

Department of Geology and Geological Engineering

TEACHING ASSISTANT & GRADUATE STUDENT HANDBOOK



The University of Mississippi

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Teaching Assistant (TA) Guide

Geology & Geological Engineering

2020

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Welcome to the team! As a teaching assistant (TA), you are serving in a critical capacity for the department and the students we serve. The position comes with many opportunities and responsibilities. This document is intended to be a resource for tips on effective teaching, class management, departmental expectations, and safety.

TERMS OF HIRE

1/2-time TA: The maximum appointment for a graduate student is 1/2 time, equivalent to a work load of 20 hours per week. The department considers 20 hours a week to be the approximate time required to manage teaching, grading, and office hours for three 100-level non-majors lab sections. Majors' lab sections often require more time, such that a 1/2 time assignment may be two, or even one lab section. For courses with multiple lab sections, a "lead TA" will be assigned. Lead TAs will have a reduction in teaching load of one lab section, in order to provide time for other duties.

Pay scale: 1/2-time TA position for MS students is \$7000/semester; PhD students is \$8000/semester. The stipend is increased by \$125/semester once the thesis/dissertation proposal is successfully defended. The appointment includes student health insurance, and a full tuition waiver (minor fees may still apply).

Partial TA appointments: TA stipends less than 1/2-time will receive a 75% in-state tuition waiver (100% out of state) and student health insurance as long as receiving at least \$2500/semester.

Potential tasks as a TA

- preparing lecture and lab materials
- organizing and cleaning up teaching-lab storage space

- grading
- proctoring exams
- driving or participating in field trips
- making new problem sets or revising labs
- overseeing other TAs teaching sections of the same lab
- holding office hours
- substitute for a lecture when a professor is absent

WHO DOES A TA WORK FOR?

Though a TA does work for the university and the department, the primary supervisor of a TA is typically an Instructor of Record (IoR). This is the faculty member whose name is officially listed as the course instructor. TAs should never feel they are working alone with no input, assistance, or direction. Questions that a TA should ask if not already answered include:

- Is there a syllabus template used by all sections of a class/lab?
- Are there answer keys for assignments, labs, etc.?
- Is there a lab-specific handout for TA responsibilities and expectations?

Things that should be communicated with the IoR during the semester (more discussion on each is included later in this document).

- All occurrences of academic misconduct.
- All instances of classroom disruption.
- Any student interaction that makes you feel threatened or concerned for someone's safety.
- All occasions, in advance, when you need to miss a lab or class.

TIPS FOR EFFECTIVE TEACHING

Teaching is much more than just standing in front of a classroom and presenting information. Effective teaching – teaching that results in real learning – requires considerable preparation and practice, and a willingness to experiment with different approaches.

1. Engaging students

No one looks forward to being in a class where the instructor is boring or hard to pay attention to. Think about the lectures that put you to sleep. They may have included

- speaking in monotone
- speaking too quietly
- speaking indistinctly or with a heavy accent
- writing at the board and talking with back turned to class
- lack of enthusiasm for the class or subject
- lots of text on slide after slide after slide – “death by Power Point”
- no class interaction

Avoid such behaviors. Tips for *positive* engagement are provided below.

A. *Voice and Mannerism*

- Use voice inflection (changing the pitch and tone of your voice).
- Make eye contact with students.
- Speak loudly enough to be heard in the back (ask students in the back if they can hear).
- Move about (but don't pace back and forth).
- Be expressive with your face, hands, or arms (but avoid excessive arm waving).
- Demonstrate enjoyment or enthusiasm for the subject.
- Smile

B. *Engagement Techniques*

- Ask students questions about reading assignments, or how they might solve a problem, or what they think would happen given a particular scenario (e.g. would watering the grass on a steep slope increase or decrease slope stability?).
- Have students pair up to discuss a question for 30 seconds or a few minutes before calling on individuals to answer.
- Do not be condescending or sarcastic with “dumb” questions.
- Provide verbal validation for thoughtful answers even if not entirely correct or what you were looking for in an answer.
- Wherever possible, tie subject material to current events (e.g. a recent earthquake), practical applications (e.g. how a dam failure could have been prevented), or stories with personal interest (e.g. a sole survivor of a pyroclastic flow was in a basement jail cell with no windows).

- Encourage understanding why or how something works, not just what the answer is
- If class size allows, learn names – name cards on table is ok!
- Be aware of different learning styles. Different people learn better under different modes of communication. Some are more auditory (hearing), some more visual (seeing), some more tactile (hands-on). Combining modes of communication increases retention of information.

C. *Avoiding "Death by Power Point"*

- Do not fill slides with lines of small text. Limit text to three bullet points, and use at least 18 pt font.
- Do not just read text from a slide, use the text more as cues for what needs to be said
- The best use of slides is for photographs, figures, illustrations, graphs, or animations.
- Do not stare at the screen while you talk. Identify something on the screen you want them to see, then turn to the class to discuss.
- Do not use a laser pointing to underline text or "circle" things. Simply point with the laser to where you want students to look, then turn it off, turn toward the class, and discuss.
- Do not use gimmicky built-in animations (e.g. bells, swinging text, spinning pages, etc)
- DO use simple animations such as a moving arrow or a drawn circle – things that intentionally draw the eye to a particular place on the screen.

D. *Lab Instruction*

- Do not just give students answers when they ask questions. Use leading questions to help them come up with the answers themselves (e.g. Does it make sense that your scale numbers get bigger when the map is enlarged?)
- There is a "sweet spot" for how long a lab introduction should be. It should be long enough to give students enough information to understand what they are doing, what you hope they will learn, and how to navigate the assignment. It should not be so long and detailed that they don't need to think through the steps required, or don't have to figure out anything on their own. It should also

not be so long that it robs time from hands-on experience. In most cases, a good introduction will take only 10 to 15 minutes.

2. Assessment / Grading

- Students need frequent assessment to know if they need to adjust to meet your expectations. This means returning graded work in a timely fashion. If you give weekly assignments, grade and return weekly.
- Provide enough explanation that students understand what they did wrong. Points off with no indication why does not aid learning.
- Grade one problem at a time, working through all student submissions, before starting the next problem. This results in greater consistency in scoring between students.

3. Class Management

A. Professionalism

The first rule of thumb: if you want students to respect you and behave professionally, *demonstrate* respectful and professional behavior.

- Dress professionally (avoid shorts, short skirts, skin-tight or torn/stained/tattered garments)
- Honor what you say students can expect of you (e.g. office hours, timely return of graded work).
- Come to class/lab prepared (test media equipment ahead of time, run through lab or example exercise in advance of the class).
- Never flirt with students or encourage flirtatious behavior. Do not ask if a student has a boyfriend/girlfriend.
- Do not accept a class/lab with a student enrolled who you are currently dating.
- Do not use sarcasm or condescension when answered questions you think are dumb.
- Avoid extremes of comradery (overly friendly) or authoritarian (overly stern or distant).

B. *Communicate Expectations*

- Provide a detailed syllabus with expectations for class attendance, grade weighting, use of personal electronics, group work, etc.
- Include the points each question is worth on assignments, labs, and exams.
- Let students know when a particular assignment or lab is likely to take more time to complete.

C. *Be Helpful*

- Honor office hours
- Be clear (in advance) about what material is covered by any quiz or exam.
- Be prepared to offer study suggestions when asked (e.g. Suggest they do not just memorize answers, but explain to themselves or others why a correct answer is right / cover a section read or reviewed and see if they can repeat or explain without looking).
- Offer suggestions to improve scores. (e.g. The most common reasons for needless loss of points are (1) not keeping track of units, and (2) not asking if your answer makes physical sense.)

D. *Athletes*

- Accept official absences without penalty, provided that reasonable arrangements are made to make up missed work.
- Practices never take precedence over classes. Official competitions do take precedence.
- Let athletes know it is their responsibility to notify you the week before each absence. A schedule handed to you at the beginning of the semester does not end their responsibility.
- Let athletes know they need to take ownership of ensuring that missed work is made up. They need to be proactive in scheduling an alternate time for a lab or exam.
- No coach should ever contact you about an athlete. Staff in athletics assigned to academic success handle all class related interactions.

E. *Disruptive behavior*

- When confronting inappropriate behavior, never yell, curse, or insult. Politely ask a disrespectful or unruly student to behave in a professional manner. Ask them to leave if they continue to misbehave. In the event that a student becomes threatening or refuses to leave when asked, step out of the room and call UPD (662-915-4911).
- Communicate with the IoR ANY time you encounter disruptive behavior.
- The IoR and department chair will be your advocate. Do not try to manage on your own if you feel threatened.

F. *Cheating*

Consult with the IoR before confronting students or assigning penalties.

Exams

- Walk around the room (do not use your phone or laptop while proctoring).
- Ask students wearing ball caps to remove them or turn them around backward (so you can see their eyes).
- Ask students to place all notebooks or papers in their bags out of sight before a test begins.
- Invite students to use the restroom *before* the test starts, not during.
- Do not use the exact questions in the exact order for multiple sections. At the least, have versions that change the order of answers or order of questions.

Labs/Homework

- Encourage students to be "free with their verbal assistance; protective of their written work." When all or part of an assignment is copied from another student, zeros will be given to BOTH the copied and the copier. (The one whose work was copied provided the written material without safeguarding against copying.)
- When grading, pay attention to solutions that appear oddly similar (e.g. excessive use of the same significant digits, identical extra or unique mathematical steps, graphs that are formatted identically).

DEPARTMENTAL EXPECTATIONS AND INTERESTS

1. All labs/classes

- Never cancel a lab/class without approval from the IoR.
- Let IoR know if swapping assignments with another TA.
- If large numbers of students are consistently making perfect scores, or making the same scores, something is wrong (they are cheating, you are providing too many answers, you are not giving sufficient attention to grading, etc.).

2. Non-majors labs/classes

- Never allow students to leave with an assignment – all work should be turned in at the end of each lab.
- Do not allow cell phones in the classroom – students must step outside to use the phone (zeros may be assigned for failure to comply).
- All sections of the same lab should have the same grading policies (drop quizzes/labs, grading scales, etc.).
- Do not give extra credit assignments or quiz/test questions.
- Do not allow groups of more than two (if enrollment is an odd number, one group of three is allowed each week, but should be *rotated* through the roll).
- Requests to miss a lab can be accommodated by attending another lab section the same week – use the form!

3. Office hours

- Be available when you say you will.
- Allow a student with class-conflicts to arrange a special time if necessary.
- Do not allow one student to dominate time if others are waiting.
- If students are waiting, ask if they have similar questions that can be answered as a group rather than one at a time

- Never be alone with a student with the door closed. If they ask to close the door, tell them it has to stay at least a few inches open.
- If you ever feel uncomfortable with the behavior of a student, invite them to come back another time or leave the office if necessary. Communicate your concern with the IoR.

4. Safety

- The best insurance against panic in a crisis is to make sure that the first time you have considered your response is not in the middle of the crisis (think about what you would do in a variety of situations, and ask if uncertain).
- Lab safety: Know where eye wash stations are. Warn students when using acids or other potentially harmful materials.
- Weather: If the tornado siren goes off (other than noon on Wednesdays), invite the class to go to a basement hallway with no exterior windows. Do not just cancel class. If the class was just beginning, tell them you will assess the situation after 15 min to see if the weather clears.
(Note: *Tornado Watch* means the weather could produce a tornado / *Tornado Warning* means there has been a reported sighting of an actual tornado in the vicinity)
- Fire alarm: Immediately dismiss class and be the last person out of the room.
- Active shooter: If gunshots are heard, close and barricade the door. If the door opens outward and cannot be locked, stand to the side and hold the handle (or ask a strong student if willing to do so). You cannot forbid a student to leave, but do not *offer* to let them leave. Where possible, turn desks on their sides and have students crouch behind. If a frantic voice is heard outside the door asking admission and you believe it is not the shooter, do not throw open the door or stand directly in the opening. Take precautions against becoming a target, or giving a shooter access to your classroom.
- UM Emergency Website: <https://olemiss.edu/emergency/>
- Please familiarize yourself with the emergency procedures at the following link: <http://www.olemiss.edu/emergency/todo.html>
- It is also recommended that you sign-up for REBALERT: <https://olemiss.edu/helpdesk/faq.php?cat=61>

5. Student health

- If you become concerned that a student is suffering an emotional breakdown, or at risk of harming themselves or others, inform the IoR.
- Your own mental and emotional health is important to us – please inform the IoR if you are struggling, and take advantage of free university services.

University Counseling Center

320 Lester Hall

<https://counseling.olemiss.edu>

counslg@olemiss.edu / 662-915-3784

Ombudsman (when uncertain how a situation should be handled)

318 Trent Lott Leadership Institute

<http://ombuds.olemiss.edu>

ombuds@olemiss.edu / 662-915-1537

6. International TAs

A. Develop your English skills

The importance of developing your English language skills cannot be overestimated. It is critical for your success as a TA, and can improve your job prospects after graduation, even back in your home country. A few tips –

- Go to a lab section taught by a native-English speaker to observe.
- Do not isolate yourself socially with only speakers of your native language.
- Make friends with English speakers, ask them to explain words you are unfamiliar with.
- Ask how to pronounce unfamiliar words, or go to dictionary web sites with pronunciation tools.
- Ask about free English-learner lunches or events offered by local churches or organizations.
- DO NOT pretend to understand. If you are uncertain what someone says to you, ask. (Especially if it is the IoR.)

B. Know what is considered academic misconduct.

Some cultures have different expectations about what constitutes cheating. Review the Cheating section above. If uncertain, ask the IoR. General rules:

- Copying written work from the web, a published work, or another student is not acceptable unless those words are put in quotations and the source is cited.
- Gaining answers to a quiz or test from another student, either in the same class or in another section, is NEVER acceptable.

C. Different cultures have different expectations for personal hygiene. As a rule of thumb (in the US), shower at least every other day and change undergarments daily. Americans also expect people to use deodorant. If uncertain what an "American norm" is, ask the IoR or an American student. For a fairly exhaustive coverage of American culture for internationals, see <https://harrisburg.psu.edu/international-student-support-services/guide-american-culture-etiquette>

D. Take ownership of your class. While it is important to know what the IoR expects, YOU are the teacher for your section. You are not just "filling in" for the real instructor.

General Information for Graduate Students

For all updates and information regarding the Graduate School, please visit: <https://gradschool.olemiss.edu/>

To contact the office of the Graduate School, call: (662) 915-7474

WHEN YOU ARRIVE ON CAMPUS

- 1. Register your vehicle with [University Parking Services](#)**
You will need to purchase a car decal in order to park on campus. You will need your Web ID, vehicle identification number (VIN) and your license plate information. Click [HERE](#) for online registration.
- 2. Get your UM identification card.**
You will need to go to the [ID Center](#) on campus, located in Johnson Commons on the floor below the Rebel Market. Office hours are 8:15 a.m.-4:45 p.m., Monday-Friday.
- 3. International students,** please make sure all paperwork for international study is on file at the [Office of International Programs](#). All new international students must check in with the Office of International Programs and attend its mandatory orientation before they can register for courses.
- 4. Activate your WebID.**
Once you receive your acceptance letter, you will need to activate your WebID. You will need your student number (**included in your acceptance letter**) and your birth date. Click here to activate your [WebID](#).
- 5. Apply for financial aid.**
Check with your program to see if there are any assistantships or fellowships available. For more information on financial aid for graduate students, [click here](#). If you cannot find a fellowship or an assistantship with your program, federal student loans are available for domestic students. For federal loans, visit: https://www.olemiss.edu/depts/financial_aid.
- 6. Health/shot records must be submitted to [Student Health Services](#).**
- 7. Speak with your adviser and register for classes.**
For some graduate programs, the courses you will take during your first semester may already be determined or may be decided by

communicating with your program adviser. For other programs, the program adviser and faculty will want you to be on campus before selecting courses. If you contact your program adviser and are given a set of courses to take, you may register online.

8. **Submit your final transcript.**

This is the last step you need to complete in order to be officially admitted. Send your final transcript to:

The University of Mississippi Graduate School, P.O. Box 1848, University, MS 38677-1848.

9. **Housing**

For information regarding off-campus housing, please visit

<http://offcampus.housing.olemiss.edu/>.

10. **Keep in touch.**

Visit the [Graduate School website](#) often for important dates and events.

ACADEMIC CALENDAR

For specific dates, please click on the links below

2019 – 2020

- [Fall 2019](#)
- [First Fall Term 2019](#)
- [Second Fall Term 2019](#)
- [Winter Intersession 2020](#)
- [Spring 2020](#)
- [First Spring Term 2020](#)
- [Second Spring Term 2020](#)
- [May Intersession 2020](#)
- [Summer 2020 Full Term](#)
- [Summer 2020 First Term](#)
- [Summer 2020 Second Term](#)
- [August Intersession 2020](#)

2020 – 2021

- [Fall 2020](#)
- [First Fall Term 2020](#)
- [Second Fall Term 2020](#)
- [Winter Intersession 2021](#)
- [Spring 2021](#)
- [First Spring Term 2021](#)
- [Second Spring Term 2021](#)
- [May Intersession 2021](#)
- [Summer 2021 Full Term](#)
- [Summer 2021 First Term](#)
- [Summer 2021 Second Term](#)
- [August Intersession 2021](#)

STUDENT HEALTH INSURANCE

Graduate Student Health Insurance

The Graduate School is pleased to offer subsidized health insurance to all graduate students holding an assistantship with appointments of 1/4 time or higher. Law and PharmD students are not eligible.

Graduate assistants with appointments of 1/4 time or higher are **required** to participate in a health insurance program.* Enrollment and payroll deduction of premiums will be automatic upon appointment for each fall and spring term. Premiums will be subsidized by the university.

Program Highlights:

- 80% of negotiated charges for hospital visit, physician office visit (after \$30 copay) or emergency room visit (after \$250 copay) for preferred AETNA Network care providers
- 100% of prescription drug coverage; after \$15 copay for each generic drug or \$45 copay for preferred brand name drugs and \$75 copay for non-preferred brand name drugs
- 80% of inpatient mental health expenses and 50% of outpatient mental health and substance abuse expenses for preferred care providers.

**Graduate assistants may request a waiver from participation in the above sponsored group plan if they already have comparable health insurance.*

For a listing of Frequently Asked Questions (FAQs) regarding student health insurance, click [HERE](#).

Spouse and child/dependent policies are available; for information, click the link below.
<http://www.aetnastudenthealth.com/schools/olemiss>

For more information about coverage, exclusions, network providers, waivers and voluntary participation forms, visit [Aetna Student Health](#) and click University of Mississippi under "Find your school."

To view the Insurance Plan document, click [HERE](#).

[Find a Local Provider](#) * Note: A referral from the Harrison Student Health Center is required when the center is open, except in true emergencies.

Premium and Subsidy Plan for Graduate Assistants

Graduate Assistant			
1/2 time	\$694.20	\$291.00*	\$403.20
1/4 time	\$1504.10	\$630.50*	\$873.60
Unsubsidized Participant	\$2314	\$970	\$1344
Spouse Only	\$2314	\$970	\$1344
Child/Dependent	\$2314	\$970	\$1344
More than one Child	\$4628	\$1940	\$2688

* Current premiums, subject to change.

For a definition of 1/2 time and 1/4 assistantships, please see our financial aid information page [here](#).

Visit <https://www.aetnastudenthealth.com/students/student-connection.aspx?GroupID=697412> for enrollment dates and procedures for voluntary spouse and child participation.

International students and students who WILL be on a graduate assistantship SHOULD NOT enroll themselves. They will be automatically enrolled by the Graduate School.

PREPARING TO GRADUATE

Please note the dates listed below. No exceptions are made to the deadlines, so plan accordingly.

Important Dates

<i>Step</i>	<i>December 2019 Graduation Deadlines</i>	<i>May 2019 Graduation Deadlines</i>	<i>August 2019 Graduation Deadlines</i>
Submit GS8 Application for Graduate Degree	October 7, 2019	March 4, 2019	March 4, 2019 (To participate in May ceremony)
Submit your thesis/dissertation to ProQuest/UMI and pay the fees. Submit the thesis/dissertation signature page and the Survey of Earned Doctorates to the Graduate School.	December 6, 2019	May 3, 2019	July 26, 2019
Graduation Date	December 14, 2019	May 11, 2019	Aug. 12, 2019
Commencement Ceremony	N/A	May 11, 2019, held in the Grove	N/A
Doctoral Hooding Ceremony	N/A	May 10, 2019, held in the Ford Center at 7:30pm	N/A

*The Registrar’s Office will begin mailing diplomas AFTER final degree audit results have been received.

The steps below must be completed during your last semester. While some deadlines are given, we encourage you to complete the steps as early as possible.

APPLICATION FOR GRADUATE DEGREE

The table below shows the steps for doctoral degree candidates and master’s degree candidates, both those that require a thesis and those that do not. The steps for a specialist degree are similar to those for a nonthesis master’s student.

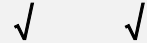
STEP BY STEP

	<i>Doctoral</i>	<i>Master's Thesis</i>	<i>Master's Nonthesis</i>
1. Application for Graduate Degree: Complete a GS 8-Application for Graduate Degree Form . The deadline to do this is near the beginning of each fall, spring or summer semester and is announced on the university’s Academic Calendar and on the myOleMiss front page. This form requires the signature of the department chair. You will then be authorized to complete step 2.	✓	✓	✓
2. Diploma Application: A diploma application notification will be sent to you via your olemiss.edu email. Complete the online Diploma Application. This email comes from the registrar@olemiss.edu and once you start filling out the application, you cannot stop and return. If you have a problem, contact the supervisor of records at the Graduate School.	✓	✓	✓
3. Schedule Final Examination: Set up your final oral/written exam by completing a GS7-Authorization of Final Oral/Written Examination Form . This form must be received by the Graduate School no later than 14 calendar days before the intended date of the exam. You must complete your final exam by the last day of the semester, and a final exam cannot be given during the university’s examination period or when the university is closed.	✓	✓	*
4. Obtain information about formatting and uploading an ETD and the ETD Rights, Permission and Contact Form .***FAQs regarding FORMATTING can be found HERE ***	✓	✓	
It is the student’s responsibility to:			
<ul style="list-style-type: none"> • Become familiar with the formatting of a thesis/dissertation (click HERE for PDF version of manual) • Create an account on <i>ProQuest/UMI</i> – click HERE • Learn how to electronically upload a thesis/dissertation (an ETD) into the online ProQuest/UMI system. 			

- In addition, please obtain an [ETD Rights, Permission and Contact Form](#) and confer with your adviser about its content.

5. Survey of Earned Doctorates: Doctoral students must complete a Survey of Earned Doctorates . This should be done 3-4 weeks before the last day of classes.	√		
6. Complete Thesis/Dissertation and Final Examination	√	√	
7. Report of Final Oral/Written Examination: After you successfully complete your final oral/written examination, your adviser or department chair must submit a Report of Final Oral/Written Examination to the Graduate School.	√	√	*
8. Final Visit to the Graduate School: Before the last day of classes, bring to the Graduate School: <ul style="list-style-type: none"> • The signed thesis signature page or dissertation signature page • The above Report of Final Oral/Written Examination (if not already sent, check with your department) • The completed ETD Rights, Permission and Contact Form • For doctoral students only, the completed Survey of Earned Doctorates (or provide evidence of completing this form online) 	√	√	
9. Electronically Submit Thesis/Dissertation: Following the directions given in this link , electronically submit your completed thesis/dissertation into the ProQuest/UMI repository system. Before this submission is finalized (published), the supervisor of graduate records will review the document for completeness and formatting. If revisions are needed, you will be contacted.	√	√	
10. Select Publishing, Copyright and Binding Options: While uploading your thesis/dissertation, you will be asked to select between the Traditional and Open Access Publishing options. What you enter should correspond to the decision on the ETD Rights and Permission Form . You will need to determine if you would like to register a copyright for your document, which is optional. Click HERE for more information. You will have the opportunity to have ProQuest/UMI produce and mail to you bound copies of your thesis/dissertation during the online submission. <i>*Note: The university no longer requires bound copies to be submitted to the Graduate School and University Libraries.</i>	√	√	

11. Pay Fees to ProQuest/UMI: While uploading your thesis/dissertation, you must pay (online via credit card) the fees for the ProQuest/UMI publishing type you have selected (e.g., no charge for Traditional publishing; \$95 for Open Access publishing). Note that there are extra fees for copyright registration (\$55) and producing bound copies (\$56 apiece).



12. Pay Graduation Fee to UM: After you apply to graduate (step 1), you will be assessed a graduation fee of \$50. You must pay this fee, as well as all other outstanding university bills, in order to receive your diploma.



13. Celebrate. Sleep. Glow. If you have completed the above steps and if you have successfully passed all required courses (e.g., can pass a degree audit for your program) during your final semester, then you will be certified by the Graduate School and Registrar's Office for graduation. You may officially graduate at the end of a December, May or August semester. A commencement ceremony, including a doctoral hooding ceremony for doctoral graduates, is held only in May. The process of mailing diplomas will begin approximately 8 weeks after each graduation date. If you wish to participate in a commencement and/or hooding ceremony, you will need to rent regalia.



** Most nonthesis master's programs require a final oral/written examination. A few master's programs do not require this examination. Check with the catalog and your graduate program coordinator.*

THESIS AND DISSERTATION PREPARATION

Please visit the following links for relative information:

[Publishing Guides: Formatting Directions for ProQuest/UMI](#)

[Instructions for Uploading a Thesis or Dissertation to ProQuest/UMI](#)

[Frequently Asked Questions Regarding Electronic Theses and Dissertations](#)

[Overview of Publishing with ProQuest/UMI](#)

[Formatting Manual for Theses and Dissertations](#) – click **HERE** for a PDF version

Final Note:

If you find any errors, or think something should be added or changed in this guide, please send a note to the department chair.