

# Student Handbook

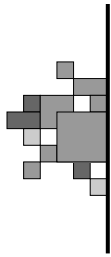
## SOCIOLOGY & ANTHROPOLOGY



### OFFICIAL DEGREE PROGRAM GUIDE

#### What's Inside

- *Degree Requirements*
- *Advising and Registration*
- *Research Projects Guidelines*
- *Co-ops and Internships*
- *Graduate School Advice*
- *Academic Policy Statement*



DEPARTMENT OF SOCIOLOGY/ANTHROPOLOGY

717.872.3544

[www.millersville.edu/socanth](http://www.millersville.edu/socanth)

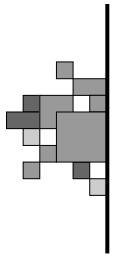
# Welcome!

The faculty of the Sociology and Anthropology Department want your undergraduate education to be a successful and fulfilling endeavor. In an effort to do so, we have created this handbook which you will find to be a valuable resource tool as you make your way through your degree in Sociology or Anthropology.

In addition to departmental policies and procedures, we have included career and graduate school advice based on our own educational and professional experiences.

As always, we encourage you to be proactive in your education and seek our assistance when you have questions or concerns.

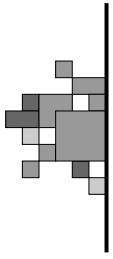
We are proud of our graduates and look forward to working with you!



**Department of Sociology/Anthropology**

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## EXPECTATIONS FOR FACULTY AND STUDENTS

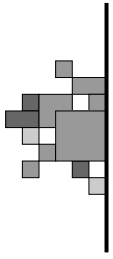
To assist you with your educational goal as a Sociology or Anthropology major, a list of expectations was developed through a joint effort of department faculty and students.

### Faculty are expected to:

- Be on time and prepared for all classes.
- Make classes as informative as possible.
- Issue clear GUIDELINES at the beginning of a course as to WHAT CONSTITUTES ACADEMIC DISHONESTY.
- Inform students of individual or departmental EXPECTATIONS for classroom or related academic activities.
- Return student assignments, with relevant comments, WITHIN A REASONABLE PERIOD of time.
- Be AVAILABLE during office hours. Schedule office hours for a variety of days and times. Be FLEXIBLE when a student may have a real emergency and cannot meet during regularly scheduled office hours.
- KEEP CURRENT on university and department academic policies.
- REMIND ADVISEES of any changes which affect their graduation requirements.
- BE AWARE OF CULTURAL AND ACADEMIC EVENTS taking place on campus and in the region. Convey the significance of the events to the department's majors and when possible, attend those events.
- Make a special effort to PARTICIPATE in departmentally-related activities.
- ENCOURAGE ONGOING DIALOGUE with students and utilize all appropriate communication means available to keep Sociology/Anthropology majors informed.

### Students are expected to:

- BE ON TIME to class.
- BE PREPARED for all classes — Complete all reading and written assignments and be prepared to participate in discussions as they arise.
- Unless otherwise stated, all of your written work must be carefully and thoroughly prepared and produced on a computer. **Your attainment of computer literacy is expected prior to graduation.**
- ASK PROFESSORS about course requirements or your individual assignments.
- **CHECK YOUR MARAUDER EMAIL ACCOUNT** - the best communication link between you and your professors.
- CONSULT WITH YOUR ADVISER AND PROFESSORS within a reasonable period of time during the semester concerning any anticipated academic problems.
- UNDERSTAND AND PLAN ACCORDINGLY when a professor or an adviser has a commitment that prevents him/her from holding their regularly scheduled office hours.
- KEEP TRACK OF YOUR PROGRESS towards completing academic requirements and check with your adviser if you have any questions or concerns.
- TAKE NOTE of available cultural and academic events. When possible, attend events recommended by your professors.
- MAKE A SPECIAL EFFORT TO PARTICIPATE IN DEPARTMENTALLY-RELATED ACTIVITIES such as Department or Club sponsored guest lectures, trips, or gatherings.



## DEPARTMENT ADVISING

**A**cademic advising plays an important role in the faculty-student relationship. An effective advising relationship is built on JOINT PARTICIPATION from you and your adviser. To assist in developing an effective advising relationship, you are assigned an adviser based on your major, option, interests, and career goals.

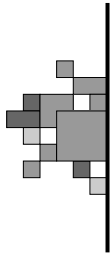
### Your Adviser's role is to:

- Assist you in MAKING APPROPRIATE and SATISFYING DECISIONS regarding your academic program and career goals.
- BE YOUR ADVOCATE by providing letters of recommendation for petitions, prospective employers or graduate school.
- OFFER INSIGHTS into career opportunities and REFER you to appropriate campus resources.
- Assist you in PLANNING A PROGRAM OF STUDY that properly sequences courses and supports your interests and career goals.
- Assist you in CLARIFYING REQUIREMENTS for your degree program.
- Help FOSTER WITHIN YOU the ability to make informed choices concerning alternatives, limitations, and consequences of academic decisions (selection of courses, major declaration or change, dropping courses, etc.)
- KNOW YOU WELL ENOUGH to be aware of your academic situation or educational needs.
- ENCOURAGE YOUR INVOLVEMENT in the University's total learning experience by suggesting appropriate involvement in on-campus, off-campus, and experiential opportunities.

### Your role as a student is to:

- LEARN your adviser's office hours.
- BE ON TIME for your scheduled appointments and CALL or EMAIL before the scheduled appointment if you need to cancel.
- Bring your Degree Audit Report (DARS).
- BE PREPARED for advising appointments. KNOW your degree program requirements. SEEK your adviser's input for clarification.
- Make course selections and MONITOR YOUR PROGRESS towards your intended degree program.
- SCHEDULE an appointment for your advising session at least two (2) weeks before registration begins.
- Prepare a tentative schedule for the upcoming semester and bring a copy to your advising session.
- Write down specific questions for your advising session pertaining to your major, possible career path, etc.
- DEVELOP social, academic, and career goals and EXAMINE how these goals can best be enhanced by the resources of Millersville University.
- MAINTAIN personal COPIES of YOUR RECORDS and bring them to your advising session.

(SOURCE: WINTHROP UNIVERSITY)



## GRADE REQUIREMENTS

**A**s a Sociology or Sociology/Criminology major, you are required to maintain an overall 2.0 Cumulative Quality Point Average (CQPA) and a 2.0 CQPA in the major. When either or both CQPA's are below 2.0, you will have one (1) semester to achieve the required CQPA. If either CQPA remains below 2.0 after completion of the semester, you will be dismissed from the major.

You will have the right to appeal your dismissal when you achieve both the overall **AND** the major 2.0 CQPA. Your letter of appeal must be submitted to the Department of Sociology/Anthropology and if approved, you will be readmitted into the major on a space available basis.

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### Sociology Major

Your dismissal from the major will occur when the minimum grade as listed below is not achieved in any of the prerequisites courses by your third attempt.

- **C** in SOCY 101: Introduction to Sociology
- **C-** in MATH 130: Elements of Statistics
- **C-** in SOCY 302: Social Statistics
- **C** in SOCY 303: Social Theory

### Sociology Major/Criminology Option

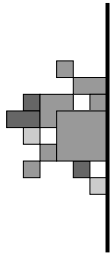
Your dismissal from the option will occur when the minimum grade as listed below, is not achieved in any of the prerequisites courses by your third attempt.

- **C** in SOCY 101: Introduction to Sociology
- **C-** in MATH 130: Elements of Statistics
- **C-** in SOCY 302: Social Statistics
- **C** in SOCY 303: Social Theory
- **C** in SOCY 230: Criminology

### Criminology Minor

Your dismissal from the major will occur when the minimum grade as listed below is not achieved in the prerequisite courses by your third attempt. Minimum grade for the prerequisite course prior to taking SOCY 331 or SOCY 332:

- **C** in SOCY 230: Criminology



## UNDERGRADUATE MINORS

The Department of Sociology/Anthropology does not require you to complete an approved University minor. However, you are encouraged to consider a minor because it will complement and enhance your major. In addition, it will provide structure to the relatively large block of unrestricted free electives you can select as part of your 120 semester hours.

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### Approved Minors

The requirements of all University approved minors are reflected in the Curriculum Record Forms. Curriculum Record Forms are available from the Registrar, Academic Advisement, or the Department of Sociology/Anthropology.

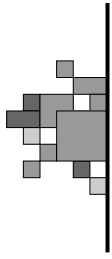
- An Anthropology major may minor in either Sociology or Criminology.
- A Sociology major may minor in Anthropology, but **MAY NOT** minor in Criminology.

ALL CRIMINOLOGY COURSES ARE SOCIOLOGY COURSES. A student cannot minor and major in the same field. Sociology majors interested in criminology can select the [Criminology Option](#) within the Sociology major.

### Interdisciplinary Minors

Interdisciplinary minors are considered "UNOFFICIAL" by Millersville University and WILL NOT APPEAR ON YOUR TRANSCRIPT. In addition to the following minors listed below, you are encouraged to discuss your own interdisciplinary minor with your adviser. With your adviser's assistance, you will develop an interdisciplinary minor tailored to your specific interests and career goals.

- **AFRICAN AMERICAN STUDIES** — Focuses on the history and socio-cultural aspects of African Americans. The minor offers an introduction to issues, theories and research concerning African Americans. Courses emphasize African American perspectives as well as the development of critical thinking, and written and oral communication skills within this discipline, and across other disciplines.
- **ENVIRONMENTAL HAZARDS AND EMERGENCY MANAGEMENT (EHM)** — Draws upon the expertise and resources of four academic disciplines: sociology, geography, occupational safety & environmental health, and earth sciences. The curriculum is designed to meet professional development needs for those seeking employment in emergency management or for those who want to learn about the field in conjunction with their primary career interests.
- **GERONTOLOGY** — Helps prepare students to function at the entry level in the field of services to the aging, and to relate and work with elderly people in general social and work environments. This minor facilitates an appreciation of the special strengths and needs of the elderly and the range of services and problems that relate to them.
- **LATINA/LATINO STUDIES** — Focuses on the history and socio-cultural aspects of Latinos. The minor offers an introduction to issues, theories and research concerning Latinos. Courses emphasize Latino perspectives as well as the development of critical thinking, and written and oral communication skills within this discipline, and across other disciplines.
- **WOMEN AND GENDER STUDIES** — Involves courses in a wide array of traditional fields including history, anthropology, communication, business, health, education and literature. The goal of the minor is to inform students about women's contributions, perspectives and visions in our own and other cultures; to validate women's experiences; and to challenge the economic, political, and social devaluation of women.



## COURSE SUBSTITUTIONS

On April 23, 1991, faculty approved 10 courses that would satisfy part of the 30 semester hour requirement in the major and be used alternatively by Sociology majors and Anthropology majors. YOU MUST OBTAIN YOUR ADVISER'S CONSENT BEFORE YOU WILL BE ALLOWED TO SUBSTITUTE A COURSE.

### Anthropology Majors

A maximum of two (2) Sociology courses may be substituted for part of the 30 semester hours major course requirement:

- SOCY 216: Human Population
- SOCY 302: Social Statistics
- SOCY 305: Methods of Social Research
- SOCY 310: Sociology of Religion
- SOCY 303: Sociological Theory

#### **WARNING!**

Any course used for your major in block G3 cannot be used to meet the 30 semester hour minimum.

EXAMPLE: A Sociology major would be allowed to count ANTH 328: Male/Female as either block G3 **OR** as a part of his/her three (3) semester hours toward the 30 semester hours major requirement.

### Sociology Majors

A maximum of two (2) Anthropology courses may be substituted for part of the 31 semester hours major course requirement:

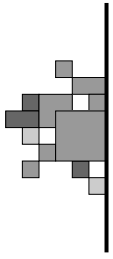
- ANTH 121: Cultural Anthropology
- ANTH 220: Ethnographic Methods
- ANTH 322: Food and Culture
- ANTH 328: Male/Female
- ANTH 344: Gender, Race, and Class (*either* as a perspectives course **OR** a sociology course, but **not both**)
- ANTH 422: History of Anthropological Theory

### General Education Requirements

Sociology/Anthropology courses fulfill the General Education 3 (G3) Social Sciences requirements. However, for general education purposes, Sociology and Anthropology courses are treated as being in two (2) separate departments. This means:

- Anthropology majors may count two (2) Sociology courses in block G3 of the Liberal Arts Core.
- Sociology majors may count two (2) Anthropology courses in block G3 of the Liberal Arts Core.





## REGISTRATION AND SCHEDULING

**B**efore you can register, you are required to have a Term Advisement PIN also known as a 'TAP' number. Your TAP number can only be obtained through a scheduled, in-person advisement session. Since registration is an extremely busy time for your faculty advisor, you should schedule your appointment as soon as the course scheduling information is available or at least two (2) weeks before registration begins!

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### Register Early !

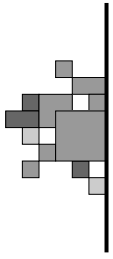
The Department attempts to reserve enough seats in sociology and anthropology courses for its majors. Scheduling problems do occur especially during the sophomore and junior year when you may find sections of the Department's popular "W" courses closed.

Every attempt is made to add majors to the closed sections. Therefore, the Department has the following recommendations to assist you in obtaining a seat in a closed section:

- Place your name on the Registrar's waiting list.
- Print and complete the "Permission to Enroll" form that is available online at the "Student Forms" link located on Millersville University's homepage. You must also obtain the consent from the instructor and the department chair.
- Get on the instructor's waiting list.
- Check the online class schedule at the Registrar's page to determine which courses are still open at the end of the registration period.
- Try to add the course three (3) to four (4) days before the beginning of a semester. Seats sometimes become available when students fail to pay their tuition bill on time.
- Try to add the course during the drop/add period at the beginning of the semester by attending the class you want to add.

#### **IMPORTANT !**

In order to register your Sophomore Review must be complete!



## ACADEMIC HONESTY

Students of the University are expected to be honest and forthright in their academic endeavors. When this is not the case, students are then involved in academic dishonesty practices which include plagiarism, fabrication, cheating, and so forth. This section is the policy on academic honesty and the consequences for violating such a policy.

To falsify the results of one's research, to steal the words or ideas of another, to cheat on an examination, to allow another person to commit, or assist another in committing an act of academic dishonesty, corrupts the essential process by which knowledge is advanced.

The following are examples of the various forms of conduct that constitute academic dishonesty, and should not be construed as a restrictive or exhaustive enumeration.

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### Types of Academic Dishonesty

#### PLAGIARISM

Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work. When an individual submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and if verbatim statements are included, through quotation marks.

By placing his/her name on a scholarly product, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism would include representing as one's own any academic exercise (e.g. written work, computer program, sculpture, etc.) prepared totally or in part by another.

An individual will avoid being charged with plagiarism, if there is an acknowledgment or indebtedness whenever one:

- quotes another person's actual words
- uses another person's ideas, opinions, or theories, even if they are completely paraphrased in one's own words
- borrows facts, statistics, or other illustrative materials, unless the information is common knowledge.

#### FABRICATION

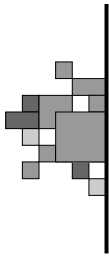
Fabrication is the falsification of research or other findings. Examples of fabrication include:

- Citation of information not taken from the source indicated, and consequently not appropriately used.
- Listing in a bibliography sources not actually consulted, or used in a research paper or exam.
- Inventing data or other information for research or other academic projects.

#### CHEATING

Cheating is the act or attempted act of deception by which an individual tries to misrepresent that he/she has mastered subject matter in an academic project, or the attempt to gain an advantage, usually academic, by the use of illegal or illegitimate means. Examples:

- Copying from another student's test paper.
- Allowing another student to copy from one's test paper.



## Department of Sociology/Anthropology — Academic Honesty

- Using the course textbook, or other material such as a notebook, brought to class meeting, but unauthorized for use during a test.
- Collaborating during a test with another person by receiving or providing information without the permission of the professor.
- Using or possessing specifically prepared materials during a test (e.g. notes, formula lists, notes written on the student's clothing or person, etc.) that are unauthorized, especially by the professor of the course.

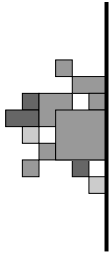
### **ACADEMIC MISCONDUCT**

Academic misconduct is the violation of University policies by tampering with grades or participating in the distribution of any part of a test before its administration. Examples:

- Stealing, buying, or otherwise obtaining all or part of an unadministered test.
- Selling or giving away all or part of an unadministered test, including answers to an unadministered test.
- Bribing, or attempting to bribe, any other person to obtain an unadministered test or any information about the test.
- Buying, or otherwise acquiring, another's course paper and submitting it as one's own work, whether altered or not.
- Entering a building, office, or computer for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
- Changing, altering, or being an accessory to changing and/or altering a grade in a grade book, on a test, on a "Change of Grade" form, or other official academic University records which relate to grades.
- Entering a building, office, or accessing a computer for the purpose of obtaining an unadministered test.
- Continuing to work on an examination or project after the specified allotted time has passed.
- Taking a test or course for someone else or permitting someone else to take a test or course in one's place.

### **How You Prevent Academic Dishonesty**

- Prepare thoroughly for examinations and assignments; this also implies attending class on a regular basis.
- Take the initiative to prevent other students from copying your exams or assignments. **EXAMPLES:** Shield your answer sheet during examinations; do not lend assignments to other students for them to copy and turn in.
- Check your professor's course syllabus for a section dealing with academic dishonesty for that course. If one does not exist, ask the professor. Professors are responsible for issuing clear guidelines at the beginning of a course as to what constitutes dishonesty. **ULTIMATELY IT IS YOUR RESPONSIBILITY TO CLEAR ANY UNCERTAINTIES AHEAD OF TIME.**
- Keep your eyes focused on your own paper during exams. **DO NOT LOOK IN THE DIRECTION OF OTHER STUDENTS' PAPERS.**
- Use a recognized handbook for instruction on citing source materials in papers. Consult with individual professors or academic departments when in doubt. Learning how to get information from a source is something that should be asked at the beginning of a course.



## Department of Sociology/Anthropology — Academic Honesty

- Make use of tutorial services, or other services that may be available, to assist in preparing papers and completing other course assignments properly. This includes the University's Writing Center.
- Discourage dishonesty among other students.
- Refuse to assist students who cheat.

### Academic Honesty Violation Procedures

When a faculty member suspects that an act of academic dishonesty has occurred, the faculty member will meet with the student to:

- discuss the alleged act;
- hear any defense the student may have;
- discuss any proposed academic sanctions;
- Discuss with the student ways to correct the infraction;
- inform the student of his/her right to appeal faculty imposed sanctions to the department chair and/or dean of the school.

A faculty member may impose the following academic sanctions:

- verbal reprimand;
- written reprimand;
- require the student to redo/resubmit the assignment, test, or project;
- lower the student's grade for the assignment, test, or project.

#### CONFIDENTIALITY

In accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, any information relating to an alleged violation of the University's Students Code of Conduct or to the outcome of a judicial hearing must be treated as strictly confidential by members of the faculty.

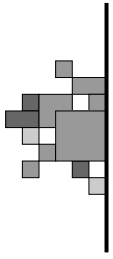
These steps or processes should be taken before moving to the next phase of formal charges.

**FORMAL CHARGES** for academic sanctions are filed with the Associate Provost for Academic Programs and Service (APAPS) and include:

- Any sanction in excess of lowering the grade for an assignment, test, or project.
- Failing the student for the course.
- Recommendation of a temporary or permanent suspension from the academic major or University.

The faculty member may complete a report of the dishonesty that is filed with the APAPS. If more than one report is filed, then the APAPS will meet with the student to discuss these occurrences and additional sanctions may be imposed.

*This is the primary document (student version), as referenced in the Millersville University Handbook, on implementation of the University's Academic Dishonesty Policy. Amendments to this brochure may be made by Meet and Discuss, a joint committee of the University administration and faculty.*



## THE SOPHOMORE REVIEW: MANDATORY ACADEMIC AND CAREER ADVISEMENT

Sociology and anthropology majors who plan to continue in the major, are required to complete an extended advisement session known as a Sophomore Review. The Review is a mandatory, non-graded activity designed primarily to enhance departmental advising. Students cannot "fail" the review nor will a dismissal from the major occur based on a poor performance review.

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### Benefit of the Sophomore Review

The Sophomore Review is designed to be an extremely valuable advising session that makes future academic planning and course selection much easier. **YOU ARE RESPONSIBLE FOR PRINTING OUT YOUR DEGREE AUDIT REPORT (DARS) AND BRINGING IT TO YOUR SCHEDULED MEETING.**

You and your adviser will meet for the 30 minute session to:

- Review your DARS and determine what requirements you need to meet and create a timeline to help you meet them.
- Review your academic record to verify that you are progressing towards the completion of your major.
- Identify your academic strengths and weaknesses.
- Recommend non-classroom based academic experiences such as study abroad, internships, honors projects, etc. that will contribute to your employability after graduating from the University.
- Discuss strategies to help you achieve your career goals.
- Review your resume and make suggestions to strengthen its content so that it clearly communicates your personal and academic strengths.

### When To Prepare

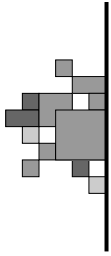
The Sophomore Review is required the semester after you have earned 45 credits and must occur the semester before you complete 60 semester hours.

Students who are not in the major, want to transfer in, and who have earned more than 45 credits are required to complete the Sophomore Review before they will be accepted into the major.

The Department will notify you when it is time to schedule your Review. It is your responsibility to schedule the Sophomore Review appointment with your adviser.

Should you fail to initiate or participate in the review, you will be placed on probation-in-the-major for one (1) semester. During this period, you will be given a final opportunity to complete the Sophomore Review.

**FAILURE TO COMPLETE THE SOPHOMORE REVIEW AFTER RECEIVING TWO (2) NOTICES, WILL RESULT IN DISMISSAL FROM THE MAJOR.**



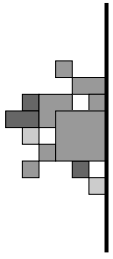
## Department of Sociology/Anthropology — The Sophomore Review

### What To Prepare And Accomplish

- Schedule an appointment for the Sophomore Review with your adviser.
- **Write an essay** of at least two pages describing your anticipated career goals for the ten years following graduation from MU. This essay should be an example of your best writing.
- **Prepare a resume.** You are advised to consult Career Services for guidance regarding resume writing. The Career Services office is located on the third floor of Lyle.
- Obtain a current **DARS printout.**
- Submit to your adviser **one (1) week prior to the scheduled appointment,** your essay, resume, and DARS printout.

If you have questions about the Sophomore Review, contact your adviser or the department chair, Dr. Glazier via email at [mary.glazier@millersville.edu](mailto:mary.glazier@millersville.edu)

**FAILURE TO COMPLETE THE SOPHOMORE REVIEW DURING THE PROBATION-ARY PERIOD WILL RESULT IN YOUR DISMISSAL FROM THE MAJOR.**



## CO-OP/INTERNSHIP PLACEMENTS

A co-op/internship placement is a window through which you can view the world of work while you still have time to modify your plans and behaviors.

A co-op/internship will provide you with the opportunity to:

- obtain hands-on experience while earning your college degree.
- explore and clarify your major and career goals with professionals in the field, to help you determine if the field right for you.
- develop the knowledge, competency, and experience related to your major and career goals — know if you can do it and how to do it better.
- gain practical employment experience that employers will look for when considering you for employment after you graduate.
- take responsibility for your own learning and create a more rewarding college experience.
- establish a network of professional contacts, mentors, and references for after graduation.

(SOURCE: <http://www.JobWeb.com>)

### JUNIOR YEAR

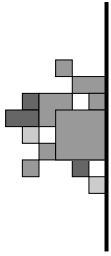
The ideal time to plan your co-op/internship placement!

Your first step is to complete the Internship's Office online registration at:

[www.millersville.edu/elcm/internships/](http://www.millersville.edu/elcm/internships/)

Co-op/internship placements are available in most areas of anthropology and sociology. Dr. Mary Glazier, who is the department's Internship Coordinator, the department's faculty, and the Internship Office staff will assist you with selecting a placement site. The Internship Office is in Bedford House.

**As with all Department and University requirements, YOU ARE RESPONSIBLE TO ABIDE BY THE RULES AND REGULATIONS established under the department's guidelines for co-op/internship placements.**



## Co-op/Internship Placement Guidelines

### INTERNSHIP

An unpaid, one-time work experience combined with academic assignments.

### CO-OP

A paid work experience which also requires that you complete academic assignments.

*Co-ops are scarce!*

### ELIGIBILITY REQUIREMENTS

In order to participate in an internship/co-op placement, you must have the following:

- Class standing of either a Junior or Senior.
- An overall Q.P.A. of 2.25 or higher.
- A Q.P.A. of 2.50 or higher in your major or permission from the department.
- Completion of 9 credit or more credit hours in your major.
- Completion of the online orientation.
- Completion of the application for an internship/co-op with the Internship Office.
- Approval of a faculty member, who will serve as your internship/co-op supervisor, and the Department Internship/Co-op Coordinator.

### LENGTH OF EXPERIENCE

Both internships and co-ops are three (3) credit hours. To earn the three (3) credit hours, you are expected to work a total of 140 hours during the semester you are enrolled in the internship/co-op. For example:

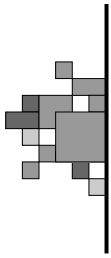
- Fall semester: 14 weeks x 10 hours each week = 140.
- Spring semester: 14 weeks x 10 hours each week = 140.
- Summer semester: 10 weeks x 14 hours each week = 140.

**Beware!** Some internships may require you to spend more than 10 hours per week. However, you are still required to spend 14 weeks at your internship regardless of how many hours per week you are there. During summer, it is possible to complete your internship in 10 weeks by working 14 hours/week. The total number of internship or co-op credits you may complete is from three (3) to nine (9) credit hours however, only three (3) hours will count towards your major course requirements.

### JOB DESCRIPTION

It is your responsibility to obtain a job description for your internship/co-op placement and submit it to the department coordinator for approval. The job descriptions must include responsibilities, duties, areas of observation, and other related experience.





## Department of Sociology/Anthropology — Co-op/Internship Placements

### RESPONSIBILITIES

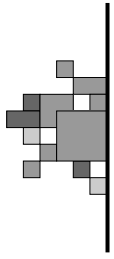
As you progress through your internship/co-op placement, you will be required to complete the tasks listed below:

- A **GOAL STATEMENT** describing your internship goals and learning objectives. This is based on a writing assignment found at the end of the required reading entitled, *“Setting Goals and Identifying Educational Objectives.”*
- **REGULAR CONTACT WITH YOUR FACULTY SUPERVISOR** either in person or by email.
- A **SERIES OF WRITING ASSIGNMENTS** to help you reflect on your experiences as an intern. The topics vary but generally include observations on specific skills you have acquired, things you need to learn, self evaluation, experiences with supervision, relationships with co-workers, ethical issues and the relationship between your internship experiences and the concepts and methods you have learned in sociology.
- **ONE ON-SITE MEETING TO DISCUSS YOUR PERFORMANCE** and to assess your progress in attaining your internship goals. The meeting will occur during the second half of your internship and will include you, your internship supervisor, and your faculty supervisor.
- **AN ESSAY EXPLORING THE LINKAGES BETWEEN YOUR INTERNSHIP EXPERIENCE AND SOCIOLOGICAL KNOWLEDGE, METHODS AND PERSPECTIVES** in which you will demonstrate your ability to relate your work with the sociological concepts or skills you have learned through your courses.
- **AN ORAL PRESENTATION** giving a brief overview of your internship. Your audience will generally be students in a sociology class. You must be prepared to clearly describe your responsibilities and highlight any important experiences provided by your internship.
- A **ONE-PAGE HANDOUT** to distribute at your oral presentation. Your handout should include the agency’s name, address, telephone number, name of the contact person and a brief overview of the internship as well as any other salient information.
- **AN 8 - 10 PAGE CO-OP OUTCOMES REPORT** due the final week of your internship. Copies of your report must be submitted to the faculty supervisor and the Internship Office.

## Where To Look For Internships

### SOCIOLOGY/ANTHROPOLOGY DEPARTMENT RESOURCES

Located in the basement of Susquehanna House, there is a cardboard file container containing one-page summaries of the agencies where internships were completed by former sociology and anthropology majors. The summaries are arranged in alphabetical order by the name of the agency. They briefly describe the internship experience and provide the agency’s address, telephone number and the name of a contact person.



## STUDENT RESEARCH

The department has a proud history of Sociology/Anthropology majors presenting their independent research projects and internship experiences at regional and national professional conferences. They include:

- **Student Research Conference**, sponsored by Millersville University and held during the spring semester.
- **Anthropology Student Research Conference**, sponsored by the Anthropology programs of the 14 State Universities and held during the spring semester.
- **Eastern Sociological Society**, a regional conference held annually in early spring.

In addition to conference presentations, Sociology/Anthropology students have presented their own papers or papers co-authored with their faculty sponsor at professional meetings or, in some cases, have had their work published in major professional journals.

Research and the presentation of research papers is an investment in yourself and your future. Therefore, all majors of the Sociology/Anthropology Department are strongly encouraged to engage in independent or joint student/faculty research.

If you have an interest in publicly presenting your research results, YOU ARE ADVISED TO CONSULT WITH YOUR FACULTY SPONSOR EARLY AND FREQUENTLY DURING ALL STAGES OF YOUR RESEARCH.

Independent research activity can be combined as

- a part of class assignments;
- an independent study project for more advanced students;
- a Departmental Honors Projects for Juniors and Seniors with a 3.00 Q.P.A.

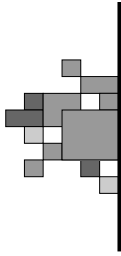
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### Archaeological Excavations

Dr. Timothy Trussell conducts research in historic archaeology. Lab work is an on going process. If you are interested in any phase of historic archeological study, contact Dr. Trussell. The lab is located in the building directly behind Susquehanna House.

### The Public Safety Research Institute

Dr. Mary Glazier works with the Public Safety Research Institute, Lancaster City Police Department, as well as the James Street and East King Street Improvement districts to investigate community based solutions to crime in Lancaster City. She hires student researchers and provides internship opportunities for these projects.

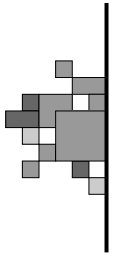


## Department of Sociology/Anthropology — Student Research

### **Funding Sources For Research Projects**

Faculty will make every effort to help secure funds for worthwhile student projects and the presentation of the results. Students can contact the sources listed below to try and secure funds for their research:

- **Neimeyer-Hodgson Student Research Grant.**  
Contact the Alumni Services Office at 872-3352.
- **Sam Casselberry Sociology/Anthropology Student Research Fund.**  
Contact the Department Chairperson.
- **Student Research Grant Program.**  
Contact the Office of Graduate and Professional Studies.



## SAM CASSELBERRY STUDENT RESEARCH GRANT FUND

Originally founded in 1990 by an MU graduate student, the fund's purpose was to help future students attain their research objectives. The student indicated that this was her way of expressing her "appreciation for the opportunity she had to conduct faculty supervised research and present her paper at a regional professional meeting."

From that point on, the department faculty, alumni, and the Sociology and Anthropology Clubs have contributed to increasing the size of the fund to provide an additional source of financial assistance in support of academic excellence for departmental majors and minors.

In 2007, the research fund was renamed to honor Dr. Sam Casselberry who was committed to supporting student research.

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### Grant Eligibility Criteria

If you are engaged in a departmentally sponsored research project or presenting your results at an off-campus professional conference, you are eligible to apply for a Student Research Grant. Priority is generally given to seniors over juniors and majors over minors. The minimum eligibility criteria are:

- You must have a research supervisor who is a faculty member within the department.
- You must list applications you submitted to other funding sources.
- You must have a QPA of 3.0 in their major. The Research Grant Committee reserves the right to waive this requirement under special circumstances as defined by the committee.

### Appropriate Grant Expenditures

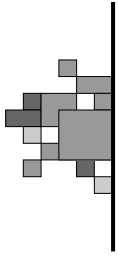
An application for a grant should be made for any of the following appropriate expenditures:

#### RESEARCH EXPENSES

- Photocopying
- Printing
- Supplies
- Postage
- User Fees
- Telephone Calls
- Misc. Appropriate Costs

#### TRAVEL TO PRESENT EXPENSES

- Transportation
- Hotel Accommodations
- Meals
- Conference Fees
- Misc. Appropriate Costs



## Application Procedure

Applications are obtained from the department's webpage at <http://www.millersville.edu/socanth> and must be submitted during the semester either

- PRIOR to when the expenses are actually being incurred, OR
- WHEN the expenses are actually being incurred

THREE (3) COPIES of the documents listed below must be sent ELECTRONICALLY to the Chair of the Student Research Grant Committee:

- Student Research Fund Application Form
- Abstract of Research Proposal
- Itemized Budget (estimated or actual)

The Student Research Grant Committee will review your application and you will be notified within three (3) weeks of submission.

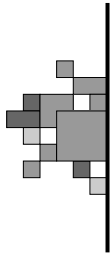
## Report Requirement

Successful grant applicants are required to submit a Post-Grant Report or make a presentation to the department by the end of the semester during which the activity was completed. THE REPORT MUST INCLUDE A BUDGET AND ALL RECEIPTS TO SHOW HOW THE GRANT WAS UTILIZED. FUNDS ARE AWARDED BY REIMBURSEMENT ONLY.

## Student Grant Research Committee's Criteria for Funding Decisions

Each committee member independently uses the criteria listed below to guide their ranking of the applicants. The committee then convenes to determine which of the applicants are funded. The committee reserves the right to amend and/or expand the criteria used as it deems necessary and appropriate.

1. **QUALITY OF PROJECT'S RESEARCH DESIGN** — This includes but is not limited to the following:
  - appropriate plan for gathering and analyzing data
  - likelihood of completing project within time frame specified
2. **LIKELIHOOD THAT FINDINGS WILL BE PRESENTED AND/OR PUBLISHED**
  - at Undergraduate Student Research Conference (MU/SSHE)
  - at State, Regional, National Conference
3. **APPROPRIATE BUDGET OF ANTICIPATED/ACTUAL EXPENSES**
  - appropriate items included on proposed/actual budget
  - amount of each item is appropriate
4. **STUDENT STATUS (IN CASE OF TIE)**
  - seniors take priority over juniors, etc.
  - majors take priority over minors



## DEPARTMENTAL HONORS THESIS

The Departmental Honors option is a culminating experience which provides seniors with an opportunity to apply what they have learned from their core professional courses (Statistics, Research Methods, and Theory) to a substantive research interest.

The student's research is supervised by an adviser and a Departmental Honors Committee. Before attempting the Departmental Honors Thesis, students are encouraged to speak with their adviser, the Department Chair, a professor with whom they may be interested in working, or any department faculty with whom the student has completed courses. Students may begin work on their Departmental Honors Thesis in senior seminar. Speak with the professor of this course before pursuing this option.

Students who complete a Departmental Honors Thesis are required to defend their work before the committee. There are additional opportunities to present work publicly at the annual University Student Research Conference and other professional meetings. In addition to graduating with Departmental Honors, the student and his/her project are given recognition in the Commencement Program.

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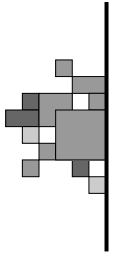
### Eligibility Requirements

- A cumulative QPA of at least 3.0.
- The endorsement of a faculty member.
- Self-direction and be HIGHLY MOTIVATED.
- AT LEAST two (2) semesters (or a summer and a semester) remaining before graduation. This is the MINIMAL amount of time it will take to design and complete the project. Three (3) semesters prior to graduation (or a summer and the following two semesters) are generally advised because of the time it actually takes to conduct a research project.

### General Overview of the Departmental Honors Project

To graduate with Departmental Honors in Sociology or Anthropology, your research project must follow these steps:

- Register for **SOCY 489** the FIRST semester and **SOCY 449** the SECOND semester.
- A written RESEARCH PROPOSAL accepted by your Departmental Honors Committee
- An ORAL DEFENSE of the Research Proposal presented to the chair of the departmental honors thesis and the committee.
- The completion of the RESEARCH PROJECT.
- A WRITTEN THESIS accepted by your Departmental Honors Committee.
- A FINAL ORAL DEFENSE presented to the chair of the departmental honors thesis and the committee.



## Sample Time Table

This is the minimum amount of time to complete a thesis.

### SEMESTER 1

- Choose a research question
- Choose a thesis chairperson and two (2) committee members
- Complete the research proposal
- Defend the proposal

### SEMESTER 2

- Collect and analyze data
- Finish thesis
- Defend thesis
- Submit final version to chairperson and committee

## Selecting a Research Question and an Adviser

The selection of a project adviser and research topic should take place at least one (1) semester prior to registering for honors credits and formally beginning the project. Keep in mind that **EVERYTHING IN RESEARCH WILL TAKE LONGER THAN YOU EXPECT.**

If you are contemplating an honors project,

- Think about what topic interests you and the specific questions you wish to explore.
- Speak to the faculty member with whom you prefer to work as an adviser to your project. S/he will have comments, suggestions, and so forth to help you decide which questions are more fruitful to pursue and which may be more difficult methodologically.

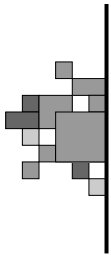
## Literature Review, Research Proposal, and Honors Committee

### LITERATURE REVIEW

Begin a formal literature review on the topic and research questions you are considering. You need to be intimately familiar with the research literature to help direct your planning.

As you refine your research question with the help of the relevant literature, you will begin to develop your research methodology on how you will gather and analyze the data that answers your research question.

After you have developed a research question, chosen an adviser, reviewed the relevant literature, and created a plan for gathering and analyzing the data, you will be ready to write a formal research proposal.



## Department of Sociology/Anthropology — Departmental Honors Thesis

### RESEARCH PROPOSAL

At this point, some students have completed the research proposal as part of their senior seminar course work. Students who have NOT completed the research proposal are expected to register for *SOCY 489*, the first of the two-course sequence.

During the first semester, you will write a formal Research Proposal which includes:

- Title Page
- Abstract
- Introduction (stating the problem/research question)
- Literature Review
- Methodology (to be used for data gathering/analysis)
- References

The Research Proposal is a detailed statement of

- what is to be researched
- why it is important to do so
- what others have found relevant to the topic
- and how the data is to be gathered and analyzed.

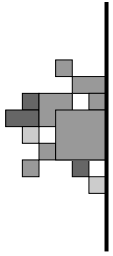
MANY DRAFTS ARE REQUIRED BEFORE A PRODUCT IS POLISHED ENOUGH TO BE ACCEPTED BY A DEPARTMENTAL HONORS COMMITTEE.

### Semester 1: The Research Proposal and Defense

During the first semester of work on the Departmental Honors Thesis, you will:

- Complete the last draft of your research proposal.
- Orally defend your proposal to the Departmental Honors Committee. You will meet with the three (3) members of your Committee and
  - Orally explain what you are seeking to find;
  - Why it is important to do so; and
  - How you will gather and analyze the data pursuant to answering your research question.
- Begin collecting data.





## Semester 2: Data Analysis, Thesis Completion and Committee Defense

### DATA ANALYSIS

During the second semester you are formally enrolled in SOCY 499 for one (1) or two (2) credits, you will conclude data collection and analysis.

### THESIS

The thesis is a complete discussion of your research question, supporting literature, data collection and analysis as well as a substantive interpretation of these findings and the pertinent issues suggested for future research.

MANY DRAFTS WILL BE REQUIRED before your thesis is polished enough to be accepted by a Departmental Honors Committee. Components of your thesis will include:

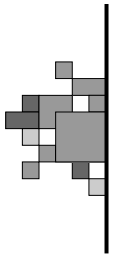
- Title Page: this page lists your thesis title, your name, date, and the statement: *"Thesis submitted in partial fulfillment of the requirements for Departmental Honors in Anthropology (or Sociology)."* In addition, the typed names and signatures of your adviser and all committee members are required.
- Abstract
- Introduction stating the problem/research question
- Methodology used for data gathering/analysis
- Literature Review
- Findings
- Discussion
- References
- Appendix which includes data tables, questionnaire, etc.

### COMMITTEE DEFENSE

When your thesis is complete you must:

- Provide a copy to the other committee members, AND
- Schedule your oral defense **at least two (2) weeks** before the end of the semester.

After the defense, you are responsible for revising the thesis as required by the committee. Five (5) copies of the final version must be delivered to your adviser by the last day of final exams. The copies will be distributed to the Special Collections in Ganser Library, Allegheny House Library, your adviser, and your two (2) Committee members.



## GRADUATE SCHOOL

Reasons for continuing on to graduate school are many. They include, but are not limited to the desire to learn more about a topic; to teach or do research at a college or university; a job change; or for professional advancement at your place of employment.

Making the decision to attend graduate school is a serious one and requires a lot of thought. Whatever your rationale, there are several things to keep in mind about graduate school:

- It is an exciting time to share ideas, study a topic in-depth, and meet people who share your interests.
- It is expensive.
- Although the course load may appear lighter, graduate courses are more difficult than undergraduate courses.
- It is not for an easily discouraged person.

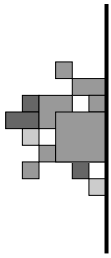
Presently, the Sociology/Anthropology Department does not offer graduate degrees. However we can assist you with your decision to continue on to graduate school. The following sections will provide information on:

- How to choose a program.
- Information you will need to provide to your adviser for a letter of recommendation.
- Strategies for writing your personal statement.

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### Researching Graduate Programs

- **START EARLY** — Contact your adviser or other department faculty member. Discuss your career goals, long and short term, and how they relate to your graduate school plans. Your Departmental Review is a good time to get some initial information regarding graduate school as it relates to your career goals.
- **BORROW A COPY OF A GUIDE TO GRADUATE SCHOOLS.** — The department has copies of guides to both graduate schools in Sociology and Anthropology. When selecting a graduate school consider:
  - The reputation of the school in your discipline.
  - The likelihood that you will be accepted. It is recommended to apply to a number of schools which range in degree of difficulty.
  - The compatibility of the graduate school faculty's interests with your specific interests.
  - Financial Aid
  - The geographical location, if this will be important.

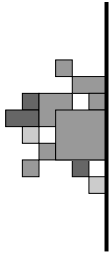


## Department of Sociology/Anthropology — Graduate School

- **TAKE THE GRADUATE RECORD EXAMS (GREs)** — Information on the GREs can be obtained from Academic Advisement, located in Lyle Hall. Experience suggests that a significant improvement is possible if you are familiar with the nature of the exam, so allot time to prepare for the GREs. **HELPFUL HINT:** To gain experience, answer sets of test questions before taking the GREs or use your first attempt as preparation for later attempts.
- **MAINTAIN A GOOD ACADEMIC STANDING** — Overall academic performance is important. At least a 3.00 or much higher is recommended. Graduate schools are interested in:
  - **HOW YOU HAVE PERFORMED IN YOUR MAJOR.** Special note is taken of improvement during the second half of your undergraduate career.
  - **YOUR RESEARCH** in your field of interest, associated with a paper presentation or publication, are very positive additions to your application for graduate school.
  - **YOUR WORK EXPERIENCE** and its relationship to your academic discipline.
- **FACULTY RECOMMENDATIONS** — A very important part of any graduate school application! It is advisable to develop a good working relationship with several faculty in your major so they know you and your abilities and can strongly support your application.
- **APPLY EARLY. EACH GRADUATE SCHOOL HAS ITS OWN DEADLINE!** — Contact the Admissions Office of the colleges you are considering. For example, if you plan to start graduate school in September, applications should be made the previous Fall.

### Tips for Writing Your Personal Statement

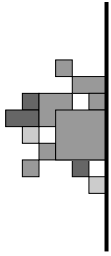
- **DON'T DELAY!** — Write it early. Have friends and advisers comment on drafts of it, and make sure it is very clean.
- **BE FORTHRIGHT.** — Address your “red flags” on your record (see #2 in next section). Take all the illegitimate reasons for rejecting your application off the committee’s table and give them stronger reasons for why you should be accepted.
- **BE CLEAR AND SUCCINCT.** — Admissions committees receive hundreds of applications every year. Therefore keep your personal statement tight – hit the issue, give the reason for why they should accept you, and move on. If a maximum word count for the statement is provided, do not go more than 50-100 words over the maximum. If a word count is not provided, keep your statement to about 1000 words.
- **BE VERY SPECIFIC.** — On what you think their program has to offer you and vice versa. Graduate programs are in the business of *training* you. They want you to look, think, and write like they do upon your graduation. Their decision on your acceptance will be based on whether or not they believe you will be able to meet those expectations. Therefore make it clear that you know what the program does, what you will go through, how you will be trained, and that you *want* to be trained in that way.
- **EACH PERSONAL STATEMENT MUST BE WRITTEN SPECIFICALLY FOR THE SCHOOL TO WHICH YOU ARE APPLYING.** The surest way to get rejected by all the schools is to write only one statement of purpose and submit it everywhere.



## Personal Statement

The personal statement is VERY IMPORTANT and it is strongly advised to WORK ON IT FIRST. Your statement should be comprised of the following six (6) items:

1. **AN ATTENTION-GRABBING PARAGRAPH.**  
Your opening paragraph should say something about you as a person and a student – some moment at which you realized graduate school was what you were interested in, or some instance in which your education helped you out. It should be themed to your particular interests in the program to which you are applying.
2. **YOUR EDUCATIONAL BACKGROUND.**  
The key is to *be synthetic* since the admissions committee will have your transcripts, GRE scores, etc. This section is a narrative of how you became the kind of scholar you are today. Briefly summarize your work in your major, the courses you took, the work you did outside your courses — research assistantships, honors thesis work, independent studies, research projects and skills, internships, field schools). Discuss how your courses led you to focus on the areas of interest you have chosen. It is also important to address issues such as major changes, poor grades in certain semesters, and other kinds of “red flags”, making sure to give a plausible reason for their presence on your record.
3. **THE PARTICULAR REASONS WHY YOU ARE APPLYING TO THIS PROGRAM.**  
Give the admissions committee a sense of what it is you want to do in their program. Identify your particular areas of interest such as the fields you want to study, courses you want to take, and a preliminary direction for your research interests. If you have already contacted faculty members in the department, list them and why it is you are interested in working with them.
4. **WHAT YOU BELIEVE THE PROGRAM HAS TO OFFER YOU.**  
Provide general reasons why you are interested in this program. Without restating what you said in the previous paragraph, address items like research, teaching opportunities, funding opportunities, prestige issues, etc. Show the admissions committee that you have done some research on the program, what it’s like, and what life in the department may be like.
5. **WHAT YOU THINK YOU HAVE TO OFFER TO THE PROGRAM.**  
The admissions committee will want to know if you will be a good match with the program – not just in terms of your research interests, but also personally. Counter certain elements of your application that might appear weak (GRE scores, GPA, etc.). Highlight your academic preparation, other kinds of personal and educational experiences and explain how they have prepared you to go to this particular school.
6. **SUMMARY AND CONCLUSION.**  
Integrate everything you have presented in your previous paragraphs so that the admissions committee sees the entire person – not just GPAs and GRE scores, but the full picture of who you are and why you want to be a part of their program.



## Sources of Aid for Graduate School

### FEDERAL STUDENT AID

- Complete the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.gov](http://www.fafsa.gov) every year generally between January 1<sup>st</sup> and April 1<sup>st</sup>. However, you should contact the college's Financial Aid Office to find out their deadline date for filing the FAFSA for Graduate school. Federal student loans and work-study are generally a guaranteed source.

### PRIVATE ALTERNATIVE EDUCATION LOANS

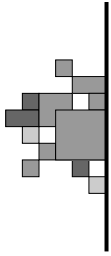
- FINAID! at [www.finaid.org](http://www.finaid.org) and type "*private loans*" in the search box.

### GRADUATE ASSISTANTSHIPS

- Contact the chairperson of the department at the university to which you are applying.

### SCHOLARSHIPS

- The Financial Aid Office — contact the office/s at the university to which you are applying.
- Professional Association Scholarships — contact the professional association/s specific to your discipline.
- Free online scholarship databases:
  - FASTWEB: [www.fastweb.org](http://www.fastweb.org)
  - FINAID!: [www.finaid.org](http://www.finaid.org) and type "*scholarships*" in the search box.
  - STUDENT FINANCIAL ASSISTANCE: [www.studentaid.ed.gov](http://www.studentaid.ed.gov)
  - SCHOLARSHIP SCAM ALERT: you should not have to pay to apply for a scholarship. If you think a scholarship is a scam, go to [www.ftc.gov/scholarshipscams](http://www.ftc.gov/scholarshipscams).



## Choosing a Graduate School Program

Advice provided in this section on how to choose a graduate school may require some modification depending on the degree.

### KNOW YOURSELF.

- What obligations and responsibilities do you have now or will you have the next two to eight years?
- What do you value?
- Can you move and are you willing to move?
- Are you good at juggling multiple responsibilities?
- Do you prefer smaller classes and closer relations with faculty?
- Do you want to be part of a larger program with potentially more grant money, more research opportunities, and more competition?
- Do you plan to attend part-time or full-time?
- Are you capable of handling controversy, adversity, insults or benign neglect?

Discussions and readings in graduate school can be provocative. Some people forget civility in the process so be prepared for a heavy dose of passionate discussion.

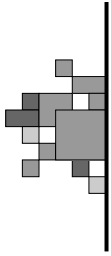
Graduate school requires you to be your own advocate. Faculty members rarely ask you for an update on your life or your progress through the program. Be prepared to assert yourself when you need assistance, but be respectful.

### IDENTIFY YOUR GOALS OF ATTENDING GRADUATE SCHOOL.

- Why are you considering an advanced degree?
- What fields of study interest you?
- What do you want to be doing ten years from now?

### KNOW YOUR FINANCES.

- Can you afford to start and finish graduate school?
- How much does the program cost? Don't assume that you will get a graduate assistantship or other scholarships, but don't assume that you are not eligible.
- Are you eligible for financial aid and what type of aid is available for graduate school?
- What is the current total of your student loan debt? You can usually defer your undergraduate student loans, but you must still repay them.
- Will your employer pay for part of your educational expenses?
- How will you pay for your daily living expenses in addition to tuition, books, transportation and other educational charges?



## Department of Sociology/Anthropology — Graduate School

### **OBTAIN INFORMATION ABOUT THE PROGRAMS OF INTEREST TO YOU.**

You need a point of comparison. Get information on several graduate programs in your field of interest, but remember that these are marketing tools. What you see is not always what you get. No one markets their “ugly” side. Therefore, who you should contact and what you should ask are listed below.

#### GRADUATE COORDINATOR

- How long does it take most students to complete the program?
- Are the required courses offered regularly?
- How many of your graduates are currently employed in their chosen field?
- What percent of the students receive graduate assistantships?
- For how long are the graduate assistantships available?
- For email addresses of current graduate students.

#### CURRENT GRADUATE STUDENTS

- What do they think of the program?
- What have they found to be their personal strengths as they progress through the program?
- What have they found to be their personal weaknesses as they progress through the program?
- How are the relations between faculty and graduate students?

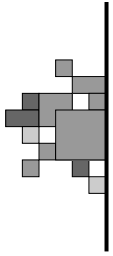
FACULTY — Investigate their specializations first, then email faculty whose interests match yours and ask:

- How are the relations between faculty and graduate students?
- Do you publish with your students?
- What role do you play in helping your students gain employment in their chosen field?

### **BE AN EDUCATED CONSUMER!**

Ask questions if something doesn't make sense or you need additional clarification. Remember to introduce yourself, explain why you are calling or emailing, and ask specific questions.

- If you have general questions about a graduate school application, contact the graduate school.
- If you have department or discipline specific questions, contact the graduate coordinator for that department (at a particular school). Although graduate coordinators are the ambassadors of their graduate program, they are also busy people. Not everyone reads or returns email especially if the subject line has not been completed. If you do not hear from the graduate coordinator after a week, re-contact.



## Department of Sociology/Anthropology — Graduate School

### **LEARN THEIR REQUIREMENTS.**

- What entrance criteria must you meet to gain acceptance?
- Do you meet the entrance criteria to gain acceptance?
- What are the deadlines?
- Study for the required standardized test. Buy the prep book or enroll in a prep course. Do well. It matters.
- Do well in your undergraduate program. That matters, too.

### **VISIT THE SCHOOL.**

After you have narrowed down your list of potential schools, schedule a visit with the graduate coordinator, faculty members, and current graduate students. Tour the department, talk to people, visit the labs or the library.

- Is this a place where you could spend a considerable amount of time?
- Do you feel comfortable with these people?
- Will they help you reach your goals?
- Is there funding available?
- How many assistantships are awarded each year?
- Are assistantships renewed annually (meaning you must compete every year for one) or are they extended for a particular period of time?
- How much of your bill will the funding cover?
- Are scholarships or graduate assistantships available to part-time students?
- Are there teaching and research opportunities with faculty?

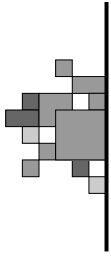
Some departments prefer that you visit after they have made their decision. Unless you hear otherwise, VISIT BEFORE YOU FINISH THE APPLICATION. Under these circumstances, you should take a resume and sample work with you because they will not have any information about you. Share this information at your meeting with the graduate coordinator. After your visit, you may find that the program is not worth the application fee.

### **THANK THEM.**

KEEP A LIST OF NAMES OF THE INDIVIDUALS YOU MEET — graduate coordinator, faculty and graduate students.

After your visit, send them a thank you note, not an email message. These niceties can make a difference in your application even though they should not. If the decision is between you and someone else, most people prefer to extend an offer to the “nicer” person. Plus, it makes a good impression — unless everyone is doing it and then it becomes pro forma.





## Letters of Recommendation

Every graduate program requires students to provide letters of reference from people, usually faculty members, who can speak to the student's skills, interests, and abilities. Therefore, you are encouraged to spend some time talking with your adviser, be diligent in your studies, and "stand out" in a positive way. This will help your adviser with writing a strong, positive letter of recommendation. Your adviser will require the following information:

- Your full name.
- Courses you took, the professor's name, the semester taken and your grades.
- Your most recent cumulative grade point average.
- Your grade point average for the last four (4) semesters.
- Your grade point average in sociology classes.
- Any red flags appearing on your record that you are hoping a letter of recommendation can explain.
- The specific names and addresses of the graduate programs to which you are applying, the deadlines for applications and their policies regarding letters of recommendation (sent directly to the school, returned in a sealed envelope to the student, etc.). LIST THESE IN ORDER OF DEADLINE ON A SEPARATE SHEET OF PAPER THAN THE RECOMMENDATION FORMS.
- Your immediate goal and long-term professional goals.
- State briefly why you are a good candidate for the graduate program to which you are applying. GIVE THE REFEREE A COPY OF YOUR PERSONAL STATEMENT IF YOU HAVE WRITTEN ONE.
- List the reasons why you are interested in the programs to which you are applying.
- List any activities that complement your academic credentials (e.g., organization leadership roles, volunteer activities, work or internship experiences).
- Graduate schools usually ask for evidence of conscientiousness, initiative, ability to work independently and ability to work with others. Provide any concrete examples that illustrate your strengths in those areas.
- What information about you are you hoping your adviser will provide in their letter of recommendation?
- Check the reference form to be certain that you have completed it. Be sure you sign where it asks whether you waive your right to see your letters of recommendation. If you have not signed that form, the graduate school will not consider it.
- Provide your advisor with stamped, addressed envelopes so your advisor can mail the letters of recommendation to you.

### **GRADUATED A FEW YEARS AGO? CONTACT YOUR ADVISER!**

Advisers usually remember their graduates since the Sociology/Anthropology classes are small. You will need to provide your adviser with an update on your activities since graduation such as, "What are you doing now?", "Why do you want to attend graduate school?", etc. Contact your adviser and make an appointment to discuss your plans.

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