



The Graduate School 
EASTERN ILLINOIS UNIVERSITY™

A Handbook for
Graduate Coordinators and
Department Chairs



2018-2019 Administering Graduate Programs



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It is essential that graduate education maintain a strong presence and a place of prominence on college and university campuses if it is to fulfill its purpose of providing the future intellectual leaders of society. Not only must each institution that undertakes to offer graduate education be committed to the enterprise, but the graduate programs must be organized and administered in a way that makes their success possible. (Council of Graduate Schools, 2004).

The Mission of Eastern Illinois University

Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.

The Mission of Graduate Education

The mission of graduate education at Eastern Illinois University is to provide superior graduate degree, certificate, and post-baccalaureate options designed for career specialization and advancement, certification and credentialing, professional and leadership development, and preparation for advanced scholarship. The mission includes:

1. strengthening the quality, diversity, and internationalization of the University's student body by attracting candidates who have the potential for academic and professional achievement;
2. fostering advanced scholarship through a depth of knowledge, critical thinking, problem solving, oral and written communication, application of technology, research/creative activity, and commitment to professional ethics;
3. expanding the curriculum with rigorous advanced courses and options offered through lectures, laboratories, seminars, forums, practicum field experiences, internships, and partnerships with education, business, and industry;
4. building and enhancing the excellence of the University's undergraduate majors and options through mutual and reciprocal research/creative activity with graduate students and faculty; and
5. developing opportunities for the discovery and application of knowledge with graduate faculty members who reflect the University's teaching and mentoring priority and who have a record of research/creative activity and professional service.

Roles and Responsibilities of the Graduate Coordinator

The roles and responsibilities of the graduate coordinator support the mission of the university, the mission of graduate education, and reflect the standards for leadership of graduate education as defined by the Council of Graduate Schools (Siegel, Sowell, Sullivan, Tate, and Denecke, 2004). The Council states that the graduate coordinator is responsible for the administration of the graduate program(s) in the department or, in the case of interdisciplinary programs, across departments. The coordinator also serves as a liaison to the Graduate School. The coordinator has responsibility for coordinating a variety of activities, such as recruitment of prospective students; academic advising of graduate students; admissions decisions; degree audit evaluations and submission of required materials for degree certification; the allocation of fellowships and assistantships; and the appointment of faculty members to graduate student committees. The graduate coordinator communicates university-wide policies on graduate programs to the departmental faculty and communicates department decisions and recommendations to the Graduate School. The purpose of this Handbook is to provide Graduate Coordinators with an outline of best practices for organizing and administering their graduate programs and to provide a guide to Coordinators for advancing the quality of the program through well-focused planning and consultation.

Mission Criteria 1: Roles & Responsibilities

Strengthening the quality, diversity, and internationalization of the University's student body by attracting candidates who have the potential for academic and professional achievement.

- a. Enrollment Management**
- b. Assistantship Management**
- c. Matriculation Management**
- d. Graduate Placement**

Enrollment Management: Coordinators are responsible for coordinating graduate enrollment management to ensure marketing/recruiting materials and plans created to yield the desired number of applications and planned number of degree candidates who meet University, Graduate School, and program expectations for quality, diversity and internationalization.

Recruitment

•*Program Recruiting Plans:* Coordinators in collaboration with program leaders should review the marketing/recruiting resources and strategy options to identify those that effectively recruit the planned number of qualified applicants to the program in order to achieve the program's targeted number of applications and targeted number of quality candidates. The program should track the applicant pool for quality and diversity and then review recruiting

strategies if the applicant pools are not meeting expectations. Consistent and timely responses to applicants and to prospects is essential to achieving the desired application and candidate pools.

•*Recruitment of Underrepresented Groups:* Developing a plan to foster applications from underrepresented groups is critical to successful graduate study. Letters to McNair Scholars and the waiver of the application fee for McNair Scholars are tools that promote applications from underrepresented groups. Successful strategies include linking current diverse candidates and alumni with potential applicants. Working with EIU's Director of Inclusion and Academic Engagement to identify scholarships or related forms of support can enhance participation of underrepresented groups. The Office of Inclusion and Academic Engagement and the Black Graduate Student Association provide consulting services to programs seeking to advance the diversity of applicant pools. Coordinators are urged to consult the Graduate School staff and the Office of Inclusion and Academic Engagement for guidance.

International Candidate Recruitment: The Office of International Students and Scholars provides internationally focused recruiting activities through a wide variety of venues.

Web Recruitment Tools: Web pages and related web tools such as collaborative sites where candidates may take a virtual tour of facilities, listen to presentations about the program from program leaders, students, or alumni, or use social networking sites to engage with the program are essential to successful recruitment. Web resources should include access to information that an applicant needs to make the decision to apply. These should include information on admission criteria, faculty pages that describe the research interests and scholarship of the faculty members, student pages that describe current student and program activities, and links to alumni sites that offer job placement or related information from program alumni. Access to faculty research interests is critical for prospective graduate students in their searches for graduate programs. The faculty/staff database offers an ideal tool for communicating this information. Complete and maintain the database at: https://www.eiu.edu/apps/faculty_profile_update/ signing in with your standard EIU net id and password. The graduate program web page should then feature a list of faculty linked to individual profiles within the database. The department of Web Services provides comprehensive services to assist Coordinators with creating effective, dynamic, and interactive tools for an effective Web presence.

Electronic Access: E-mail, social networking sites, and telecommunications are all essential recruitment tools. Coordinators must have effective processes for responding quickly to admission inquiries using the electronic resources that best support recruitment success. Recruitment success is directly related to the speed and accuracy of a response to an inquiry. There are many ways to develop rapid and effective responses to applicants, particularly those that the program seeks. Coordinators should establish processes to manage inquiries and applicants.

•*Print Recruiting:* The Coordinator, in collaboration with program leaders and the Graduate School, may develop appropriate print resources to support the recruiting/marketing needs of the program. Materials may include newsletters, brochures, journals, information packets, and advertisements for journals, advertisements for association newsletters and advertisements for graduate guides to market the program. Coordinators must develop standard responses to prospective students and related print materials to advance the programs recruiting goals. The Graduate School will collaborate with the Office of University Marketing and Creative Services to provide professional support and design assistance. Coordinators should consult with the Graduate School to develop print materials and the use of them.

•*On-campus Recruiting:* Coordinators, in collaboration with program leaders, should develop presentations to applicant pools at EIU (qualified undergraduates and honors students) who reflect the academic qualifications of desired applicants. Programs should offer orientations, a standard program for visiting applicants, open houses, and/or related programs for desired applicants.

•*EIU Graduate School Information Day:* Hosted by the Office of Career Services the Graduate School Information Day offers all EIU students an opportunity to visit with a variety of college and university representatives to learn more about graduate study options. The Graduate School seeks a representative from every graduate program at EIU to participate.

•*Off-campus Graduate School Fairs:* The Graduate School will provide resources to support the attendance of the coordinator or his/her designated representative. A list of the current schedule and the procedures for participation will be made available at the Graduate School web site when the schedule is determined. Coordinators are encouraged to contact colleagues at the venues in which the Graduate School will be attending recruiting fairs to ensure active participation by potential candidates.

•*Graduate School Recruiting Tools:* The Graduate School web site and print materials provide information on all graduate programs. Graduate School staff attend off-campus graduate fairs and graduate coordinators or department representatives are welcome to attend these fairs as well.

Admission

• *Selecting Graduate Candidates:* Coordinators, in collaboration with program leaders and/or graduate program committees, must develop appropriate procedures for selecting candidates from an applicant pool. Processes appropriate to the program should ensure that graduate faculty participate in the selection process. The selection process should include the use of multiple criteria such as test scores, GPA, essays, portfolios, interviews, or related evidence appropriate to the discipline to select candidates of desired quality for the program. The Coordinator should ensure that consistent communication is established with selected candidates and that all applicants receive notification of their admission, non-admission, or wait-list status for the program.

• *Graduate Admission Policies:* Graduate admission policies are provided in detail in the *Graduate Catalog*. The policies include Graduate Study Options, Domestic Application Procedures, International Application Procedures, Admission to Graduate Degree and Certificate Programs, Admission for Additional Baccalaureate Degrees, Notification of Admission to Degree and Certificate Programs, Admission to Non-Degree Study, Admission to Accelerated Graduate Programs, Post-baccalaureate Teacher Certification, Courses for Licensure, Professional Development, or Personal Goals. (The *Graduate Catalog* is available online at: <http://catalog.eiu.edu/index.php>)

• *The Graduate Admissions Process:* The admissions process is initiated with an online application. The Graduate School Admissions Staff begins the application process by verifying the following requirements: baccalaureate degree from an accredited institution, transcript, required GPA, and test scores (if required). Admissions staff upload the application, which then rolls over to MyEIU where applicants can then complete the program application. The Coordinator makes one of three admission decisions. Admission decisions include: fully admitted, provisionally admitted or denied admission. The Coordinator may include the name of the graduate adviser, a list of undergraduate deficiencies that must be included in the program, or other comments to guide advisement. Coordinators are advised to promptly enter admission decisions to expedite the admission process. Graduate School admissions staff prepare an admission report summary for specified dates to determine the admission decisions that have been made by the programs. Upon completion of the report, the admissions staff change a student's degree status in the system to reflect the decision of the program. Classifications include degree candidate and provisional candidate. Students who are denied admission to their degree program are informed of the decision and advised about non-degree options. The Graduate School forwards communications to all students that summarizes their admission status and the policies that govern that status.

• *Graduate Student Orientation:* Coordinators should direct new students desiring additional information about the university community to the on-line graduate student orientation. The orientation can be found at this site: <http://www.eiu.edu/graduate/orient.php>

• *The Graduate Waiver Process:* On rare occasions, circumstances beyond the student's control may warrant a variation from the policies established by the Council on Graduate Studies. Any variation from the policies must be approved through the Graduate School waiver and appeals process. Candidates submit waivers on forms available at the web site to Coordinators. Coordinators review the waiver requests and inform students of policies that may not be waived or appealed. Coordinators are responsible for ensuring that waiver requests are appropriate, supported by the program, and reflect the concept that circumstances beyond the control of the student warrants the waiver. The request must identify the policy to be waived, provide a rationale and supporting documentation explaining how the variation will not diminish the quality of graduate scholarship, and have the support of the program. All waivers must be approved by the Dean of the Graduate School prior to initiating the policy variation. Students may appeal waivers denied by the Dean to the Council on Graduate Studies. The Council on Graduate Studies will review the documentation and recommend a decision on the appeal for a vote by the full membership, which will appear in the Council's Minutes.

• *The Degree Reinstatement Process:* Restoration of graduate degree or certificate candidacy requires a petition to the Council on Graduate Studies. The policies on loss of candidacy and candidacy restoration are outlined in the Graduate Catalog. Coordinators should be prepared to provide the student with appropriate support and any required documentation to petition the Council to return to the program as a degree-seeking candidate. The candidate may be reclassified as a non-degree student due to low GPA, hours below B, or other reasons not specified. Non-specified reasons may include violations of the Student Conduct Code, academic dishonesty, or related actions. Candidates may petition for degree reinstatement only when the GPA is returned to the required 3.00 level. Students who lose candidacy for other reasons must wait for one academic term before requesting reinstatement. The student completes the reinstatement form available at the Graduate School web site. The form must have full support of the program as evidenced by the Coordinator's review and signature. The Waiver and Appeals Subcommittee reviews the reinstatement request and makes a recommendation to the Council. The Council on Graduate Studies receives the recommendation from the Waiver and Appeals Subcommittee and votes

on a motion to reinstate the student. The Council Chair communicates the Council's decision to the student and the reinstatement process is concluded.

Assistantship Management: Coordinators are responsible for coordinating the assistantship selection process to recruit assistants who meet the program's highest expectations for candidate quality, diversity and internationalization and execute orientations and related supervision, management, and development for assistants as appropriate to the program.

•*Policies:* The *Graduate Assistant Handbook*, a companion to this publication and the *Graduate Catalog*, provides a summary of all of the policies governing assistantships. Policies outlined in the Handbook include: Academic Requirements, Annual Assessment, Assigned Duty Requirements, Eligibility Criteria, Enrollment Requirements, Financial Aid, Graduate School Contact Information, Guidelines for a Successful appointment, Internal Governing Policies, Laws and Regulations, Obligations, Orientation, Payroll Process, Presidential Assistantships, Professional Conduct and Ethics Training, Resigning an Assistantship. Stipends, Student Insurance, Supplemental Contracts, Termination Policy, The Mission, Tuition Waiver Policy. See Internal Governing Policy #70 for a formal definition of a graduate assistant.

•*Guidelines for Selecting and Securing Candidates:* Coordinators, in collaboration with program leaders, must develop appropriate procedures for selecting assistants to ensure that graduate faculty participate in the selection process. The selection process should include the use of multiple criteria to secure that superior candidates are recruited to the program. The Coordinator should develop communication processes so that all applicants receive notification of their selection, non-selection, or wait-list status for the awards. Personal communication to targeted assistants is an effective way to strengthen admission. Hiring units need to be familiar with Internal Governing Policy #174, which states the University's commitment to diversity, nondiscrimination, and affirmative action in the hiring process.

•*Mandated Graduate Assistant Orientation:* In order to meet the state and university guidelines that govern the administration of graduate assistantships, all graduate assistants are required to complete a mandated orientation program delivered on-line via D2L.

•*The Graduate School Web Site:* This site provides the documents essential to the management of assistantships. These include the application form, nomination form, How to Hire a Graduate Assistant Guidelines, Supplemental Contract Guidelines and Forms, and External Graduate Assistantship Guidelines and Forms.

Program Level Practices

•Coordinators are expected to be knowledgeable of and complete all of the processes related to the selection and nomination of graduate assistants.

•Coordinators should provide a program-level orientation to ensure that assistants are informed of their roles and responsibilities within the program and to ensure that their duties meet the teaching, research, or service mission of the university based on the discipline.

•Coordinators should ensure that assistants are provided with appropriate facilities for performing their assigned duties.

•Coordinators should ensure that assistants are assigned a supervisor or adviser to supervise/advise the assistant.

•Coordinators should provide a list of duties or job description with performance expectations to the assistants in the program.

•Coordinators should develop and oversee procedures to manage assistants who perform assigned duties below expectations in order to help the assistant improve performance.

•Coordinators should develop procedures for tracking hours of service and performance of duties to evaluate the contributions of the assistantship program so that the program receives the full benefit of the assistantship investment.

•Coordinators should be familiar with contract termination procedures as outlined in the Graduate Assistant Handbook.

Competitive Assistantship & Scholarship Programs: The Graduate School offers the following competitive programs that provide additional assistantships to advance support for the program contingent upon availability of funding. Nomination materials are available at the web site. Coordinators will be asked for nominations for graduate student dean, student commencement speakers, GSAC members, CGS student liaison, and other student representative roles on various other committees.

•*Presidential Assistantships:* Graduate programs achieving First Choice status are automatically allocated one Presidential Assistant, all other programs are invited to submit nominations of outstanding candidates for the

assistantships in March. Presidential awards increase the number of year-long awards in the program and focus on advancing the teaching mission of the University by providing additional teaching assistantships.

- Summer Research Assistantships:* Graduate programs achieving First Choice status are automatically allocated two awards, all other programs are invited to submit nominations of outstanding candidates for 1.5 months of summer support. The focus of this program is to advance the research mission of the University by providing research assistantships during the summer term.

- Graduate School Scholarship Programs:* Coordinators should submit qualified nominations for Graduate School scholarships or other university, college or program scholarships that attract qualified candidates to the program. The Graduate School administers the Frances Meyer Hampton, Betty Wright Downing, Annie Weller, and UPI Scholarship, as well as annual awards such as, King-Mertz, Plummer Research, Augustine Thesis, Williams Travel, etc. Coordinators will find application and nomination materials at the Graduate School web site.

- Graduate Fellowships:* Some programs offer graduate fellowships through the Graduate School that have been created through the philanthropy of alumni, former faculty, or friends of the University. Graduate Coordinators should become familiar with fellowships that are available in their program and be prepared to offer these awards to qualified candidates.

External Assistantship Support

- Agencies:* Coordinators should work with program leaders to establish collaborations with local agencies, businesses, and education providers to secure external assistantship support. The external agents provide stipend support and the Graduate School provides the tuition waiver. Comprehensive guidelines are available at the Graduate School's web site.

- Grants & Contracts:* Grant and contract authors may seek funding through the grant or contract to support additional graduate assistantships. Guidelines are available through the Office of Research and Sponsored Programs.

Matriculation Management: Coordinate correspondence and record keeping to ensure that applicants and matriculating students receive accurate communication regarding requirements, policies, and procedures in order to meet admission, degree, certificate, assistantship, or other requirements such as thesis, research, internship, practicum, etc. and coordinate the record keeping required for administration and post-degree support for candidates.

- Matriculation Policies:* Graduate matriculation policies are summarized in detail in the *Graduate Catalog*. All policies are approved by the Council on Graduate Studies. Policies include Course Definitions, Special and Distance Courses, Graduate Credit and Grading Policies, Previously Earned Credit, Academic Load, Grade Point Average Calculation, Academic Standing Policies, Requirements for Degree and Certificate Programs, Requirements for the Master's Degree, Requirements for a Second Master's Degree, Requirements for the Master of Science in Education Degree, Requirements for the Specialist's Degree, Requirements for Graduate Certificate Programs, Requirements for Accelerated Graduate Programs, Graduation, Graduate Study Options for Seniors at EIU, Waiver, Appeals and Academic Integrity.

- EIU Degree Audit:* The graduate plan of study is the EIU Degree Audit, which all candidates for each degree or certificate program must have developed. The EIU Degree Audit serves as an unofficial summary of requirements for each degree or certificate program and should be used by the coordinator of graduate studies and program advisors when advising students. Final authority for certifying that candidates have met all requirements for the degree or certificate rests with the certification officer in the Graduate School. There are two categories of requirements. The first category includes the standard set of degree or certificate requirements approved by the Council on Graduate Studies and published in the Graduate Catalog. The standard EIU Degree Audit is generated automatically in the Degree Audit Reporting System (DARS) at the time of degree or certificate candidacy. The second category of requirements includes modifications of the standard degree or certificate requirements (additions or substitutions). Modifications of the standard EIU Degree Audit are submitted electronically by the graduate coordinator to the certification officer in the Graduate School at the time the modifications are approved but no later than 10 working days prior to submission of an application for graduation. It is the candidate's responsibility to consult with the Graduate Coordinator to ensure that all degree or certificate requirements are met and to adhere to the policies outlined in the Graduate Catalog. Deadlines to apply to graduate are published in the academic calendar or can be found at <http://www.eiu.edu/registra/graduation.php>.

- Time Limitation:* The student has six years from the semester of completion for the first course used on their degree audit to complete a graduate program of study.

•**Certification:** The Certification Process begins when a student completes an application for graduation. The student applies to graduate in PAWS and can apply to graduate any time prior to the deadline date of the semester he/she plans to graduate. At the time of application a notification of application for graduation is emailed to the student by the Graduate School Certification Officer. The Certification Officer then conducts a review of the file; checking for study plan submission, certificate of comprehensive knowledge, thesis deposit certificate, and any other requirements for graduation. A degree audit is emailed to the student and copied to the department indicating if all requirements have been met. If the Coordinator of the program has failed to submit appropriate documents, the Certification Officer contacts the Coordinator to review the documentation needed. Requests for participation in the commencement ceremony by exceptionality must be approved by the Graduate School certification officer. Students should submit a *Request to Participate in Commencement by Exceptionality* when they want to walk in a ceremony for a semester different from the semester they will be completing all of the requirements for their degree. Students will apply for graduation for the semester they will complete all of their requirements and submit the exceptionality form to walk in a ceremony during a semester different from the semester they have applied for graduation. The *Request to Participate in Commencement by Exceptionality* form can be accessed from the Graduate School web site under Applying to Graduate. Contact the Graduate School with questions regarding the exceptionality process.

•**Graduation:** After final grades are posted and checked and any remaining documents are received by the end of the term, the Certification Officer submits the student’s name for graduation to the Registrar.

Graduate Placement: Coordinators should develop a process for the program to collect information on the placement of candidates who complete the program in order to determine if the program is meeting its mission. Typical processes include exit interviews, correspondence, or web submission information where candidates can report their placements and can complete any program evaluations.

Mission Criteria 2: Roles and Responsibilities

Fostering advanced scholarship through a depth of knowledge, critical thinking, problem solving, oral and written communication, application of technology, research/creative activity, and commitment to professional ethics.

a. Program Assessment Leadership/University Level

b. Program Assessment Leadership/College and Graduate School Level

Program Assessment Leadership/University Level: The Coordinator, in collaboration with appropriate program representatives, provides leadership for developing the appropriate graduate faculty committee or related organizational structure to create a rigorous program assessment plan that validates the program’s strengths and guides program changes. Assessment activities include:

- Ensuring that assessment reports are filed with the appropriate offices according to appropriate procedures and time-lines, and that feedback from the Center for Academic Support and Achievement is used to improve and advance the program’s assessment plan.
- Establishing comprehensive learning objectives for the program that reflect the four learning goals established for graduate programs by the Council on Graduate Studies (<http://castle.eiu.edu/eiucgs/documents/05-22GraduateAssessmentPolicy.pdf>) that include a depth of content knowledge, critical thinking and problem solving, effective oral and written communication, and evidence of advanced scholarship through research and/or creative activity.
- Identifying multiple direct and indirect assessment measures documenting the achievement of the learning objectives that allow performance to be gauged over time.
- Identifying the program’s performance expectations or standards for achievement of candidates in the program.
- Collecting data annually on all objectives for systematic analysis of the results
- Using the results of the assessment to improve student learning so that data and program expectations guide program change leading to high quality advanced programs of study.

Program Assessment Leadership/College and Graduate School Level: Review of the graduate program’s Assessment Plan by the Graduate School documenting that the plan meets and/or exceeds the assessment goals established by the Council on Graduate Studies and that the plan meets the assessment expectations established by the academic college.

Mission Criteria 3: Roles and Responsibilities

Expanding the curriculum with rigorous advanced courses, curriculum, and options offered through lectures, laboratories, seminars, forums, practicum field experiences, internships, and partnerships with education, business, and industry;

a. Mission & Planning Leadership

- b. Curriculum Leadership**
- c. Capstone Leadership**
- d. Program Commitment to the Graduate Student Advisory Council**
- e. Program Commitment to the Graduate Alumni Advisory Board**
- f. Development of External Partnerships**
- g. First Choice Program Review Process**

Mission & Planning Leadership: The Coordinator is responsible for fostering advanced scholarship by leading/supporting review of the program mission and planning documents to ensure that the graduate program mission is linked to Eastern’s mission, the mission of graduate education, and reflects the program’s unique strengths. A rigorous and well-focused graduate program begins with articulation of the mission of the program of study. The coordinator in collaboration with the graduate faculty is responsible for establishing and revising the program’s mission and planning documents.

•*Mission Responsibilities:* The Coordinator, in collaboration with the graduate faculty, ensures that the graduate program’s mission and planning documents are clearly and consistently stated in published materials. This should include the learning goals of the program, the priorities of the program, the standards for admission and for assistantship eligibility, the standards for academic rigor related to degree and certificate requirements, the career paths available to graduates, and the uniqueness of the program.

•*Resource Advocacy:* The Coordinator, in collaboration with the graduate faculty, advises the chair, college dean and graduate dean of the budgetary, course, curriculum research, thesis, assistantship and related resource needs of the program as related to the program’s mission and participates in University, College, and Graduate School competitive programs that enhance resources for the program. Coordinators are expected to establish regular meetings with the chair to review the program’s mission, planning and related resource needs, apply for competitive programs that may provide additional resources for the program, and seek grants or external resource support for the program as appropriate to the program mission.

Curriculum Leadership; The Coordinator is responsible for leading or supporting collaborative procedures (committees, forums, or related activities) with the graduate faculty to develop and review curriculum currency and future discipline expectations to ensure that courses (lectures and laboratories), curriculum, options (degrees, concentrations, certificates, and related options) reflect discipline expectations for currency, certification, licensure or related credentialing appropriate to the program. <http://castle.eiu.edu/eiucaa/CourseProposalDirections.pdf>

•*Curriculum Review:* Programs must establish a curriculum level review process, such as committees or related administrative structures that discuss program issues and program assessment data to determine how the graduate program will respond to discipline advances and assessment results. The program level review should engage members of the graduate faculty, graduate student body, program alumni and regional leaders as appropriate to advance the program. Curriculum policies and requirements must be initially approved by the program and then forwarded to the college for consideration.

•*Discipline Review and Accreditation:* The Coordinator and graduate faculty should actively develop liaisons to the discipline and its monitoring associations, accrediting bodies, licensing agencies, or certification agencies to assure the currency, rigor, and relevance of the program’s curriculum. Liaisons may include faculty service to key committees and programs that serve as a conduit for changing expectations and advances in the discipline that need to be addressed by the graduate committee. Programs with discipline, credentialing, licensing or related quality reviews conduct reviews on schedules determined by the agency. Such reviews help programs improve the quality of the program and should be used as a tool for advancing the program. Coordinators should be knowledgeable of the criteria used for such reviews and should be actively involved with conducting such reviews.

•*External Reviews:* Programs independently or in collaboration with the college or graduate school may seek to conduct external reviews through arrangements with the college or graduate school dean. Such reviews can be instrumental with helping a program better develop its mission, goals, and related planning documents to improve program quality. Coordinators should be actively involved in such reviews.

•*College Curriculum Review:* Review by the College Curriculum Committee ensures that the program meets the standards for rigor established by the college. Coordinators should become familiar with this process as it pertains to graduate program changes and should encourage members of the graduate faculty to serve on the committee.

•*University Curriculum Review:* Council on Graduate Studies, Council on Teacher Education and Council on Academic Affairs: Review by the Council is the final level of review for all non-teacher certification degree and certificate programs, and all graduate policies and courses numbered 5000 or higher. The Coordinator, in collaboration with the graduate faculty, should develop liaisons with the program’s representatives on the Council on Graduate Studies to consider policy and related changes that the Council is considering. Regular communication and attendance at Council

meetings offers opportunities to advance the program and graduate education as the Council considers new graduate education options and opportunities. Coordinators should become familiar with the Council review process as it pertains to graduate program changes and should serve on the committee and encourage members of the graduate faculty to serve on the committee. Review by the Council on Teacher Education is the final level of review for all graduate teacher preparation degree programs. Only graduate courses numbered 4750 to 4999 require Council on Academic Affairs review prior to CGS review.

•*State Review Requirements/Annual Illinois Board of Higher Education Review:* IBHE Reviews are scheduled by the Office of Academic Affairs and use a standard format for completion and submission. The reports are reviewed for a response by the college dean and graduate dean and then presentations are made to the Council on Graduate Studies. A major purpose of the review is to determine if the program is meeting its own mission expectations and to outline a plan for the future improvement of the program. Coordinators should be actively involved in IBHE Reviews and should present the review to the CGS.

Capstone Leadership: The Coordinator is responsible for ensuring that capstone experiences (internship/practicum, comprehensive examinations, thesis, research, recitals, exhibits, study abroad, etc.) are managed effectively and that appropriate procedures for updating or advancing the accuracy and currency of capstone experiences are provided.

•*Internships/practicum:* Coordinators should develop procedures to ensure appropriate placement, supervision, and evaluation of graduate interns. Best practices include provisions for orientations, handbooks, and advisement for resolving problems or reviewing concerns.

•*Comprehensive Examinations:* Coordinators should develop procedures to ensure that candidates taking examinations are fully informed of the program's expectations, administrative structure, pass-fail criteria, and policies governing the exams.

•*Thesis/Research Requirements:* Coordinators should develop procedures to ensure that candidates understand and follow the program's expectations for committee selection, committee participation, and project presentation or defense.

•*Recitals/Exhibits:* Coordinators should develop procedures to ensure that performance requirements are appropriately managed and scheduled and that policies and procedures are provided to the candidates.

•*Study Abroad:* Coordinators of programs that offer international study options should collaborate with the Study Abroad Office to provide rigorous study abroad opportunities for candidates requiring study abroad as part of their graduate study plan.

Program Commitment to the Graduate Student Advisory Council (GSAC): Coordinators are responsible for ensuring that the program engages its current students in activities that contribute to the advancement of graduate education. The Graduate Student Advisory Council provides a voice for graduate student input on matters pertaining to graduate study and the Coordinator should ensure that the program has active representatives to the Council and that the representatives provide consistent communication on the activities of the Council to the department. Programs are encouraged to develop program-level advisory councils to foster input from students regarding discipline issues, changes in discipline content, or related issues.

Program Commitment to the Graduate Alumni Advisory Board: Coordinators are responsible for ensuring that qualified alumni are nominated each year for the Outstanding Graduate Alumni Award. The Graduate Alumni Advisory Board reviews the nominations and selects the award recipients. They are also responsible for engaging alumni in order to seek input regarding ways to enhance or advance the quality of the program and to enhance philanthropic support for the program. The Board serves in an external advisory role, and as a philanthropic resource. The Board distributes philanthropic resources to students, and acknowledges excellence through the Outstanding Graduate Alumni Award Program. Programs should establish strong graduate alumni regional networks. Activities may include publishing alumni activities, recognizing alumni achievements, engaging alumni through on-campus seminars or forums featuring alumni speakers, social media, and establishing alumni advisory groups. Current member list: <http://www.eiu.edu/graduate/alumni.php>

External Partnerships: The coordinator should actively advocate for, or actively seek, external support for the program through external partnerships with regional professionals, agencies or granting programs in order to secure additional financial commitments to advance the program.

•*Internship Partnerships:* Programs that rely on regional professionals to supervise graduate candidates during internships or related activities should develop partnerships with site supervisors to advance the quality of the program. Activities may include developing a Site Supervisors Advisory Group, developing recognition or awards programs for outstanding site supervisors that may include monetary awards for recognition of excellence, inviting

supervisors to serve on assessment and/or review committees, or providing development for supervisors by inviting supervisors to program development seminars.

•*Partnerships with External Agency Assistantships:* Programs should establish a network of partnerships with agencies that can provide financial support for graduate candidates through assistantships or fellowships. Programs may seek to develop advisory groups through these agencies to advise the program on strengths and weakness of students who complete assistantships. Comprehensive guidelines for developing assistantships with external agencies are available at the Graduate School web site.

•*Grants & Contracts:* Programs may secure additional program resources by seeking grants to implement centers, institutes, speaker's forums, or related functions that advance the quality of the program. The Office of Research and Sponsored Programs can provide guidance regarding curriculum enhancement grant opportunities.

First Choice Program Review Process: The Department Chair, in collaboration with the Graduate Coordinator, is responsible for initiating and preparing for a First Choice Program Review. The review process is conducted by the Council on Graduate Studies, with oversight from the Graduate School, and ensures that a program is meeting the highest standards of scholarly excellence as evidenced through sustained achievement of criteria developed and adopted by the Council in 2006. Programs achieving First Choice designation are eligible for increased resources and may use the distinction in marketing the program. Criteria and instructions on the application process are here: <http://castle.eiu.edu/eiucgs/documents/FirstChoiceGraduatePrograms.pdf>

Mission Criteria 4

Roles and responsibilities for building and enhancing the excellence of the University's undergraduate majors and options through mutual and reciprocal research/creative activity with graduate students and faculty;

- a. Student Research Leadership**
- b. Program Commitment to the Graduate School Awards Programs**
- c. Program Commitment to the Graduate Exposition**
- d. Program Commitment to The Distinguished Graduate Students Awards Program**

Graduate Candidate Research Leadership: The Coordinator promotes and advocates for rigorous research/creative activity by ensuring participation in the program's thesis/creative activity or research options. Coordinators should collaborate with program leaders to develop clear and well articulated research goals for the program. The plan should include the following information:

•*Program Level Commitments:* Programs should establish an annual targeted number of theses or related research projects that the program should achieve. Programs should provide web and print materials that promote graduate research and encourage participation in graduate research options by presenting work in both on-campus and off-campus venues. Programs should provide orientations or forums to explain procedures, connect graduate students with graduate faculty, allow for discussion and review of research opportunities, and to guide graduate students on compliance issues with graduate research requiring animal or human subjects. Programs should showcase research/creative activity through research fairs such as those hosted by the programs in Kinesiology and Sports Studies, School of Business, and Communication Disorders & Sciences, or exhibits and recitals such as those hosted by the Music and Art programs. Contacting programs with existing activities can provide the initial template for creating opportunities within the program and connecting program activities to college and university-wide expositions will create university-wide publicity and momentum for supporting the program.

•*College Level Commitments:* Coordinators in collaboration with program leaders should develop activities that showcase graduate research activities when provided the opportunity. Examples include college expositions such as the College of Sciences Sciencefest Program.

Graduate School Awards Programs: All programs should be active participants in the Graduate School's Competitive Awards Programs that provide resources to promote graduate research participation. These include the Robert and Kathryn Augustine Distinguished Master's Thesis Competition, King-Mertz Research/Creative Activity (non-thesis) Awards Competition, Williams Travel Grants Competition, and the Graduate School Research Grants Competition.

The Distinguished Graduate Students Awards/Expo Program: The Distinguished Graduate Student Awards Program provides university-wide recognition for research and related creative activity completed during the last year. All programs should be actively engaged in this program to promote graduate student achievements. A research

expo is held at the same time as the awards ceremony, programs should encourage their students to participate.

Mission: Criteria 5

Roles and responsibilities for developing opportunities for the discovery and application of knowledge with graduate faculty members who reflect the University’s teaching and mentoring priority and who have a record of research/creative activity, and professional service.

- a. Graduate Coordinator Leadership**
- b. Graduate Faculty Development**
- c. Graduate Faculty Scholarship**

Graduate Coordinator Leadership: Coordinators are responsible for providing leadership for their graduate programs by representing the graduate faculty and the graduate program at all graduate education functions. Commitments include:

- Program Commitments:* Service to the program’s graduate committee or graduate administrative structure and related program activities
- Graduate School Commitments:* Graduate Leaders Fall Summit, Special Meetings held with Deans and Chairs, the Distinguished Graduate Student Awards Ceremony, the Outstanding Graduate Alumni Advisory Board activities, to name a few.
- University Commitments:* Coordinators should seek nominations for the Council on Graduate Studies and Council on Faculty Research, or related graduate or research committees that may be established and should participate in commencement ceremonies for graduate candidates.

Graduate Faculty Development: Coordinators are responsible for completing the graduate faculty nomination and re-nomination process and provide orientations, mentoring, or support programs for new graduate faculty or graduate advisers and update current faculty on changes or revisions in graduate education policies that impact the program.

- Nomination Process:* Coordinators should establish procedures to ensure nomination and updating of graduate faculty, associate graduate faculty, and adjunct graduate faculty. Coordinators should review graduate faculty expectations with faculty and provide mentoring or related support to ensure that graduate faculty meet the program’s expectations for participation in graduate education.
- Graduate Faculty Development:* Coordinators should establish programs and activities related to faculty development programs for members of the graduate faculty. Programs may include partnerships with EIU’s Faculty Development Office, the Graduate School, The Office of Research and Sponsored Programs, the International Students and Scholars Office, the Study Abroad Office, the Center for Student Academic Support and Achievement, or related campus offices.

Graduate Faculty Scholarship: Coordinators should collaborate with program leaders to establish programs that foster graduate faculty scholarship. Activities may include:

- Program-level Advocacy:* Coordinators should work with program leaders to establish annual meetings/forums that allow graduate faculty to discuss their research interests and goals. The purpose of the meetings is to link faculty interest with university and college resources that can support those interests and advance faculty achievement in research and creative activity.
- College-level Programs:* Coordinators should use faculty meetings or related venues to highlight college-level research opportunities for graduate faculty and encourage participation in such programs.
- University-wide Programs:* Coordinators should collaborate with the Office of Research and Sponsored Programs to advance faculty participation in competitions for internal and external grants to promote graduate faculty research. The Office provides various technical services to assist faculty in completing proposal applications

Administrative Structure and Functions of the Graduate School

Dean of the Graduate School: The Dean oversees the functions of the Graduate School, Office of Research and Sponsored Programs, Office of International Students and Scholars, and Study Abroad Office.

The Graduate School Staff

Administrative Aide/Assistantship Manager: The Graduate School Administrative Aide/Assistantship Manager provides administrative assistance to the Dean of the Graduate School and has primary responsibility for oversight

of the administrative functions of the unit with specific responsibilities for the graduate assistantship program, and tuition waiver program.

Publicity/Promotions Specialist: The Publicity/Promotions Specialist has primary responsibility for managing/attending recruiting and marketing functions, development and alumni relations, maintaining web and print resources, designing and editing publications, producing special events, management of awards programs, management of Council on Graduate Studies, advisement and management of the Graduate Student Advisory Council, and direction for the Integrative Graduate Studies Institute and Graduate Network for Undergraduates.

Admission Records Officer II: The Admissions Records Officer is responsible for evaluating credentials to determine if prospective students and University employees are eligible for admission to Graduate School, for evaluating transcripts, monitoring admission requirements and corresponding with students as necessary.

Assistant to the Dean: The Assistant to the Dean is responsible for the certification of all graduate students who apply to graduate with a Master's or Specialist's degree or complete graduate certificates, for reviewing and approving study plans for those students who are enrolled in a graduate degree or graduate certificate programs, and for monitoring probationary students.

Staff Clerk: The Staff Clerk handles all of the day-to-day reception duties of the office, including scheduling of the Blair Hall conference room, assistance with policy waivers, and assisting in the management of graduate assistantships.

The Office of Research & Sponsored Programs

Director of Research and Sponsored Programs: The Director of Research and Sponsored Programs reports to the Dean of the Graduate School, and has primary responsibility for leadership and administration of the University's grants and research programs.

Grants and Contract Development Specialist: The Grants Specialist assists the Director with execution of the duties of the Office of Research and Sponsored Programs and is involved in all office operations, including but not limited to, proposal preparation and post-award administration.

Compliance Officer: The Compliance Officer is responsible for coordinating all of the activities mandated by laws that protect animals and human subjects in research and teaching settings. Those functions include maintaining awareness of relevant regulations, developing and maintaining record-keeping systems.

The Office of International Students and Scholars

Assistant Dean of International Education: The Assistant Dean has primary responsibility for leading the University's international mission and is responsible for ensuring that the university remains in compliance with all current and emerging regulations and for all federal and state reporting requirements, and is the primary signature authority for I-20 and I-17 forms. The Assistant Dean also serves as the Primary Designated School Official (PDSO) for implementation of the federal Student and Exchange Visitor Information System (SEVIS) as related to the admission of international students. The Assistant Dean also provides leadership in all activities designed to develop, maintain, enhance, and promote study abroad at Eastern Illinois University.

International Student Coordinator: The Coordinator serves as a Designated School Official (DSO), and provides guidance to international students regarding SEVIS compliance. The coordinator also assists with admissions procedures.

Admissions Counselor: The Assistant has primary responsibility for providing full and comprehensive support for international student admissions, and for managing immigration information and related documents. In addition, the admissions counselor provides international student advisement.

Office Manager: The Office Manager maintains all office functions and assists in the admission and orientation processes as well as reception duties.

The Study Abroad Office

Coordinator of Study Abroad: The Coordinator of Study Abroad manages and promotes study abroad at Eastern Illinois University. The Coordinator also assists faculty in the creation and implementation of study abroad programs, which includes assistance with marketing, budgeting, and student advising.