and, if appropriate, a teaching mentor that indicates the courses to be taught by the student, the period of time the teaching experience will occur, and the general responsibilities of the student during this period. The student's progress in teaching will be evaluated using: a) formal faculty observation process that includes at least two observations, b) student teacher self-evaluation, and c) classroom student evaluations during the middle and end of the course. The self-evaluation, with the evaluations of the faculty and classroom students, will be combined to produce a teaching portfolio that will document the students' progress towards meeting the student learning outcomes of the teaching experience.

Structure of the Research Practice Experience

The practice experience will be achieved via the required course Sociological Practice and Public Policy, a required rigorous practice experience or internship, and at least one elective in a course with a robust practice component. The practice experience will be overseen by the student's practice experience committee, which will include: the Major Advisor⁵, the practice experience coordinator, and one additional member of the department⁶.

SOC 707-Sociological Practice & Public Policy: This is an advanced course in the history, issues, theories, and methods of sociological practice; the social and political issues involved in sociological practice will also be covered. (3 credit hours).

There are eight student learning outcomes for this course; by the end of the semester, students will know, value, or be able to do the following:

1. Discuss, illustrate, and distinguish among the roles enacted by sociological practitioners;
2. Discuss and elaborate on the history of sociological practice;
3. Identify, illustrate, differentiate, and appraise theoretical perspectives commonly used to inform sociological practice;

⁵ If the practice experience research project is with the student's Major Advisor, then the department head will also be a member of the practice experience committee.

⁶ This member may be from a different but appropriate department when the student's plan of study is interdisciplinary.

4. Identify, illustrate, and differentiate among the most common research methods used by applied sociologists;
5. Internalize a *practitioner ethic*;
6. Identify, illustrate, and appraise the most common ways that sociological practitioners protect clients' rights;
7. Identify, describe, and illustrate how various social/political conditions and issues affect sociological practice; and,
8. Identify, describe, illustrate, and appraise the common ways sociological practitioners affect public policies.

SOC 794-Practice experience/Internship: This practicum is designed to give each student a hands-on professional practice experience. It is to be undertaken only after he or she has completed the core courses. Course may be repeated. (1-6 credits)

The student is expected to secure a one-semester placement (internship or otherwise) at a governmental, non-governmental, non-profit, charitable, or private agency or organization, agreed upon by the student, her or his Major Advisor, and the practice experience coordinator (currently, Dr. Mary Emery). The department's internship coordinator, Ms Marlene Schulz MSW, will ensure university procedures are followed and appropriate forms filed as she does for our current internship students as all levels. The student, Major Advisor, and practice experience coordinator will determine the number of credit hours that are appropriate to the scope and intensiveness of the proposed practice experience.

Under supervision of his or her Major Advisor and the practice experience coordinator (with assistance from the Internship coordinator), and in coordination with an authorized representative of the host agency/organization, the student will conduct research or engage in policy work or other related Sociological practice for the host agency or organization on an agreed-upon research topic.⁷ If the student is performing research for another faculty member on campus, that faculty member will serve as the authorized representative of the host agency/organization. If the student is performing research for the student's Major Advisor, the department head will serve as the authorized representative of the host agency/organization. In all cases, the experience is overseen by the practice experience coordinator and must be developed and structured in accordance with the procedures outlined below. A research project may involve (but is not limited to) any of the following: (1) evaluability assessment, (2) organizational (input-output) analysis, (3) community analysis (for instance, a capitals inventory), (4) clinical research (using a single system design), (5) program evaluation (on processes or outcomes), (6) social impact assessment, (7) sociodemographic analysis (for Census Data Center or other organization), and (8) policy analysis.

The specific duties and responsibilities of the student, the supervision responsibilities of the host agency/organization, a plan of research, an outline of what the research report or other deliverables will encompass, and who exercises ownership of the data shall be written into a contract. Four signatures are needed: (1) the student, (2) his or her Major Advisor, (3) the practice experience coordinator, and (4) an authorized representative of the host agency or organization for which the research is being done.

⁷ The student's Major Advisor is responsible for supervising the research project. The practice experience coordinator is responsible for supervising interorganizational relations, such as making sure the responsibilities outlined in the contract are fulfilled.

Required Elective (students must choose at least one):

SOC 709-Evaluation Research: This course focuses on the conceptualization and design of evaluation studies of various governmental programs. Design includes clarification of objectives, selection of appropriate collection techniques, and specification of concepts. (3 credit hours).

SOC 740-Rural Community Development: This course addresses changes occurring in rural areas and their effects upon rural communities. Basic concepts, procedures, and processes for planning in a rural environment and some alternative approaches to rural planning are included in national and international contexts. (3 credit hours).

SOC 762-Applied Demography: This course focuses on demographic publications and resources including Census data material. Areas included are population, housing, agriculture, economics, vital statistics reports, special surveys and international materials. The focus of this course is on the techniques for producing, locating, analyzing, and disseminating sociodemographic information for various geographical areas, statistical units, and political divisions; students will complete projects and sociodemographic reports. (3 credit hours).

SOC 792-Topics: Social Impact Assessment: This course focuses on the historical context and development of SIA, the ability to situate SIA within the larger context of community planning and project implementation, the ability to critically evaluate existing SIA documents, and the ability to apply the knowledge and skills needed to perform an SIA at the community level. Class culminates in the authorship of a SIA of a real project in a local or regional community. (3 credit hours).

Practice Experience Documentation

A minimum of 300 hours will be devoted to the practice experience activities, with the remainder devoted to the authorship and defense of the academic report to the students PhD committee. The on-campus academic advisor will be responsible to oversee the documenting of practice experience hours, with assistance of the student and the practice site supervisor to ensure compliance to these minimums.

Expectations for the Practice Experience

If the practice experience committee agrees, the student may seek approval from the student's graduate committee to use the research paper as his or her comprehensive exam (and only when the contract allows it to be). In some cases, if the research paper is not used as a comprehensive exam, the research paper may be included in the student's dissertation (needs approval of the student's practice experience committee and the student's graduate committee, and only when the contract allows it to be).

Any student who receives a stipend from the host agency will not be eligible for a graduate assistantship during the course of the practice experience. In addition to the internship and site supervisor policies and procedures (Appendix G1-G3), the graduate school's formal grievance policies and procedures, as well as the code of ethics, will govern over the practice experience (see Appendix A).

Practice Experience in the Student File

The student file will include, at minimum, the following documentation of the practice experience: (a) practice experience agreement between the Program, the site organization, and the student, (b) period covered by the agreement, (c) evaluation of student progress, and (d) the final reflection report which documents the student learning outcomes in the practice experience.

After completing the practice experience, the student will write a research report⁸ and a reflection paper about the practice experience which should follow SDSU guidelines for internship completion. The paper about the practice experience will be submitted to the student's Major Advisor and the program coordinator. (See Appendix G1-G3 for SOC 794: Internship Packet and Site Supervisor Policies and Procedures.) The research report will be shared with the authorized representative of the host agency or organization; if the agency/organization desires it to be so, the student will present the research and its findings and conclusions to an appropriate organizational audience. Furthermore, the findings of the research will be *defended* to the student's practice experience committee (Major Advisor⁹, practice experience coordinator, and one additional member of the department¹⁰).

6. Examinations

Interim Evaluation - Upon completion of approximately fifty (50) percent of the coursework on the plan of study, the Advisory Committee will meet to evaluate the progress of the student, provide advice and counsel, and recommend continuance or termination of the program. Because the Doctor of Philosophy is a terminal academic degree, student performance includes an evaluation of progress in the program, academic performance, and evaluation of student performance in the teaching or practice sequence. The Advisory Committee may recommend, in writing to the student and Dean of the Graduate School, termination of the student in the program.

Preliminary Examinations - The student must pass two preliminary examinations, one in Theory and one in Research Methods. The Theory Preliminary Exam is to be taken during the first semester following the completion of SOC 712-Sociological Theory I and SOC 713-Sociological Theory II. The Methods Preliminary Exam is to be taken during the first semester after passing SOC 710-Graduate Research Methods, SOC 711-Qualitative Methods, and a graduate statistics course.

These examinations will be scheduled each semester. The Theory and Methods exams do not have to be taken during the same semesters. For the student who passes the written portion of the exam, within one month, he or she will undergo an oral defense with their committee. Students with a high pass on the written exams are exempt from taking the orals. For the student who fails the exam, within one month, he or she will meet with their Major Advisor and the department committee to determine his or her preparation for re-taking the failed exam. The failed preliminary exam must be retaken in the following term.

⁸ Unless otherwise directed by the agency/organization, the research report should include (1) an introduction, (2) a review of the literature, (3) an orienting strategy, (4) research methods, (5) research findings, and (6) summary and conclusions.

⁹ If the research project is with the student's major advisor, then the department head will also be a member of the practice experience committee.

¹⁰ This member may be from a different but appropriate department when the student's plan of study is interdisciplinary.

Note: These are “closed book” exams; students may not use references of any kind (texts, notes; websites; cheat sheets, etc.) when taking these exams. Because they are “closed book” exams, students should be well-prepared. Study guides are available. The best strategies for studying for these exams include: (1) students should put to memory key material learned in their classes, (2) they should construct detailed answers to the questions in the available study guides, and (3) they should form study groups to study with others taking the exams.

Comprehensive Written and Oral Examinations – Students must pass comprehensive written and oral examinations to be considered a candidate for the PhD degree. These exams cannot be taken until the student successfully completes the preliminary exams and passes all coursework on his or her Plan of Study. The written portion of the comprehensive examination is the completion of a professional quality empirical paper focused within the student’s identified area of concentration. The paper may be either qualitative or quantitative. After approval by the members of the student’s committee, the student will make an oral presentation of the work that is open to all members of the university community, followed by a question and answer session. Following the oral examination, the student’s committee will meet and vote to pass, ask for revisions, or fail the paper.

The Graduate Faculty Representative and all but one (1) of the graduate committee must pass the student. The Graduate Program Coordinator or the student’s academic advisor shall notify the student of the outcome of the comprehensive examinations.

Paperwork for the comprehensive examination

Upon successful completion of the comprehensive written examination, the student will arrange with his/her advisor and committee members to take the comprehensive oral examination and will submit the “Comprehensive Oral Exam” form to the Graduate School at least ten (10) working days prior to the exam. The submission of this form initiates the necessary paperwork to be provided by the Graduate School to the student and committee members. Graduate school guidelines request students contact the graduate faculty representative 60 days prior to an exam to set a date for the oral exam.

Note: The comprehensive examinations must be completed at least two (2) months before the Final Oral Examination. Upon satisfactory completion of the comprehensive examinations, the student is formally admitted to candidacy for the PhD degree. If the student does not receive the PhD degree within three (3) years after becoming a candidate, comprehensive examinations must be repeated. The comprehensive oral examination form can be obtained at the Graduate School.

Final Examination - This final examination is conducted by the Advisory Committee after notifying the Graduate School using the “Doctor of Philosophy - Final Oral Exam” form thirty (30) working days prior to the examination. While the Advisory Committee determines the character and length of the examination, sufficient time should be devoted to the dissertation, including literature review, to evaluate the ability of the student to defend the research. In addition, questions to test the student’s general knowledge, judgment and critical thinking powers are usually asked. The final oral examination cannot be taken earlier than two (2) months following successful completion of the comprehensive examinations and must be completed by the date set by the Graduate School in order to graduate in that semester.

7. Dissertation Proposal

The dissertation proposal will be submitted to the Advisory Committee for approval after the successful completion of the Comprehensive Exams. Realizing there are no guarantees that the advisory committee will approve the topic and its design, preparation of a dissertation proposal, work on the dissertation, and enrolling for dissertation credits prior to successful completion of the comprehensive exams is done at the student's own risk.

The proposal shall contain a detailed statement of the problem, research objectives, review of literature, theoretical framework, proposed methodology, and expected contributions to the field.

- The proposal must be double-spaced and no more than 20 typed pages.
- It must be prepared in consultation with and approved by the Major Advisor.
- Once approved by the Major Advisor, it must be delivered to members of the advisory committee at least 10 work days prior to the scheduled meeting.
- Students on Graduate Assistantships will be required to submit the dissertation proposal no later than one (1) semester following completion of the Comprehensive Exams.

Once approved by the dissertation advisor, the proposal becomes a public document and may be shared with interested parties. Interested parties including department faculty and graduate students may attend this presentation as observers. Those interested should inform the student and advisor out of professional courtesy.

8. The Dissertation

The dissertation should represent approximately one academic year of full-time research. Of no specified length, it should advance or modify knowledge and demonstrate the candidate's mastery of the subject. The directions contained in "Instructions for Theses and Dissertations," copies of which are available at the Graduate School webpage, must be followed in preparation of the dissertation. When submitted, the dissertation is to be accompanied by an abstract of 350 words or less.

After the Major/Dissertation Advisor approves the manuscript, copies of the dissertation are delivered to the Graduate Office and members of the advisory committee. This must be done at least 10 days (excluding Sundays and holidays) prior to the date of the Final Oral Examination.

After the successful completion of the Final Oral Examination, all necessary corrections in the dissertation are made and approved by the Major/Dissertation Advisor.

8. Time Limit and Outdated Course work

If the Doctor of Philosophy degree is not completed within eight years from the time of admission, a reconsideration of the student's program will be required. In such cases, the rules of the Graduate School in effect at the beginning of the ninth year will become effective for the student.

Courses completed more than eight years before completion of the doctorate and not part of a previous degree are regarded as outdated course work. A maximum of 50% of the credit hours for course work on the Plan of Study may be updated, but only if validated by the Major Advisor, Advisory Committee or Graduate Program Coordinator and the Department Head. This validation process may be done by testing the student's knowledge and skill in the subject area as determined

by the Major Advisor and the Advisory Committee. It may also be necessary for the student to retake and successfully pass outdated courses. The Advisory Committee on a form prescribed by the Graduate School must certify validation. Credits earned as a part of a Master's degree, which is applied toward the doctoral program, remain valid and require no validation.

SUMMARY OF REQUIREMENTS – DOCTOR OF PHILOSOPHY (SOCIOLOGY)

	Requirements	Under Direction of	When Due	completed	
				yes	no
1	Application for Admission to Graduate School	Dean Of Graduate School	Spring: Oct 15 (domestic) Aug 15 (international) Fall: April 15		
2	Development of Plan Of Study	Major Advisor	Within First 12 credits Of Graduate Work		
3	Selection of Advisory Committee	Dean of Graduate School Upon Recommendation. Of Graduate Program Coordinator	Within First 12 credits Of Graduate Work		
4	Approval of Plan of Study	Advisory Committee	Within 1 st year of graduate Study.		
5	Interim Evaluation	Advisory Committee	After completing 21 credit hours.		
6	Preliminary Examinations	Advisory Committee	Scheduled in the second month of each semester.		
7	Comprehensive Examinations	Advisory Committee	After completion of the preliminary exams and at least two months prior to the Final Exam		
8	Dissertation Proposal To Advisory Committee	Major/Dissertation Advisor	Submission to committee at least 10 working days before proposal defense meeting		
9	Meeting – for Approval of Proposal (grad rep requires 60 days notice)	Major/Dissertation Advisor	2 Weeks Following Initial Submission to Committee		
10	Filing of Graduation application	Office of Admission & Records-Submitted to Dean of Graduate School	Within the First 4 Weeks of the beginning of the last Semester		
11	Dissertation Due to Dissertation Advisor and Graduate School	Major/Dissertation Advisor and Dean of Graduate School	2 Weeks Prior to Date of final Typing for distribution		
12	Dissertation Due to Advisory Committee	Major/Dissertation Advisor and Advisory Committee	Not Later than 10 Days prior to Final Oral Examination		
13	Final Oral Examination	Advisory Committee	No Later Than 10 Days prior To Commencement (Fall and Spring Only)		
14	Corrected Copies of Dissertation Due at Graduate Office	Dean of Graduate School	Not Later than 5 Days prior to Commencement		

15	Change of Grade Form	Major/Dissertation Advisor	Within two weeks of Commencement		
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9. Financial Aid and Graduate Assistantships

Financial Aid

The graduate student may obtain financial assistance from various sources. Some hourly work is available for qualified students not on assistantships. In general, hourly work will be connected with existing research projects, thereby providing a student an opportunity to participate in and learn about research activities in the department or elsewhere on campus.

Graduate students may also apply for financial assistance through the SDSU Financial Aid Office. For U.S. students who have a determined financial need, opportunities for College Work Study employment or a National Direct Student Loan are available (limited to availability of federal funding). Graduate students in need of financial assistance can also apply for a Guaranteed Student Loan through their local lending institution and SDSU Financial Aid.

In addition to the financial aid identified above, graduate students who are married may apply for an apartment in graduate student housing. This housing is located on campus and, in general, is designed for those with a limited income. Information on married student housing may be obtained from the Housing Office on campus.

If financial aid is desired, it should be requested at the time of application for admission by the Graduate School.

Graduate Assistantships

Department assistantships are available generally for a maximum of two (2) years on the Master's program and three (3) years on the Doctoral program for those students meeting departmental and Graduate School requirements. Assistantships are generally awarded on a quarter-time, third-time, and half-time basis and require 11-22 hours of work for the department per week. A student receiving an assistantship may expect to function in both research and teaching capacities during the time that an assistantship is held.

Selection of Graduate Assistants

The number of graduate assistantships available in the department is limited. Graduate assistants are recommended for appointment by the Department Head in consultation with the departmental faculty. Since graduate assistants play an important role in the department's teaching and research activities, care is exercised in their selection. In addition to a sound background in Sociology, graduate assistants are selected on the basis of their demonstrated maturity of judgment, commitment to sociological research and teaching, and interest in the on-going activities and programs of the department. The prospective applicant is further referred to the discussion of "Appointment of Graduate Assistants" found in the Graduate School Bulletin. The student should also make note of the fact that while on a half-time assistantship, a maximum of twenty-two credit hours may be taken per year; and as a quarter-time assistantship, a maximum of 30 hours. At least three of these must be in formal courses. The remaining three hours may be taken in "Special Problems" or thesis/dissertation credits. Exceptions to this may be granted if student has already

had all available courses. Graduate assistantships are determined on an annual basis and are generally limited to a maximum of two years for M.S. and three years for Ph.D. student. The application deadline for fall term admission is March 1st and Oct. 1st for spring term admission. Note that spring term assistantships are rare, as many have already been allocated to fall admission. Applications for assistantships are available from the department office.

Career information

The Department encourages students to think about careers beginning their first day in the program and to develop a concrete plan for their career trajectory early in the program. We encourage students to concentrate in five areas: 1) take coursework that will prepare you to teach or work in the positions you are interested in pursuing. For those interested in teaching in academia, we highly recommend that students develop the skills to teach method, introductory courses, and courses in your specialization. 2) present at regional and national meetings; 3) aspire to publish at least twice in a refereed journal that related to your area of interest; 4) get teaching or practice experience that closely matches the kind of work you want to do; 5) work with your advisors and other faculty to build your social capital in the fields in which you have an interest. Resources and opportunities to assist you in developing your career and job prospects within the Department include:

1. Orientation: In the Orientation class you will be asked to begin developing your career plan. You will also have an opportunity to learn from faculty about their career trajectories, develop an academic or professional CV, and begin determining what coursework will best prepare you for the career opportunities you are most interested in pursuing.
2. Plan of study committee: Students must convene a plan of study meeting before the end of their first year. The Department highly encourages students to discuss their career plans and seek advice from their committee.
3. Professional travel: The Department pays the registration fee and provides transportation for any students attending the Great Plains Sociological Association Meetings. Those presenting at the meeting can receive additional travel help. Students presenting at other regional and national professional association meetings can access up to \$300 in support. The Department encourages students to apply for travel grants and scholarships from professional organizations and from AKD. Students receiving funding from the department are required to practice the presentation in the department prior to the meeting. The application form for travel support is available in the student guide and on the webpage. All students who are employed at SDSU must also file an out-of-state travel form.
4. Co-presenting with faculty: Students are encouraged to work with faculty and advisors on joint presentations and publications. Students attending meeting should advantage themselves of the opportunity to use faculty connections to build their own social capital.
5. Professional development: The Center for Excellence in Teaching offers a teaching assistantship credential; the Instructional Design Center offers workshops in using technology to teach; the graduate schools also offers workshops on building your CV and other aspects of professional development, and the Department in conjunction with the Graduate Student Organization (GSO) offers workshop on various topics. The Department encourages all graduate students to participate in the GSO and to work with other students to address needs and concerns related to support for career development and job searches.
6. Search committee participation: The Department encourages at least one graduate student to serve on each Search Committee. Participation can help graduate students learn about the search process and what search committees look for when recommending someone for hire.
7. Forthcoming: At the request of students, the Department will set up an informal session for ABD students and students just finishing comprehensive exams and course work to talk about planning for their job search.

Additional Resources

UC Berkley slides: "Jobs Outside of Academia."

http://sociology.berkeley.edu/sites/default/files/documents/job_market/3%20--%20non-academic%20jobs.pdf

According to Learn.org (2014 data) :
http://learn.org/articles/Sociology_PhD_Salary_and_Career_FAQs.html

According to Study.com:

A candidate for a PhD in sociology can decide to specialize in studying a variety of areas such as family, ethnic relations, or gender roles. The student may decide to pursue a path toward becoming a college professor who would teach and also perform research. Another option would be to concentrate on government studies.

Career	Professor of Sociology	Sociologist	Government Scientist
Education Requirements	Doctorate in Sociology	Doctorate in Sociology	Doctorate in Sociology
Projected Job Growth (2012-2022)*	19%	15%	21%
Average Salary (2014)*	\$74,860	\$78,810	\$104,000

Source: *U.S. Bureau of Labor Statistics

http://study.com/articles/Salary_and_Career_Info_for_a_Sociology_PhD_Degree.html :

ASA 2012 job information: <https://www.insidehighered.com/news/2013/08/06/sociology-job-market-continues-recover-steadily>

ASA information: <http://www.asanet.org/employment/factsoncareers.cfm>

PhD Careers

“Some sociology faculty salaries edge up: 2012-2013.” *Faculty Salary Brief for Sociology and Other Social Science Disciplines*

Mothers in Pursuit of Ideal Academic Careers

Research about Minorities in Sociology: Surveys, Datasets, and Measurement

On the Upswing: Findings from the ASA 2011-2012 Job Bank Survey

Two Years of Lost Purchasing Power: 2011-2012 Faculty Salary Brief for Sociology and Other Social Science Disciplines

The Impact of Cross Race Mentoring for "Ideal" and "Alternative" PhD Careers in Sociology

Moving Toward Recovery: Findings from the 2010 Job Bank Survey

The Future of Sociology: Minorities, Programs, and Jobs

Implications for Departments in a Jobless Recovery

Labor Force Participation Rates for Doctorate Social and Behavioral Scientists (trend data)

Unemployment Rates for Doctorate Social and Behavioral Scientists, 1993 - 2006 (trend data)

Beyond the Ivory Tower: Professionalism, Skills Match, and Job Satisfaction in Sociology

Appendix A: Assistantship Application

Application for Graduate Teaching/Research Assistantship

South Dakota State University / Sociology Department

Sociology and Rural Studies: Assistantship Guidelines

1. Assistantships are generally assigned on a semester-by-semester basis.
2. Reappointment requires a positive evaluation and letter of recommendation from a faculty advisor.
3. Students on assistantships must attend regular required meetings in the department.
4. The department and supervisors need to know when you will be out of town or need to miss a meeting
5. Students need to submit regular reports on progress.

(Type or print all entries)

Date _____

Name _____
(Last) (First) (Middle in full)

Present Address _____
(Street) (City) (State) (Zip Code)

Home Phone # (____)____-____ Work Phone # (____)____-____ Cell # (____)____-____

Email address at SDSU: _____ Other email address you use regularly: _____

Position(s) for which you wish to be considered (indicate all that apply):

- Graduate Teaching Assistantship Graduate Research Assistantship
 Other (special projects/administrative)

Would you also be interested in this position(s) as an unpaid assistantship? Yes No

Do you have the legal right at South Dakota State University? Yes No

When will you be eligible for employment? Immediately Other
(when _____)

Give names, email addresses, telephone numbers, and official positions of three persons (not relatives) who are qualified to give information concerning your qualifications for this position:

List academic honors you have received, including scholarships, fellowships and prizes; honorary scholastic societies to which you have been elected. Please identify titles that are not self-explanatory.

Please provide any other information which may help in determining your qualifications for the position under consideration, i.e., writing experience, independent study, job related interests, abilities, knowledge, skills, and teaching and research experience.

Teaching: ___ teaching experience, please elaborate ___ no teaching experience

Research experience: ___ some experience, please elaborate ___ no experience

SPSS: on a scale of 1 to 4 with 1 = to no experience and 5 = highly skilled, please rate your skill level with SPSS: ___

Nvivo or other qualitative software:, please rate your skill level using qualitative software: ___

College or University: (Describe both undergraduate and graduate work to date. Attach additional sheets if necessary.)

Name and Location	Date of Attendance (Month and Year)	Major and Minor Fields (Include quarter or semester hours in each)	Degree or Certificate	Date of Degree (Month & Year)

RECENT WORK EXPERIENCE

Name of Organization	Location	Position Title	Start Date (month/year)	End Date (month/year)

If you are a PhD student interested in a Graduate Teaching Assistantship, please include the following:

- A statement of your teaching philosophy
- A video recording of a 20-minute lecture appropriate for an Introduction to Sociology class. We suggest you use collaborate so you can archive the presentation.

Signature – By signing this application you are certifying that the information is true, correct and complete to the best of your knowledge and belief. You are authorizing investigation of all statements you have made. Misrepresentation, falsification or omission of facts called for in this application is cause for cancellation of this application or termination of employment.

Signature_____Date_____

South Dakota State University offers all benefits, educational programs, materials, and services to all persons without regard for age, ancestry, color, race, citizenship, religion, creed, gender, sexual preference or national origin and is an Affirmative Action/Equal Opportunity Employer (Female/Male)

NOTE: Attach additional sheets, resume, etc., if more space is needed.

Appendix B: Departmental Policy on Fraud, Cheating, and Plagiarism within the Department of Sociology, South Dakota State University

I. Introduction.

Cheating, plagiarism, fabricating data and information, and facilitating academic dishonesty by others are serious offenses in academia. Accordingly all members of the university community, faculty and student alike, are held to strict rules and guidelines concerning such offenses. The Department of Rural Sociology will not accept or tolerate instances of academic fraud, dishonesty or plagiarism of any kind by graduate students. Falsifying data, sources or experimental results, submitting others' work as if it was yours, presenting the words or ideas of others without full and appropriate citation, and cheating on exams each represent instances of academic dishonesty. For the Department of Rural Sociology, the following policy specifies the nature and extent of the possible offenses, the subsequent penalties, and the processes of appeal where appropriate.

II. Definition.

Chapter 01:10:25 (pages 10-11 of chapter 10) of the SDSU Student code identifies cheating. Please review this policy. It can be found at:

<http://studentaffairs.sdstate.edu/JudicialAffairs/StudentCode/Chapter10.pdf>

Its relevant parts have been reproduced below. The recommended penalties for engaging in academic dishonesty are found in the parentheses at the end of each section.

01:10:25 Dishonesty.

01:10:25:01 Cheating, which is defined as, but not limited to, the following: use or giving of any unauthorized assistance in taking quizzes, tests, or examinations; use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff (Disciplinary Probation--Expulsion).

01:10:25:02 Plagiarism, which is defined as, but is not limited to, the following: The use, by paraphrase or direct quotation, of the published or unpublished work of another person (words, ideas or arguments) without full and clear acknowledgment consistent with accepted practices of the discipline; the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (Disciplinary Probation--Expulsion)

01:10:25:03 Fabrication is intentional and unauthorized falsification or invention of any information or citation in an academic exercise.(Disciplinary Probation--Expulsion)

01:10:25:04 Facilitating academic dishonesty is intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. (Disciplinary Probation--Expulsion)

III. Academic dishonesty in the context of class assignments, papers, examinations, and other graded activities.

Although all violations are serious, some may be due to ignorance of those actions that entail academic dishonesty, poor documentation of research materials, incorrect formatting. These “minor” violations are

treated differently than intentional attempts to act fraudulently. The solution for avoiding this problem is for student to consistently provide source citations for the ideas and information they are using. Please refer to the following websites for examples of plagiarism.

<http://sja.ucdavis.edu/files/plagiarism.pdf>

<http://sociology.camden.rutgers.edu/jfm/plagiarism/plagiarism-jfm.htm>

<http://oregonstate.edu/admin/stucon/plag.htm>

<http://sociology.sdstate.edu/arwoodd/soc716/babbie.pdf>

<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/>

A. Minor Violations.

Minor violations will be defined as indirect usage of another author or public source material which contains ideas, facts, figures, or explanations not known by the student prior to the completion of her/his research for the paper. Essentially, a minor violation involves excessive paraphrasing without citations crediting the original sources as opposed to directly copying materials. Minor violations exist where the bulk of the submitted material remains the student's original work; however, substantial amounts would be better credited to others (Quantifications of the term, substantial, will be made by each instructor in her/his course).

B. Sanctions for Minor Violations.

Various sanctions are available to instructors, including but not limited to asking for the work to be redone, assigning a zero (0) for assignment, and failing the student in the course. For multiple violations, the instructor may also report the incidents to the department head as a major violation.

C. Major Violations Relative to Course Work

Major violations include acts of cheating, plagiarism, fabrication, and facilitating academic dishonesty of others. For instance, it exists when: (a) a student has presented direct material without quotations and/or credits, basically passing off others' exact information, phrases, or statements as her/his own work; (b) the clear majority of the material in the submitted work is not the student's; (c) using electronic media, such as a jump drive, internet, e-mail, and other media, to access disallowed reference materials when taking computer-assisted exams. Please refer to the following websites for examples of plagiarism.

<http://sja.ucdavis.edu/files/plagiarism.pdf>

<http://sociology.camden.rutgers.edu/jfm/plagiarism/plagiarism-jfm.htm>

<http://oregonstate.edu/admin/stucon/plag.htm>

<http://sociology.sdstate.edu/arwoodd/soc716/babbie.pdf>

<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/>

1. Sanctions for Major Violations – All Incidents

Major violations will result in the assignment of a zero (0) for assignment or course. In addition, all major incidents will be reported to the department head and recorded in the student's academic file. In consultation with the instructor, the department head will determine whether the incident will be referred to the graduate school for additional disciplinary action. The department head can recommend stronger sanctions, including academic suspension and expulsion from the program.

2. Sanctions for Major Violations for Those Who Are Not Presently Graduate Assistants

As this represents a monumental form of academic dishonesty and violation of trust, students who commit a major violation will not be able to apply for future assistantships in the department.

3. Sanction for Major Violations for Those Who Are Presently Graduate Assistants

As this represents a monumental form of academic dishonesty and violation of trust, students holding assistantships, who commit a major violation will be immediately relieved of their assistantship. These students will not be able to reapply for future assistants in the department.

D. Documentation of Violations

Instructors will document all incidents of academic dishonesty. Instructors will not return a student's work if academic dishonesty is suspected as that work will become part of the incident's documentation. The instructor will also keep written evidence to support the charge of academic dishonesty that may include their own notes describing what they have observed and/or copies of the published works from which the material in question has been taken. It is recommended that instructors clearly identify relevant passages. Instructors will provide copies of this documentation to the department head in the case of major violations.

E. Communication with Students.

When the instructor has decided an incident of academic dishonesty has occurred, he or she will communicate this to the offending student, convey the nature of the incident, and indicate the sanctions imposed for the violation. Students will be told that they can appeal the decision to the department head.

IV. Minor and Major Violations Relative to Thesis and Dissertation Work

A thesis or a dissertation represents a published work containing not only the author's name, but also references to the academic advisor, the department committee members, the department head, the graduate college representative, and South Dakota State University. Accordingly, the Department of Rural Sociology and its students are required to be especially vigilant regarding any possibility of plagiarism which would taint these works.

A. Minor Violations.

Minor violations will be defined as indirect usage of another author or public source material which contains ideas, facts, figures, or explanations not known by the student prior to the completion of her/his research for the paper. Essentially, a minor violation involves excessive paraphrasing without citation credit to the original sources rather than directly copied materials.

Minor violations exist where the bulk of the submitted materials remain the student's original work; however, substantial amounts would be better credited to others. (Qualifications of the term, *substantial*, will be made by each thesis or dissertation advisor and/or committee member). The solution for this problem is for students to consistently provide citations for the ideas and information they are using.

B. Sanctions for Minor Violations.

Students will be required to make any changes, based upon committee member comments, prior to the defense of the dissertation or thesis. In instances where the errors are discovered during a dissertation/thesis defense, changes will be made prior to the final signatures of the major advisor and department chair. The student bears total responsibility for work presented in her/his thesis or dissertation.

C. Major Violations

Major violations exist when: (a) a student presents material without quotation marks and/or proper crediting to the original author(s). Essentially, this is not the student's work and should be considered plagiarism. This also may happen when (b) the clear majority of the material in a submitted work is not the student's, or, (c) the data included in the thesis or dissertation has been falsified or altered.

D. Sanctions for Major Violations

The committee will not approve the thesis or dissertation as meeting the requirements of the degree.

V. The Process of Appeal

A. The Informal Appeals Process

As indicated in Chapter 2 of the *Student Policy Manual*, the appeals process usually begins in what is called an "informal phase." Students should refer to this chapter for complete details of the informal process.

http://studentaffairs.sdstate.edu/student_policy_manual/chapter2.htm

B. Formal Appeals Process

When either the student or faculty is dissatisfied with the results of the informal process, he or she can initiate a formal appeal. Sections 02:04 and 02:05 in Chapter 2 of the *Student Policy Manual* include the relevant policy statements and procedures.

http://studentaffairs.sdstate.edu/student_policy_manual/chapter2.htm

C. Records.

Formal recordings of each stage of events involving allegations of academic dishonesty will be kept by the head of the department of Rural Sociology. Total confidentiality will be maintained.

VII. Notification and Implementation

A. Notification.

This policy document will be distributed during the initial formal meeting of graduate students and the Department Head. It will be published in the graduate student guide and referenced in all graduate course syllabi.

B. Implementation.

These policies are in effect as of the Fall 2009 semester.

Appendix C: Application for travel support

NAME:

DATE:

What event do you plan to attend?

What do you plan to present?

What other activities/events do you plan to attend?

How do you see this activity contributing to your professional development?

When is the practice session scheduled for your presentation?

<p>DESTINATION:</p> <p>DATE(S) OF MEETING/EVENT:</p> <p>DATE OF DEPARTURE:</p> <p>DATE OF RETURN:</p> <p>OTHER SDSU PERSONNEL/STUDENTS MAKING TRIP:</p> <p>MODE OF TRANSPORTATION:</p>	<p>MEETING/EVENT:</p> <p>PURPOSE/REMARKS: (Be specific, i.e., learn new methods for . . . present paper . . . recruit . . . research for project . . . professional improvement.)</p>
<p>ESTIMATED COST:</p> <p>Transportation....._____</p> <p>Meals & Lodging _____ days . _____</p> <p>Registration....._____</p> <p>Miscellaneous....._____</p> <p>(explain)</p> <p>TOTAL.....\$ _____</p>	<p>CLASSES I WILL MISS:</p> <p>Course #</p> <p>Dates</p> <p style="text-align: right;"><input type="checkbox"/> <input type="checkbox"/></p> <p>SIGNATURE OF TRAVELER</p>

Appendix D Internship/Practice Experience packet

**SOC 794
SOCIOLOGY INTERNSHIP AND PRACTICE EXPERIENCE
PACKET**

**DEPARTMENT OF SOCIOLOGY
& RURAL STUDIES**

**Marlene Schulz, MSW
Department Internship Coordinator
Scobey Hall, #220
marlene.schulz@sdstate.edu
605.688.4890 – Office
605.688.6354 – Fax**

Internship Packet
Sociology 794 – Internship/Practice Experience

This packet will include the forms listed below. If any form is missing, please see the Internship Coordinator right away. Items 5-8 and 10 must be completed and returned to the Internship Coordinator prior to the student receiving permission to register. The Intern, Intern Coordinator, Academic supervisor, and Site Supervisor Agreement forms must be completed and returned to the Internship Coordinator. The remaining forms are for the students' benefit. Students are encouraged to refer to them often.

1. Student Internship Syllabus/Contract
2. Internship Checklist
3. Intern Coordinator Evaluation Sheet
4. For Your Information Sheet
5. Application Form SOC 494
6. Internship Goals and Objectives Essay
7. Intern Confidentiality and Ethics Statements
8. Internship Site Verification Form
9. Weekly Report Form
10. Agreement Forms
 -3 copies

INTERNSHIP CHECKLIST
SOC 794

Prior to the start of an internship, students should complete the following:

1. Read the syllabus provided by the faculty supervisor which will indicate both learning outcomes and the strategies by which the learning outcomes will be met and assessed.
2. Submit the CONTRACT _____
3. Submit a cover letter and resume. _____
4. Complete and submit the Internship Application Form (in packet) _____
5. Submit an unofficial transcript _____
6. Complete and submit goals and objectives worksheet/essay (in packet) _____
7. Complete the Agency Information Sheet (in packet) _____
8. Have an email address that you use often. _____

Read, complete, and submit all of the above to the Internship Coordinator two weeks prior to the start of your internship. You will then receive the permission form that is necessary to register for this course.

After the internship starts, students are to:

9. Maintain a daily journal of activities. (see syllabus).
10. Submit weekly reports including tracking of hours. (see syllabus and weekly report form in this packet).
11. Keep the Internship Coordinator informed regarding any changes with the internship or change of address, phone number, and/or anything else that is pertinent to a beneficial internship. Inform the Internship Coordinator immediately if there are any problems. Students are to make sure that they notify their Site Supervisor regarding any problems.
12. Prepare and submit the final paper (see syllabus developed with your faculty supervisor).

Internship Coordinator's Evaluation Sheet
SDSU SOC 794- Internship
(Assignments will be assessed in D2L)

Intern _____

Term _____

Criteria	Above Expectations	Average Expectations	Minimal Expectations	Did Not Meet
Completed goals essay				
Provided all required registration materials				
Contact with Intern Coordinator+				
Maintained a daily journal				
Submitted all weekly reports				
Completed and submitted an integrative final internship paper.*				
Received a satisfactory evaluation from intern site supervisor. A,B,C denotes satisfactory; D or F denotes unsatisfactory				

+ when requested

* see syllabus/contact for requirements

Important University and Department Policies

1. Students must complete their entire internship by the last day of classes of the related semester in which they are registered to take the internship. This means that the required hours have been logged and the paper, daily log, and journal and all weekly reports are completed and have been submitted.
2. If there are any circumstances that may impact your ability to work and/or get paid you are responsible to check with the relevant departments or agencies to ensure that all requirements are met.
3. It is the student's responsibility to make sure that all requirements are met.
4. Twice during the first four weeks of the semester, the Internship Coordinator or Faculty Supervisor will contact the site supervisor to address any concerns that have may emerge as a result of placing the student at that site. Supervisors may request a reassignment of the student or a termination of the internship.
5. Students may also request a reassignment or a termination of the internship.
6. Students must learn and apply safety protocols associated with those sites that require training in safety processes and procedures.

SDSU SOC 794 INTERNSHIP APPLICATION

Name: _____

Preferred Address: _____

Preferred Email: _____

Preferred Phone: _____

Will this be the same address, phone, and e-mail address during your internship? ___Yes ___No
If "NO", please provide the address, phone number, and email address that will be used during your internship on the backside of this form.

Area emphasis(s): _____

Hours Completed: _____ Cumulative GPA: _____

Graduate Advisor: _____ Anticipated Graduation: _____

Chosen Internship Semester: _____

Internship Credit Hours requested: _____

Preferred internship site or type of experience desired:

Signature: _____ Date: _____

INTERN CONFIDENTIALITY AND ETHICS STATEMENTS

Students are expected to thoroughly read and follow the following. Students are expected to sign and submit the white copy of this document and keep the yellow copy for their future reference.

CONFIDENTIALITY

As an intern, you must not reveal the identity of clients or any other information that would uncover the identity of such clients without written permission from the client and your internship site supervisor. If the client becomes dangerous to others or themselves or if abuse is involved, the intern is required to immediately inform the site supervisor who will then be responsible to ensure that appropriate action is taken. Confidentiality must be maintained at all times.

CORRUPTION

Interns must not be involved in any illegal operations or violations of laws. They should not take part in any attempt to undermine the criminal justice system, human service agencies, or any other agency or organization associated with their placement site. They must not abuse power given by the state associated with their internship. Interns must report to their site supervisor any mismanagement of justice or any other inappropriate behavior observed while they are interning. They are required to treat all clients with justice, respect, and dignity. Interns must not abuse their internship by promoting their own undeclared agenda.

ETHICAL BEHAVIOR IN GENERAL

Interns must not participate in any activity that would compromise their placement site or South Dakota State University. They are required to observe all confidentiality and ethical standards established by the particular placement site. Interns will not develop a client-intern personal relationship. Interns must not become involved sexually with any "clients". Interns must not participate in or promote any form of harassment or discrimination, including, but not limited to harassment/discrimination based on race, ethnicity, sex, religion, age and sexual orientation.

ASA CODE OF ETHICS: see attached

Failure to comply with any of the above will result in, at the minimal, removal from the internship and an grade (F) on their transcript.

I _____ understand and agree to abide by the guidelines and code of ethics stated above.

Signature: _____ Date: _____

Internship Placement Site: _____

Sociology 794 – Internship Site Verification Form

Intern Name: _____

Placement Site: _____

Address: _____

Site supervisor _____

Title _____

Mailing address _____

Email _____

Telephone _____

Extension _____

Fax _____

In signing this form I am indicating that I agree to provide an internship to this above named student.

Site Supervisor Signature

Date: _____

Attach site supervisor's business card if available.

Department of Sociology & Rural Studies
South Dakota State University
Sociology 794
Internship

Weekly Report

Submit to the D2L Dropbox within 5 days of the end of the report period using the following template.

Week Number: _____

Today's Date: _____

Name: _____

Internship Agency: _____

Supervisor: _____

Report Period: ____/____/____ Through: ____/____/____

Clock Hours for this report period: _____ Total Clock Hours to Date: _____

Total number of hours required for internship: _____

Activities:

Reflection on meeting learning outcomes:

Internship Agreement Forms – Directions

The following agreement form is to be completed by the Intern, and then signed by the Intern, Internship Coordinator, Faculty Supervisor, and Site Supervisor. Each party should receive an original or copy of the agreement.

**SOC 494 and SOC 794 Internship Agreement
South Dakota State University
Department of Sociology & Rural Studies**

This is an agreement between the internship site supervisor _____,
(representing agency _____) and
the student intern _____. This agreement sets forth
the rules for the intern learning experience which upon successful completion of the internship, will award
the student _____ hours of academic credit at South Dakota State University. In order to receive these
academic hours, the intern must complete a total of _____ hours of work/ service. The internship is
expected to be completed by _____.

Responsibilities of the Intern Agency and Site Supervisor/Employer:

- The intern site supervisor is expected to provide a professional-level work experience for the student intern. The number of hours that is provided by the employer is approximately _____ hours a week for approximately _____ weeks. The student is not allowed to work more than 40 hours in any given work week while completing the internship.
- The intern agency will provide training related to the student interns area of study.
- The intern supervisor will advise the intern regarding what constitutes appropriate and ethical behavior at the intern agency.
- The intern site supervisor shall establish with the student intern a set of learning objectives and or learning experiences at the beginning of the internship. The objectives and experiences shall be mutually agreeable to both parties. These will be given to the internship coordinator.
- The intern site supervisor will establish a list of duties/projects/responsibilities/assignments prior to the beginning of the internship to the student intern and the internship coordinator.
- The intern site supervisor will supervise personally or appoint an appropriate individual to supervise as the student intern performs his/her duties/responsibilities/assignments.
- The intern site supervisor will provide a written evaluation of the student to both the student and the internship coordinator at the completion of the internship.
- The intern site supervisor will provide information regarding wage/benefit package (if available) to both the internship coordinator and intern prior to the start of the internship.
- If the internship is terminated, the site supervisor will give the reasons for the termination in writing to the students and the internship coordinator.
- The intern site supervisor will review and initial all weekly reports submitted.
- The intern agency will conduct any necessary background checks regarding placement of the student intern and is responsible for assuring that the student meets any agency requirements (i.e. driver's license, age, confidentiality clearances and etc.)
- The intern agency understands that it is the agency's responsibility to confirm that the intern meets the agency hiring requirements.

- The intern site will also offer opportunities for participation in appropriate professional activities as available.

Responsibilities of the Intern

- The intern will report to work during the time that is mutually agreed upon. The intern will complete the required number of hours.
- The intern will perform the tasks/duties as assigned by the Intern Agency.
- The intern understands that the internship is a learning experience and if successfully completed, the intern will receive academic credit.
- The intern will act ethically and appropriately at all times while participating in the internship and understands that if inappropriate or unethical behavior is practiced by the intern, the intern will be dismissed from the internship and will receive an **F for the final grade**.
- The intern must complete all the requirements of the Sociology Internship (Soc 794) as listed on the course syllabus in order to receive academic credit.
- The intern must submit weekly progress reports initialed by the intern site supervisor.
- The intern must maintain a daily log which will be submitted to the intern coordinator at the completion of the internship.
- The intern is responsible for the payment of any applicable tuition and fees levied by South Dakota State University that pertain to the internship.
- The intern will maintain private health insurance or accept responsibility for medical costs that may be incurred at the internship site.
 Yes, I do have personal health insurance.
 No, I do not have personal health insurance. I understand that any medical care, including emergency care, I might receive will be my sole expense and responsibility.
 (Student Intern initials)
- The intern I acknowledges the benefits received from my experience as a Student Intern and in consideration thereof, I agree to indemnify and hold [SDSU] harmless from any and all claims of injury to myself or any other person and/or damage to any property arising from or connected with my internship at the Agency named above.
- Pay all SDSU tuition and fees required for registration in the internship, including the required fee for professional liability insurance and the background check.

Responsibilities of the Sociology & Rural Studies Department and Internship Coordinator

- The internship coordinator will approve all internship sites as well as required intern duties and responsibilities. (Soc 794 may require committee approval)
- Upon the successful completion of the internship the intern will be awarded _____ hours of academic credit in Soc 794
- The intern coordinator will periodically monitor the intern's progress (through phone calls, email, and review of weekly reports and/or written correspondence) towards completion of the internship. Site visits may be conducted.

Responsibilities of the Academic Advisor

- Assist the student in identifying internship or practice experiences that will further their professional development, provide real-world experience, and challenge them to apply what they are learning.
- Review student journal reports and supervisor reports and provide feedback to assist students in maximizing their service to the agency or organization, expanding their opportunity to develop new knowledge and skills, and reflecting on their experience.
- Assess the assignments and experience

Other Stipulations

The intern, site supervisor, and/or intern coordinator may terminate this agreement after consultation with the other parties of this agreement. It is understood that the termination may result in an unsatisfactory (U) grade for the intern. Reasons for the termination must be given in writing.

I understand and agree to all the above stipulations. Please sign four copies and date.

Intern _____ Date: _____

Site Supervisor _____ Date: _____

Internship Coordinator _____ Date: _____

Academic Supervisor _____ Date: _____

Internship Goals and Objectives Essay Template

Name _____ Date _____

Please answer the following questions. Critically answer the following questions. You must complete this exercise prior to applying for a specific internship. Students are to type in single space in 2-3 pages. Students will discuss their responses with the internship coordinator prior to your being released for an internship.

1. Outline at least three goals that you want to achieve during your internship. Why did you pick these particular goals? How will you achieve these goals?
2. Sometimes there are many applicants for only one available internship. Discuss why you should be the successful candidate for this position?
3. Discuss the reasons why you would like to intern or work for this particular agency, organization, person or industry. Why did you choose this particular internship?

Site Supervisor Policy and Procedures

The PhD program in Sociology at South Dakota State University requires all graduate students to have a practice experience. For those interested in pursuing teaching career, that experience can be linked to courses related to teaching Sociology and to the scholarship of learning. For many of our students that practice experience will take place in an applied setting. The goals of the practice experience are not only focused on helping students develop their skills, knowledge, and abilities to work with others in an applied setting, but also to provide a valuable service to our partner organizations. The role of the Site Supervisor is critical to success.

Site Supervisor Roles and Responsibilities:

The Site supervisor's primary role is to provide supervision to the student in the practice setting including orientating students to the organization, agency or community; providing access to training in required protocols; identifying tasks; providing timelines; monitoring work on those tasks, communicating expectations for the successful completion of tasks, approving hours spent on the practice assignment; and submit a complete a final assessment.

The Internship Coordinator will work with site supervisor to ensure that

Internship Coordinator Roles and Responsibilities:

The internship coordinator's role is to make sure all forms are completed, SDSU and Department policies are understood and followed, and students and supervisors receive orientation on the process, and finally to certify completion of the experience.

Faculty Supervisor Roles and Responsibilities:

The site supervisor will work in concert with the faculty supervisor whose responsibility is to work with the student to identify explicit learning outcomes and assessment strategies to address those outcomes.

Procedures

Developing the Practice Experience

Students will work with their advisor and Program of Study Committee to identify their practice setting and to establish the learning outcomes and the practice tasks associated with those learning outcomes.

Once the practice experience is developed, the student will contact the Internship Coordinator to begin the process. The student is also responsible for contacting the site supervisor and receiving approval to perform the practice experience with that agency, organization or community.

As the student is working on finalizing the practice location and identifying the supervisor, the student will also work with the faculty supervisor to finalize the practice experience syllabus.

Initiating the Practice Experience

The student is responsible for making sure all forms are submitted. The internship coordinator will check to ensure that everything is in place and will contact the supervisor to make sure that there are no questions or concerns. The Faculty supervisor and student will establish a regular schedule of communication and due dates so the student can complete the course in a timely manner.

Monitoring the Practice Experience

The student is responsible for submitting regular time reports, journal entries, and other assignments as stipulated in the syllabus. The internship coordinator will contact the site supervisor during the first week of the practice experience and again before the fourth week to ensure that the placement is working for the student and for the site supervisor.

At any time the site supervisor may contact the internship coordinator to request changes or, if necessary, termination of the practice experience. Should the site supervisor have concerns, s/he may first try to work out any issues with the student. If this is not successful, the site supervisor may contact the internship coordinator or faculty supervisor. If the issue is not resolved, the site supervisor can then contact the Department Head to resolve the issue.

Completing the Practice Experience

Students are responsible for turning in all forms, completing all assignments listed on the course syllabus, and participating in an exit interview with the site supervisor. The site supervisor and internship coordinator are responsible for providing the faculty supervisor with all assessment data. The faculty supervisor will submit the grade and provide overall feedback to the student.

Appendix F Guide to Theory Prelims including assessment rubrics