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# Program Review

## Reporting Faculty

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Graduate Program Directors’ Handbook

I: Introduction

A. Goal of this Document
This document was written to provide Graduate Program Directors with a single document to guide their work as they serve SIUE’s quality graduate programs.

B. Graduate School Mission and Vision

a. Mission Statement
Graduate Studies at Southern Illinois University Edwardsville fosters student inquiry and lifelong learning by ensuring high quality graduate programs and comprehensive graduate student support services. Graduate Studies:

- advances holistic, inclusive cross-campus graduate student support services
- administers programs that promote academic inquiry and dissemination and recognize graduate student excellence
- maintains administrative processes that support recruitment, admissions, retention, and degree completion of graduate students as well as graduate assistant employment
- maintains administrative processes that support post-baccalaureate program development, assessment, and review.

b. Vision Statement
Graduate Studies at Southern Illinois University Edwardsville will provide leadership in program collaboration and interdisciplinary partnerships that meet the needs of existing and emerging career paths and contribute to knowledge generation and practice.

C. Who to Contact: A Quick Reference Guide

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II: Graduate Programs at SIUE
SIUE offers graduate programs for Post-Baccalaureate Certificates, Post-Master’s Certificates, Master’s and Specialist’s degrees, two doctoral programs (Doctor of Nurse Practitioner and a Doctor of Education Educational Leadership) and Professional Development Sequences (PDS). We also have cooperative PhD programs with SIUC as the degree-granting institution in Engineering Science, Computer Science, Environmental Resources and Policy, and History, as well as a cooperative PhD program with the School of Medicine in Pharmacology & Neuroscience. Visit the “graduate” and “doctoral” tabs at http://www.siue.edu/academics/ for a complete listing.

III: Graduate Program Faculty

A. The Graduate Program Director (GPD)

a. Selection

The departmental operating paper should specify the process for selecting a GPD, the GPD’s responsibilities, and the length of the GPD’s term. Notify the Graduate School of any changes in GPD or interim GPD (e.g., GPD will be on sabbatical).

b. Duties and Responsibilities

The GPD is generally responsible for:

- answering questions from prospective, admitted, and enrolled graduate students
- overseeing the admissions process, including application review and selection of graduate students
- maintaining recruitment and advising documents
- advocating for program resources when necessary
- creating and maintaining a Graduate Student Handbook
- overseeing the graduate program assessment process and reporting
- advising new graduate students and/or assigning advisors for new graduate students.
Other potential responsibilities include:

- overseeing the graduate program’s curriculum and making changes where appropriate
- ensuring that the program’s curriculum and related experiences are preparing students for the workplace or for future graduate study
- handling any student grievances (unless an alternate departmental process exists)
- compliance with assessment, external program requirements, accreditation, certification, or licensure (where applicable).

B. Graduate Faculty Status
Faculty must apply for graduate faculty status (Graduate I or Graduate II) in order to be able to teach graduate classes and chair or serve on thesis/dissertation committees. A faculty member must hold Graduate II status to chair or serve on a doctoral project committee. See the Graduate Faculty website for more information and the application form.

If a program would like to grant temporary approval to teach a graduate class to a faculty member (full- or part-time) who is not a member of the graduate faculty, they must seek approval to do so by completing a Temporary Approval form found on the Graduate School Faculty Forms website. This form must be submitted, and approval must be given, before the course is scheduled (see Policy http://www.siue.edu/policies/1c10.shtml).

C. Graduate Program Faculty
It is advisable to designate faculty with Graduate Faculty status to serve as members of a graduate program. In most cases, these faculty should be members of a departmental standing committee whose responsibilities are to work with the GPD in the administration of the program.

D. Emeritus Graduate Faculty Status
To serve on thesis committees, Emeritus Faculty must also hold Emeritus Graduate Faculty Status. This honor is distinct from Emeritus Faculty status. The program may recommend an Emeritus Faculty for graduate faculty status. The GPD should notify the Dean of the College or School of the program’s desire to confer Emeritus Graduate Faculty status on the faculty member. The Dean must then send a nomination letter to the Dean of the Graduate School. See the Graduate School Faculty Forms website for a template. Emeritus faculty may serve on thesis committees but may not serve as chair unless the chair position was held prior to retirement.

IV: Graduate Student Recruitment, Application, and Admission

A. Recruitment

a. Graduate School Recruitment Efforts

The Graduate School working with Graduate and International Admissions utilizes the following recruitment efforts for all graduate programs:

a. The Graduate School Open House
b. Explore Days (School/College visit days)
c. Visits to other universities’ graduate school fairs throughout the region
d. Office of Admissions website
e. Graduate School LinkedIn site
f. Virtual recruitment events (20 min presentations/overviews of graduate programs).
b. Program/Departmental Recruitment Efforts

Departments are encouraged to develop their own recruiting events and strategies. See Best Practices for some examples of unique recruiting methods and methods for recruiting a diverse applicant pool.

B. Applications

Prospective students submit an application through Radius to the Graduate School. The application to the Graduate School can be filled out online or via paper form. Additional requirements exist for international students.

a. Student Application Types

Classified

Classified students are those seeking admission to a graduate degree program.

Unclassified

Unclassified students are those seeking admission to graduate study but not to a specific degree. Students in the SIUE/SIUC co-op doctoral program are admitted to an unclassified status at SIUE and to a degree-seeking status at SIUC.

Combined Bachelor’s and Graduate Degrees (Accelerated or Early Entry options)

Accelerated Option = Permits upper-level SIUE undergraduates conditional acceptance to graduate programs and allows sharing of 6-12 credit hours towards both the bachelor’s and graduate degrees.

Early Entry Option = Permits upper-level SIUE undergraduates conditional acceptance to graduate programs but does not share credit toward more than one degree.

b. Admission application fee

Currently, the fee is $40. Contact Admissions for updated information.

c. Student Application Deadlines

Classified students: The last day for domestic students to submit an application is 4 weeks prior to the beginning of the term (unless set earlier by the program). The deadlines for international students to submit an application are July 1 for fall term, November 1 for spring term, and April 1 for summer term, unless set earlier by the program. A classified admission application is required for each graduate program. Students returning to the same program can submit a new application up to 5 days before the semester starts.

Unclassified students (students not seeking a degree): The last day for domestic students to submit an application is one week prior to the beginning of the term (unless set earlier by the program). Typically international students cannot be unclassified because visa restrictions require they be full-time, degree seeking students, and 2/3 of their courses must be in seated (not online) sections of their program. However, when international students
attend SIUE for a semester (or less), they will need to follow the deadlines for classified international students in order to obtain a visa in time to attend.

**Combined Bachelor's and Graduate Degrees:** Students pursuing approved combined bachelor’s and graduate degree programs, which include accelerated and early entry master's degree programs, must follow the requirements of the program to which they are conditionally admitted. Students should apply for admission for the term in which they intend to begin taking graduate courses, and must need no more than 32 credit hours to complete the bachelor's degree upon admission. See Policy 1L17 for more information.

d. **Setting Application Requirements**

Graduate programs may set their own requirements as long as those requirements are not lesser than the Graduate School’s requirements of (1) a minimum undergraduate GPA of 2.5 from an accredited university and (2) a minimum of a 3.0 GPA in all graduate-level work. Students with GPAs lower than the requirements may be considered; a request for exception must be filed with the Graduate School.

Graduate program directors should evaluate admission criteria to ensure they are appropriate for their program. Some criteria used by programs at SIUE include standardized test scores (GRE, GMAT, etc.), letters of recommendation, prerequisite courses, portfolios, letters of intent (personal statements), minimum GPA, and writing samples. Graduate programs may want to consider the following when setting these requirements as well as holistic admissions tools available in Radius. Any changes in requirements require approval through the program change process.

<table>
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<th>Requirement</th>
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| Standardized test scores        | • Consider providing average scores for admitted students on your website to help students determine whether they would be competitive for your program.  
• Provide clear instructions regarding the university code students should use in score reporting for tests such as the GRE (SIUE’s code = 1759). |
| Letters of recommendation       | • Provide clear instructions as to the type of individuals who should provide the letters (e.g., faculty, not personal contacts). |
| Prerequisite courses            | • Carefully consider the availability of prerequisite courses at other universities, especially those whose students are likely to apply to your program.  
• Make clear in your requirements whether students can be admitted conditionally without these courses.  
• Consider whether your program can offer these prerequisites during the summer (in person or online), or whether students can take them elsewhere during the summer, and/or whether admitted students could take them in their first semester as co-requisites. |
| Letters of intent / personal statements | • Provide clear instructions as to what you’d like applicants to address in their statements. Provide a word/page length maximum. |
Minimum GPA

- Set GPA minimum to reflect your admission history; GPA minimums that are far below those of admitted students give applicants unrealistic expectations.
- If exceptions can be made to the minimum GPA, clearly explain the conditions under which exceptions may be made.

Portfolios and writing samples

- For portfolios, be specific about the content required and the format.
- For writing samples, specify the type and length of sample requested (e.g., 8 poems, 10 page research paper in APA Style).

e. English language proficiency

International students must meet SIUE’s criteria on either the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS), or meet one of the criteria to waive this requirement (http://www.siue.edu/internationalstudents/criteria/graduate.shtml) to be admitted; however, programs may set their own, higher requirements if desired. Programs may also allow students conditional admission upon completion of the on-campus English as a Second Language International (ESLI) program (http://www.siue.edu/internationalstudents/criteria/esli.shtml). For questions about the ESLI program, contact Jim Monahan, Director of Graduate and International Admissions. (jmonaha@siue.edu; 618-650-2756).

f. Financial Requirements

SIUE complies with the United States Citizenship and Immigration Services (USCIS) regulations that govern the financial eligibility of international students. International students must provide evidence of sufficient financial resources to support all their living and education expenses for one academic year. Financial requirements are updated annually. Additional information regarding this requirement and corresponding forms can be found on the International Admissions website.

g. Student Application and Review Process: A Timeline

1. Each program will work with Graduate and International Admissions to design the Graduate Program Application in Radius, in accordance to the approved application requirements listed in the Graduate Catalog.
2. Students submit the application and upload supplementary materials and unofficial copies of all academic transcripts in the online application system. They will send official transcripts to Admissions directly from their institution(s).
3. Application materials are available for viewing in AppReview; they are uploaded as they are received by Admissions. Faculty/staff must go through training to access AppReview.
   i. Review the App Review Tutorial.
   ii. Please submit a new SARF for new GPD’s/Reviewers with a beginning effective date.
   iii. Please submit a new SARF for the termination of the old GPD’s/Reviewers with an effective date of the termination.
4. Departments review applicant information in AppReview and interview candidates (if applicable). Also see Best Practices for Review and Selection of Candidates.

5. Programs make decisions on each applicant:
   - **Deny**: Applicant is not admitted to program.
   - **Admit with conditions**: Applicant is admitted to program but with conditions specified in writing in AppReview. Note that the department is responsible for confirming that any conditions listed are satisfied. Graduate Admissions and The Registrar’s Office do NOT check this.
   - **Accept**: Applicant is accepted to program

6. Any conditions for acceptance must be included in the comments section in AppReview. Conditions may include but are not limited to prerequisite courses completed successfully (e.g., CE 380 completed with at least a B within the first 6 hours of the graduate program) and successful completion of the undergraduate degree (e.g., complete current CE degree with at least a 2.75 cumulative GPA). Please list specific prerequisites that must be completed when applicable so applicants can be properly notified of those requirements.

7. For students who are not able to enroll in at least one graduate course, they should not be admitted as a graduate student due to financial aid concerns. For these cases, email the Director of Graduate Admissions so that communications to the applicant can be tailored to be sure they understand their admission to the graduate school is only being deferred, not denied, for their own benefit.

8. After decisions have been made, Admissions will notify the applicant. The program can also communicate the decision (deny, admit with conditions, accept) to the applicant after Admissions sends the initial notification. However, the student is not fully admitted to the Graduate School and that program until activated by Graduate Admissions. Note that some fields have rules or common standards for deadlines by which offers must be made or accepted.

### h. Financing Graduate Education

1. **Tuition Installment Plans**
   - Current tuition rates for graduate study are listed online. A net price calculator and a tuition and fees estimator are also found online. Graduate students can pay a small fee spread their tuition, fees, housing and meal plan charges over four equal installments (3 installments for summer term). This Installment Plan is not available to students enrolled in the Dental, ERTC, MBA and MMR programs.

2. **Student Employment, Loans, and Grants**
   - Graduate students may be eligible for student employment, loans, and grants to support their studies. For information, contact the [Financial Aid Office](#).

3. **Graduate Assistantships (GAs)**
   - Students seeking graduate assistantships can check the online listings and apply per the posted instructions. If your department is providing the assistantship, you must originate the GA contract using the [EPAF system](#) and submit all required documents. Resources for the unit hiring the GA can be found on the Graduate School’s [Hiring Unit Resources website](#). For information on policies and procedures relating to Graduate Assistantships, please access the [GA Handbook](#).

4. **Promoting Financial Literacy**
   - [GradSense.org](http://GradSense.org) is a comprehensive interactive online resource designed specifically to
assist graduate students in planning for their financial futures.

**Policies Relevant to Graduate Assistantships**

Program directors should be familiar with university policies relevant to graduate assistantships, including 4A3 (Guidelines for GAs and Regulatory Policies), 4B1 (Policy on Employment of Graduate Students), 4B5 (Procedures Governing Student Employment Grievances and Appeals), 1L4 (Teaching Responsibilities Assigned to Graduate Students) and 4F1 (Tuition Waivers for Former GAs). Following are some of the most salient policies to note:

a) GAs cannot work on average more than 20 hrs per week in a graduate assistantship.

b) Assistantship appointments must relate to the student’s academic objectives; positions that are purely clerical should be classified as a student worker positions.

c) Eligibility rules apply for GAs.

d) GAs may apply for an Earned Summer Tuition Waiver (form found on the GA Forms website) after serving as a GA for two consecutive semesters one time during their GA career.

e) GAs are required to complete monthly time sheets, and programs are required to track their use of sick and funeral leaves. For information about unpaid leave, please see the Unpaid Leave FAQ.

3. **Competitive Graduate Awards (CGA)**

CGAs are 9-month 25% Research Assistantship position for first year students. Applicants are chosen based on their credentials and a statement of the scholarly work that will be undertaken during the award period; such work will be conducted under the advisement of a mentor, who must agree to supervise the applicant. CGAs are only awarded for a summer or fall start, and applications are due by January 15th.

4. **Graduate Scholar Awards (GSA)**

The GSA provides a two-term tuition waiver to applicants from underrepresented groups in graduate programs. Applications are due March 1.

V: Managing the Graduate Program Curriculum

A. **Quality Graduate Education**

Graduate curricula should be aligned with SIUE’s views on a quality graduate education and its Teacher-Scholar philosophy, as well as the most current disciplinary standards and any appropriate accrediting body requirements.

B. **Setting course requirements and course scheduling**

Changes in the program requirements require approval via the appropriate program change processes. When considering curricular changes, the following policies are of note.

- Master’s degrees must be comprised of at least 30 credit hours; specialist’s degrees must be comprised of 30 credit hours beyond the Master’s. Post-Baccalaureate Certificates are comprised of at least 9 credit hours, while Post-Master’s Certificates must be comprised of at least 12 credit hours.

- One-half of the required credits must be earned in courses numbered 500 or above, and at least two-thirds must be earned in a major field of study or cooperative or interdisciplinary program.

- No more than 10 credit hours counting toward program requirements must be constituted by workshop courses (2 weeks or less).

- Each program can develop its own exit requirements (e.g., thesis, final project, etc.)
• Other relevant policies can be found in the Graduate Catalog.

• Programs may add restrictions to courses (such as prerequisites and only students declared in that major can register), determine if a course is repeatable for credit, and the grading option (e.g., standard letter grading, final project [DE/letter grades] or thesis [DE/Satisfactory grades]).

Graduate Programs might consider matching class schedule formats to the pedagogical needs of the students and the students’ needs. For instance, classes can be arranged in an 8+8 format (instead of 16-week), hybrid and online delivery can be utilized where appropriate, evening and weekend options can be scheduled, and satellite programs can be developed. These flexible delivery options may be appealing options to otherwise unserved or underserved potential students.

C. Graduate differentiation for 400-level courses

Approvals for 400-level courses offered for graduate credit are processed through the Graduate Course Review Committee. The course requirements must be differentiated for those students receiving graduate credit. Examples of adequate differentiation include:

• major project on a topic cleared with professor and representing a more complex issue than those chosen by undergraduates
• presentation of such a project to the class (undergraduates simply turn in written work)
• additional project or paper that is about 10% of the work
• additional questions on exams/homework and leadership roles in projects
• research paper that is longer (perhaps 25% longer) than expected by undergraduates and uses primary sources. Such a paper might include an annotated bibliography and synthesize material from sources into new conclusions.

Inadequate differentiation might involve simply lengthening the required pages of a paper or time of a presentation. It is also insufficient to claim more rigorous grading for graduate work than for undergraduate work; such rigor must be thoroughly explained.

D. Submitting program and course changes

Forms for submitting program and course changes are located on the Provost’s website. A list of “best practices” for submitting courses for review can be found at the end of this document. See Policy IQ8 regarding the timeline for implementing changes for graduate and professional programs. Note that this policy helps facilitate the process for specific types of changes.

E. Practica/Internships

Many programs require practica/internships as a part of their graduate curriculum. Be advised that Schools/Colleges often require that a practicum/internship agreement must be completed with each site before a student placement begins. Check with your Dean’s office for more information on this process. Funded internships can be routed through the Graduate School as externally-sponsored projects, resulting in the unit receiving funds and the students receiving a tuition waiver.

F. Theses/Dissertations

When theses or dissertations are required of students in a program, it is advisable that students be thoroughly advised on the thesis process, including all steps below, at the commencement of the thesis process. A thesis committee must consist of at least three SIUE graduate faculty, typically with one committee member serving as chair. In some cases, there may be co-chairs. Chairs of doctoral committees must hold graduate faculty II status. Ideally, thesis/dissertation students and their chairs should discuss the role of the student and of the chair/committee in the
research process before the process begins. Chairs are also encouraged to point students to the Guidelines for the Preparation of a Thesis.

a. Enrollment in Thesis Credit

Typically, graduate students should earn no less than 3 credit hours and no more than 6 credit hours for their thesis work. Students may via a Graduate Student Request Form for additional credit of up to 10 credit hours of thesis, but adequate justification is needed.

b. Ethical Compliance approval

Students must seek approval for projects that involve use of animals, biohazardous materials, or human subjects. For information on the process, see the Ethical Compliance website. Students and their faculty sponsors must also complete the appropriate compliance modules prior to beginning the project.

c. Sources of research funding

a. Research Grants for Graduate Students (RGGS)
   The RGGS program accepts applications each Fall and Spring for classified, Master’s degree-seeking students. The proposed work must be research initiated by the student, although it may be overseen by a faculty mentor.

b. Research Grants for Research Doctoral Students (RGRDS)
   The RGRDS program awards small grants to support research/projects initiated and conducted by students of the SIUE EdD and DNP programs and the cooperative Ph.D. programs. Applications are due July 15 each year.

c. School/college funding
   Check with your School or College to determine whether additional funding opportunities exist for graduate research.

d. Funding for student travel to conferences
   Funding is available through the Graduate School for student travel to professional conferences to present their research.

d. Thesis Resources, Completion, and Submission

When the student’s thesis has been satisfactorily completed and approved by the committee, the Committee Chair must complete and submit the Summary of Completion Form to The Registrar’s Office. The thesis committee does not need to sign a signature page or approval page for incorporation in a student’s thesis.

In addition, the student must make any necessary changes to the thesis and submit the thesis (formatted according to the Guidelines for Preparation of a Thesis) through the ProQuest Electronic Thesis and Dissertation (ETD) website by the Monday before finals week of the student’s graduation semester. There is a processing fee charged by ProQuest. Submissions received after this date will be considered for graduation from the following semester. After this initial submission, the student will be sent feedback regarding any formatting revisions needed. This feedback should be incorporated in the final submission by the deadline.
G. Continuous enrollment
Domestic students who have begun their thesis or culminating project and/or have completed all course requirements are required to be enrolled each term until all degree requirements are met. If students are enrolled in no other credit hours, they must enroll in UNIV 500 until graduation so that they may continue to use university resources. See Policy 1L16.

International students typically cannot enroll in UNIV 500 to maintain their full course of study since this is a zero credit hour course. If they are only enrolled in UNIV 500 this violates their immigration status. They can however, enroll in only UNIV 500 if they have completed all other program requirements and have applied for OPT, which may be desired to maintain health insurance (but also will incur the health insurance charges). More information can be found on the ISSS “Reducing Your Course Load” website.

Students can register themselves each semester for UNIV500, but GPDs should consider encouraging them to fill out a Graduate Student Request Form to ensure policy compliance and reduce the need for monitoring. After initial registration by the continuous enrollment process, the student will be enrolled in UNIV 500 each term until registration is prevented by graduation, non-payment, expiration of the time allowed to complete the program by university policy, or an approved continuous enrollment cancellation request.

Students can request an exception to the continuous enrollment policy by completing the Graduate Student Request Form. Students who complete degree requirements but fail to enroll in UNIV 500 each term as required will be assessed relevant fees prior to release of the diploma and transcript.

H. Graduate Policy Requirements and Issues

a. Undergraduate Students Registering for Graduate Credit
SIUE undergraduates can register for graduate credit if admitted to an approved Combined Bachelor’s Graduate degree program or by an approved Graduate Student Request Form.

b. Registration and Holds

1. Mandatory Advisement Hold. The Advisement Check-In hold is placed on students’ records each semester to comply with the University’s mandatory advisement. The GPD can release an individual student’s hold or all of the students in the program by following the instructions on the Registrar’s website.

2. Bursar’s Office Hold. The Bursar’s Office places a Financial Agreement hold on each student’s record each semester. The student must agree to the statement on Cougarnet to remove the hold before registration can occur.

3. Not Anymore Hold. All students are required to complete Not Anymore, SIUE’s sexual assault and relationship violence online prevention education program, each year.

4. Once the holds have been released, the student can register for classes in which they meet the prerequisites. Graduate students and undergraduate seniors are in the first group permitted to register before the general population.

5. Once the semester begins, all registration changes must occur in the Service Center. This includes late registrations (i.e. independent study) and credit hour changes (i.e., a class can be taken for 1-3 hours and a decision is made to increase enrollment by 1 hour).
c. Grading and GPA Requirements

Grades of C or better may be used to satisfy graduation requirements. Incomplete grades automatically revert to F after one year. Deferred grades will remain until changed by the instructor. Please refer to Policy 1J1 for the grading policy.

Refer to Policy 1J5 for more information on incomplete grades and extensions, and refer to Policy 1F1 for the effect of incomplete grades on graduation.

Graduate programs may specify higher grade requirements (e.g., B or better in core classes). Only credit earned at SIUE is calculated in the GPA. Only graduate-level courses are calculated in the cumulative graduate GPA. A minimum graduate cumulative GPA of 3.0 is required for all graduate programs. Refer to the Retention section of this document for further information.

A minimum GPA of 3.0 (A = 4.0) is required in all graduate coursework required by the program for awarding the degree. Individual programs can have a higher GPA requirement.

d. Repeats

Students may attempt a course for a total of four times (i.e. a student may repeat a course up to three times). All grades appear on the transcript but only the grade in the most recent attempt is used in the GPA. Refer to Policy 1J2 for more information on repeat grades.

e. Transfer Credit

Credit earned from another institution and in an unclassified status at SIUE must be petitioned for transfer via the Graduate Student Request Form. Credit must be earned with B or better grades on an A-F grading scale from an accredited institution for graduate credit as a graduate student and applicable to your SIUE degree program. The GPD can indicate how the credit should be accepted if approved (e.g., for a specific SIUE course or as an elective). Students should use the GSRF to request pre-approval to earn credit elsewhere to transfer it to SIUE. Credit earned in undergraduate courses for foreign language or pre-requisite requirements must be submitted for evaluation but are not recorded on the graduate transcript. Undergraduate foreign language requirements will be recorded in the degree completion software.

f. Re-Using Credit / Double-Dipping

Credit must have been earned as a graduate student in graduate-level courses, with the exception of courses in approved Combined Bachelor's Graduate Degree programs.

Credit earned in a post-baccalaureate certificate program may be used toward fulfillment of a master’s degree and does not need to be transferred; however, the degree completion time period and grade requirements still apply.

A student pursuing a second major concurrently with the first must obtain appropriate departmental approval for the combination of studies. With approval from both departments, a student may jointly satisfy both major program requirements with one committee and one exit requirement (e.g., project, thesis, or final examination).

A student who holds a master's degree from SIUE may complete a second major and have it added to the official transcript, provided the department offering the second major admits the
student for this purpose. Course equivalencies from the former master's program amounting to no more than one-third of the total hours for a degree in the second major may be considered for application toward the second major program. See Policy 1L12 for students pursuing a second major.

g. **Time Limits**

Graduate policy requires the completion of a master's or certificate program within six years, a specialist's program within seven years, and a doctoral program within eight years. Requests for exceptions to policy are submitted on a Graduate Student Request Form. If a program requires completion within a time-frame less than graduate policy, it will be listed in the Graduate Catalog.

h. **Returning Students**

Students who have not attended SIUE within one year must re-apply via classified admission application to return to the same degree program. Generally, only the admission application is required to become active in Banner again. In cases where the student has lapsed credit or program requirements have changed since their last attendance, the student should submit a Graduate Student Request Form. The GPD can indicate any stipulations on older credit, credit remaining, deadlines, and changes in program requirements.

i. **Academic Record Changes**

Concentration (specialization) changes.

If a student wishes to change their concentration after applying for admission and before the start of the term, the student should contact Graduate Admissions. Once admitted, the student can submit a written request to the GPD for approval to change or add a concentration to their declared program. The GPD should forward any approvals to The Registrar’s Office for processing. No new admission application is required to change a concentration after admission.

Degree changes within the same major.

Some programs offer both a MA and MS degree choice. The student should submit a written request to the GPD, who will forward any approvals to The Registrar’s Office for processing.

Major changes.

a. Changing majors. Students must submit a new admission application and indicate on the application that they wish to drop their current major and add a new major. Graduate Admissions will follow same admission criteria and process as with new admits.

b. Adding a second major. Students must submit a new admission application and indicate on the application that they wish to add a new major. Graduate Admissions will follow same admission criteria and process as with new admits. If the major can be added as a 2nd major under the same degree title (e.g., MS), it will be added as such. If the requested 2nd major falls under a different degree title (e.g., MS and MBA), the student’s record will reflect two degree programs versus one degree with two majors.
c. Concurrent majors/degrees. Contact The Registrar’s Office for additional information on program requirements as 2nd majors and 2nd degrees vary.

d. Catalog term changes in Banner/Degree Works. If you feel that the wrong program requirements are being used in Degree Works, please contact The Registrar’s Office.

e. Thesis to non-thesis changes. Some programs have specific thesis and non-thesis course numbers and some only have thesis course numbers. With the exception of PAPA, all courses numbered 599 are thesis courses.
   i. If the student has changed from thesis to non-thesis or vice versa and the course number needs to be changed for the current semester, notify the Service Center to make the change.
   ii. If the change is for past semesters, notify The Registrar’s Office.
      1. For programs with thesis/non-thesis course numbers, the credit will be changed accordingly on the transcript. This may involve grade changes (e.g., change of I to DE or vice versa).
      2. For programs without a non-thesis course number and wanting to change some of the registered thesis credit to a research/independent study, specify the number of hours and course number(s).

f. Substitutions and Waivers. No graduate course is waived with a reduction in hours required for the program. If a program wants to waive a specific course, the credit hours must be satisfied with an appropriate substitution. In general, 400-level courses are not acceptable substitutions for 500-level requirements.
   i. Example 1: COURSE 4XX is required in a graduate program but the student completed it while in their bachelor’s program. We don’t require the student to repeat the class (unless the grade or age of the credit is unacceptable to the GPD). The student must complete a graduate-level class in its place to fulfill the credit hour requirement.

g. Grade Changes. Submit all change of grades to the Registrar’s Office via the Grade Change Request Form. If the course’s grading mode is “I,” then Satisfactory/Unsatisfactory/Deferred grades are assigned. If the grading mode is “F,” then Deferred/letter grades (A, B, etc.) are assigned. If the grading mode is “S,” then Incomplete/letter grades are assigned.

j. Graduation
   a. Applying for Graduation

   Students must apply for graduation by the posted deadlines for the semester in which all program requirements will be satisfied. There is an application fee per application. Students must submit one application per degree. The application is valid for three concurrent semesters beginning with the initial term. If graduation requirements are not completed by the end of the three-term period, a new application and fee are required. Students must notify the Graduation Department (graduation@siue.edu) of any changes to their graduation application term or diploma name.

   b. Commencement

   A commencement ceremony is held at the end of Fall and Spring semesters. No ceremony is held for Summer graduation. A student may officially graduate in Summer term and choose to participate in the subsequent Fall commencement or prior Spring commencement
provided that he/she has submitted a Summer Graduation Application by the Spring application deadline and is within 9 hours of degree completion by the end of Spring term.

Diploma covers are presented at commencement. Diplomas are mailed approximately 10 weeks after the term in which all graduation requirements were satisfied.

The student must complete the RSVP form on the Commencement webpage if they wish to attend commencement (www.siue.edu/commencement). Participation is not mandatory. Students are expected to participate in the commencement ceremony of the term in which they complete requirements. Exceptions can be made for a student to participate in a subsequent ceremony that occurs within 1 year of graduation. Students are not allowed to participate in ceremonies beyond 1 year of completing degree requirements.

c. Graduation Evaluation

The Registrar’s Office will evaluate the student’s file according to all graduate and program policies and requirements, which is reflected in Degree Works. An evaluation is sent to the student and department listing any outstanding requirements and deadlines needed for graduation. If any discrepancies exist (i.e., approved substitutions), notify The Registrar’s Office.

d. Exit Requirements / Summary of Completion Form

An exit requirement is a general term to include the program’s final culminating project, thesis, research paper, portfolio, recital, art exhibition, written/oral examination, etc. All exit requirements must be completed by the last day of finals week in order to graduate that semester. Any date after the last day of finals week will result in a graduation for the following semester. Requests to hold a defense after the deadline must be submitted to The Registrar’s Office explaining the circumstances. The request will be forwarded to the Associate Dean of the Graduate School for review.

The results of the exit requirement are stated on a Summary of Completion Form to The Registrar’s Office. An examining committee (thesis or non-thesis) must consist of at least three graduate faculty members. At least 2 of 3 committee members must agree on a passing result in order to accept the Summary of Completion Form. The positive results of the Summary form will be recorded in Degree Works. A Summary of Completion Form is not required for Post-Baccalaureate Certificate programs as there is no exit requirement.

A failing exit requirement result can be submitted to the Registrar’s Office on the Summary of Completion Form, which will be placed in the student’s permanent file, or you can choose not to send a failing result. No grade or designation is recorded on the transcript. Please refer to your own program’s policy on how to deal with a failing result (e.g., a limit on the number of attempts permitted).

e. Degree Posting

The Registrar’s Office will verify and award the degree for the term in which all graduate and program requirements have been satisfied. Degrees are awarded after the semester grade processing has been completed. If a student has completed all requirements but must wait until the end of the term for degree posting, the Registrar’s Office can provide a letter of completion upon request by the student.
f. Diplomas

Diplomas are mailed approximately ten weeks after the term in which all graduation requirements were satisfied. Advise your students to keep the mailing address current on Cougarnet.

g. Cougarnet Access

A student who is not an active student or has graduated still has access to Cougarnet via the 800 Banner ID. Students can log in to Cougarnet with the e-ID (e-mail) account until it no longer is active or with their Banner 800 number at any time, provided they write down the separate password before being locked out. If locked out, they can contact the Service Center for assistance.

h. Class Lists, Major Listings, and Graduation Statistics

Class Lists, Major Listings, and Graduation Statistics are available on ePrint (https://eprint.siue.edu/). Refer to the Registrar's webpage for assistance.

VI: Graduate Student Advising and Review

Graduate students should be assigned a faculty adviser who can help with the selection of courses and career planning. GPDs can facilitate the former by ensuring that a program plan (i.e., a list of courses to be taken and possibly the sequencing of such courses) is available to all students and advisers. GPDs might also consider additional ways to support graduate students outside the classroom.

A. Advising international students

International students may have unique concerns and needs. GPDs whose programs serve international students should become familiar with the information provided by the International Student and Scholar Services website.

B. Advising/orientation provided by the Graduate School

- All students have access to “SIUE 101,” the online orientation site for new students. Once students are admitted, they have access to SIUE 101 under “myOrganizations” in Blackboard. They can click on Graduate Students in the left navigation.
- Returning and new graduate assistants have access to the online GA orientation through Blackboard. Once their contracts are processed, they should automatically be added to the “Graduate Assistant Orientation” under “myOrganizations.” General information relevant to all GAs is provided, as well as more specialized information for TAs and RAs.

C. Required training

All new graduate students are required to complete Not Anymore online training, an interactive training that provides information about sexual assault prevention, resources for survivors, and strategies for helping to prevent such assaults. New graduate students who do not complete the training by October 1 will have a hold placed on their registration until the training is completed. All GAs must complete Not Anymore before their contract will be processed. They must also complete the required ethics training annually.

D. Overloads and underloads

Domestic graduate students not holding a GA may register for an overload (more than 12 credit hours) or underload (less than 6 credit hours) when needed (no form required). The advisor may
need to override Banner to permit the overload. However, GAs must have any overload/underload approved by completing and submitting the Underload/Overload Approval Form found on the GA Forms website. In addition, international students must be full-time during the fall and spring terms (i.e., at least 9 credit hours per term, although 6 credit hours are allowable if the student holds an assistantship). International students without an assistantship will be unable to drop below 9 credit hours unless they submit a Reduced Course Load Form and receive approval from their immigration advisor.

VII: Student Issues

A. Retention
If a student who has at least 15 GPA hours of graduate credit drops below the minimum cumulative GPA requirement for a graduate degree, the online Graduate Student Academic Review Form must be completed. The Scholastic Warning list generated by The Registrar’s Office each term lists students who fall below the minimum cumulative graduate GPA of 3.0 for certificates, master’s and doctoral programs and 3.25 for specialist’s programs. Note that individual program GPA requirements are not checked. The form must be completed each semester in which the situation occurs.

If the decision is to retain the student:

- The form must include a specific plan for the student to improve the GPA in a timely manner (see suggestions below).
- Any courses included on the retention plan to improve the GPA will be assumed to be included in the program GPA calculation used to calculate graduation eligibility.

As you are developing retention plans to promote student success, consider adding specifics beyond just requiring minimum grades in courses, such as:

- Require a student to check in with instructors and/or faculty advisors to report on progress on a bi-weekly or monthly basis.
- During check-ins, if any grades are below a B, require a specific plan on how course grade will be raised.
- Require a monthly log to be submitted that tracks time spent on coursework.
- Require use of campus resources that have been identified as a source of support for student’s particular challenges, and remind them that as a graduate student the below resources are here for their utilization:
  - ACADEMIC & CAREER resources such as the Writing Center, the Lovejoy Library, the Career Development Center and ACCESS.
  - WELLNESS & SUPPORT resources including Counseling Services, Health Services, the Center for Student Diversity and Inclusion, the Early Childhood Center, and the Fitness Center.
- Discuss if taking fewer credit hours per semester may be needed for student to succeed.

Although Academic Review Forms are not required until students earn 15 hours and have a GPA below 3.0, departments may complete an Academic Review Form at any time. This form should be used as a way of documenting retention efforts when students are not meeting individual program retention requirements or at the first sign of academic difficulty. GPDs and students will use this form to create a specific plan for success.
If the decision is to dismiss the student from the program, the form must include the reasoning and steps taken by the department to retain the student (See “D” below). The form can also be used to indicate if a student has voluntarily left the program. For those students who have voluntarily left the program, if readmission is sought at a later time they would automatically undergo a review due to the low GPA. This option can be used to prevent the student from receiving a dismissal from the program while also requiring a reevaluation before future enrollment.

**Remember that all student records are subject to the provisions of the Family Educational Rights and Privacy Act (FERPA), which ensures for students the privacy of their educational records, and access to those records. For more information regarding FERPA requirements, go to:** [https://www.siue.edu/registrar/privacy.shtml](https://www.siue.edu/registrar/privacy.shtml).

### B. Student Grievances
Students have the right to grieve faculty or staff under Policy 3C3 for violation of their student rights. Academic departments should have procedures in place for addressing student grievances.

### C. Student Academic Misconduct
Faculty and GPDs are advised to consult the document provided in the appendix to facilitate the processing of cases of student academic misconduct.

### D. Dismissal of a Graduate Student
Faculty and GPDs are advised to consult the document provided in the appendix when considering how to proceed with the dismissal of a graduate student. The Associate Dean of the Graduate School will determine if the student will be dismissed from graduate study or dismissed from the graduate program in question but permitted to continue in an unclassified graduate status. The Registrar’s Office will communicate the dismissal to the student and various SIUE departments. Once dismissed from a graduate program, the student is not ordinarily admissible to another graduate program. The student must appeal to the Associate Dean of the Graduate School permission to apply to the same graduate program or a different graduate program.

### VIII: Graduate Program Assessment
All graduate programs must develop learning goals, create assessment plans, collect assessment data, and complete an annual assessment report. This process is completed as an assessment of student learning; note that this is distinct from program review, whose goal is review of the program. Contact the Chair of Graduate Committee on Assessment (GCOA) if you would like examples of assessment plans and/or rubrics. The CGOA website lists programs with assessment plans that are accepted for their current program review cycle.

In addition to meeting Higher Learning Commission accreditation requirements and program accreditation requirements, program assessment can be used to focus on unique aspects that differentiate your program from similar programs, especially other accredited programs.

#### A. Learning goals
Each program must develop its own learning goals, with SIUE’s Graduate Learning Goals in mind. GCOA must be notified of any changes to the Learning Goals.

#### B. Assessment plans
Assessment plans must align with the program’s learning goals and include benchmarks, indicators, and criteria for passing. Examples of indicators that could be used include:

- course-embedded assessment of student learning
- results from externally-administered exams
• department-created instruments
• faculty or supervisor ratings (of applied learning experiences, thesis proposals or defenses, etc.)

GCOA must to be notified of any significant changes to the Assessment Plan.

C. Data collection
Assessment data is to be collected each academic year.

D. Annual Performance Report

Performance reports are due to the Office of Academic Innovation and Effectiveness on the second Monday of October but may be due to the School/College sooner. These reports provide a summary of data to demonstrate how well each program’s students are meeting the program’s learning goals. Annual performance reports and assessment plans are reviewed by GCOA two years prior to the program review year and feedback is provided to program directors.

IX. Program Review

Program Review
Graduate programs are reviewed every 8 years, with an interim report mid-cycle, on a pre-determined schedule. Preparing these reports is time-intensive, and program directors are advised to familiarize themselves with the templates and sample reports at least a year prior to the program deadline. New programs need to complete the Initial Report instead of the Program Review form. The review process follows a set schedule. First, the self-study is submitted by the program to the Office of Academic Innovation and Effectiveness. Note that the results from the Annual Performance Report are part of the self-study document. Then, an internal review committee (comprised of faculty from outside the program) reviews the program and files a report with the Office of Assessment and the Office of Academic Innovation and Effectiveness. Then it goes to the Programs Committee of the Graduate Council, and at a meeting of the Programs Committee, it is discussed by all involved parties (program director, chair, deans, internal review team, and a representative from the Provost’s Office). The Programs Committee then prepares a letter indicating whether they accept the report and also indicating the status of the program. The Graduate Council approves or disapproves the Programs Committee recommendations.

X: Best Practices

A. Graduate Student Handbooks
Programs are encouraged to create a handbook for their graduate students. For an example, the Psychology Department and the Speech Language Pathology and Audiology programs have such handbooks.

B. Activities within a department that best support graduate students
   a. Hold a new student orientation. Reference the Graduate Student Orientation Toolkit for ideas and best practices on conducting an effective orientation for your students. If an orientation is not held, consider that orientation to the program may be one goal of the students’ first course.
   b. Establish a peer mentoring program (“buddy” system)
   c. Hold program parties (welcome or holiday parties, potlucks)
   d. Assign “lead” graduate students to serve as program ambassadors
   e. Encourage student participation in Graduate Student Symposium, etc.
   f. Encourage student participation in external organizations, conferences, etc.
g. Create a Facebook or Blackboard group for students where information can be shared and even forms can be located.

h. Encourage the formation of a graduate student association/organization within your program.

C. Graduate Program Advisory Board
   Consider creating a Graduate Program Advisory Board. Although their function could vary based on your needs, some potential duties could include: giving feedback on curricular changes, serving as mentors for current students, and helping market the program.

D. Utilizing university offices that support graduate students
   Be sure to familiarize yourself with the offices on campus that support graduate students so that you can refer students appropriately.

E. Recruitment strategies
   Some effective recruitment strategies programs might consider include:
   - Sending emails or mailings to faculty at other universities about your program: for example, send “thank you” emails to faculty who supplied letters of recommendation for current applicants, and use that opportunity to explain your program offerings as well.
   - Announcements to discipline-specific listservs regarding your program
   - Recruitment or visit days on campus
   - Off-campus recruiting nationally and internationally to departments whose undergraduates are likely to apply to your program
   - Off-campus recruiting at organizations whose employees are likely to apply to your program
   - Utilization of alumni, re: social networking to promote your program
   - Tours or special events during general recruitment events on campus
   - Participate in a virtual recruitment event sponsored by the Office of Admissions
   - Consider creating a 3+2 option whereby your best undergraduate students can earn Bachelor’s and Master’s degrees in 5 years
   - Consider utilizing the Master of Integrative Studies mechanism to design a new, multidisciplinary program that attracts students who would not otherwise be interested in your program
   - Utilize social networking sites (LinkedIn, Facebook)
   - Ensure that your website is current and easy to navigate; consider working with Marketing to revise it if necessary
   - Recruit through professional organizations and conferences
   - Carefully consider your program’s and SIUE’s strengths when marketing. For instance, do you offer flexible course scheduling? Do your students have unique applied experiences? Is tuition for your students notably lower than that for similar programs in the area? Work with Marketing and Communications to develop a strategy and appropriate messaging.

F. Encouraging a diverse applicant pool
   - Consult the McNair scholars directory and reach out to students with interests matching their program
   - reach out to colleagues at other institutions
   - develop relationships with feeder schools with a diverse student body
   - promote the Graduate Scholar Award and the Diversifying Faculty in Illinois fellowship which provide a tuition waiver for students from underrepresented groups

G. Best Practices for Review and Selection of Candidates
   1. Create and use a rubric for reviewing candidates based upon admission criteria. For information regarding how not to use the GRE, visit here.
2. Consider having a subset of program faculty review each candidate or having one faculty member serve as the “screener” to make a first cut so that all faculty have fewer files to review.

3. Rather than all graduate faculty evaluating applications, consider having a small committee that oversees the process, collates the faculty reviews, and makes the final decisions.

4. For programs that limit the number of accepted students:
   a. Create “yes,” “no,” and “maybe” lists of prospective students.
   b. Consider interviewing your top candidates. Interviews should be structured, with the same performance-relevant questions asked of each candidate. One best practice is to hold an interview day. Possible activities in an interview day include:
      i. A group session that introduces prospective students to the program
      ii. Tours of facilities / campus
      iii. Prospective student interviews: individual faculty, or groups of faculty, interview prospective students individually or in small groups
      iv. Q&A meetings of prospective students with current students
     v. Activities that highlight how your program is distinct from competing programs
   A successful interview day exposes students to the best of our university and your program and generates excitement about the program. In addition, allowing prospective students to meet each other can be beneficial as students meet other competitive applicants and begin to forge relationships that can be the beginning of a cohort.
   c. Make offers (in writing) to your top applicants. Give them a deadline for responding to your offer. If possible, make this deadline early enough so that second-tier students can be given an offer in a timely manner should the top applicants decline.
   d. Send out regret letters to unacceptable candidates. Keep in mind that these letters are an important piece of PR for SIUE and for your program.
   e. Once the class has been filled, send out regret letters to all remaining applicants.

5. For programs that do not limit the number of accepted students:
   a. Make offers (in writing) to your accepted applicants. Give them a deadline for responding to your offer.
   b. Send out regret letters to unacceptable candidates. Keep in mind that these letters are an important piece of PR for SIUE and for your program.
   c. Consider holding a recruitment session for the candidates you accept. A successful recruitment day exposes students to the best of our university and your program, and generates excitement about the program. It may also be the deciding factor in whether a student chooses to accept your offer and can potentially allow accepted students to begin their acculturation to SIUE. Possible activities in a recruitment day include:
      i. A group session that introduces students to the program
      ii. Tours of facilities / campus
      iii. Meetings with faculty
      iv. Q&A meetings of admitted students with current students
Use this checklist item by item or as a whole over time to evaluate how student-centered your advising is. For each statement, circle + if you agree, 0 if you are undecided or neutral, or - if you disagree.

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<tr>
<th>From Chapter #</th>
<th>Some examples of student-centered Graduate research supervision: a personal portrait.</th>
<th>I generally support this advice:</th>
<th>This advice reflects my actions with my advisees:</th>
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<tr>
<td>1</td>
<td>Prospective advisees and advisors should discuss their strengths, preferences, and expectations.</td>
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<td>Financial support should be discussed before mutually agreeing to supervision.</td>
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<td>Advisors should be clear about their comfort with students gaining experience in other labs or groups.</td>
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<td>Advisors should be able to articulate their supervisory style or model.</td>
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<td>The supervision decision should be mutually agreed upon.</td>
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<td>2</td>
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<td>Advisors benefit when students are treated respectfully.</td>
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<td>Advisors should have a strong sense of ownership of their thesis/dissertation topic.</td>
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<td>Advisors should respond sensitively to variations in students' progress or health.</td>
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<td>Confidences shared by students are strictly private.</td>
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<td>3</td>
<td>Advisors should respond to written submissions as quickly as possible, rarely taking as long as 2 weeks maximum.</td>
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<td>Advisors should respond promptly to requests to schedule meetings or conversations.</td>
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<td>Advisors should expect to guide advisees through difficult or complex steps.</td>
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<td>Students should provide written reports at least annually of their progress along milestones of the degree.</td>
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<td>Advisors' significant others need to know the students with whom the advisor works and vice versa.</td>
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<td></td>
<td>Advisors should actively help advisees not become overloaded and help them moderate their commitments.</td>
<td>+ 0 - + 0 -</td>
<td>+ 0 - + 0 -</td>
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<td></td>
<td>Advisors should help students with suitable words when students need to say no to a request.</td>
<td>+ 0 - + 0 -</td>
<td>+ 0 - + 0 -</td>
</tr>
<tr>
<td>From Chapter #</td>
<td>Some examples of student-centered Graduate research supervision: a personal portrait.</td>
<td>I generally support this advice:</td>
<td>This advice reflects my actions with my advisees:</td>
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<td>3 cont.</td>
<td>Advisors should be sensitive to students' comfort level in forms of address and greeting.</td>
<td>+ 0 - + 0 -</td>
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<td></td>
<td>Advisors should ensure that subtle language or humor is understood by students with diverse language backgrounds.</td>
<td>+ 0 - + 0 -</td>
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<td></td>
<td>When entertaining students at home, advisors should always include a cohost and end the party at the same time for all students.</td>
<td>+ 0 - + 0 -</td>
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<td></td>
<td>Socializing with students should be done publicly, normally in groups of three or more.</td>
<td>+ 0 - + 0 -</td>
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<td></td>
<td>The default for physical contact with an advisee is none, and permission should be asked even for required contact.</td>
<td>+ 0 - + 0 -</td>
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<tr>
<td></td>
<td>When students underperform, compassionately ask about the specific concern before focusing on the negative.</td>
<td>+ 0 - + 0 -</td>
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<td></td>
<td>Devote time, perhaps in groups, to addressing professional and life skills such as professional dress and speech.</td>
<td>+ 0 - + 0 -</td>
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<thead>
<tr>
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<tr>
<td>4</td>
<td>Students do not need to know the details of problematic relationships among professional colleagues.</td>
<td>+ 0 - + 0 -</td>
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<td></td>
<td>Students stranded without an advisor should be helped in their search for a new one.</td>
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<td></td>
<td>An advisor should treat multiple advisees equitably.</td>
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<td></td>
<td>Advisees should be guided in learning to discriminate between excellent and perfect work on their part.</td>
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<tr>
<td></td>
<td>Advisees need guidance in setting achievable goals and breaking difficult tasks into smaller, doable parts.</td>
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<td></td>
<td>Advisors do not need to know very personal details about students, unless they interfere with satisfactory progress.</td>
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<td></td>
<td>Conflicts of interest such as family, financial, or friendship connections should be declared and removed.</td>
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<td></td>
<td>Advisors must never have sex with an advisee or any student for whom they have academic responsibilities.</td>
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</table>
### Student-Centered Advising Checklist from

<table>
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<tr>
<td>5</td>
<td>Advisees should have opportunities to participate in proposing and delivering conference presentations, teaching, reviewing manuscripts, and consulting.</td>
<td>+ 0 - + 0 -</td>
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<td></td>
<td>Advisees should be asked if there is something they especially want included in a reference letter, but not asked to write the letter.</td>
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<td></td>
<td>Advisees should be assisted in publishing their thesis/dissertation or parts thereof, but never in a vanity press.</td>
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<tr>
<td>6</td>
<td>Departments should have clear procedures that students should follow when they have difficulty with their advisors.</td>
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<td></td>
<td>Universities and graduate schools should ensure that advisor-advisee relationships are openly addressed in official communications and practices.</td>
<td>+ 0 - + 0 -</td>
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<tr>
<td>Total 1</td>
<td>Support profile for student-centered advising (total frequency for these 3 columns)</td>
<td>X X X</td>
<td></td>
</tr>
<tr>
<td>Total 2</td>
<td>Practice profile for student-centered advising (total frequency for these 3 columns)</td>
<td>X X X</td>
<td></td>
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</tbody>
</table>
These notes are designed as guidelines to facilitate positive and mutually beneficial student-advisor relationships and to avoid problems on matters such as authorship and credits on publications, the extent of participation in activities other than the Thesis, Research Project, or Special Activity, and future access to data collected in the course of our work together. Some of the activities described below may be conducted in groups. Where these notes hinder rather than help, they should be amended to meet mutually acceptable needs, in general or as occasions arise.

A. Advisor's Responsibilities
1. Meet regularly with students and be contactable at other times.
2. Arrange substitute advising during extended absences.
3. Advise on course selection.
4. Assist in the preparation for oral examinations.
5. Help prepare conference and journal presentations based on work done in the program and assist with applications for support to attend suitable conferences at a reasonable distance and on whose programs students earn a place.
6. Help apply for funds to cover direct research costs and to provide stipends to full-time students.
7. Provide feedback within a mutually agreed time-frame on written work submitted for review.

B. Students' Responsibilities
1. Regularly pursue work and keep the advisor informed of progress or problems.
2. To a mutually agreed degree that respects other responsibilities and priorities, contribute to advancing team activities that further the common good of all of us working together—e.g., workshops for teachers, parent contacts, library orders, databases, maintaining bibliographies and mailing lists, convening meetings, maintaining computers/equipment and supplies. These tasks will be equitably distributed.
3. Join in the preparation of conference presentations and publications on research and other activities done with faculty members.
4. With appropriate guidance, prepare a draft version of the thesis or major report, normally within 3 months of its final presentation for master's degrees, or 6 months for doctoral degrees; after that point the advisor may take over such preparation and the order of authorship may be changed (within established professional authorship guidelines).
5. Apply for scholarships and awards (where eligible).
6. Participate to a mutually agreed extent in teaching-related activities, such as those offered by SIUE’s Faculty Development Program.
7. Take a professional role in one’s discipline by undertaking at least one student or regular membership in an appropriate professional or academic organization.
8. Keep
9. Use Microsoft Word and APA [or other, as appropriate] style for written submissions.
10. Report annually in writing on progress and contributions.
11. Regularly attend and participate in research-team meetings.

C. Joint Responsibilities
1. Give full credit for the contributions of others and to research funding in all products.
2. Assign authorship according to the latest APA publication guidelines. (For example, if a thesis topic or report is entirely the student's original contribution, then the advisor's contribution is due a footnote. Shared scientific responsibility calls for co-authorship, with the student as first author on the main points of the student's research of those for which the student took primary creative responsibility, and the advisor as first author on any specific sub points which the advisor contributed or a broader study of which the student is part.)

3. Both have unlimited access to the data collected on or about the topic of a thesis or project during the time worked together, plus any other that may be agreed to, giving due credit to its origin either by footnote or by reference to previous publications.

D. Degree Covered by This Agreement

Check all that apply:

☐ Doctoral Dissertation
☐ Masters Thesis
☐ Masters Research Project
☐ Masters "Special Activity" Project
☐ Independent Graduate Student Project
☐ Undergraduate Senior Assignment
☐ Independent Undergraduate Student Project
☐ Other (Specify) ____________________________
☐ Not for formal credit

E. Comments, Additions, or Special Notes [expand this space as required]

F. Signatures

We agree to work together in an advisory relationship in accord with the above guidelines.

__________________________________            __________________________________
Advisor                                      Date                         Student                                         Date

___________________________________
____________________________________*

*make one copy for each

Printed Name                                                              Printed Name
Graduate School Course Review Committee

Recommended Best Practices
(Created March 13, 2015; Endorsed by the Graduate Council on May 7, 2015)

Graduate Differentiation for 400-level Courses

Common differentiations the Course Review Committee sees and their thoughts regarding weak, unclear, adequate, and too much differentiation.

Weak: instead of 5-6 page paper, 7-8 page paper and in-class presentation is 10 minutes not 5

Unclear: project/paper is graded more rigorously

Better… separate rubric is used for graduate students (clarify the higher expectations)

Adequate:

Major project topic must be cleared with professor and expectation is to tackle a more complex issue than undergrads; grads will present a summary of their topic (and undergrads don’t)

Additional project or paper that is about 10% of the work

Additional questions on exams/homework and leadership roles in projects

Research paper is expected to be longer (perhaps 25% longer), use primary sources, include an annotated bibliography, and synthesize material from sources into new conclusions

A bit too much:

All weekly posts twice as long as undergraduate, plus extra questions on exams and an extra project

Technology Requirements - Online/Blended Courses

Below is an example of technology requirements from a syllabus with amendments from the Instructional Design and Learning Technologies Center.

Course Requirements

Lectures, PowerPoint slides, tests, discussion forum questions, grades, and assignments will be posted on SIUE’s Blackboard site at https://bb.siue.edu/. Simply click each link to access the materials. I have labeled each link and content area as intuitively as possible. For example, assignments are under the Assignment link, tests are under the Test link, etc.

Technology requirements: Because this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Support for using Blackboard is available by calling 618-650-5500, or by visiting the SIUE web pages that provide information about Blackboard, e.g. http://www.siue.edu/its/bb/

At a minimum, you will need the following software/hardware to participate in this course:

• computer with an updated operating system (e.g. Windows, Mac, Linux)
• updated Internet browser (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
• DSL or Cable Internet connection or a connection speed no less than 6 Mbps. A secure, encrypted Wifi (requiring a login and password) is acceptable. Note that some Blackboard components will not work properly on free wifi from places like Starbucks, Panera’s or McDonalds.
• any other specialized software or basic software such as Adobe Reader, Media Players, Cloud Storage, Java, anti-virus software etc. (See: http://www.siue.edu/its/software/index.shtml)

Blackboard Maintenance

Please note that there are scheduled maintenance times for Blackboard. It is essential that you be aware of those times and make sure that you have submitted any work in progress (e.g. tests, assignments, posts to journal, wikis or discussion boards) prior to the systems being shut down for maintenance. Any work in progress will be lost when the servers go down for maintenance. Visit the Blackboard Maintenance Times (http://www.siue.edu/its(bb)/maintenance.shtml) web site for specifics times.

ACCESS (formerly Disability Support Services)

Utilize the ACCESS resources for faculty, including recommended syllabus statements to support students with disabilities.
Reporting Instances of Academic Misconduct

There are two University policies that focus on academic misconduct and plagiarism. The first, which covers all forms of academic misconduct (including plagiarism), is University Policy 3C2----Student Academic Code, [http://www.siue.edu/policies/3c2.shtml](http://www.siue.edu/policies/3c2.shtml). In addition (and somewhat confusingly), there is a stand-alone policy just on plagiarism, [http://www.siue.edu/policies/1i6.shtml](http://www.siue.edu/policies/1i6.shtml).

This handout was developed to highlight the basic faculty roles in applying sanctions for and reporting incidents of academic misconduct as outlined in these two policies.

**Faculty Members’ Roles:**

Faculty members have two basic roles under University policies:

1. Select and apply the appropriate sanctions for instances of academic misconduct which occur within their own classes.
2. Report incidents of intentional academic misconduct (including plagiarism) to the Coordinator for Policy—Office of the Provost.

**Faculty Imposed Sanction:**

When an instructor believes academic misconduct has occurred, University policy gives the instructor broad discretion to choose and apply one of the following sanctions:

1. **“Teaching Moment”:** Discuss the situation with the student and give them an opportunity to correct the problem. [University Policy 3C2, Section D]

2. **“Fail the Assignment”:** Failing grade for the assignment. Instructors who impose this sanction shall immediately notify, in writing, the student. [University Policy 3C2, Section D]

3. **“Fail the Course”:** Failing grade for the course. Instructors who impose this sanction shall immediately notify, in writing, the student. The instructor should also immediately notify the chair or coordinator, and the appropriate Dean. Instructors should also notify the Service Center immediately, in writing, of the action and specify that the students may not re-enroll in any other section of the course for that term nor drop the course or change the registration to an audit. [University Policy 3C2, Section D]

   **Special Note:** In cases involving plagiarism, University Policy Ii6 “Plagiarism” states: “Normally a student who plagiarizes shall receive a grade of E [F Effective Fall 2001] in the course in which the act occurs.”

4. **“Removal from Field Experience.”** Removal from the field experience. Instructors who impose this sanction shall immediately notify, in writing, the student. [University Policy 3C2, Section D]
Four Critical points:
- The instructor of record, not the Office of the Provost, determines which of the four sanctions described above is appropriate.
- Instructors must notify the students, in writing, of the sanction being imposed. Email to official SIUE accounts is fine.
- Students have rights, too. A student who contends the sanction to be inappropriate may grieve the imposition of the sanction in accordance with the Student Grievance Code.
- Instructors are required to report incidents of academic misconduct that are deemed to be “intentional” to the Coordinator for Policy, Office of the Provost.

Reporting the Incident to the Office of the Provost:

After assigning a sanction and writing to the student, faculty members need to report the incident of academic misconduct to the Coordinator for Policy, Office of the Provost.

The preferred and easiest option is to utilize the web--based reporting form found on the Provost’s website: http://www.siue.edu/provost/. In the lower left hand portion of the webpage is a list of “Forms,” click on the link called “Academic Misconduct Reporting Form.”

Role of the Coordinator for Policy (Office of the Provost):

All students reported to the Coordinator (Office of the Provost) are entered into an academic misconduct database. As new reports come in, these are checked against the database to determine if the student has multiple incidents or not.

A. First complaint: If this is a first complaint, then the following steps are taken:
- Student is sent a warning letter from the Office of the Provost, and the instructor is copied on this communication.
- Student’s name entered into academic misconduct database.

B. Subsequent complaints or multiple reports of Academic Misconduct:
- The Coordinator for Policy, on behalf of the University, initiates a “formal charge” of academic misconduct against student.
- Formal charges of academic misconduct allow the University to apply sanctions that are above and beyond those available to individual faculty members. For example, suspending a student from the University, or even expulsion.

If you have any questions about these policies, please don’t hesitate to contact Dr. Tom Jordan [Coordinator for Policy, Ext. 3678, thjorda@siue.edu]
Dismissing a Graduate Student from a Graduate Program

Generally speaking, students are dismissed from graduate programs because of poor performance (grades) or unethical/unprofessional behaviors (academic misconduct). Minimally, procedures for dismissing graduate students should ensure the following.

Role of Individual Faculty Members: Individual faculty members should not be able to dismiss graduate students from a program. If incidents of academic misconduct occur in a class, the faculty member of record may:

- Use the appropriate policy (University Policy 3C2 and 116, to apply an appropriate sanction for the incident.
- Recommend to a designated person (e.g., department chair or program director) or designated faculty committee that a student be dismissed from a program. Such a recommendation should be made in writing and include a justification or rationale for the recommendation to dismiss. Evidence to substantiate the charge or allegation should also be included in the communication.

Communication with the Student of the Allegation/Charge: When a student is referred for dismissal, the individual or entity receiving the recommendation should promptly communicate in writing to the student, informing the student that a recommendation for dismissal has been received, the reasons for the recommendation, and copies of the evidence in support of the charge.

Due Process for the Student: There needs to be an opportunity for the student to respond to the charges/allegations. The student should be given copies of the charges against them as well as any evidence used to support the charges. The student should be given a reasonable number of days to respond in writing to the charges.

In many instances, programs would then hold a hearing in which both parties have an opportunity to participate directly in testifying, introducing evidence or witnesses, and fielding questions from an individual or committee presiding over the hearing. The hearing officer (whether an individual or a committee) needs to make a finding of facts and reach a conclusion regarding the recommendation to dismiss. This final decision needs to be communicated in writing to the student.

Communication with the Student Regarding the Outcome: Students should receive written notification of their termination from the program. This communication should minimally explain the reasons for the dismissal and any appeal options available to the student.

Importance of following our procedures: If units have written procedures, these should be followed closely and carefully. The easiest way for a student to challenge their dismissal is on procedural grounds when we don't follow our own policy and procedures.

If you have questions, please contact Dr. Tom Jordan, Coordinator for Policy, Office of the Provost, at thjorda@siue.edu or at ext. 3678.
Graduate Assistantship Confirmation Form

Student Name: Click here to enter text.
Student ID Number: Click here to enter text.

I am pleased to inform you that you have been awarded a graduate assistantship. The details of the appointment can be found below. Please note that the position is contingent on maintaining good academic standing as well as any departmental requirements listed in the comments section below.

Questions regarding your next steps to accept the position can be addressed to the contact person listed below.

Hiring Unit/Program: Click here to enter text.
Type of Assistantship: Choose an item.
Level of Appointment: Choose an item.
Stipend Amount: Click here to enter text.

Starting Term: Choose an item.
Duration: Choose an item.
Renewable?: Choose an item.

Comments:

Contact Phone: Click here to enter text.
Contact Email: Click here to enter text.
Radius is a tool to assist your holistic admission initiatives by collecting quantitative & qualitative assessments.

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<th>Features</th>
<th>Description</th>
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<tr>
<td>Flexible Modality</td>
<td>Applications for students are web responsive &amp; can be completed on mobile device, tablet or computer. Reviews are completed best on a tablet or computer.</td>
</tr>
<tr>
<td>Flexible Formats</td>
<td>Applicant an upload requirements in 26 different formats, including video.</td>
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<tr>
<td>Optional Criteria</td>
<td>Optional or Conditional criteria can be built-in the application process, as needed and approved, such as achievements/awards, volunteer experience, special projects, and/or research experience.</td>
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<tr>
<td>Multi-Step Reviews</td>
<td>Applicant can be routed through a multi-step review process with designated committee.</td>
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<tr>
<td>Minimum Review Requirement</td>
<td>Each applicant can have a standardized number of required reviews before final recommendation is submitted to ensure they are reviewed by more than one person.</td>
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<tr>
<td>Identity-Withheld Reviews</td>
<td>All identifier information on applicant can be hidden to reviewers including name, demographics, personal history, etc... Fully customizable.</td>
</tr>
<tr>
<td>Rubrics</td>
<td>Any review bundle can have customized rubric to assess resumes, personal statements, recommendations, transcripts, etc... Score totals are automatically calculated.</td>
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<tr>
<td>Interview</td>
<td>Interview selection &amp; rubric can be created to collect responses from applicant interviews.</td>
</tr>
<tr>
<td>Reviewers Uploads</td>
<td>Documents, emails, scoring sheets, etc... can be uploaded to applicant’s record.</td>
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<tr>
<td>Review Distribution</td>
<td>Applicants can be reviewed sequentially, parallel or randomly across a review team to ensure a balanced and fair review.</td>
</tr>
<tr>
<td>Review Sharing</td>
<td>Reviewers can be hidden for anonymity or shared with other reviewers; Head Reviewer will see all reviews. Tenant Admins can also save and export summary reports as needed.</td>
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</table>

Can we align our admission criteria to the SIUE Mission?

How do we evaluate how an individual may contribute value to the program and SIUE?

How do we measure grit?