

Department of  
*Sociology, Anthropology, & Criminal Justice*



# **Student Handbook**

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## I. WELCOME

This student handbook has been prepared to assist your understanding of the Sociology, Anthropology and Criminal Justice Department Program at the University of Wisconsin- River Falls. The handbook is required for Sociology majors as part of the Sociological Inquiry class and for all transfer majors. We expect that you will read the handbook carefully and continually refer to it to answer questions you might have. Additional information may be found in the university catalog. Please feel free to discuss additional questions or concerns with your faculty advisor or the chair of the department.

**Faculty & Staff:** Visit <http://www.uwrf.edu/sociology/faculty.htm> for updated faculty and staff information.

## II. INTRODUCTION

### WHAT IS SOCIOLOGY?

Almost everything we do, including our own private reflections and fantasies, is done either directly or indirectly, through and with others--groups. The kinds of groups we belong to help shape the person we become. Sociology is the systematic study of these groups we create, the social arrangements that exist within a society. Sociology then studies the structure of populations (its age, sex, size, and racial composition for example), the spatial structure of communities (the courthouse surrounded by shops, the financial district, theatre district, etc.), the temporal structures (the ebb and flow of workers, etc.), the institutional structures (churches, schools, families, etc.) as well as the behavior of individuals as they both shape and are influenced by society and its social arrangements.

### Why Major in Sociology?

Sociology offers us a different way of thinking which better enables us to solve our dilemmas, difficulties or problems instead of watching them continue to get worse. It is a shift in thinking that is possible because the domain of sociology is the study of why people relate to one another as they do. It involves the study of our rules for living together. It studies how these rules are created, how they are organized, how they are perpetuated, how they are broken, how they change and the meaning we give to them. Because sociology offers us this special approach to the rules of social life, to the reasons for relating to each other as we do, it is indeed an "idea whose time has come" and very much worth studying.

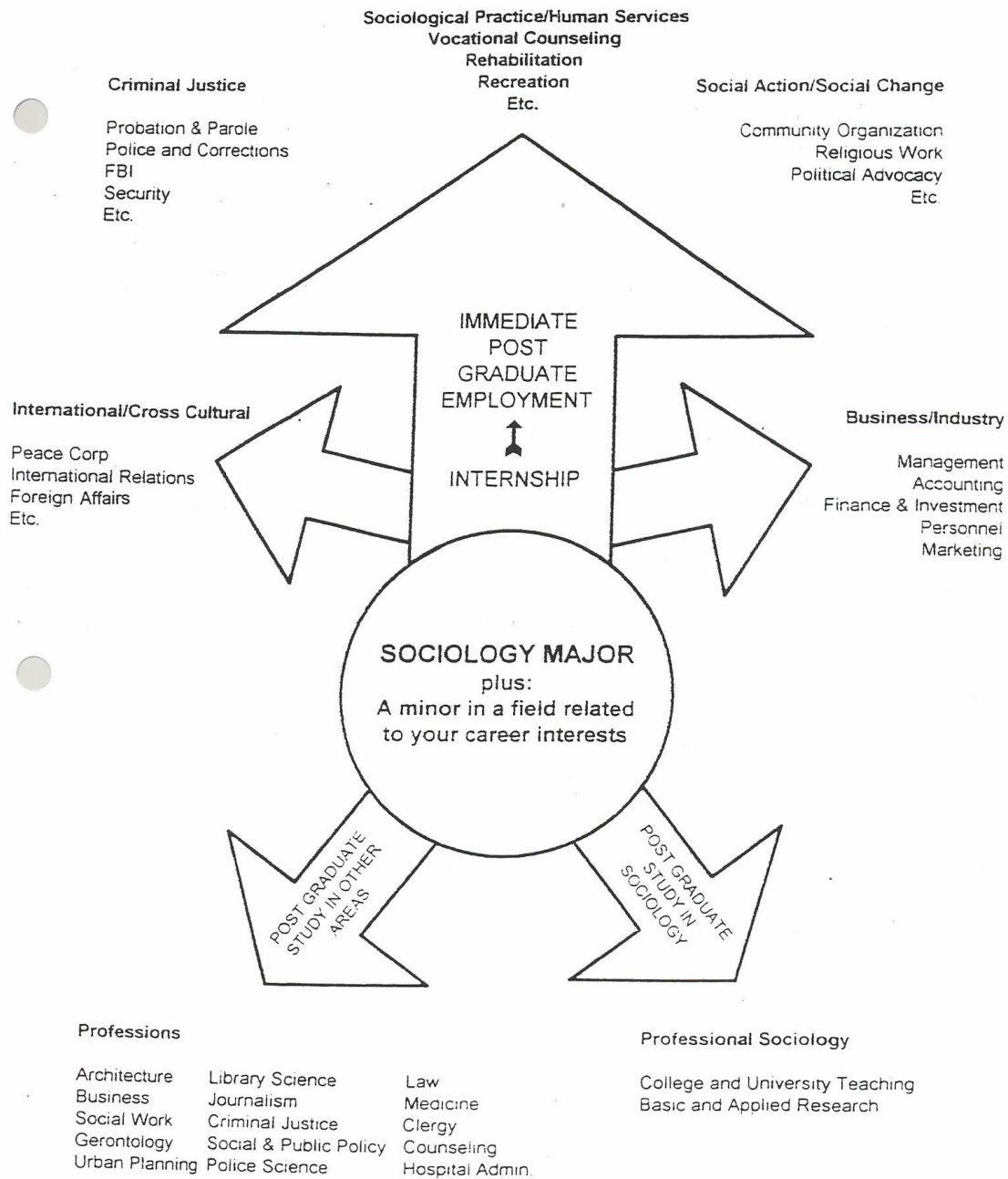
For those majoring in sociology, sociology will provide five important benefits. First, we learn more about ourselves and our motivations. Second, it helps us learn how other people affect us, whether it is a parent, friend, spouse, child, or corporation. Third, it helps us understand our culture and how to cope with an often difficult society. Fourth, it helps us become multicultural and global in our understanding of our own relationships. Fifth, it can help us learn how to get through each day successfully by developing a sociological imagination which allows us to see the forces affecting us, understand them, and deal with them.

### What do Sociology majors do?

Sociology majors generally follow one of three career orientations relating to their eventual career:

- **Professional orientation:** A professional orientation is for those seeking a sociology major as preparation for attending professional graduate schools in such fields as law, medicine, architecture, business, clergy, or public administration.
- **Graduate Sociology Orientation:** The graduate sociology orientation is for students planning to pursue graduate study in sociology as preparation for a career in teaching, pure or applied research, or clinical practice in sociology.
- **Immediate Career Orientation:** This orientation is for those expecting to seek employment immediately upon graduation. Several career paths are available: criminal justice with jobs in probation and parole; police and corrections; FBI; private investigations; IRS; Security, etc. International/cross cultural with jobs in Peace Corps; International Relations/Foreign Affairs; International Assistance Organizations/International Business, etc. Sociological practice/human services with jobs in vocational counseling; rehabilitation; recreation; health services; etc. Business/industry with jobs in management; accounting, finance, and investment; personnel; marketing, etc. Social action/social change with jobs in community organization; religious work; political advocacy, etc.

A student's orientation should guide their choice of electives in the major, internships and the choice of a minor field. Students are also encouraged to consider developing an Option B minor to more closely align the minor with the major and the chosen career orientation. Selection of minors or the development of an Option B minor should always be done in consultation with the student's advisor. The following diagram attempts to conceptualize professional orientations as they relate to the Sociology major.



Career One Stop: Stats from the BLS on top 50 fastest growing/declining industries, occupations, including top wages, etc... and other detailed information <http://www.careerinfonet.org/acinet/indview1.asp?id=8&nodeid=45>

US News & World Report: Best Careers 2007 & Beyond based on set of criteria [http://www.usnews.com/usnews/biztech/best\\_careers\\_2007/careertable.htm](http://www.usnews.com/usnews/biztech/best_careers_2007/careertable.htm)

### **What is the Mission of the Sociology Department?**

The mission of the Sociology Department is to assist students in learning to "think sociologically" in order to define, analyze, and understand human behavior. Specifically, preparation in the Sociology major will:

1. Contribute to a complete education by improving the student's appreciation of the role of society in forming the individual. This involves understanding and unraveling the complexities of social life; learning methods appropriate for analyzing social reality; and being able to go beyond common sense to describe and explain classes of social behavior and the connections among them.
2. Educate the student for world citizenship. This requires an enlarged (broad) knowledge of culture and society and an appreciation of the meanings of human diversity, an improved tolerance of diversity and willingness to contribute to individual and community well-being are outputs of this process.
3. Provide education for a productive life. This involves the development of specific skills necessary for the pursuit of careers and professional opportunities, including graduate school. They include communication skills; team work and team building skills; critical thinking skills; problem solving skills; data gathering and analyzing skills; computer skills; as well as the following qualities; flexibility, adaptability and creativity; global awareness; and ethical behavior.
4. Educate for a love of learning by providing contact with faculty role models who will demonstrate that learning is a life-long process which sustains interest in community and society, and is consistently rewarding.

### **WHAT IS CRIMINAL JUSTICE?**

Criminal justice is one of the fastest growing segments of the U.S. economy. It employs people to investigate, arrest, prosecute, defend, counsel, monitor and otherwise control persons suspected, accused or convicted of criminal behavior. Criminal justice is the way society manages deviance, maintains order and keeps society safe. It also insures domestic tranquility and protects individual rights.

### **What do Criminal Minors do?**

Criminal justice professionals are found at all levels of society: international, federal, state, county and local. They are attorneys, judges, police officers, park rangers, corrections officers, security/program/administrative personnel, jailers, probation and parole officers, crime prevention specialists, advocates and treatment providers. They work on the streets, in offices and courtrooms, on hospital wards and in treatment centers, in prisons, jails, and juvenile detention facilities, at work camps and recreational programs, in schools, in retail settings. Virtually anywhere that there are people there are also criminal justice professionals involved in prevention and protection.

### **What is the Mission of the Criminal Justice Program?**

The mission of the Criminal Justice Program is to prepare people for productive and exciting careers in criminal justice. Students in this program learn to outline the change in thinking about crime and delinquency, identify major shifts in criminal justice knowledge, and relate that knowledge to social control strategies. They learn to describe the typical components of the criminal justice process in the United States and explain the interactions among them. Students are guided as they evaluate theories of deviance and apply them to discussions about trends and risk factors for crime and delinquency. They assess the effectiveness of intervention strategies (past and present), begin to generate innovative solutions to criminal justice problems, and learn how to impact the future of crime prevention and criminal apprehension. Students are also able to apply their knowledge through a variety of internship possibilities including the law enforcement certification internship.

### **Why Minor in Criminal Justice?**

The Criminal Justice Minor has broad scope and appeal to attract students with diverse interests in criminal justice and other human service professions. It balances theoretical knowledge, including current research, with applied aspects of criminal law, law enforcement, corrections, community-based systems, administration and policy. The program attracts students from sociology, psychology, social work, parks and recreation, political science, history and education.

## **WHAT IS ANTHROPOLOGY?**

Anthropology is the study of human variation. Classic anthropology focuses on cultural diversity, the interpretation of cultural remains (archaeology), and human evolution. Current interests in anthropology are more in applied fields and include salvage archaeology, forensic science and criminology, health care and medicine, civil and native rights advocacy, business management, and public administration.

### **What do Anthropologists do?**

Most anthropologists work outside academia. For example, an archaeologist may examine a construction site for historical material before a building is constructed. A forensic anthropologist may work closely with law enforcement agencies investigating homicides. A biological anthropologist may assist minority women in maternal and child health care programs. A cultural anthropologist may work with African villagers to structure culturally appropriate social and economic development.

The individual trained in anthropology is skilled at working in multi-cultural settings and in organizations where diverse interest groups compete for resources. The student of anthropology learns how to work constructively with varied beliefs and behaviors.

### **What is the Mission of the Anthropology Program?**

The anthropology minor is structured to provide a solid understanding of the relationship between culture and behavior. Students will learn about many cultural traditions: some ancient, some modern. Humans are studied as both social and biological actors. Cultural traditions are shown to define the conditions of life: how people form partnerships, bear children, nourish them, instruct them, protect them from harm, reward them. Culture is renewed with each generation. The state of health of a culture and its people are interconnected.

### **Why Minor in Anthropology?**

The minor increases the student's awareness of what it means to be human: the range of humanity is revealed. We live in a society, in a world, which is multi-ethnic, multi-racial, multi-cultural. A student who is skilled at understanding the causes and consequences of human differences will be more successful at living and working in this world. Currently, anthropology minors are majoring in biology, education, English, geography, geology, history, music, plant science, psychology and sociology.

## **III. ASSESSMENT PLAN**

The Sociology Program assessment efforts are designed to assess the department's goals and objectives as well as students' achievement of both core competency outcomes (knowledge and skills) and students' personal development outcomes (self evaluation of growth, change and development). The twelve Student Program Outcomes are the basis for the competency and personal development objectives. The Departmental objectives and student achievement of competency and personal development outcomes will be assessed through a variety of efforts as follows:

### **Knowledge and Skills**

Diagnostic test of core concepts: The department has developed its own bank of questions designed to measure knowledge in each of eleven Program Outcomes measurable in this manner. Stratified random samples of questions from this test bank (stratified according to the relative importance of each of the areas to the discipline of Sociology) will be drawn to create three different assessment exams. First, a short exam will be given to all students in the Introduction to Sociology course both at the beginning of each semester and again during the course of the semester. Questions will be analyzed by the faculty teaching the course to ascertain whether or not students are learning the material within the course and/or whether there are certain program outcomes where additional emphasis should be placed. The results of this analysis will be shared with the department as a whole. Second, this exam will be given to all students in Soc 200: Sociological Inquiry. In this case a different stratified random sample of questions (stratified according to the relative importance of each of the areas to the discipline of Sociology) will be drawn to create a longer exam appropriate to Sociology 200. Each of the eight program outcomes will be analyzed by the assessment committee for the department. The data will provide initial feedback for the department regarding areas of Sociology where students need more emphasis. The results will also be shared with the students and their advisors. Both can use the results to inform decisions regarding which classes might be appropriate for the student to take over the course of his/her academic career. Finally, this

longer form of the assessment exam will be given to students at the beginning of Soc 480: Senior Seminar. At this time the results will be used in two different ways. First, areas where the students in the class show a lack of knowledge or where little improvement is noted between when they took an exam in Sociology 200 and the one they take in Sociology 480, will be evaluated by the department. The department will try to determine exactly where in the curriculum students should be introduced to the content. Decisions will have to be made regarding strengthening the content, adding an additional course, changing the requirements for the major etc. Secondly, the test results will be shared with the student. The students will then use the data regarding which areas they are weakest and which areas they did not improve in from the time they took the exam in Sociology 200, to inform them in writing a personal evaluation essay. The first part of this essay involves evaluating their own strengths and weaknesses within the discipline. Here they will also identify additional readings which will address these weaknesses and undertake the project of writing a remedial paper which will attempt to turn those weaknesses into strengths.

Senior Seminar: the first two papers are based upon the student's evaluation of his/her academic record. The first paper is related to personal development and will be discussed below. The second paper, which comes from the first, is a "remedial" paper which is a literature review and integrated exposition using readings identified in the first paper as appropriate for addressing areas of perceived weakness or areas in which the student would like to be more informed. The paper is designed to assist the student to turn weak areas into areas of strength. The success of students in doing so, as well as the areas identified as weak, will be discussed with the department and the readings identified by the students as the basis for the papers will be shared for possible inclusion in other courses. The third paper is the senior paper. This paper is designed to be an extension of the research project the student began in Soc. 300. The success of students in completing this project and preparing a final research paper will help the department assess the students' understanding of the research process and their technical writing ability.

Senior Seminar Oral Presentation: In conjunction with the senior paper, each student is required to do an oral presentation based on that work, modified and supplemented for oral delivery. Students treat their audience as fellow professionals and make the presentation in a formal, professional manner, summarizing their work in a meaningful, understandable manner. A summary of the quality of these presentations will be shared with the department for a discussion of possible implications.

Senior Seminar Poster Presentation: Given the popularity of posters as a way of presenting information at professional meetings, students must present a visual format through a poster of the information/work from their senior paper. A summary of these posters will be shared with the department for a discussion of possible implications.

Portfolio: Each student begins a portfolio in Soc 200 designed to showcase their accomplishments through different means (see attached document on Student Portfolios). These portfolios are reviewed annually by the student's advisor. The portfolios will provide the advisor with unique insight into the progress of the student in meeting the twelve student program outcomes. The department will be able to discuss the results of these reviews an annual basis for implications for our curriculum.

### **Personal Development**

**Senior Seminar Final Essay:** This is an open-ended, confidential written essay administered at the beginning of Soc 480. It is the first of the three papers mentioned above. Students are asked to evaluate the essay written in Soc 200 for their portfolio and to evaluate their academic strengths and weaknesses (from the student program outcomes), discuss their post-graduate career goals and plans, and describe their satisfaction with their progress in the major. These papers will be shared with the department. The department will use these as a basis for a discussion regarding how identified weaknesses relate to a possible need for programmatic change, how career goals/plans might indicate a need to reconceptualize the curriculum in some way and ways in which we might need to address any identified dissatisfaction with the major.

## **Department Objectives**

Student Course Evaluations: These are combination rating scale/open-ended anonymous questionnaires administered by faculty at the end of courses. They are valuable sources of course and instruction “process” data.

Exit Survey: This is a questionnaire administered at the conclusion of Soc 480 where students indicate their perceptions of the strengths and weaknesses of their major along with a number of aspects of their college experience. Data from these surveys is summarized each semester and shared with the department. A discussion regarding implications and possible future changes takes place after everyone has had an opportunity to review the data.

Alumni Survey: This questionnaire covers the same basic information as in the Exit Survey for alumni, two year and five years after graduation. The department uses these surveys when available to further inform the discussions resulting from the exit surveys.

Advising: In addition to working with students to appropriately plan their academic program, faculty will utilize the advising process to evaluate departmental success at meeting students' needs. This involves talking with students about their goals and progress in meeting those goals, discussing their satisfaction with their program and evaluating evidence of their progress by examining their portfolio. Results of these discussions will be related to the department in its annual assessment review.

Student Handbook: The department will annually review the handbook given programmatic changes and student discussions. The purpose of this review is to determine if the handbook is still meeting student needs, whether changes need to be made, and whether the department can better implement the handbook criteria.

Annual Departmental Assessment Review, Discussion and Planning: On an annual basis the department will assess its success at meeting departmental objectives and student achievement. This discussion and review will include an evaluation of the Knowledge and Skills assessments, the Personal Development assessments and the Departmental Review assessments. It will also include a discussion regarding how classroom activities, discussions and instruction is being utilized to meet the departmental objectives; ways in which faculty integrate technology and the community into the classroom experience and the results of that process.

Reports can be found at <http://www.uwrf.edu/sociology/assessment>

## **IV. CURRICULUM DESIGN**

For a list of course offerings and requirements, go to <http://www.uwrf.edu/catalog>

### **A. Requirements for a Sociology Major**

Sociology majors must meet the General Education requirements for BA or BS Liberal Arts majors or for BS Education majors. All sociology majors are required to take 18 credits of core courses designed to provide a beginning foundation followed by a methods and practice sequence and culminating in an integrative capstone seminar course.

*At the foundation level, students are required to take the following courses:*

- Intro to Sociology (Soc 100) **OR** Intro to Anthropology (Anth 100)  
(general education course not counted as credits in the major)
- Sociological Inquiry (Soc 200)
- Sociology of Diversity (Soc 208) **OR** Sociology of Race & Ethnicity (Soc/Anth 225)
- Social Statistics (Soc 250)

*At the junior level students are required to take:*

- Research Methods (Soc 300)

*At the senior level students are required to take:*

- Social & Cultural Theories (Soc 400)
- Senior Seminar (Soc 480)

In addition to the 18 credits of required courses, students must take 21 credits of electives within the major chosen in consultation with their advisor. Electives should be chosen based upon a student's preparatory orientation, chosen career path or another rationale. Within the 20 elective credits, at least five courses must be 300-400 level courses (excluding Soc 376, Soc 378 and Soc 379) and at least two of these must be 400 level courses (excluding Soc 490 and Soc 499).

Courses within the sociology curriculum are sequenced based on content, expected mastery of skills and levels of intellectual development. Thus, courses at the 300 level expect that the student has attained a certain level of skill and intellectual development which exceeds that expected in the courses at the 200 level. Likewise, courses at the 400 level have expectations exceeding those of courses at the 300 level. Students should expect that the amount and kind of work expected of them will increase in accordance with these expectation so that a 400 level course will consist of a more difficult work load than a 300 level course. For a list of course descriptions, go to the online catalog: <http://www.uwrf.edu/catalog>.

To a see a suggested Four Year Course Sequence go to <http://www.uwrf.edu/catalog> and click 'Academic Plan Guides.'

### **Requirements for a Sociology Minor – Liberal Arts or Education**

Students who are Sociology minors must complete the following courses:

- Intro to Sociology (Soc 100) **OR** Intro to Anthropology (Anth 100)  
(general education course not counted as credits in the minor)
- Sociological Inquiry (Soc 200)
- Sociology of Diversity (Soc 208) **OR** Sociology of Race and Ethnicity (Soc/Anth 225)
- Social and Cultural Theory (Soc 400)

In addition, minors must complete 18 additional credits in Sociology/Anthropology (at least 9 credits must be at 300/400 level)

To a see a suggested Four Year Course Sequence go to <http://www.uwrf.edu/sociology/academics>

### **B. Requirements for a Criminal Justice Minor**

Students who are Sociology Majors with a CJ minor must also compete the following courses:

- Intro to Sociology (Soc 100) **OR** Intro to Anthropology (Anth 100)  
(general education course not counted as credits in the minor)
- Intro to Criminal Justice (CJ 202)
- Juvenile Justice (CJ 320)
- Criminology (CJ 322)
- Trends/Issues in Incarceration (CJ 430) **OR** Alternatives to Incarceration (CJ 435)
- Law Enforcement Certification Internship (CJ 376) **OR** Criminal Justice Internship (CJ 379)

In addition, 6 credits must be taken from the following:

- Deviant Behavior (Soc 218)
- Gangs in the U.S. (CJ 310)
- Power & Inequality (Soc 445)
- Abnormal Psychology (Psyc 325)
- Intro to Public Administration (Pols 225)
- State & Local Politics (Pols 253)
- Women & the Law (Pols 354)
- Constitutional Law (Pols 416)

*In no case may a course be double counted for credit in both the CJ minor and the sociology major.*

To a see a suggested Four Year Course Sequence go to <http://www.uwrf.edu/cj/academics>

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Other majors who are criminal justice minors must take the following courses:

- Intro to Sociology (Soc 100) **OR** Intro to Anthropology (Anth 100)

- (general education course not counted as credits in the minor)
- Intro to Criminal Justice (CJ 202)
- Juvenile Justice (CJ 320)
- Criminology (CJ 322)
- Trends/Issues in Incarceration (CJ 430) **OR** Alternatives to Incarceration (CJ 435)

In addition, 6 credits must be taken from the following

- Sociology of Diversity (Soc 208) **OR** Race & Ethnicity (Soc/Anth 225) **OR** Deviant Behavior (Soc 218)
- Social Problems (Soc 240)
- Gangs in the U.S. (CJ 310)
- Social Organizations (Soc 330)
- Law Enforcement Certification Internship (CJ 376)
- Criminal Justice Internship (CJ 379)
- Social Psychology (Soc 410)

To see a suggested Four Year Course Sequence go to <http://www.uwrf.edu/cj/academics>

### C. Requirements for an Anthropology Minor

At least 24 credits are required for the minor including:

- Intro to Sociology (Soc 100) **OR** Intro to Anthropology (Anth 100)  
(general education course not counted as credits in the minor)
- Global Perspectives on Women (Soc/Anth 221) **OR** Race & Ethnicity (Soc/Anth 225)
- Human & Cultural Origins (Anth 247)
- Faces of Culture (Anth 348)
- Native American Cultures (Soc 228) **OR** Global Perspectives on Health (Soc/Anth 338)

In addition, students must also complete 12 credits of Sociology or Anthropology electives, six of which must be at the 300 or 400 level. Students must also complete general education requirements, liberal arts requirements and the courses for their major.

*In no case may a course be double counted for credit in both the anthropology minor and the sociology major.*

To see a suggested Four Year Course Sequence go to <http://www.uwrf.edu/anthropology/academics>

D. **Choosing a Minor:** A minor is an important component of a student's program. It broadens the knowledge base and increases the student's marketability. Most careers cut across academic fields; a minor helps to address this reality. The sociology major focuses on human behavior in social settings. A minor in another field can target specific kinds of behavior (criminal justice, policy information, entrepreneurialism, or medicine and health care) in specific kinds of settings (natural resource management, anthropology, international studies, health). The minor can improve the focus of the student's sociological outlook and should be carefully chosen in consultation with the advisor.

## V. INTERNSHIPS

Internships offer the student opportunities to put into practice the concepts and theories learned in the classroom. They provide the student with the opportunity to sample potential careers and learn additional skills. A wide variety of internship possibilities exist for sociology majors as well as criminal justice minors. Since internships help pave the way to future employment opportunities, they are well worth the investment of time and energy. Students are encouraged to further discuss the value of an internship to them and the possibility of completing an internship experience with the department's internship coordinators (Dr. Nissen if you are a sociology major/minor or Dr. Wallace if you are a criminal justice minor).

See sociology internship listings at <http://www.uwrf.edu/sociology/internships.htm> or criminal justice internship listings at <http://www.uwrf.edu/cj/internships.htm>. Please remember that these are not the only

internship possibilities and students are encouraged to develop their own internships in consultation with either Dr. Nissen or Dr. Wallace as appropriate.

## **VI. ADVISING**

### **Advising Goals**

(Adopted 3/4/96)

Each student declaring a major in sociology is assigned a sociology advisor. As majors students require and benefit from the assistance and counsel of program faculty. Advising is both academic and professional. The goals of advisement include, but are not necessarily limited to:

1. Being a role model in the area of sociology values and professionalism.
2. Being intimately familiar with the curriculum in which he/she is advising and the DARS to help the students select courses that make adequate progress toward a degree or other educational goals.
3. Reviewing with the student the proposed academic load and offering suggestions for modifications when appropriate.
4. Exhibiting good listening and questioning skills in order to identify academic and/or personal problems that may affect academic performance.
5. Being aware of campus facilities and programs that can assist students and be prepared to refer students to these programs when appropriate.
6. Being generally aware of campus rules and procedures relating to academic matters. Examples include, but are not limited to, add/drop procedures and deadlines, changes in grading options, and probationary rules.
7. Being able to discuss career options and interests and graduate school opportunities as they may relate to the students being advised.
8. Endeavor to know his/her advisees well enough to be able to write a cogent letter of reference if requested to do so.

Students may request a change in advisor from the Department Chair and whenever possible this request will be honored. Students are ultimately responsible for understanding and completing requirements, but advisors will assist students in meeting all University and departmental requirements.. In order to assist students, all advisors will post advising sign-up sheets for pre-registration periods. Advisors will allot a minimum of 20 minutes per advisee on these sheets recognizing that some students may need less time and some more.

### **Student Guidelines for Effective Advising**

Students have the primary responsibility in the advisement process and should take the initiative in seeking advisement and meeting each semester with their advisors. In order to do this effectively, students are expected to:

1. Thoroughly know the general education requirements, graduation requirements, and major program requirements. It is ultimately the student's responsibility to know these requirements and monitor his or her progress towards fulfilling these requirements.
2. Learn the name and office hours of their academic advisor early in the year, and schedule appointments early in each advisement period.
3. Students must be thoroughly prepared for meeting with their advisors (students should have a copy of the class schedule, have a written plan based on requirements, and be able to discuss their interests and goals with their advisor).
4. Promptly keep appointments. If the student finds this impossible due to an unexpected emergency, they should call the faculty member to reschedule, giving at least twenty-four hours notice if possible.
5. Consult with their advisor concerning major changes in their approved schedule (during drop/add, after being closed out of a class, etc.).
6. Consult with their advisor when they are in academic difficulty, or withdrawing from college.
7. Accept responsibility for the decisions to be made.
8. Seek assistance with decisions to be made rather than expecting the advisor to make them, and know course descriptions rather than expect the advisor to know the content of every course.
9. Follow through with appropriate action after the advising session.

10. Clarify some of your personal values and goals which influence course selection and load in advance of the advising sessions.

### **Preparing Your Semester Schedule**

The following is a guideline to help you prepare your semester class schedule before you meet with your advisor.

Materials you will need: Current Class Schedule, Current Undergraduate Class Catalogue, Current Sociology Student Handbook (obtained in Soc. 200), your most recent DAR (Degree Audit Reporting System), and if you have completed Soc. 200, please bring your portfolio for your advisor to review. You may obtain a pamphlet with instructions on "How to Read a Degree Audit" from the Registrar's office.

You can obtain a DARS by logging into the Esis System and following the links: SA Self Service > Learner Services > Academics > View DAR (Degree Audit Report). More detailed instructions can be found at <http://www.uwrf.edu/registrar/darsreq.htm#student>.

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1. Review the appropriate suggested course sequence and requirements found in the Sociology Student Handbook or online at <http://www.uwrf.edu/catalog>.
2. Have your current undergraduate catalogue and Sociology Student Handbook ready. Look at each section of your DAR to see what courses you must still take. Where you have choices for your Sociology, Criminal Justice or Anthropology courses, you may look up the description of the courses in the Sociology Student Handbook or the Undergraduate Catalogue. Where you have choices for courses in other departments, you may consult your current Undergraduate Catalogue for course descriptions.
3. When going through the DAR to make your schedule, circle or check anything that does not seem to be accurate or that you do not understand. Write down clearly what it is you do not understand, and/or your question. Your advisor will answer your questions, and/or may refer you to the Registrar, the Department Chair, or Dean of the College when changes or corrections need to be made.
4. When you have decided upon the courses you wish to take, turn to the current schedule of classes, the schedules on line or posted and updated at various campus locations during the registration period and create a workable schedule.
5. Make an appointment to see your advisor. Have your schedule and questions well organized, and in hand when you meet with your advisor. Your advisor will review your selections, answer your questions and possibly make suggestions or help you refine/improve your schedule.
6. Please arrive on time. If you cannot arrive on time or meet during the time scheduled, call your advisor immediately. Please try to give the advisor at least twenty-four hours notice in changing an appointment.
7. After you have your first appointment with your advisor and have made your first schedule, it is advisable to again sit with your materials and make a tentative course plan for the remaining semesters in your degree, or possibly revise an existing plan if you have already done this. This is not only efficient, it will help you and your advisor work out more things in advance. This can be particularly helpful to those students who wish to study abroad or undertake internships, readings, or independent study before graduating.

## **VII. STUDENT ACADEMIC PORTFOLIOS**

**PURPOSE:** The Academic Portfolio is designed to give you a mechanism for showcasing your accomplishments through many different means and to eventually prepare you for job/graduate school interviews. It becomes a guide for making choices and to demonstrate how you reason, create, strategize, and reflect. Because the portfolio is maintained by you over the course of your academic career, it allows you to assume the responsibility for your own learning and provides evidence of your progress toward meeting your individual learning goals. In doing so, it becomes a means of assessment for the department, allowing it to assess its own success at enhancing student learning in a different and non-traditional manner. You provide faculty an opportunity to observe you in a broader context involving taking risks, developing creative solutions and learning to make judgments about your own performances. Finally, in collecting relevant information throughout your academic program, you will be able to easily convert the portfolio in Sociology 480 into a

Professional Portfolio which will assist you in your post-graduate career plans, whether it is seeking a job or applying for graduate school.

Thus, a portfolio provides a complex and comprehensive view of your performance within a learning context. With a portfolio you are the participant in assessment not the object of assessment. A portfolio encourages you to develop the abilities you need to become an independent, self-directed learner. As such, the portfolio project is guided by the following four points:

1. The portfolio provides evidence that demonstrates you have engaged in self-examination of your learning.
2. The portfolio is something done by you not for or to you. It thereby provides a means for you to learn to value your own work and therefore yourself as learner. As a result, it is you who must select the pieces to be included.
3. The portfolio should convey your activities. This means you must understand the rationale for the portfolio, the goals of the portfolio, be responsible for the content of the portfolio, and identify what the content of the portfolio reveals about your learning.
4. The portfolio must include material that demonstrates intellectual development.

Remember – the work you do on this portfolio through your academic career will not only help you in writing your Senior Seminar essay, it will also help you prepare the information you need for applying for that job you really want to get, or applying to the graduate school you desperately want to attend. Keep up with your portfolio – it's for your use!

**STRUCTURE:** Your portfolio should consist of three sections:

**Section One - Essay:** This part of the portfolio has one part, an essay written in Sociology 200: Sociological Inquiry. A second essay is written in Sociology 480: Senior Seminar and while it draws from the first, it is not part of the actual portfolio. The first essay, written in Sociology 200, discusses your choice of a sociology major and your academic/career plans. To help in writing the essay, reflect upon and write about the following questions:

- What is it about the field of sociology that has drawn me into it?
- What is my current academic plan and what are my learning goals: (i.e.: identify your learning goals; discuss your choice of a minor and how it fits with your major and learning goals; any interest in internships, etc.)?
- What is my career goal and how is the sociology major going to help me in achieving that goal?
- What is my personal growth and development plan?
- Do I have anything else of interest and importance that I would like to add: (i.e.: discuss any organizations you are in or want to become involved with; work experience, etc.)?

**Section Two - Documentation of Learning:** This section allows you to compare your present level of achievement with your prior level of achievement. In this way you become intimately involved in your own self-evaluation and begin to monitor your own progress over time. It involves three sections: Sociological Education, Liberal Arts Connection, and Semester Reflection.

1. **Sociological Education:** This part should include 8 subparts, one for each student curriculum outcome (found in section III of this handbook). For each outcome you must provide multiple pieces of evidence, collected over the course of your academic career, which demonstrate your achievement of that outcome. It may be a paper (at least one properly referenced term paper should be included before you complete your academic career), project, group activity, poster, exam (it must include the diagnostic exam from Sociology 200 but can also include other exams), a unique piece, or a mixture of these. You may also include something from an internship, job setting, volunteer activities, or club activities. Each piece of evidence that you place in your portfolio must include a written statement covering the following:
  - why the piece was selected and, if appropriate, how you might change the piece, and why;
  - how the piece contributes to your goals identified in the Sociology 200 essay, or how it has changed those goals;

- why you believe the piece demonstrates your mastery of the particular student program outcome you have placed it under; and,
  - potential job skills that the piece represents (see section IV. Skills below)
2. Liberal Arts Connection : In this part you include papers, exams, and other works from non-sociology classes along with comments demonstrating your understanding of their linkage to sociology. As before, it can also include a paper, project, group activity, poster, exam, a unique piece, or a mixture of these. You may also include something from an internship, job setting, volunteer activities, or club activities. In this way you will come to understand your own responsibilities toward becoming a lifelong learner. Each piece should also include a statement identifying potential job skills that the piece represents (see section IV. Skills below).
  3. Semester Reflection: Each semester reflect upon what you have collected based upon section III. C. Reflection below and write a semester reflection piece according to the suggestions in section III. D. Write and Organize below.

Section Three - Advisor Review: The portfolio should be shared with your advisor each academic year when you meet with your advisor for pre-registration advising following completion of Soc. 200. This section should include a sheet indicating the date your advisor reviewed your portfolio and his/her signature.

PROCESS: The following is intended to guide you in the process of completing the Student Portfolio. You will probably move back and forth between the following steps.

1. *Collect*: You are required to save all the work produced in all your courses (both sociology and otherwise) each semester, as well as materials from jobs, volunteer work, clubs and organizations, and other activities. If it is something that can't be saved or is too large, take a picture.
2. *Select*: Re-read the handbook. Focus on the Student Program Outcomes. With a fresh outlook on the outcomes, sort through all the work you have created in your courses for that semester.
  - Select the pieces that reflect your best work.
  - Select pieces that demonstrate your work in progress (i.e. first drafts, rewrites, and final product).
  - Try to have at least one product per outcome. Following are items you might select:
  - Attendance and class participation (i.e. class notes, reading weekly responses, reflection on your class participation.
  - Short papers
  - Term papers
  - Quizzes
  - Original research and analysis
  - Oral presentations and annotated bibliographies (i.e. annotated bibliographies, scholarly articles, PowerPoint in handout format, group and peer evaluation)
  - Scrapbooks, art, projects, etc.
3. *Reflect*: How well did you meet the learning objectives, expectations and requirements of this semester?
  - How open were you to the critical perspective of your classes this semester?
  - Did you experience any resistance to the material? How did you deal with it?
  - How did you choose the materials to include in your portfolio? What criteria did you use?
  - What do you think is the best piece of work you added to your portfolio? Why do you think this?
  - How did specific assignments help you to achieve specific outcomes?
  - How did the courses contribute to your general intellectual development?
  - What skills did you develop and/or improve in meeting the requirements for your courses? (i.e. ability to read with understanding, critical thinking, class participation, collaborative work, research, oral presentation, PowerPoint, etc.)
  - How would you rate the importance and relevance of the content from your courses?
  - What learning have you done in each course that is important to you?

- How will you apply in your personal life and professional career the knowledge and skills acquired in each course?
  - What do you think your portfolio shows about your strengths and growth as a student?
4. *Write and Organize*: Write a semester reflection based upon the 13 questions above which will help you assess your progress toward your career goals, your learning goals, your academic plan and your personal growth and development.

Organize the material collected and write individual statements for each piece according to the directions in Documentation of Learning and Liberal Arts Connection. Share what you have done with your advisor.

#### IV. SKILLS

Following is a list of skills appropriate to any Sociology graduate. As you select your classes and collect material for your portfolio use this as a guide to identify the appropriate skills each piece of information details. The skills listed are part of those identified as important by the Secretary's Commission on Achieving Necessary Skills (SCANS) from the Department of Labor and from Bill Coplin's Ten Things Employers Want You to Learn in College.

##### **Foundation Skills**

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks.

- Reading -- locates, understands and interprets written information in prose and in documents such as manuals, graphs and schedules
- Communication through writing -- writes well; can edit and proof effectively, communicates thoughts, ideas, information and messages in writing; creates documents such as letters, directions, manuals, reports, graphs and flow-charts; can type at least 35 WPM error free; takes legible notes
- Arithmetic/mathematics -- performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses numbers appropriately; uses graphs and tables
- Listening -- receives, attends to, interprets and responds to verbal messages and other cues
- Speaking -- Converses effectively one-on-one; organizes ideas and communicates orally both one-on-one and to groups; uses visual displays (posters, PowerPoint, etc.) to aid verbal communication
- Physical appearance -- Stays well, presentable and dresses appropriately

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reason.

- Creative thinking -- generates new ideas
- Decision making -- specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- Asking and answering the right questions -- detects nonsense; pays attention to detail; applies knowledge; evaluates actions and policies
- Problem solving -- recognizes problems and devises and implements plan of action
- Knowing how to learn -- uses effective learning techniques to acquire and apply new knowledge/skills
- Reasoning -- discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management and integrity and honesty

- Responsibility -- exerts a high level of effort and perseveres toward goal attainment
- Self-esteem -- believes in own self-worth and maintains a positive view of self
- Sociability -- demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- Self-management -- assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- Integrity/honesty -- chooses ethical courses of action

## **Competencies**

Resources: Identifies, organizes, plans and allocates resources

- Time -- selects goal-relevant activities, ranks them, allocates time and prepares and follows schedules
- Money -- uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives
- Material and facilities -- acquires, stores, allocates and uses materials or space efficiently
- Human resources -- assesses skills and distributes work accordingly, evaluates performance, and provides feedback

Interpersonal: Works with others

- Participates as a member of the team -- contributes to group effort; teaches others; builds good working relationships
- Influencing people -- manages efficiently; sells successfully; politicks wisely
- Serves clients/customer -- works to satisfy customers' expectations
- Exercises leadership -- communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures policies
- Negotiates -- works towards agreements involving exchanging of resources; resolves divergent interest
- Works with diversity -- works well with men and women from diverse backgrounds
- Establishes a good work ethic -- demonstrates a proactive approach; manages time and money appropriately

Information: Acquires and uses information

- Acquires and evaluates information -- uses library holdings; uses commercial databases; conducts interviews; uses surveys
- Organize and maintains information -- keeps and uses records
- Interprets and communicates information -- maintains and uses records; prepares reports
- Uses computers to process information -- search the web; use appropriate computer based information processing

Systems: Understands complex inter-relationships

- Understands systems -- knows how social, organizational and technological systems work and operates effectively with them
- Monitors and corrects performances -- distinguishes trends, predicts impacts on system operations, diagnoses system's performance and corrects malfunctions
- Improves or designs systems -- suggests modifications to existing systems to improve performance

Technology: Works with a variety of technologies

- Selects technologies -- chooses procedures, tools, or equipment including computers and related technologies
- Applies technologies to task -- uses word-processing tools; sends information electronically; uses spreadsheet programs; uses other technologies appropriate to the task (PowerPoint, photo/video editing programs, html editing programs, etc.)
- Maintains and troubleshoots equipments -- prevents, identifies or solves problems with equipment, including computers and other technologies

## **Example of Possible Skills & Related Artifacts**

### *Credentials*

- Resume
- Letters of recommendation
- List of references
- Transcript
- Dean's List letter
- Nomination letters
- Performance evaluation
- Letter of acceptance into college/university
- Letter commending your skills

### *Creativity*

- Flyers you created
- Classroom projects
- Websites you created
- Logos
- Table tents
- Marketing strategies you used

### ***Communication***

- Program of an event you spoke at
- Emails you sent out
- Presentations
- Articles in newsletters or the *Student Voice*
- Press releases on UWRF website
- Picture of you on WRFW or Campus TV
- Graded artifacts from class including:
  - Case studies
  - Papers (only include the first 1 or 2 pages and the abstract)
  - Speech outlines/evaluations
  - Group projects

### ***Leadership***

- Agenda of a meeting you were a part of
- Military awards or badges
- Job/position description of position of a committee you served on
- Brochure of a leadership conference attended
- Program of an event for members of a professional organization
- Student/Employee of the Month certificate
- Letter of nomination for a leadership position

### ***Teamwork***

- Group PowerPoint presentation
- Agenda of a group meeting
- Picture of group working together
- Picture of a sports team you were on
- Program of a sporting event you were involved in

### ***Community Services/Volunteer***

- Pictures of you volunteering
- Flyers of events
- Certification of involvement
- Before and after picture of a service provided
- Program or outline of event you attended

### ***Computer Skills***

- PowerPoint
- Microsoft Access or other databases
- Graphic design software: Photoshop, InDesign, Adobe Illustrator
- FrontPage
- Fireworks
- Dreamweaver

### ***Research***

- PowerPoint of presentation delivered
- Outline of presentation
- Papers written (only include the first 1 or 2 pages and the abstract)
- Flyer of conference attended

### ***Diversity***

- Pictures of volunteering
- Study abroad brochures/pictures
- Flyers of activities/organizations
- Training certificates
- Website of an organization you belong to

### ***Honors/Awards***

- Merit Awards
- Chancellor's Award
- Student of the Year nomination
- Thank you notes received
- Certificates of achievement/accomplishment
- Employee of the Month nomination
- Scholarship certificates

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## **VII. STUDENTS' RIGHTS & RESPONSIBILITIES**

### **Equal Opportunity & Affirmative Action**

The University of Wisconsin-River Falls is committed to equal opportunity for all persons regardless of age, sex, race, color, sexual orientation, developmental disability, ancestry, marital status, arrest or conviction record, national origin, creed, or religious affiliation in its educational programs, activities, and employment policies. The University has an affirmative action program and plan. <http://www.uwrf.edu/oec>

### **Student Educational Files**

All educational records of sociology students are maintained in accordance with the Family Educational Rights and Privacy Act of 1974. Students folders are available in the office of the student's advisor for review by the student and by faculty.

### **Student Academic Grievance Procedures**

The University of Wisconsin-River Falls has established an appeal and grievance policy governing academic matters. This policy defines the general rules regarding what issues may be appealed and the procedure to be followed for filing a grievance. This information is contained in the UW-RF student handbook called On Falcon Wings available at the Admissions Office, 112 South Hall.

### **Student's Right To Evaluate Their Educational Experience**

Students have the right and the opportunity to participate in the evaluation of their educational experience. The Department operationalizes this opportunity through a variety of mechanisms. Students have a chance to provide feedback to the Department on the instruction they receive in most courses. In addition, evaluation forms are utilized to assess the quality of advising provided.

### **Class Attendance**

Regular attendance is one way to demonstrate a commitment to preparing for a professional degree. Consequently, class attendance is not only an expectation, but also one basis for grading in each sociology course. Each course syllabus will define specifically the attendance policy for that course.

### **Course Expectations**

At the beginning of each semester, the student will be provided (in sociology classes being taken) a course syllabus which outlines the course of study, textbooks to be used and objectives. Students will also be provided a written description of criteria by which the student will be evaluated and on which the course grade will be based, and the grading scale. The criteria will include the number of exams, any required papers, outside readings, class presentations, type of participation required, and a listing of appropriate dates and deadlines, and attendance policy.

### **Makeup Examinations**

Makeup examinations will be given at the discretion of the individual instructor. Legitimacy of a reason for missing a scheduled exam is to be determined by the course instructor(s), and the time, place, and nature of the makeup examination will be determined by the instructor(s) in consultation with the student.

### **Incomplete Grades**

Incompletes are only given when the situation is serious and clearly beyond the student's control. The incomplete grade indicates that a student was passing the course at the end of the semester, but due to circumstances beyond the student's control was unable to complete a course requirement such as a term paper, outside reading assignment, project, or an examination. It also indicates that the student received consent from the instructor to complete the work for which an "I" grade was given. The "I" grade may not be used to allow a student to do additional work to raise a deficient grade or to repeat the course.

Following consultation with the student, the instructor will determine the date by which the incomplete shall be removed, at which time an incomplete grade report will be completed. The date and the requirements for removing the incomplete will be recorded on the Incomplete Grade Contract form signed by both the faculty member and student. In no case will that date exceed one calendar year or the time of graduation, whichever is earlier. After this period, if the work has not been completed, the incomplete grade becomes an "F" and is recorded on the cumulative record. Incomplete grades are not removed until recorded in the Office of the Registrar.

### **Writing Policy**

The Department is strongly committed to ensuring that graduates receiving a degree in Sociology possess competent writing skills. To that end, it is the Department policy that all courses will contain assignments requiring students to engage in writing. This may include research papers, term papers, article reviews, essay test questions or any other assignments that allow the student to demonstrate an appropriate level of writing skill. Some of the criteria used for grading all writing assignments within the Sociology courses will be correct grammar, punctuation and spelling as well as appropriate organization and clarity of content.

Successful students exhibit a combination of successful attitudes and behaviors as well as intellectual capacity.

Successful students...

- are responsible and active. Successful students get involved in their studies, accept responsibility for their own education, and are active participants in it!
- have educational goals. Successful students have goals and are motivated by what they represent in terms of career aspirations and life's desires.
- ask questions. Successful students ask questions to provide the quickest route between ignorance and knowledge.
- learn that a student and a professor make a team. Most instructors want exactly what you want: they would like for you to learn that material in their respective classes and earn a good grade.
- don't sit in the back. Successful students minimize classroom distractions that interfere with learning.
- take good notes. Successful students take notes that are understandable and organized, and review them often.
- understand that actions affect learning. Successful students know their personal behavior affects their feelings and emotions which in turn can affect learning. Act like you're disinterested and you'll become disinterested.
- talk about what they're learning. Successful students get to know something well enough that they can put it into words.
- don't cram for exams. Successful students know that divided periods of study are more effective than cram sessions, and they practice it.
- are good time managers. Successful students do not procrastinate. They have learned that time control is life control and have consciously chosen to be in control of their life.

## **IX. STUDENT OPPORTUNITIES**

### **ALPHA KAPPA DELTA**

The Department has a chapter (Wisconsin Chapter) in the International Sociology Honor Society-Alpha Kappa Delta (AKD). To be eligible for initiation to AKD you must meet the following criteria:

1. Officially declared sociology major
2. At least junior status
3. Completion of at least twelve credit hours of sociology prior to initiation (exclusive of extension courses and pass/fail courses).
4. Attained overall GPA of 3.0
5. Attained GPA of 3.25 in all sociology course work.

### **OUTSTANDING SOCIOLOGY STUDENT AWARD**

As a means of recognizing academic achievement and social commitment, the sociology faculty will present an "Outstanding Sociology Student Award" each year to a sociology major. The criteria for the award include academic excellence as well as community and/or university service. The sociology faculty will determine who will receive the award.

Students being nominated must meet the following criteria:

1. Senior status (96 credit hours) by March 1, at the current academic year. (This includes students who have graduated during the current academic year.)
2. Minimum of an overall grade point average of 3.25 as of the last grading period.
3. Minimum of a 3.50 grade point average in sociology as of the last grading period.
4. Meets one or both of the following criteria:
  - a. Volunteer services to the community.  
Unpaid activities which demonstrate a commitment to community welfare.
  - b. Scholarly activity.  
Demonstrates a commitment to the values and purposes of the sociology profession through the

presentation of papers, coordination of conference sessions, attendance at conference sessions and workshops, and/or publication in professional journals and newsletters.

Letters of reference or personal interview may be requested of nominated students.

### **SCHOLARSHIPS IN SOCIOLOGY**

Each year the UW-RF Foundation awards hundreds of scholarships. For full details and requirements of individual scholarships, students should consult the Office of Financial Assistance. The following scholarships are available:

#### **Donna J. Arne Scholarship**

Awarded to a **junior Sociology major** with a minimum cumulative GPA of 2.5 who demonstrates financial need.

#### **Annette Harrison Memorial**

Awarded to an undergraduate, non-traditional female over 25 who demonstrates need, aptitude, and a commitment to attain a degree from UW-RF.

To apply for a scholarship or for further information, contact the Office of Financial Assistance

<http://www.uwrf.edu/financial-assistance/>.

## X. AMERICAN SOCIOLOGICAL ASSOCIATION CODE OF ETHICS

### INTRODUCTION

The American Sociological Association's (ASA's) Code of Ethics sets forth the principles and ethical standards that underlie sociologists' professional responsibilities and conduct. These principles and standards should be used as guidelines when examining everyday professional activities. They constitute normative statements for sociologists and provide guidance on issues that sociologists may encounter in their professional work.

ASA's Code of Ethics consists of an Introduction, a Preamble, five General Principles, and specific Ethical Standards. This Code is also accompanied by the Rules and Procedures of the ASA Committee on Professional Ethics which describe the procedures for filing, investigating, and resolving complaints of unethical conduct.

The Preamble and General Principles of the Code are aspirational goals to guide sociologists toward the highest ideals of sociology. Although the Preamble and General Principles are not enforceable rules, they should be considered by sociologists in arriving at an ethical course of action and may be considered by ethics bodies in interpreting the Ethical Standards.

The Ethical Standards set forth enforceable rules for conduct by sociologists. Most of the Ethical Standards are written broadly in order to apply to sociologists in varied roles, and the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. Any conduct that is not specifically addressed by this Code of Ethics is not necessarily ethical or unethical.

Membership in the ASA commits members to adhere to the ASA Code of Ethics and to the Policies and Procedures of the ASA Committee on Professional Ethics. Members are advised of this obligation upon joining the Association and that violations of the Code may lead to the imposition of sanctions, including termination of membership. ASA members subject to the Code of Ethics may be reviewed under these Ethical Standards only if the activity is part of or affects their work-related functions, or if the activity is sociological in nature. Personal activities having no connection to or effect on sociologists' performance of their professional roles are not subject to the Code of Ethics.

### PREAMBLE

This Code of Ethics articulates a common set of values upon which sociologists build their professional and scientific work. The Code is intended to provide both the general principles and the rules to cover professional situations encountered by sociologists. It has as its primary goal the welfare and protection of the individuals and groups with whom sociologists work. It is the individual responsibility of each sociologist to aspire to the highest possible standards of conduct in research, teaching, practice, and service.

The development of a dynamic set of ethical standards for a sociologist's work-related conduct requires a personal commitment to a lifelong effort to act ethically; to encourage ethical behavior by students, supervisors, supervisees, employers, employees, and colleagues; and to consult with others as needed concerning ethical problems. Each sociologist supplements, but does not violate, the values and rules specified in the Code of Ethics based on guidance drawn from personal values, culture, and experience.

### GENERAL PRINCIPLES

The following General Principles are aspirational and serve as a guide for sociologists in determining ethical courses of action in various contexts. They exemplify the highest ideals of professional conduct.

#### **Principle A: Professional Competence**

Sociologists strive to maintain the highest levels of competence in their work; they recognize the limitations of their expertise; and they undertake only those tasks for which they are qualified by education, training, or experience. They recognize the need for ongoing education in order to remain professionally competent; and they utilize the appropriate scientific, professional, technical, and administrative resources needed to ensure competence in their professional activities. They consult with other professionals when necessary, for the benefits of their students, research participants, and clients.

#### **Principle B: Integrity**

Sociologists are honest, fair, and respectful of others in their professional activities-in research, teaching, practice, and service. Sociologists do not knowingly act in ways that jeopardize either their own or others' professional welfare. Sociologists conduct their affairs in ways that inspire trust and confidence; they do not knowingly make statements that are false, misleading, or deceptive.

#### **Principle C: Professional and Scientific Responsibility**

Sociologists adhere to the highest scientific and professional standards and accept responsibility for their work. Sociologists understand that they form a community and show respect for other sociologists even when they disagree on theoretical, methodological, or personal approaches to professional activities. Sociologists value the public trust in sociology and are concerned about their ethical behavior and that of other sociologists that might compromise that trust. While endeavoring always to be collegial, sociologists must never let the desire to be collegial outweigh their shared responsibility for ethical behavior. When appropriate, they consult with colleagues in order to prevent or avoid unethical conduct.

#### **Principle D: Respect for People's Rights, Dignity, and Diversity**

Sociologists respect the rights, dignity, and worth of all people. They strive to eliminate bias in their professional activities, and they do not tolerate any forms of discrimination based on age; gender; race; ethnicity; national origin; religion; sexual orientation; disability; health conditions; or marital, domestic, or parental status. They are sensitive to cultural, individual, and role differences in serving, teaching, and studying groups of people with distinctive characteristics. In all of their work-related activities, sociologists acknowledge the rights of others to hold values, attitudes, and opinions that differ from their own.

#### **Principle E: Social Responsibility**

Sociologists are aware of their professional and scientific responsibility to the communities in which they live and work. They apply and make public their knowledge in order to contribute to the public good. When undertaking research, they strive to advance the science of sociology and to serve the public good.

## **ETHICAL STANDARDS**

### **1. Professional and Scientific Standards**

Sociologists adhere to the highest possible technical standards that are reasonable and responsible in their research, teaching, practice, and service activities. They rely on scientifically and professionally derived knowledge; act with honesty and integrity; and avoid untrue, deceptive, or undocumented statements in undertaking work-related functions or activities.

### **2. Competence**

- a. Sociologists conduct research, teach, practice, and provide service only within the boundaries of their competence based on their education, training, supervised experience, or appropriate professional experience.
- b. Sociologists conduct research, teach, practice, and provide service in new areas or involving new techniques only after they have taken reasonable steps to ensure the competence of their work in these areas.
- c. Sociologists who engage in research, teaching, practice, or service maintain awareness of current scientific and professional information in their fields of activity, and undertake continuing efforts to maintain competence in the skills they use.
- d. Sociologists refrain from undertaking an activity when their personal circumstances may interfere with their professional work or lead to harm for a student, supervisee, human subject, client, colleague, or other person to whom they have a scientific, teaching, consulting, or other professional obligation.

### **3. Representation and Misuse of Expertise**

- a. In research, teaching, practice, service, or other situations where sociologists render professional judgments or present their expertise, they accurately and fairly represent their areas and degrees of expertise.
- b. Sociologists do not accept grants, contracts, consultation, or work assignments from individual or organizational clients or sponsors that appear likely to require violation of the standards in this Code of Ethics. Sociologists dissociate themselves from such activities when they discover a violation and are unable to achieve its correction.
- c. Because sociologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their knowledge, expertise, or influence.
- d. If sociologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

### **4. Delegation and Supervision**

- a. Sociologists provide proper training and supervision to their students, supervisees, or employees and take reasonable steps to see that such persons perform services responsibly, competently, and ethically.
- b. Sociologists delegate to their students, supervisees, or employees only those responsibilities that such persons, based on their education, training, or experience, can reasonably be expected to perform either independently or with the level of supervision provided.

### **5. Nondiscrimination**

Sociologists do not engage in discrimination in their work based on age; gender; race; ethnicity; national origin; religion; sexual orientation; disability; health conditions; marital, domestic, or parental status; or any other applicable basis proscribed by law.

### **6. Non-exploitation**

- a. Whether for personal, economic, or professional advantage, sociologists do not exploit persons over whom they have direct or indirect supervisory, evaluative, or other authority such as students, supervisees, employees, or research participants.
- b. Sociologists do not directly supervise or exercise evaluative authority over any person with whom they have a sexual relationship, including students, supervisees, employees, or research participants.

### **7. Harassment**

Sociologists do not engage in harassment of any person, including students, supervisees, employees, or research participants. Harassment consists of a single intense and severe act or of multiple persistent or pervasive acts which are demeaning, abusive, offensive, or create a hostile professional or workplace environment. Sexual harassment may include sexual solicitation, physical advance, or verbal or non-verbal conduct that is sexual in nature. Racial harassment may include unnecessary, exaggerated, unwarranted attention or attack, whether verbal or non-verbal, because of a person's race or ethnicity.

### **8. Employment Decisions**

Sociologists have an obligation to adhere to the highest ethical standards when participating in employment related decisions when seeking employment, or when planning to resign from a position.

#### *8.01 Fair Employment Practices*

- a. When participating in employment-related decisions, sociologists make every effort to ensure equal opportunity and fair treatment to all full- and part-time employees. They do not discriminate in hiring, promotion, salary, treatment, or any other conditions of employment or career development on the basis of age; gender; race; ethnicity; national origin; religion; sexual orientation; disability; health conditions; marital, domestic, or parental status; or any other applicable basis proscribed by law.
- b. When participating in employment-related decisions, sociologists specify the requirements for hiring, promotion, tenure, and termination and communicate these requirements thoroughly to full- and part-time employees and prospective employees.
- c. When participating in employment-related decisions, sociologists have the responsibility to be informed of fair employment codes, to communicate this information to employees, and to help create an atmosphere upholding fair employment practices for full- and part-time employees.
- d. When participating in employment-related decisions, sociologists inform prospective full- and part-time employees of any constraints on research and publication and negotiate clear understandings about any conditions that may limit research and scholarly activity.

#### *8.02 Responsibilities of Employees*

- a. When seeking employment, sociologists provide prospective employers with accurate and complete information on their professional qualifications and experiences.

- b. When leaving a position, permanently or temporarily, sociologists provide their employers with adequate notice and take reasonable steps to reduce negative effects of leaving.

## **9. Conflicts of Interest**

Sociologists maintain the highest degree of integrity in their professional work and avoid conflicts of interest and the appearance of conflict. Conflicts of interest arise when sociologists' personal or financial interests prevent them from performing their professional work in an unbiased manner. In research, teaching, practice, and service, sociologists are alert to situations that might cause a conflict of interest and take appropriate action to prevent conflict of interest and take appropriate action to prevent conflict or disclose it to appropriate parties.

### *9.01 Adherence to Professional Standards*

Irrespective of their personal or financial interests or those of their employers or clients, sociologists adhere to professional and scientific standards in (1) the collection, analysis, or interpretation of data; (2) the reporting of research; (3) the teaching, professional presentation, or public dissemination of sociological knowledge; and (4) the identification or implementation of appropriate contractual, consulting, or service activities.

### *9.02 Disclosure*

Sociologists disclose relevant sources of financial support and relevant personal or professional relationships that may have the appearance of or potential for a conflict of interest to an employer of client, to the sponsors of their professional work, or in public speeches and writing.

### *9.03 Avoidance of Personal Gain*

- a. Under all circumstances, sociologists do not use or otherwise seek to gain from information or material received in a confidential context (e.g., knowledge obtained from reviewing a manuscript or serving on a proposal review panel), unless they have authorization to do so or until that information is otherwise made publicly available.
- b. Under all circumstances, sociologist do not seek to gain from information or material in an employment or client relationship without permission of the employer or client.

### *9.04 Decision making in the Workplace*

In their workplace, sociologists take appropriate steps to avoid conflicts of interest or the appearance of conflicts, and carefully scrutinize *potentially biasing* affiliations or relationships. In research, teaching, practice, or service, such potentially biasing affiliations or relationships include, but are not limited to, situations involving family, business, or close personal friendships or those with whom sociologists have had strong conflict or disagreement.

### *9.05 Decision making Outside of the Workplace*

In professional activities outside of their workplace, sociologists in all circumstances abstain from engaging in deliberations and decisions that allocate or withhold benefits or rewards from individuals or institutions if they have *biasing* affiliations or relationships. These biasing affiliations or relationships are: 1) current employment or being considered for employment at an organization or institution that could be construed as benefiting from the decision; 2) current officer or board member of an organization or institution that could be construed as benefiting from the decision; 3) current employment or being considered for employment at the same organization or institution where an individual could benefit from the decision; 4) a spouse, domestic partner, or known relative who as an individual could benefit from the decision; or 5) a current business or professional partner, research collaborator, employee, supervisee, or student who as an individual could benefit from the decision.

## **10. Public Communication**

Sociologists adhere to the highest professional standards in public communications about their professional services, credentials and expertise, work products, or publications, whether these communications are from themselves or from others.

### *10.01 Public Communications*

- a. Sociologists take steps to ensure the accuracy of all public communications. Such public communications include, but are not limited to, directory listings; personal resumes or curriculum vitae; advertising; brochures or printed matter; interviews or comments to the media; statements in legal proceedings; lectures and public oral presentations; or other published materials.
- b. Sociologists do not make public statements that are false, deceptive, misleading, or fraudulent, either because of what they state, convey, or suggest or because of what they omit, concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated. Such activities include, but are not limited to, false or deceptive statements concerning sociologists' (1) training, experience, or competence; (2) academic degrees; (3) credentials; (4) institutional or association affiliations; (5) services; (6) fees; or (7) publications or research findings. Sociologists do not make false or deceptive statements concerning the scientific basis for, results of, or degree of success from their professional services.
- c. When sociologists provide professional advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, printed articles, mailed material, or other media, they take reasonable precautions to ensure that (1) the statements are based on appropriate research, literature, and practice; and (2) the statements are otherwise consistent with this Code of Ethics.

### *10.02 Statements by Others*

- a. Sociologists who engage or employ others to create or place public statements that promote their work products, professional services, or other activities retain responsibility for such statements.
- b. Sociologists make reasonable efforts to prevent others whom they do not directly engage, employ, or supervise (such as employers, publishers, sponsors, organizational clients, members of the media) from making deceptive statements concerning their professional research, teaching, or practice activities.
- c. In working with the press, radio, television, or other communications media or in advertising in the media, sociologists are cognizant of potential conflicts of interest or appearances of such conflicts (e.g., they do not provide compensation to employees of the media), and they adhere to the highest standards of professional honesty (e.g., they acknowledge paid advertising).

## 11. Confidentiality

Sociologists have an obligation to ensure that confidential information is protected. They do so to ensure the integrity of research and the open communication with research participants and to protect sensitive information obtained in research, teaching, practice, and service. When gathering confidential information, sociologists should take into account the long-term uses of the information, including its potential placement in public archives or the examination of the information by other researchers or practitioners.

### 11.01 Maintaining Confidentiality

- a. Sociologists take reasonable precautions to protect the confidentiality rights of research participants, students, employees, clients, or others.
- b. Confidential information provided by research participants, students, employees, clients, or others is treated as such by sociologists even if there is no legal protection or privilege to do so. Sociologists have an obligation to protect confidential information, and not allow information gained in confidence from being used in ways that would unfairly compromise research participants, students, employees, clients, or others.
- c. Information provided under an understanding of confidentiality is treated as such even after the death of those providing that information.
- d. Sociologists maintain the integrity of confidential deliberations, activities, or roles, including, where applicable, that of professional committees, review panels, or advisory groups (e.g., the ASA Committee on Professional Ethics).
- e. Sociologists, to the extent possible, protect the confidentiality of student records, performance data, and personal information, whether verbal or written, given in the context of academic consultation, supervision, or advising.
- f. The obligation to maintain confidentiality extends to members of research or training teams and collaborating organizations who have access to the information. To ensure that access to confidential information is restricted, it is the responsibility of researchers, administrators, and principal investigators to instruct staff to take the steps necessary to protect confidentiality.
- g. When using private information about individuals collected by other persons or institutions, sociologists protect the confidentiality of individually identifiable information. Information is private when an individual can reasonably expect that the information will not be made public with personal identifiers (e.g., medical or employment records).

### 11.02 Limits of Confidentiality

- a. Sociologists inform themselves fully about all laws and rules which may limit or alter guarantees of confidentiality. They determine their ability to guarantee absolute confidentiality and, as appropriate, inform research participants, students, employees, clients, or others of any limitations to this guaranteed at the outset consistent with ethical standards set forth in 11.02(b).
- b. Sociologists may confront unanticipated circumstances where they become aware of information that is clearly health- or life-threatening to research participants, students, employees, clients, or others. In these cases, sociologists balance the importance of guarantees of confidentiality with other principles in this Code of Ethics, standards of conduct, and applicable law.
- c. Confidentiality is not required with respect to observations in public places, activities conducted in public, or other settings where no rules of privacy are provided by law or custom. Similarly, confidentiality is not required in the case of information available from public records.

### 11.03 Discussing Confidentiality and Its Limits

- a. When sociologists establish a scientific or professional relationship with persons they discuss (1) the relevant limitations on confidentiality, and (2) the foreseeable uses of the information generated through their professional work.
- b. Unless it is not feasible or is counter-productive, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

### 11.04 Anticipation of Possible Uses of Information

- a. When research requires maintaining personal identifiers in data bases or systems of records, sociologists delete such identifiers before the information is made publicly available.
- b. When confidential information concerning research participants, clients, or other recipients of service is entered into databases or systems of records available to persons without the prior consent of the relevant parties, sociologists protect anonymity by not including personal identifiers or by employing other techniques that mask or control disclosure of individual identities.
- c. When deletion of personal identifiers is not feasible, sociologists take reasonable steps to determine that appropriate consent of personally-identifiable individuals has been obtained before they transfer such data to others or review such data collected by others.

### 11.05 Electronic Transmission of Confidential Information

Sociologists use extreme care in delivering or transferring any confidential data, information, or communication over public computer networks. Sociologists are attentive to the problems of maintaining confidentiality and control over sensitive material and data when use of technological innovations, such as public computer networks, may open their professional and scientific communication to unauthorized persons.

### 11.06 Anonymity of Sources

- a. Sociologists do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their research participants, students, individual or organizational clients, or other recipients of their service which is obtained during the course of their work, unless consent from individuals or their legal representatives has been obtained.
- b. When confidential information is used in scientific and professional presentations, sociologists disguise the identity of research participants, students, individual or organizational clients, or other recipients of their service.

### 11.07 Minimizing Intrusions on Privacy

- a. To minimize intrusions on privacy, sociologists include in written and oral reports, consultations, and public communications only information germane to the purpose for which the communication is made.
- b. Sociologists discuss confidential information or evaluative data concerning research participants, students, supervises, employees, and individual or organizational clients only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

### *11.08 Preservation of Confidential Information*

- a. Sociologists take reasonable steps to ensure that records, data, or information are preserved in a confidential manner consistent with the requirements of this Code of Ethics, recognizing that ownership of records, data, or information may also be governed by law or institutional principles.
- b. Sociologists plan so that confidentiality of records, data, or information is protected in the event of the sociologist's death, incapacity, or withdrawal from the position or practice.
- c. When sociologists transfer confidential records, data, or information to other persons or organizations, they obtain assurances that the recipients of the records, data, or information will employ measures to protect confidentiality at least equal to those originally pledged.

## **12. Informed Consent**

Informed consent is a basic ethical tenet of scientific research on human populations. Sociologists do not involve a human being as a subject in research without the informed consent of the subject or the subject's legally authorized representative, except as otherwise specified in this Code. Sociologists recognize this possibility of undue influence or subtle pressures on subjects that may derive from researchers' expertise or authority, and they take this into account in designing informed consent procedures.

### *12.01 Scope of Informed Consent*

- a. Sociologists conducting research obtain consent from research participants or their legally authorized representatives (1) when data are collected from research participants through any form of communication, interaction or intervention; or (2) when behavior of research participants occurs in a private context where an individual can reasonably expect that no observation or reporting is taking place.
- b. Despite the paramount importance of consent, sociologists may seek waivers of this standard when (1) the research involves no more than minimal risk for research participants, and (2) the research could not practicably be carried out were informed consent to be required. Sociologists recognize that waivers of consent require approval from institutional review boards or, in the absence of such boards, from another authoritative body with expertise on the ethics of research. Under such circumstances, the confidentiality of any personally identifiable information must be maintained unless otherwise set forth in 11.02(b).
- c. Sociologists may conduct research in public places or use publicly available information about individuals (e.g. naturalistic observations in public places, analysis of public records, or archival research) without obtaining consent. If, under such circumstances, sociologists have any doubt whatsoever about the need for informed consent, they consult with institutional review boards or, in the absence of such boards, with another authoritative body with expertise on the ethics of research before proceeding with such research.
- d. In undertaking research with vulnerable populations (e.g. youth, recent immigrant populations, the mentally ill), sociologists take special care to ensure that the voluntary nature of the research is understood and that consent is not coerced. In all other respects, sociologists adhere to the principles set forth in 12.01(a)-(c).
- e. Sociologists are familiar with and conform to applicable state and federal regulations and, where applicable, institutional review board requirements for obtaining informed consent for research.

### *12.02 Informed Consent Process*

- a. When informed consent is required, sociologists enter into an agreement with research participants or their legal representatives that clarifies the nature of the research and the responsibilities of the investigator prior to conducting the research.
- b. When informed consent is required, sociologists use language that is understandable to and respectful of research participants and their legal representatives.
- c. When informed consent is required, sociologists provide research participants or their legal representatives with the opportunity to ask questions about any aspect of the research, at any time during or after their participation in the research.
- d. When informed consent is required, sociologists inform research participants or their legal representatives of the nature of the research; they indicate to participants that their participation or continued participation is voluntary; they inform participants of significant factors that may be expected to influence their willingness to participate (e.g., possible risks and benefits of their participation); and they explain other aspects of the research and respond to questions from prospective participants. Also, if relevant, sociologists explain the refusal to participate or withdrawal from participation in the research involves no penalty, and they explain any foreseeable consequences of declining or withdrawing. Sociologists explicitly discuss confidentiality and, if applicable, the extent to which confidentiality may be limited as set forth in 11.02(b).
- e. When informed consent is required, sociologists keep records regarding said consent. They recognize that consent is a process that involves oral and/or written consent.
- f. Sociologists honor all commitments they have made to research participants as part of the informed consent process except where unanticipated circumstances demand otherwise as set forth in 11.02(b).

### *12.03 Informed consent of Students and Subordinates*

When undertaking research at their own institutions or organizations with research participants who are students or subordinates, sociologists take special care to protect the prospective subjects from adverse consequences of declining or withdrawing from participation.

### *12.04 Informed Consent with Children*

- a. In undertaking research with children, sociologists obtain the consent of children to participate, to the extent that they are capable of providing such consent, except under circumstances where consent may not be required as set forth in 12.01(b).
- b. In undertaking research with children, sociologists obtain the consent of a parent or a legally authorized guardian. Sociologists may seek waivers of parental or guardian consent when (1) the research involves no more than minimal risk for the research participants, and (2) the research could not practicably be carried out were consent to be required, or (3) the consent of a parent or guardian is not a reasonable requirement to protect the child (e.g., neglected or abused children).
- c. Sociologists recognize that waivers of consent from a child and a parent or guardian require approval from institutional review boards or, in the absence of such boards, from another authoritative body with expertise on the ethics of research. Under such circumstances, the confidentiality of any personally identifiable information must be maintained unless otherwise set forth in 11.02 (b).

### *12.05 Use of Deception in Research*

- a. Sociologists do not use deceptive techniques (1) unless they have determined that their use will not be harmful to research participants; is justified by the study's prospective scientific, educational, or applied value; and that equally effective alternative procedures that do not use

- deception are not feasible, and (2) unless they have obtained the approval of institutional review boards or, in the absence of such boards, with another authoritative body with expertise on the ethics of research.
- b. Sociologists never deceive research participants about significant aspects of the research that would affect their willingness to participate, such as physical risks, discomfort, or unpleasant emotional experiences.
  - c. When deception is an integral feature of the design and conduct of research, sociologists attempt to correct any misconception that research participants may have no later than at the conclusion of the research.
  - d. On rare occasions, sociologists may need to conceal their identity in order to undertake research that could not practicably be carried out were they to be known as researchers. Under such circumstances, sociologists undertake the research if it involves no more than minimal risk for the research participants and if they have obtained approval to proceed in this manner from an institutional review board or, in the absence of such boards, from another authoritative body with expertise on the ethics of research. Under such circumstances, confidentiality must be maintained unless otherwise set forth in 11.02 (b).

#### *12.06 Use of Recording Technology*

Sociologists obtain informed consent from research participants, students, employees, clients, or others prior to videotaping, filming, or recording them in any form, unless these activities involve simply naturalistic observations in public places and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm.

### **13. Research Planning, Implementation, and Dissemination**

Sociologists have an obligation to promote the integrity of research and to ensure that they comply with the ethical tenets of science in the planning, implementation, and dissemination of research. They do so in order to advance knowledge, to minimize the possibility that results will be misleading, and to protect the rights of research participants.

#### *13.01 Planning and Implementation*

- a. In planning and implementing research, sociologists minimize the possibility that results will be misleading.
- b. Sociologists take the steps to implement protections for the rights and welfare of research participants and other persons affected by the research.
- c. In their research, sociologists do not encourage activities or themselves behave in ways that are health- or life threatening to research participants or others.
- d. In planning and implementing research, sociologists consult those with expertise concerning any special population under investigation or likely to be affected.
- e. In planning and implementing research, sociologists consider its ethical acceptability as set forth in the Code of Ethics. If the best ethical practice is unclear, sociologists consult with institutional review boards or, in the absence of such review processes, with another authoritative body with expertise on the ethics of research.
- f. Sociologists are responsible for the ethical conduct of research conducted by them or by others under their supervision or authority.

#### *13.02 Unanticipated Research Opportunities*

If during the course of teaching, practice, service, or non-professional activities, sociologists determine that they wish to undertake research that was not previously anticipated, they make known their intentions and take steps to ensure that the research can be undertaken consonant with ethical principles, especially those relating to confidentiality and informed consent. Under such circumstances, sociologists seek the approval of institutional review boards or, in the absence of such review processes, another authoritative body with expertise on the ethics of research.

#### *13.03 Offering Inducements for Research Participants*

Sociologists do not offer excessive or inappropriate financial or other inducements to obtain the participation of research participants, particularly when it might coerce participation. Sociologists may provide incentives to the extent that resources are available and appropriate.

#### *13.04 Reporting on Research*

- a. Sociologists disseminate their research findings except where unanticipated circumstances (e.g., the health of the researcher) or proprietary agreements with employers, contractors, or clients preclude such dissemination.
- b. Sociologists do not fabricate data or falsify results in their publications or presentations.
- c. In presenting their work, sociologists report their findings fully and do not omit relevant data. They report results whether they support or contradict the expected outcomes.
- d. Sociologists take particular care to state all relevant qualifications on the findings and interpretation of their research. Sociologists also disclose underlying assumptions, theories, methods, measures, and research designs that might bear upon findings and interpretations of their work.
- e. Consistent with the spirit of full disclosure of methods and analyses, once findings are publicly disseminated, sociologists permit their open assessment and verification by other responsible researchers with appropriate safeguards, where applicable, to protect the anonymity of research participants.
- f. If sociologists discover significant errors in their publication or presentation of data, they take reasonable steps to correct such errors in a correction, a retraction, published errata, or other public for a as appropriate.
- g. Sociologists report resources of financial support in their written papers and note any special relations to any sponsor. In special circumstances, sociologists may withhold the names of specific sponsors if they provide an adequate and full description of the nature and interest of the sponsor.
- h. Sociologists take special care to report accurately the results of others' scholarship by using correct information and citations when presenting the work of others in publications, teaching, practice, and service settings.

#### *13.05 Data Sharing*

- a. Sociologists share data and pertinent documentation as a regular practice. Sociologists make their data available after completion of the project or its major publications, except where proprietary agreements with employers, contractors, or clients preclude such accessibility or when it is impossible to share data and protect the confidentiality of the data or the anonymity of research participants (e.g., raw field notes or detailed information from ethnographic interviews).
- b. Sociologists anticipate data sharing as an integral part of a research plan whenever data sharing is feasible.

- c. Sociologists share data in a form that is consonant with research participants' interests and protect the confidentiality of the information they have been given. They maintain the confidentiality of data, whether legally required or not; remove personal identifiers before data are shared; and if necessary use other disclosure avoidance techniques.
- d. Sociologists who do not otherwise place data in public archives keep data available and retain documentation relating to the research for a reasonable period of time after publication or dissemination of results.
- e. Sociologist may ask persons who request their data for further analysis to bear the associated incremental costs, if necessary.
- f. Sociologists who use data from others for further analyses explicitly acknowledge the contribution of the initial researchers.

#### **14. Plagiarism**

- a. In publications, presentations, teaching, practice, and service, sociologists explicitly identify, credit, and reference the author when they take data or material verbatim from another person's written work, whether it is published, unpublished, or electronically available.
- b. In their publications, presentations, teaching, practice, and service, sociologists provide acknowledgment of and reference to the use of others' work, even if the work is not quoted verbatim or paraphrased, and they do not present others' work as their own whether it is published, unpublished, or electronically available.

#### **15. Authorship Credit**

- a. Sociologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have contributed.
- b. Sociologists ensure that principal authorship and other publication credits are based on the relative scientific or professional contributions of the individuals involved, regardless of their status. In claiming or determining the ordering of authorship, sociologists seek to reflect accurately the contributions of main participants in the research and writing process.
- c. A student is usually listed as principal author on any multiple authored publication that substantially derives from the student's dissertation or thesis.

#### **16. Publication Process**

Sociologists adhere to the highest ethical standards when participating in publication and review processes when they are authors or editors.

##### *16.01 Submission of Manuscripts for Publication*

- a. In cases of multiple authorship, sociologists confer with all other authors prior to submitting work for publication and establish mutually acceptable agreements regarding submission.
- b. In submitting a manuscript to a professional journal, book series, or edited book, sociologists grant that publication first claim to publication except where explicit policies allow multiple submissions. Sociologists do not submit a manuscript to a second publication until after an official decision has been received from the first publication or until the manuscript is withdrawn. Sociologists submitting a manuscript for publication in a journal, book series, or edited book can withdraw a manuscript from consideration up until an official acceptance is made.
- c. Sociologist may submit a book manuscript to multiple publishers. However, once sociologists have signed a contract, they cannot withdraw a manuscript from publication unless there is reasonable cause to do so.

##### *16.02 Duplicate Publication of Data*

When sociologists publish data or findings that they have previously published elsewhere, they accompany these publications by proper acknowledgment

##### *16.03 Responsibilities of Editors*

- a. When serving as editors of journals or book series, sociologists are fair in the application of standards and operate without personal or ideological favoritism or malice. As editors, sociologists are cognizant of any potential conflicts of interest.
- b. When serving as editors of journals or book series, sociologists ensure the confidential nature of the review process and supervise editorial office staff, including students, in accordance with practices that maintain confidentiality.
- c. When serving as editors of journals or book series, sociologists are bound to publish all manuscripts accepted for publication unless major errors or ethical violations are discovered after acceptance (e.g., plagiarism or scientific misconduct).
- d. When serving as editors of journals or book series, sociologists ensure the anonymity of reviewers unless they otherwise receive permission from reviewers to reveal their identity. Editors ensure that their staff conform to this practice.
- e. When serving as journal editors, sociologists ensure the anonymity of authors unless and until a manuscript is accepted for publication or unless the established practices of the journal are known to be otherwise.
- f. When serving as journal editors, sociologists take steps to provide for the timely review of all manuscripts and respond promptly to inquiries about the status of the review.

#### **17. Responsibilities of Reviewers**

- a. In reviewing material submitted for publication, grant support, or other evaluation purposes, sociologists respect the confidentiality of the process and the proprietary rights in such information of those who submitted it.
- b. Sociologists disclose conflicts of interest or decline requests for reviews of the work of others where conflicts of interest are involved.
- c. Sociologists decline requests for reviews of the work of others when they believe that the review process may be biased or when they have questions about the integrity of the process.
- d. If asked to review a manuscript, book, or proposal they have previously reviewed, sociologists make it known to the person making the request (e.g., editor, program officer) unless it is clear that they are being asked to provide a reappraisal.

#### **18. Education, Teaching and Training**

As teachers, supervisors, and trainers, sociologists follow the highest ethical standards in order to ensure the quality of sociological education and the integrity of the teacher-student relationship.

##### *18.01 Administration of Education Programs*

- a. Sociologists who are responsible for education and training programs seek to ensure that the programs are competently designed, provide the proper experiences, and meet all goals for which claims are made by the program.

- b. Sociologists responsible for education and training programs seek to ensure that there is an accurate description of the program content, training goals and objectives, and requirements that must be met for satisfactory completion of the program.
- c. Sociologists responsible for education and training programs take steps to ensure that graduate assistants and temporary instructors have the substantive knowledge required to teach courses and the teaching skills needed to facilitate student learning.
- d. Sociologists responsible for education and training programs have an obligation to ensure that ethics are taught to their graduate students as part of their professional preparation.

#### *18.02 Teaching and Training*

- a. Sociologists conscientiously perform their teaching responsibilities. They have appropriate skills and knowledge or are receiving appropriate training.
- b. Sociologists provide accurate information at the outset about their courses, particularly regarding the subject matter to be covered, bases for evaluation, and the nature of course experiences.
- c. Sociologists make decisions concerning textbooks, course content, course requirements, and grading solely on the basis of educational criteria without regard for financial or other incentives.
- d. Sociologists provide proper training and supervision to their teaching assistants and other teaching trainees and take reasonable steps to ensure that such persons perform these teaching responsibilities responsibly, competently, and ethically.
- e. Sociologists do not permit personal animosities or intellectual differences with colleagues to foreclose students' or supervisees' access to these colleagues or to interfere with student or supervisee learning, academic progress, or professional development.

### **19. Contractual and Consulting Services**

- a. Sociologists undertake grants, contracts, or consultation only when they are knowledgeable about the substance, methods, and techniques they plan to use or have a plan for incorporating appropriate expertise.
- b. In undertaking grants, contract, or consultation, sociologists base the results of their professional work on appropriate information and techniques.
- c. When financial support for a project has been accepted under a grant, contract, or consultation, sociologists make reasonable efforts to complete the proposed work on schedule.
- d. In undertaking grants, contracts, or consultation, sociologists accurately document and appropriately retain professional and scientific work.
- e. In establishing a contractual arrangement for research, consultation, or other services, sociologists clarify, to the extent feasible at the outset, the nature of the relationship with the individual, organizational, or institutional client. This clarification includes, as appropriate, the nature of the services to be performed, the probable uses of the services provided, possibilities for the sociologists for the future use of the work for scholarly or publication purposes, the timetable for delivery of those services, and compensation and billing arrangements.

### **20. Adherence to the Code of Ethics**

Sociologists have an obligation to confront, address, and attempt to resolve ethical issues according to this code of ethics.

#### *20.01 Confronting Ethical Issues*

- a. When sociologists are uncertain whether a particular situation or course of action would violate the Code of Ethics, they consult with other sociologists knowledgeable about ethical issues, with ASA's Committee on Professional Ethics, or with other organizational entities such as institutional review boards.
- b. When sociologists take actions or are confronted with choices where there is a conflict between ethical standards enunciated in the Code of Ethics and laws or legal requirements, they make their commitment to the Code and take steps to resolve the conflict in a responsible manner by consulting with colleagues, professional organizations, or the ASA's committee on Professional Ethics.

#### *20.03 Fair Treatment of Parties in Ethical Disputes*

- a. Sociologists do not discriminate against a person on the basis of his or her having made an ethical complaint.
- b. Sociologists do not discriminate against a person based on his or her having been the subject of an ethical complaint. This does not preclude taking action based upon the outcome of an ethical complaint.

#### *20.04 Reporting Ethical Violations of Others*

When sociologists have substantial reason to believe that there may have been an ethical violation by another sociologist, they attempt to resolve the issue by bringing it to the attention of that individual if an informal resolution appears appropriate or possible, or they seek advice about whether or how to proceed based on this belief, assuming that such activity does not violate any confidentiality rights. Such action might include referral to ASA's Committee of Professional Ethics.

#### *20.05 Cooperating with the Ethics Committee*

Sociologists cooperate in ethic investigations, proceedings, and resulting requirements of the American Sociological Association. In doing so, they make reasonable efforts to resolve any issues of confidentiality. Failure to cooperate may be an ethics violation.

#### *20.06 Improper Complaints*

Sociologists do not file or encourage the filing of ethics complaints that are frivolous and are intended to harm the alleged violator rather than to protect the integrity of the discipline and the public.

**Note:** This revised edition of the ASA Code of Ethics builds on the 1989 edition and the 1992 version of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct.