

SCHOOL OF SOCIOLOGY

# Graduate Program Handbook

UNIVERSITY OF ARIZONA

Tucson, Arizona

2021-2022

version 2021.1

This guide was last revised on June 8, 2021. The most recent version is available on the school website (<http://sociology.arizona.edu/graduate>).

The requirements set forth in this handbook apply to students entering the graduate program of the School of Sociology. The requirements for the minor in Sociology are applicable only to students entering the program in the fall of 2020 and thereafter. This document also contains some additions and clarifications that apply to all current graduate students. Students are responsible for knowing and following these requirements as well as knowing Graduate College (<https://grad.arizona.edu/policies>) and University policies (<http://catalog.arizona.edu/policy-audience/graduate>). Minor revisions may be made throughout the year. Students will be notified of any further revisions.

In addition, the Graduate College (<https://grad.arizona.edu/>) sets policies applying to all graduate programs across the university. Likewise, the College of Social and Behavioral Sciences (<https://sbs.arizona.edu/>), in which the School of Sociology is housed, sets policies pertaining to its units. Students should consult the websites of these divisions to familiarize themselves with general requirements and regulations.

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## Abbreviations

ABD All-But-Dissertation

DGS Director of Graduate Studies

GSAS Graduate Student Academic Services

GSC Graduate Studies Committee

UA University of Arizona

## I. Overview

### A. Program Structure

The PhD program in Sociology at the University of Arizona includes the following stages:

1. *The Master's Program:* The master's program is the first step towards the PhD. MA requirements consist of coursework and a master's paper, and must be completed within two years.
2. *The Doctoral Program:* After completing MA requirements, students formally advance to the doctoral program. Students will: complete additional course requirements, pass written and oral comprehensive exams in two subfields, defend a dissertation proposal, and complete and defend the dissertation. Comprehensive exams and most additional coursework are normally completed during the third year. Doctoral students should defend a dissertation proposal no later than the fourth year. The dissertation should be completed within an additional one to three years, depending on the research design.

In totality, the master's and doctoral programs are subsets of a *single* program for the PhD degree. All requirements for the MA are also requirements for the PhD. Although doctoral students will be awarded an MA degree on the way to the PhD, if they don't already hold a MA degree in Sociology. We only admit students to our PhD program. There is no terminal MA degree program.

That being said, upon matriculating, most students will formally enter the master's program, and will transfer to the doctoral program upon completion of MA requirements. Admitted students who have an MA in sociology from another institution will immediately enter the doctoral program. However, such students will still need to complete most of the requirements for our master's program, as these are also requirements for the PhD (see section IV) and to have their MA thesis or paper reviewed by the Director of Graduate Studies (DGS).

### B. Administration

1. The DGS a member of the graduate faculty in the School of Sociology (see Appendix for the list of graduate faculty in Sociology), is responsible for developing and interpreting graduate program requirements and administering academic affairs including advising, committee appointments, and evaluation of student progress. The DGS works in consultation with the school's Graduate Studies Committee (GSC) and the director of the school. Any exceptions to program requirements *must* be approved in writing by the DGS (and, where warranted, the school director and/or the dean of the Graduate College).

2. Appeals process: Students may appeal any decision made by the DGS and/or the GSC by requesting a review within 30 days of the decision. Requests and supporting documentation should be submitted in writing to the DGS and copied to the school director and the graduate coordinator.
3. The graduate coordinator(s), staff in the School of Sociology, are the main point of contact for routine administrative aspects of the graduate program.
4. Most of the “paperwork” related to graduate program requirements and progress is administered electronically via the GradPath system. A couple of forms are internal and are available from staff. For further details on GradPath forms and procedures, see the “Tips for New Grads” handout (also available on the school’s website) and the Graduate College’s GradPath website (<http://grad.arizona.edu/GradPath>). General questions about degree requirements and procedures can also be directed to the degree counselor in Graduate Student Academic Services (GSAS), <https://grad.arizona.edu/tools/degrecounselors/>

## II. The Master's Program in Sociology

- A. The master's program is the first stage of the PhD program and is designed for students who intend to complete the doctoral degree. Coursework and an MA paper are the core requirements of the master’s program.
- B. Enrollment and Residence Requirements

Students receiving financial support from the School of Sociology must be registered for at least 9 units during each semester of enrollment in the master’s program. Note this exceeds the UA minimum requirement for full- time status. Enrollment must be continuous, unless a formal leave of absence is granted by the Graduate College.

Students should also plan to be physically in residence during the fall and spring semesters. MA-level courses in the school meet face to face, and it is not possible to complete degree requirements long-distance.

Students who are receiving financial support from other sources and/or who are subject to international visa restrictions may need to meet additional enrollment or residence requirements. It is the student’s responsibility to be aware of and arrange to satisfy requirements of both the university and external agents such as funders or visa regimes. More information on UA policy on full- time status available here:

<http://catalog.arizona.edu/policy/enrollment-policies>

### C. Course Requirements

1. The master's degree requires a total of 31 units of credit for 500/600-level courses offered by the graduate faculty in the School of Sociology. Students should indicate the courses they intend to apply toward the master's degree on their MA Plan of Study form in GradPath. This should be done in consultation with the advisor during the first year (and can be updated as needed).
2. 13 units of credit toward the master's degree must include the following (referred to as "core" courses):

Soc 500a	Sociological Theory	3 units
Soc 570a and 570b	Social Statistics I & II	6 units (total)
Soc 575	Social Research Methods	3 units
Soc 595a	Graduate Study in Sociology	1 unit

A particular core course can be waived if (1) the student has taken the course or its equivalent in graduate work elsewhere with a grade of B or better, (2) the student has a 3.5 average in all graduate courses in sociology taken elsewhere, *and* (3) an Arizona graduate faculty member designated by the DGS attests to these facts and so informs the DGS in writing. Waiver of the statistics requirements (570a and 570b) also requires passing a written exam.

Waiver of a required course does *not* reduce the total number of credits required to receive the degree; rather the waived course can be substituted with an additional elective course in sociology.

3. The additional 18 units of credit applied toward the MA minimum requirements normally will be restricted to 500- or 600-level courses in Sociology. Eligible courses are subject to the following restrictions.
  - a) Some courses listed at the 500-level in the Graduate Catalog are co-convened undergraduate/graduate courses (also listed at the 300 or 400 level). Credit for such courses cannot count toward the MA.
  - b) Courses from other departments at UA can only be applied toward the MA with the approval of the DGS, in writing, prior to registration for the course. Students should not assume that a course will automatically apply to the MA just because it was approved previously for another student. The DGS will consider the request holistically in light of the student's master's program of study and progress in the program.

- c) Transfer credits will normally be treated as extra-school electives, and should be applied toward the doctoral degree but not the MA degree. The DGS will consider requests to apply transfer courses toward the MA minimum credit requirements, but the course must be equivalent in rigor and substance to 500-level seminars offered by the School. When courses applied toward the MA are also applied toward the doctorate, such courses will count toward the 12-unit total maximum of combined extra-school credit that can satisfy doctoral program requirements. See also sections III.D and IV.
4. The following two courses are strongly recommended but not required, and may be applied toward minimum unit requirements for the MA.
    - a) 596c, a 1-unit teaching seminar, is not required for the MA but is required for the PhD. *Students are strongly encouraged to take it during the second year in the MA program.* To teach, students must both have an MA degree *and* have taken this course. Students are expected to be able to teach independently after advancement to the doctoral program (when they will need to do so depends on funding allocations and school needs; see section VII).
    - b) 696D, Research Practice Workshop, is a 3-unit seminar that can be taken during development of the MA paper and/or the dissertation proposal (the course can be repeated for credit, but only applied once toward minimum requirements for advancement to candidacy, see section III).
  5. Students will typically take *more* than the 31 units required for the MA during the two years of enrollment in the master's program. MA-level students receiving support from the school are required to enroll in at least 9 units of credit per semester, that is, 36 units over four semesters. Two additional one-unit courses, e.g., SOC 595a and SOC 596c, will bring the total earned during the first two years to 38 units.
 

Thirty units from the MA Plan of study may be applied toward the PhD. Therefore, students are advised to bear requirements of the doctoral program in mind as they select additional electives (see section III).
  6. The timing of MA program coursework is typically as follows: In fall of the first year, students take Sociological Theory (500a), Graduate Study in Sociology (Soc 595a), and the first semester of Social Statistics (570a). In spring of the first year, students take Social Research Methods (Soc 575) and the second semester of Social Statistics (570b). In fall of the second year, the Research Process Workshop (696d) is taken. In spring of the second

year, the Graduate Teaching seminar (596c) is typically taken. Electives are taken each semester around these courses. See the rubric on the last page for a visual guide to the scheduling of coursework.

#### D. Grade Requirements

1. The student must maintain a grade point average of 3.5 or better on all coursework completed in the school and counting toward the 31 units required for the master's degree.
2. Courses identified as required in the master's program must be completed for graduate credit, that is, with a grade of A, B, or C.

#### E. Incompletes

The rules governing incompletes in the Graduate School are the same as govern coursework in Sociology see: <https://www.registrar.arizona.edu/grades/incomplete-i-grade>. In addition, students who take an incomplete are to complete a form that has their name, the course number, what is still due, and when it is due. This form must be signed by the student and instructor at the time the incomplete is recorded with the Registrar. See the Graduate Coordinator for the form, and return the form to them.

#### F. Master's Paper Requirement

1. The required master's paper is not a formal thesis as defined by the Graduate College (see the Graduate Catalog). The master's paper is thus not filed with or reviewed by the Graduate College, and serves only to meet School requirements.
2. The purpose of the master's paper is to demonstrate that the student can meaningfully relate sociological theory and evidence. Therefore, the paper must contain both (a) a theoretical argument and (b) evidence (i.e., data or findings) that speaks to that argument. The paper should be journal-length (i.e., approximately 25 to 45 pages including references, figures, and tables), include a cover page and abstract, and be a self-contained piece of scholarship that is the original work of the author. The paper should be prepared in either ASA or *Social Forces* format (see current issues of the *American Sociological Review* or *Social Forces*).

The paper may be inductive or deductive in form, and may use any of the accepted types of sociological evidence, including but not limited to survey, archival, experimental, computer simulation, field observational, historical, or comparative case study methods. The paper may use original evidence

collected by the author or an original analysis of secondary data, but should have been largely carried out by the student after beginning the master's program.

3. The student's MA committee will conduct an oral exam of the master's paper after the committee chair has judged it ready to defend. The student must pass the oral examination to fulfill this requirement for the MA degree.

#### G. Master's Paper Committee

1. There are three members of the master's paper committee (also referred to as "MA committee"). When the student is ready to begin working on the master's paper, he or she asks a member of the graduate faculty to chair the committee. The MA chair is by default also the student's formal advisor.

The student, in consultation with his or her chair and the DGS, then asks two additional faculty members to serve as members of the committee. Normally all three members of the committee should be graduate faculty in the School of Sociology; exceptions must be approved by the DGS.

2. The MA committee must be formed by November 1 of the fall semester in the student's second year in the program. A form for reporting committee membership is available from the graduate coordinator.
3. The MA committee conducts the final oral examination on the master's paper. This should be scheduled during the spring semester of the second year in the program.

#### H. Continuation and Advancement to the Doctoral Program

1. The MA program should be completed within four semesters. Extensions must be approved by the DGS.
2. If a student fails to satisfy the above requirements or to make satisfactory academic progress, the school may recommend to the Graduate College that the student be disqualified from the program (and hence will be ineligible to proceed onto the doctoral program). Procedures for appeal of such decisions are outlined in Section VI.3.C.
3. Upon completion of the master's program, the student will be evaluated by the GSC as to whether the student's overall performance is of sufficient quality to warrant advancement of the student to the doctoral program. Procedures for appeal of such decisions are outlined in Section VI.3.C.

### III. The Doctoral Program in Sociology

Requirements for the doctoral program consist of all requirements for the master's program (which automatically transfer to the doctoral program) plus some additional requirements. During the first stage of doctoral study, the student completes additional coursework and both written and oral comprehensive exams.

Next, the student "advances to candidacy," once they have successfully passed the oral comp exam and have completed almost all of the coursework listed on the Ph.D. Plan of Study. After completing, defending, and filing the dissertation, the student is awarded the PhD degree. The requirements below will apply to the vast majority of doctoral students. Exceptions are possible when warranted for the student's professional development as a sociologist, but must be approved in writing by the DGS. Discuss any potential exceptions with the DGS *before* proceeding with such a program of study.

#### A. Enrollment and Residence Requirements

Students receiving financial support from the School of Sociology must be registered for at least 9 units each semester until they have advanced to candidacy. Note this *exceeds* the UA minimum requirement for full-time status. Students may reduce enrollment to 6 units in their final semester prior to advancement to candidacy, *if and only if* they can complete remaining course requirements with fewer than 9 units. This could apply to students who have transferred credit from a prior graduate program, or who have taken extra courses during previous semesters. Most students will need a full 3 years to achieve ABD status (see section B below).

Once the student has advanced to candidacy, students receiving financial support from the school may reduce their enrollment to 6 units per semester of dissertation credit (Soc 920), which will allow them to maintain full-time status and eligibility for assistantships. Students who do not need full-time status or financial support can reduce enrollment to 3 units per semester until they have completed 18 dissertation units, and 1 unit per semester thereafter. Students who plan to graduate in summer and who are not in need of dissertation units can do no-fee summer enrollment in Grad 922.

Enrollment must be continuous, unless a formal leave of absence is granted by the Graduate College. See the following links for more information on UA policy on full-time status (<https://grad.arizona.edu/policies/enrollment-policies>) and continuous enrollment (<https://grad.arizona.edu/policies/enrollment-policies/continuous-enrollment>).

Students who are receiving financial support from other sources and/or who

are subject to international visa restrictions may need to meet additional enrollment requirements. It is the student's responsibility to be aware of and arrange to satisfy requirements of both the university and external agents such as funders or visa regimes.

After students have completed degree requirements that involve in-person coursework and examinations, they may complete their degrees while residing elsewhere, unless their funding arrangements require residence. However, we recommend that students remain in residence throughout the doctoral program, as a permanent move away from the university limits access to advisors, peers, and the everyday academic environment of the school; and restricts opportunities for financial support.

#### B. Total Course Credit Requirements for the Major, Minor, and Doctoral Degree

1. The Graduate College requires doctoral students to complete coursework for both a "major" field and a "minor" field before advancement to candidacy for the doctoral degree (the major and minor field can be the same). All doctoral students admitted to the PhD program will major in Sociology. Most will also minor in Sociology, but they can opt to minor in another department at UA.
2. The major in Sociology requires 45 units of course credit.<sup>1</sup>
3. The minor in Sociology requires 12 units of graduate level courses in the School of Sociology. Requirements for minors in other fields are set by the department offering the field.
4. All doctoral students must complete 18 units of Soc 920 dissertation credit (after advancement to candidacy).
5. Students should complete course requirements within three years of full-time enrollment. The combined major/minor in sociology involves 57 units of course credit. This can be completed within three years at a pace of 9-10 units per semester (3 three-unit courses each semester, plus 3 one-unit requirements- 595a, 596c, 595b- over three semesters).
6. All units of required course credit for both the major and the minor must be completed before advancement to candidacy for the doctoral degree.
7. Student must indicate the courses they intend to apply toward the major and minor on the doctoral Plan of Study form in GradPath (it can be updated as needed). This should be done in consultation with the advisor during the first year of advancement to the doctoral program, and well before the oral comprehensive exam is to be scheduled.

<sup>1</sup> The total is 42 for students who entered the graduate program prior to 2014 and were required to take Soc 569, which did not count toward the MA or PhD.

### C. Grade Point Average Requirements

1. Students must maintain a grade point average of 3.5 or better on all coursework completed in the School of Sociology.
2. Required courses and elective seminars applied toward the major or minor must be completed for a grade, that is, with a grade of A, B, or C. Soc 699 and Soc 900 units may be graded on an alternative scale and must be awarded a grade of S(superior) or P(pass) to count toward the degree.

### D. Distributive Course Requirements

All sociology doctoral students, regardless of minor field, must complete the following coursework prior to advancement to candidacy.

#### 1. **15 credits from required core courses**

Soc 500a	Sociological Theory	3 units
Soc 570a and 570b	Social Statistics	6 units (total)
Soc 575	Social Research Methods	3 units
Soc 595a	Graduate Study in Sociology	1 unit
Soc 596c	Teaching Seminar	1 unit
Soc 595b	Presentation Seminar	1 unit

All courses except for 595b will normally be taken during the first two years of study (while enrolled in the MA program, or immediately upon admission to the doctoral program for students with Sociology MAs from other universities). Soc 595b should be taken during the fall semester of the third year.

Criteria for waiver of these requirements are detailed in Section II.C.2.

#### 2. **Minimum of 12 credits from elective substantive seminars** (four 3-credit courses), selected from the following list:

Soc 505 (World-System Theory and Research)  
 Soc 508 (Culture)  
 Soc 510 (Political Sociology)  
 Soc 514 (State and Social Policy)  
 Soc 515 (Social Movements)  
 Soc 525 (Organizational Theory)  
 Soc 527 (Social Network Analysis)

Soc 534 (Environmental Sociology)  
 Soc 535 (Environmental Inequality and Justice)  
 Soc 551 (Stratification and Class)  
 Soc 553 (Family)  
 Soc 555 (Gender and Society)  
 Soc 557 (Gender and Labor Markets)  
 Soc 560 (Race and Ethnicity)  
 Soc 565 (Work and Professions)  
 Soc 583 (Law, Politics, and Inequality)  
 Soc 587 (Economic Sociology)  
 Soc 600 (Sociology of Knowledge)  
 Soc 596f (Theory and Research on the Nonprofit Sector)  
 Soc 596a (various, including: Comparative Political Economy; Laws and Society; Advanced Topics in Organizational Analysis).

The DGS will announce additional courses for satisfying this requirement from time to time. Courses in fulfillment of this requirement must be taken in the School (transfer credits and cross-listed courses based in other units do not apply).

It is recommended that students take courses in areas that will prepare them for comprehensive examinations (see Section E below), but this is not required.

Note these are minimums, not maximums. Students are encouraged to take more than four substantive seminars. Additional substantive seminars can be applied toward the additional 27 required elective credits described in point 4 below.

3. **Minimum of 3 credits of elective advanced methods and statistics seminars** (one 3-unit course), selected from the following list:

Soc 511 (Formal Models of Cultural Analysis)  
 Soc 526 (Methods in Social Network Analysis)  
 Soc 552 (Advanced Topics and Methods in Stratification)  
 Soc 561 (Programming for the Social Sciences)  
 Soc 574c (Categorical Data Analysis)  
 Soc 576 (Field and Observational methods)

The DGS will announce additional courses for satisfying this requirement from time to time. **Courses in fulfillment of this requirement must be taken in the School** (transfer credits and cross-listed courses based in other units do not apply).

Note this is a minimum, not a maximum. Students are encouraged to take more than one advanced methods course. Additional methods seminars can be applied toward the additional 27 required elective credits described in section 4 below.

4. **27 units of additional elective credit**, subject to the following restrictions (reduced to 15 for external minors, all of which must be within the School).<sup>2</sup>
- a) **At least 15 additional units must be taken within the School of Sociology.** Cross-listed courses based in other departments do not qualify as courses in the School (even if they have a Soc course number).
  - b) **Maximum of 9 units of credit combined of Soc 900 (Research Apprenticeship) and/or Soc 699 (Independent Study).**

The school strongly encourages students to take Soc 900 research credits. These credits are for joint research with faculty that is NOT related to the MA or dissertation.

Students are discouraged from taking Independent Study credit for purposes of studying for comps. Independent Study credits are appropriate if the student is doing supervised reading and discussion with faculty members on topics for which we do not offer more formal course work.

- c) **Maximum of 3 units of credit from 696d can be applied toward minimum elective requirements for advancement to candidacy.** Students who need to complete an MA in Sociology will normally take 696d in their second year, and this can be applied toward the PhD. They can repeat the course during preparation of the dissertation proposal, but this will normally be done in the fourth year, after advancement to candidacy. Students who enter directly into the doctoral program due to having an MA in sociology will normally not take the course in the second year, but may take it in the third year in lieu of another elective.

<sup>2</sup> For students who entered the program prior to 2014 and were required to take Soc 569, which did not count toward the MA or PhD: 24 units of additional elective credit, at least 12 of which must be taken within the School of Sociology.

d) **Maximum of 12 units of credit combined external to the School of Sociology, including:**

- Graduate coursework in other units at UA. This includes cross-listed courses based in another department, even if they have a Soc course number.
- Transferred graduate credit of any kind (maximum of 12 units and subject to approval by DGS; see section IV)

Students are not required or expected to take courses in other units; they may take all elective credits in the School of Sociology. Courses in other units that are relevant to the students' sociological training and professional goals may be applied toward the sociology PhD requirements. Effective Spring 2016, the DGS must approve application of such courses toward the minimum course requirements for the sociology PhD. Students should contact the DGS prior to enrollment to verify that the course is eligible and receive approval in writing.

For non-sociology minors: This option to apply courses in other units to the sociology doctoral program does NOT apply to sociology majors who are minoring in other disciplines. Sociology majors with external minors must take all 45 units for the major in the School of Sociology.

e) **Incompletes**

The rules governing incompletes in the Graduate School are the same as govern coursework in Sociology see:

<https://www.registrar.arizona.edu/grades/incomplete-i-grade>. In addition, students who take an incomplete are to complete a form that has their name, the course number, what is still due, and when it is due. This form must be signed by the student and instructor at the time the incomplete is recorded with the Registrar. See the Graduate Coordinator for the form.

5. **Coursework after advancement to candidacy**

Students are strongly recommended to take the following courses designed for ABD students. These courses are not required and are usually taken after advancement to candidacy and so are not applied to the sociology major or minor.

- a) Soc 696d (Dissertation Preparation, 3 units): usually taken in the fall semester of the fourth year. Soc 696d may be taken during the third

year (in which case it can be applied toward the Sociology major/minor elective requirements). However, this should only be done if the student can realistically focus on the dissertation proposal and defend it in the third year as well.

- b) Soc 595c (Negotiating the Job Market, 1 unit): usually taken the spring before students anticipate going on the academic and non-academic job markets.

6. There is no foreign language requirement for the PhD degree.

#### E. Comprehensive Examinations

Doctoral students must pass written comprehensive examinations in two areas within sociology and an oral examination covering both areas. Two areas are required for *all* sociology majors, regardless of the minor field. Students who elect to minor in another field outside of sociology will complete an additional written examination in the minor, in which case the minor field will also be covered during the general oral examination.

The school normally expects that students complete the two written examinations and the oral examination by the spring semester of the third year in the graduate program.

##### 1. Examination Areas

###### a) Regular examination areas

The School currently offers regular comprehensive examinations in the following areas: Culture; Economic Sociology; Environmental Sociology; Gender; Law and Society; Medical Sociology; Organizations and Work; Race and Ethnicity; Social Movements; Social Networks; Sociology of the Family; Statistics and Methods of Analysis; Stratification. Faculty working in those areas develop reading lists of scholarship that the student should master; current reading lists are available on the School's website.

Comprehensive examination areas are periodically reviewed by the GSC; regularly offered areas may change as the graduate faculty or their interests change.

###### b) Petitioned examination areas

In exceptional cases, the GSC permits a student to take an examination in an area that is not represented among the school's regular areas. To be eligible for approval by the GSC, a special exam area must meet several conditions: (1) It must represent an area of disciplinary specialization, not a specialized

subarea of an existing, regular exam area. (2) At least two members of the sociology graduate faculty must have sufficient expertise to grade responses (if two sociology graduate faculty are unavailable, one member may be a graduate faculty member from another unit with relevant sociological expertise). At least one of the members must be willing to develop a reading list and draft the examination. (3) The area must be equal in breadth to the regular examination areas. Examples might be an established field in sociology that is a minor area or specialization for several faculty but is not represented among our regular examination areas, or an area of the student's own design that brings together broad knowledge from several existing examination areas to focus on a particular subject area.

Students who wish to take a comprehensive exam in an area outside of the regular areas must petition the GSC for approval. The petition must include: (1) a full justification for the special exam, which addresses how the exam meets the guidelines above; and (2) a letter of support from a graduate faculty member who is willing to chair the examination committee and to consult with the student in developing a reading list, and (3) the name of at least one other Sociology graduate faculty member willing to grade the examination, and (4) a proposed reading list.

A student who is interested in this option should check with the DGS well in advance for details. The petition with supporting documents and reading list should be submitted *at least* six weeks before the deadline for declaring examination areas in the following semester (i.e. by April 1 for fall exams and by September 1 for spring exams).

## 2. Written examinations

Students may opt to take written exams in one of the following two formats: take-home exam or review essay. Students can do at most one review essay; at least one exam must be in the take-home format. Students are *strongly advised* to consult with their advisors and with the DGS about the choice of fields and exam format.

Regardless of format, students should substantially engage literature on the reading list. Students are also welcome to discuss relevant scholarship that is not on the reading list; however, this should be a supplement, not a substitute, for engaging works on the reading list.

Exams of either format are restricted to a maximum word count of 10,000 words, excluding references. Note this is a *maximum*, not a recommended length; many exams will fall in the 6,000-8,000 range

Greater quantity does not necessarily produce greater quality; students should take the space they need to answer the questions, and should strive to write in clear, focused prose.

Exams should be prepared in 12-point, 1.5 spaced font, in pdf or Microsoft word format, and submitted to staff via email. Exams of either format will be due on the same date each semester.

Students must work independently on exams of either format. They should not solicit feedback on drafts from faculty, peers, or anyone else. Each exam will be graded by a committee of two graduate faculty with expertise in the field, appointed by the DGS. Feedback will be provided in the course of grading the written work that is submitted in fulfillment of the written exam requirement.

a. *Take-home exam.* A committee of two graduate faculty with expertise in the area, appointed by the DGS, will prepare exam questions, to be given to students at the beginning of comps week. Typical exam formats consist of open-ended, long-essay style questions. Students will have 7 days to complete the exam. Faculty who wrote the exam will also grade it.

Students must work independently on the take-home exam and should not consult with others for help or feedback. During exam week, students are expected to continue to fulfill their other work requirements in the graduate program, including attending classes in which they are enrolled and performing assistantship duties.

b. *Review essay.* Students may opt to write a review essay that addresses the following general question.

“What are some major theoretical debates, methodological hurdles, and substantive problems posed by scholars working in the field? How has the orientation of the field changed over time, and what are the major unsettled questions in the field that continue to inspire scholarly debates? The review essay should engage with at least two major issues in the field, and consider them from theoretical, methodological, and empirical perspectives.”

The review essay gives the student flexibility in identifying significant questions and issues in the field. In so doing, the student should demonstrate broad knowledge of the field (and the reading list for the field developed by faculty) and avoid an excessively narrow focus. Students choosing the review essay option can start working on the paper whenever they like; however, they must turn in the paper no later than the deadline for turning in take-home exams for a given semester.

Students doing a review essay are informed of the examiners in April and September for the September and February comprehensive exams respectively, roughly four and a half months in advance. Students who want to write the review essay may communicate with the examiners soon thereafter to align expectations. Thus students approaching their examiners should have some ideas about how to structure the exam

already. This policy does not require that the student meet with examiners only that they have the option to.

3. Timing of exams and declaration of intent to take exams

Written examinations are administered during a one-week period (“comps week”) each semester, usually around the third week of the semester. The exact timing will vary from year to year and will be announced by May of the previous year.

Most students take one written exam in the fall of the third year, and second written exam and oral exam in the spring of the third year. Students with prior MAs sometimes take comps in the spring of the second year and fall of the third year.

Students may instead opt to take both exams in a single semester. Students are encouraged to consult with the DGS and their advisors about the advisability of this option. Since each exam is ordinarily allocated a full week, students doing two exams will take the second exam in the week immediately following the regular comp exam period.

Petitions to take comprehensive examinations outside the regularly scheduled exam periods will be approved only in cases of illness, family emergency or other exceptional circumstances.

Students must notify the graduate coordinator of the comp exam area or areas and the chosen format for each by March 15 for fall examinations, and by October 15 for spring examinations. Switching areas or formats on short notice may not be possible, as the DGS appoints faculty examiners in advance, taking into consideration the distribution of student requests and faculty availability across fields so as to distribute the labor of writing and grading exams as evenly as possible.

Possible grades are: honors pass, pass, and fail. A passing grade requires demonstration of comprehensive knowledge of the field and sufficient depth of understanding to advance to candidacy and begin work on a dissertation. An honors pass demonstrates exceptional depth of understanding and creativity in advancing original arguments about core issues in the field. Graders will take into account exam format in evaluating quality of the exam. Students opting for the take-home exam are expected to tailor their

responses to the specific questions asked. Students opting for the review essay have more time and more license in determining the issues to be discussed; expectations for coherence of narrative and argument will be higher for this format given that students have more time to develop the essay.

The faculty graders must report their decisions to the graduate coordinator within two weeks of the examination date. In the case of a disagreement about the exam grade, the DGS will appoint a third graduate faculty member to resolve the question. If a third grader is required, they will report the final grade to the DGS within one week after receiving the examination. Students receive comments from each of the two graders, but only the overall exam grade reached by the two (or three, if necessary) graders.

Failed examinations may be retaken no sooner than one month following the notification of failure, and no later than the standard exam period in the subsequent semester. The examination graders must approve the timing of the scheduled retake. If the student failed an exam based on a review essay, the exam graders will determine whether the retake should be a revision of the review essay, or whether the student should be required to pass a take-home exam instead.

If a student fails an exam in the same exam area twice, the student must petition the GSC to be allowed to continue with the examination process (members of the GSC who also served as examiners will recuse themselves from consideration of the petition). The petition must include supporting materials from the student's advisor and the exam committee.

#### 4. Oral examination

The oral part of the comprehensive examination is the last requirement prior to advancement to candidacy, and cannot be scheduled before the requirements for both the major and minor have been met (or, will have been met by the end of the semester).

The oral comprehensive examination is conducted by a faculty committee. If the student is not minoring in a different department, the committee is composed of four (4) faculty members.

Ordinarily, the committee consists of the readers of each of the student's two written comprehensive exam areas. If one or more of the readers are on leave/sabbatical, or if one faculty member graded two fields, then the DGS will choose a replacement(s) in consultation with the student. If the student is minoring in a different department, the committee will include an additional member from the minor department. The student must ask one of the committee members to chair the committee and report the results.

For Graduate College policies on composition of the committee, see <https://grad.arizona.edu/gsas/degree-requirements/doctor-philosophy#committee-appointment-form>.

It is the student's responsibility to identify a mutually agreeable time for the oral exam with the committee members and to reserve space in consultation with the graduate coordinator. Scheduling the oral exam also requires two steps in GradPath. First, the student must submit the comprehensive exam committee appointment form. After the committee appointment form is approved, the student must then submit an additional GradPath form announcing the scheduled date of the oral exam. All of this should be completed well in advance, at least two weeks before the exam.

The oral comprehensive examination must last a minimum of one (1) hour and may last up to three (3) hours. Each faculty member on the committee asks the student a series of questions related to the student's comprehensive examination areas. Examiners may probe weaknesses in the student's answers to the written examinations, pose new questions in the exam areas, and ask broad questions that emphasize integration and synthesis across the exam areas. Students are encouraged to meet with committee members before the oral examination for guidance in preparing for the exam.

Upon passage of the oral examination, and provided that all course requirements have been satisfied, the student advances to candidacy.

If the student fails the exam, the GSC in consultation with the exam committee will determine whether the student should be allowed to retake the exam or be disqualified from the program. The student may appeal recommendations for disqualification as per the procedures in section VI.C.3. If a reexamination is permitted, the committee members must be the same as those present at the first examination, as per Graduate College policy.

#### F. The Doctoral Dissertation

All candidates for the PhD must write and successfully defend, in a final oral examination, a doctoral dissertation. The dissertation can be either a monograph or a collection of articles reporting original research carried out by the student. The body of work must contribute significantly to sociological knowledge in a specialized area.

Per the Graduate College guidelines "at the option of the student and the committee, an alternate format permitting inclusion of papers published or prepared for publication in scholarly journals may be used. The decision to

allow the inclusion of previously published or submitted work in a dissertation is left to the candidate's degree-granting unit. The published or publishable work must be logically connected and integrated into the dissertation in a coherent manner. Simply binding reprints or collections of publications together is not acceptable as a dissertation in either format or concept. Published/publishable papers should be included in the dissertation as appendices. Any paper or article that has been published or submitted for publication should reference the journal of submission so the reader can find the published article. However, in order to provide coherency, the dissertation must also include chapters that present a summary of the research, an explanation of the student's contribution if it was not individual research, and an explanation of how this research contributes to the student's field. The committee will guide the student in presentation of this summary material. If references are cited in the dissertation chapters, they should be reported in a References section that follows the chapters and precedes the appendices.”

<https://grad.arizona.edu/gsas/dissertations-theses/dissertation-and-thesis-formatting-guides>

In addition, the School of Sociology requires that articles in an article-based dissertation must be sole-authored papers. However, some papers in preparation may be co-authored after the dissertation has been received by the Graduate College or may never be published at all.

Furthermore, there must be at least three articles in an article-based dissertation, however, the student's chair and dissertation committee could petition the GSC for an exception to this requirement. Hopefully, a petition would be submitted early in the process of the student's dissertation and not during the summer of the oral defense so that the GSC has time to adjudicate the petition.

#### 1. Dissertation credit

Completion of the doctoral dissertation is typically the last requirement fulfilled in the doctoral program. Students usually devote an entire year of their program, and sometimes more (depending on the style of research), to work on the dissertation. The Graduate College requirement that students must register for 18 units of dissertation credit reflects this expectation.

Upon advancement to candidacy, students must register for dissertation credit (Soc 920). They should register in the section supervised by their advisor, even if they have not yet selected a chair or defended a proposal.

Instructors for Soc 920 assign grades of “S” (superior), “P” (pass), or “E” (failure) each semester to indicate continuation status. (They should no longer assign a grade of “K”. To receive an “S” or “P” grade, students, must actually demonstrate progress. So students should be in touch with their advisor each semester about their progress.) Upon completion of the dissertation and fulfillment of all requirements for the doctoral degree, the grade for Soc 920 is changed to indicate passage.

## 2. The PhD Committee

Work on the dissertation is supervised by a PhD committee composed of a minimum of three current University of Arizona faculty members that are members of the graduate faculty either in Sociology or another unit. The chair and at least one other committee member must be a member of the graduate faculty in the School of Sociology. Students may have four members if there is a compelling reason to do so. More than four is generally impractical and not advisable.

“Special” members who are not graduate faculty at the UA may serve on committees, subject to approval of the DGS and Graduate College. Special members must be “fourth” members (because at least 3 UA graduate faculty must be on the committee). Special members may co- chair but not chair committees.

The student selects the PhD committee when they are ready to prepare a formal dissertation proposal. This will usually follow (but may precede) completion of the comprehensive examinations. Typically, the student asks a faculty member to serve as chair of the committee (as well as the student’s formal advisor), and the chair advises the student on selection of the remaining committee members. The committee must be approved by the DGS. Any subsequent changes in the committee are also subject to approval by the DGS.

## 3. The Dissertation Proposal Hearing

As soon as the student has a fully-developed dissertation proposal, the PhD committee shall meet with the student to discuss the proposal. The proposal should describe the research problem, its sociological significance, the theoretical framework, related empirical research, and the research design, including plans for data collection, analysis, and interpretation. The proposal should be of sufficient length and detail to allow the committee to evaluate the importance and feasibility of the project and the adequacy of the research design.

Students should work closely with the chairs of their Ph.D. committees in developing their proposals. The outcome of the meeting should be an explicit agreement amongst the student and all committee members about what the dissertation project will entail and how the student will carry out the work. After the proposal is approved, the student should provide a copy to the graduate coordinator, who will submit the dissertation proposal

confirmation form in GradPath on the behalf of the student.

4. The Final Oral Defense: The PhD committee conducts the final oral examination on the completed dissertation.
5. Filing the dissertation: See the Graduate College guidelines for policies and procedures regarding filing of the approved dissertation and receipt of the doctoral degree.

#### IV. Policies on Prior Graduate Degrees and Transfer Credit

##### A. Role of Master's Program in PhD Program

Students entering our program with MAs will still need to complete most of the requirements for our master's program. This is because the master's program is a subset of and integral part of our PhD program, and is not equivalent to terminal MA programs offered elsewhere.

The rationale for having a master's program as part of the doctoral program is largely procedural: (1) it allows students without prior MAs to become eligible for funding that requires an MA (at rank of graduate associate, required to teach independently), and (2) it allows students who for some reason do not complete the doctoral program to earn an MA for partial fulfillment of the requirements for the doctoral degree.

##### B. Program Status

1. Students with a prior MA in Sociology *cannot* earn an additional MA in Sociology from UA (this is a university regulation). Therefore, they will enter the doctoral program, but do much of the same work as students enrolled in the master's program.
2. Most admitted students with MAs in other disciplines will begin in our Master's program and earn an MA degree in Sociology on the way to the PhD. However, students with MAs in closely related disciplines may forego an additional MA degree and enter directly into the doctoral program. Such students should consult with the DGS about whether this is possible and advisable.

##### C. Transfer of Course Credits

1. Students who have completed prior graduate work may transfer a *maximum of 12 units* of credit toward the doctoral program.<sup>3</sup> Any transfer credit must be approved by the DGS as equivalent in content and rigor to electives offered at the UA.

2. Transfer credits will normally be classified as electives completed outside of the school of sociology (see III.D.4.c). That is, they cannot substitute for required courses and distributive course requirements within the School of Sociology. This is true even if the transferred credits are sociology courses. Exceptions must be approved in writing by the DGS.
3. Exceptions to the transfer credit maximum will only be granted in exceptional circumstances. This will normally only be permitted when students transfer to UA from a “peer department,” i.e. they completed a non-terminal MA in Sociology as part of an equivalently or higher ranked doctoral program with a similar doctoral program design. The DGS will make determinations on allowable transfer credit for students transferring from peer departments on a case-by-case basis.
4. The procedure for transferring course credit is as follows.
  - a) The student first notifies the DGS of intent to transfer course credit and provides a syllabus (in English, translated if need be) and copy of transcript with course grade to the DGS. The DGS will confirm whether the course can be applied toward the doctoral program.
  - b) The student next formally applies to the Graduate College to transfer the credits. There is a form in GradPath for doing so (see the graduate coordinator for assistance).
  - c) Once approved by the Graduate College, the credits can be added to the doctoral Plan of Study (in GradPath).
  - d) Students should apply for credit transfer during the first year in our program. This process can take significant time; do not delay! Transfer credits approved by the graduate college can be held in reserve, i.e. they do not have to be applied toward the doctoral Plan of Study immediately. Having the transfer credits approved gives students flexibility as they progress through the program in determining whether they want to apply them toward the formal Plan of Study.

<sup>3</sup> Prior to 2014, a maximum of 6 credits could be transferred. Students who entered the program prior to 2014 may opt to transfer 9 units of course credit, but if they do so they will also be subject to the 9--unit total maximum for all credit outside the School of Sociology that can be counted toward the doctoral program minimum credit requirements (see III.D.4.c).

#### D. Substitution of Prior Thesis for Master's Paper Requirement

1. Students who have completed a master's thesis at another university may submit it for approval as a substitute for the master's paper, if they will be entering directly into our doctoral program. Students with prior MAs in other disciplines who plan to complete a new MA in Sociology must complete a master's paper with a member of our graduate faculty (see section B on program status above).
2. The thesis should be submitted to the DGS, prior to arrival if possible, or within a month after arrival. The DGS will assign it to a three-faculty committee who will rule on its acceptability. To qualify, the thesis must demonstrate an ability to bring data to bear on sociological ideas. For a description of our expectations for a master's paper, see Section II. The committee may decide to (1) accept the thesis as fulfillment of the master's paper requirement, (2) require a one-hour oral examination on the thesis to be conducted during the student's first semester, or (3) require that the student write a new master's paper.
3. The master's paper is also a requirement for the doctoral degree. Students whose master's papers are not approved as substitutes for our requirement must write a new master's paper, even if they enter directly into our doctoral program (see point B on program status above).

#### V. The Sociology Minor for Non-Sociology Majors

The requirements for a minor in Sociology for PhD students from other departments at UA are as follows:

##### A. Course Requirements

Complete with a grade of B or better 12 hours of graduate-level courses in the School of Sociology. A maximum of 3 credits of research apprenticeship or independent study (Soc 920) can be applied to the minor.

Transfer courses and courses in other units at UA generally cannot be applied toward the sociology minor. This includes cross-listed courses in other home departments. Exceptions will rarely be granted (and for a maximum of 3 credits), and only when a course is equivalent in rigor and substance to 500-level courses offered by School of Sociology graduate faculty. Students should consult with the DGS well in advance of completing the minor to initiate the process of applying for approval, which can take some time.

## B. Minor Comprehensive Exam

Sociology minors must pass a written examination in one substantive area of sociology. The written examination may be taken upon completion of the 12 hours described above or, at the discretion of the DGS, at any time during the semester in which he or she is registered for the courses necessary to complete the 12-hour requirement.

With the advice and consent of the DGS, the student may designate the appropriate area for the examination and identify a graduate faculty member in the School best suited to conduct the examination. It is the student's responsibility to identify a faculty member who is willing to write and grade the written exam (as well as to participate in the final oral comprehensive exam, which will be organized by the student's home department). This should be done at least a semester before the student hopes to take the exam.

Students must notify the graduate coordinator of the comp exam area in which they wish to be examined and the desired timing of the exam in the beginning of the semester PRIOR to the initiation of exams. This means October 15 for a spring examination date, and March 15 for a fall examination date.

- C. Minor advisor: All students must have a minor advisor who is a member of the Sociology graduate faculty, who will approve the student's minor program of study. The minor advisor is usually a faculty member with whom the student has taken a course, and also the faculty member who administers the exam (although this is not required). Students should consult with the DGS about identifying a minor advisor.

## VI. Academic Advising, Progress, and Evaluation

### A. Academic Advising

1. Every student in our program must have a major advisor from the graduate faculty in the School of Sociology. The advisor will counsel students on important issues related to graduate training (and advise on the master's paper or dissertation thesis, when serving as chair). The advisor will also evaluate student progress annually (along with other faculty with whom the student has worked). The advisor will also review and approve documents requiring signature by the advisor of record, such as committee appointment forms and human subjects protocols.
2. Students must meet with their advisors at least once per semester, preferably during the first few weeks of the semester. The meeting may take place via phone or Skype/Zoom if necessary.

3. Incoming students will be assigned a temporary advisor by the DGS. Once an MA committee is formed, the committee chair will become the advisor by default. Likewise, the PhD committee chair is advisor by default. Students who have completed the MA but have not yet designated a PhD chair also need an advisor. The MA chair may continue on as the student's interim advisor, but this is not required.
4. The advisor relationship is voluntary for both students and faculty. Faculty may decline to serve as advisor for a particular student, and students should feel free to change advisors as their interests and needs evolve. Students who need assistance with identifying an advisor or who wish to change advisors should consult with the DGS.
5. The advisor is formally identified on the Plan of Study form in GradPath. After the student submits the change, both the DGS and the new advisor must approve the change. As a courtesy, students who elect to change advisors should inform the former advisor as to the change.

#### B. Satisfactory Academic Progress

1. Satisfactory academic progress is required to remain enrolled in our graduate program. Criteria are as follows:
  - a) Maintenance of a minimum 3.5 GPA in courses taken within the School of Sociology (in addition to the Graduate College minimum of an overall 3.0 GPA).
  - b) Meeting minimum registration requirements (see sections II and III).
  - c) Adherence to appropriate schedules (as outlined below), including completion of degree milestones as well as timely filing of related forms.
  - d) Submission of an annual self-evaluation report.
  - e) Meeting at least once per semester with major advisor.
2. Model schedule for satisfactory progress for students entering with a BA<sup>4</sup>

#### **Timing<sup>5</sup>      Milestone**

Year 1	MA Plan of Study filed with Graduate College; 3.5 minimum GPA achieved in first year
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Year 2	MA requirements completed (coursework and MA paper)
Year 3	Doctoral Plan of Study filed with Graduate College; written and oral comprehensive exams passed
Year 4	Dissertation proposal defended
Years 5-7	Dissertation completed and defended, all other requirements for degree completed

3. Deviation from the above schedule will not automatically trigger penalties. The GSC takes into consideration individual circumstances such as dual degrees or minors in other units, health and family concerns. We can only take such considerations into account if we know about them and if the student demonstrates diligence in addressing them. If progress through the program is slowed for any reason, the student should discuss the situation with both their advisor and the DGS, as well as explain problems and possible solutions in their annual self-evaluation. Slow progress coupled with a lack of contact with their advisor and the DGS greatly increases the risk of receiving an “unsatisfactory” evaluation. Ongoing issues that cannot be resolved within a semester may warrant a formal leave of absence.
4. Beyond the fourth year, satisfactory academic progress is a function mainly of progress on the dissertation, including professional development related to the dissertation (such as presentations, publications, grants). We expect the time needed to vary, depending on the student’s research design, intensity of primary data collection, success on the job market, etc. Ideally students should complete their dissertations within two years of defending their proposals. Advanced students expecting to need more time should include in their annual self-evaluation reports a justification for additional time, including a detailed account of their progress and timeline for completion.
5. The graduate college requires that the dissertation be completed within five years of passing the oral comprehensive exam—that is, within eight years of beginning our graduate program for most students in sociology, as our students usually complete comps during the third year. If more than five years elapse, the entire comprehensive exam process must be repeated to remain enrolled in order to complete the dissertation. This is burdensome for both the student and the faculty, so this situation should be avoided!

<sup>4</sup> Students who transfer 9 units of course credit may complete each milestone one semester sooner.

<sup>5</sup> Requirements in each year should be completed no later than the end of the spring semester. Students should not assume faculty will be available for summer defenses, although this is sometimes possible.

### C. Consequences of unsatisfactory academic progress

1. Determination of satisfactory progress is made by faculty members of the GSC through an annual evaluation process. Off-cycle notifications may also occur for various reasons, including if a student's GPA falls below the minimum requirements; if a student is not recommended for advancement to the doctoral program upon completion of the MA; if a student fails comprehensive examinations; or due to other major concerns.
2. If the student is not making satisfactory academic progress, the DGS will inform them in writing of the reasons and specify the consequences. If warranted, the student may be granted a period of academic probation with benchmarks for bringing their progress up to acceptable standards. If the student fails to meet the specified conditions of probation in a timely way, or if the GSC rules that academic probation is not warranted, they may lose funding and/or the school may recommend that the Graduate College disqualify them from the program.
3. Decisions regarding unsatisfactory progress and its consequences, including recommendations for discontinuation, are made by the faculty members of the GSC. The student and the student's advisor will be notified in writing of such decisions. The student may appeal such decisions in writing within four weeks of notification. The student should provide a written rationale for the appeal, along with supporting documentation, to the DGS, and copy the graduate coordinator. The GSC will review the student's case and notify the student as to its final decision within 15 working days of receipt of the request for appeal. If any member of the GSC is the student's advisor or otherwise works with the student in a role relevant to the recommendation (e.g. MA/dissertation/comp committee, supervisor for assistantship), they will be recused from evaluation of the appeal, and if necessary be substituted to ensure at least three faculty consider the appeal.

### D. Annual Evaluations

Annual evaluations are a requirement for continued enrollment in our graduate program. Annual evaluations serve the following purposes: (1) to facilitate the student's own self-evaluation; (2) to determine whether a student meets school criteria for satisfactory academic progress; (3) to establish a relative ranking of students. These rankings may be used for purposes of funding and for nominations for fellowships and awards.

Annual evaluations are a routine part of academic careers (faculty and staff are evaluated annually as well). We encourage students to take them seriously and to view them as an opportunity for reflection on their accomplishments and

goals.

The evaluation process is as follows:

1. In phase I, both faculty and graduate students are asked to identify with whom they have worked over the past two years in a range of capacities, including enrollment in courses, committee memberships, employment, and collaborations.
2. In phase II, students fill out a self-evaluation form, prepare a teaching self-evaluation (if acting as an instructor), and submit a CV. Faculty rate each student with whom they worked (based on: progress in the program, TA performance, and RA performance) on a scale of 1 to 10, compared to other students in the program with which they have had contact. They also indicate on a scale of 1 to 10 how well they feel they know the student. Faculty may also write comments explaining the basis for this evaluation.
3. The DGS reviews data on each student and prepares a report for faculty members of the graduate studies committee (student members of the committee do not participate in evaluations). The committee meets to discuss each student's academic progress in the program and to assess the student's professional development. The committee makes a recommendation as to whether the student is making satisfactory progress for continuation in the program, what should be communicated to the student to facilitate their continued progress and professional development, and what is the student's priority ranking for funding if beyond their guarantee (see Section VII).
4. Students will be informed in writing as to whether they are making satisfactory academic progress as defined in the previous section. If they are not, they will be informed as to the reasons and the required remedies for continuation in the program. Specific student ratings and relative rankings will remain confidential; however, students whose rankings are sufficiently low as to put them at elevated risk for not being funded will be notified and given suggestions for what they can do to improve.

#### E. Academic Progress and Professional Development

At a minimum, we expect that students will progress through the program requirements in a timely fashion. However, we hope the student will do more than the minimum to achieve their PhD. We also look for signs of professional development in the areas of research, teaching, and service. These include:

1. High quality theses (MA and PhD)

2. Efforts and success at publishing in peer-reviewed journals
3. Efforts and success at receiving fellowships and grants, especially those external to the UA
4. Presentations at academic conferences
5. Merit in teaching, as assessed by the teaching self-evaluation
6. Service to the department, discipline, and/or community

Expectations increase the longer the student is in our program. Professional development is especially important for advanced students to be considered for continued funding.

The above factors- especially research and teaching- matter for placement in tenure-track academic positions. The relative weight of research and teaching in hiring varies across institutions, but the vast majority of openings for tenure-track positions in sociology are at research-oriented institutions.

Our program's national ranking and stature within the UA are determined in large part by our placement of students in tenure-track positions. Therefore, we will evaluate students as to their potential at placement in such positions, particularly when determining funding priority for advanced students. However, many students will want non-academic employment or employment in teaching colleges. Research productivity and demonstrable research skills are more important for the former, and excellent teaching is more important for the latter. However, priority will be given to students who excel in research, teaching, and service.

## VII. Financial Support

The School of Sociology provides financial support for graduate students in the form of assistantships and fellowships. Students are also encouraged to apply for external fellowships to support their graduate education.

### A. Eligibility for Financial Support

1. Eligibility for financial support of any kind requires that a student be making satisfactory academic progress.
2. Graduate assistants must meet minimum registration requirements (depending on stage in program, see Sections II and III).

3. Other sources of funding such as fellowships (internal or external) may have additional eligibility requirements; it is the student's responsibility to verify said requirements and comply with them.

#### B. Graduate Research Assistantships (RAs)

Research assistantships are appointments to support faculty research, and are usually selected and funded by individual faculty who have obtained grants. Faculty may hire any student who is eligible for continuation in the graduate program. Hiring decisions are a mutual agreement of faculty and student to work on a specific project. Students should let faculty know if they are interested in an RA position, so that when funds become available they may be considered.

#### C. Graduate Teaching Assistantships

1. Teaching assistantships are appointments to either support faculty teaching (TAs) or to teach independent courses (instructors). When available funding does not suffice to support all students who request teaching assistantships, the following criteria are used in hiring decisions: (1) Outstanding commitments (so-called "guarantees"); (2) Student merit, based on ranking in annual evaluation process; (3) Instructional needs of the undergraduate program; (4) Years in program (more senior students have lower priority).
2. The school director, in consultation with the directors of graduate and undergraduate studies, appoints students to work as assistants or instructors for specific courses.
3. Students without an MA may only work as teaching assistants, not instructors. Students with an MA may work as assistants or instructors. Typically, students are not asked to teach their own courses until the fourth year. Students in the fourth year and beyond typically teach independently. However, if there are insufficient funds to support all such students, priority is given according to curricular needs and cohort year (4<sup>th</sup> before 5<sup>th</sup>, 5<sup>th</sup> before 6<sup>th</sup>, 6<sup>th</sup> before 7<sup>th</sup> and so forth.) Sometimes, however, third year students are called upon to teach independently, so all third year students should be prepared to teach independently if necessary. Similarly, given curricular needs, students in the 4<sup>th</sup> year and beyond sometimes are called upon to serve as TAs.
4. In assigning assistantships, effort is made to match TA assignments with student interests. However undergraduate program needs must come first. Graduate students are expected to attend the courses for which they serve as TAs; therefore, schedule constraints are the main factor determining TA

assignments for students who are still taking courses. Likewise, in assigning courses to graduate instructors, the directors balance student qualifications and preferences against undergraduate program needs. Course scheduling must prioritize core requirements and elective courses that are in high demand by our undergraduates. Teaching assignments must also be consistent with Graduate College policy (<https://grad.arizona.edu/funding/ga>)

#### D. Graduate Tuition Scholarship

Students whose tuition is not covered by an assistantship or other source may request a graduate tuition scholarship (or GTS). The school receives a limited amount of tuition scholarship funds from the College of Social and Behavioral Sciences. Such funds will be allocated based on need, progress in the program, and program ranking.

Students should inform the graduate coordinator if they would like to be considered for a waiver.

#### E. Guaranteed versus Elective Funding

Each student enters the program with a given number of years of “guaranteed” funding, usually in the form of assistantship and/or fellowship. Assistantships may take the form of teaching assistantships or research assistantships; both count toward the period of guarantee. Many students will not graduate within the time period of their guarantees. Students beyond their guarantees may apply each year for additional funding on assistantships, which will be funded on a competitive basis as resources allow.

#### F. External Fellowships and Banking of Guarantees

1. Students who receive prestigious external fellowships bring external resources and recognition to the School of Sociology. To incentivize students to apply for fellowships and reward successful applicants, the School of Sociology will add **one** year onto the student’s outstanding guarantee, and allow the outstanding guarantee to be banked while the student is on fellowship. When the student returns from fellowship, the guarantee “clock” will restart (and cannot extend beyond the seventh year). **For questions or clarification of this policy, please reach out to the DGS.**
2. Qualifying fellowships should be awarded to the student through a competitive process from a nationally or internationally recognized source external to the UA. If the qualifying fellowship does not cover tuition, the student should petition the School for a GTS waiver.

3. Examples of qualifying fellowships include NSF Graduate Research Fellowships, the Fulbright IIE or Fulbright Hayes Fellowships and Ford Foundation Fellowships. The DGS, in consultation with the GSC, will decide whether a particular fellowship beyond those mentioned in this paragraph, qualifies as a prestigious external fellowship.
4. External fellowships as defined here do not include grants that fund only the cost of research (e.g. NSF Dissertation Improvement Grants); internal fellowships awarded by UA; or research assistantships on faculty grants.

#### G. Interim Policy on Banking of Guarantees

1. Previously, graduate students had been allowed to reserve (“bank”) funding guarantees from their offer letters indefinitely when they had alternative employment, including research assistantships or employment outside the School of Sociology. This is no longer sustainable due to a dramatic increase in research assistantships. Extensive banking introduces unpredictability in the number of outstanding guarantees from year to year. Discontinuing banking will preserve our capacity to offer and honor guarantees to new students, as well as to ensure that a pool of funding remains available for meritorious students who are beyond their guarantees.
2. As of Fall 2014, graduate assistantships will no longer be “bankable,” and there will be no distinction between teaching and research assistantships with respect to guarantees. Guarantees cannot be banked for reason without prior written approval of the school director. Students may request exceptions to allow deferral of guarantees during leaves of absence for reasons such as maternity leave, family/medical issues, etc. Decisions will be made by the school director in consultation with the DGS, and will be based on the student’s prior progress in the program as well as the projected availability of funds.
3. Guarantees that were banked through Spring 2014 will be grandfathered in. That is, research assistantships held prior to Fall 2014 will not be counted toward assistantship guarantees, provided students are not beyond the seventh year in the program. Banking for any reason is not allowed beyond the seventh year.

### VIII. Student Conduct and Welfare

Students are expected to complete the program requirements for their degree in a timely manner and be responsive to the Director of Graduate Studies, their advisor, and the Graduate Coordinator when contacted about their program. Students very often are paid employees of the university, as teaching and/or research assistants. They are to follow the directions of their supervisor and/or the Director of the School with respect to their work duties. Students also receive grants and fellowships and are responsible for monitoring and meeting the requirements of their funders. Of course, students are bound by the University of Arizona code of ethics for students and

employees <https://catalog.arizona.edu/policy-type/student-conduct-and-rights>. Students should be familiar with these rules.

At times students may become overwhelmed by the demands put upon them which may affect their mental and/or physical health. In this case they should first go to their advisor and/or Director of Graduate Studies for help. They should also be aware of resources on campus that they could utilize (e.g., <http://grad.arizona.edu/new-and-current-students>). For mental health services, students should seek help from professionals on campus <http://www.arizona.edu/health-wellness-students>.

Students who believe that someone affiliated with the School of Sociology or the Graduate School has treated them unfairly, imposed unreasonable punishments with regards to program deadlines, or feel that faculty, staff, or other students are treating them in a hostile, demeaning, or disrespectful way are able to file a grievance against said party(ies). The School of Sociology does not have a formal grievance procedure, and, if appropriate, complaints should be taken to the Director of Graduate Studies and/or the School Director for resolution. The procedures for filing a formal grievance using the Graduate School's procedures can be found at <https://grad.arizona.edu/policies/academic-policies/grievance-policy>. Because of the sensitive nature of many grievances, the student should not hesitate to seek information from the Graduate School early on in the process bypassing School officials.

## IX. Typical Graduate Student Program in Sociology

<b>First Year</b>				<b>Second Year</b>			
Fall		Spring		Fall		Spring	
Soc 570a	(3)	Soc 570b	(3)	Soc 696D	(3)	Elective	(3)
Soc 500a	(3)	Soc 575	(3)	Elective	(3)	Elective	(3)
Soc 595a	(1)	Elective	(3)	Elective	(3)	Elective	(3)
Elective	(3)					Soc 596C	(1)
				<i>Master's Paper</i>		<i>Master's Paper</i>	
Hours	10		9		9		10
<b>Third Year</b>				<b>Fourth Year and Beyond</b>			
Fall		Spring		Fall and Spring			
Elective	(3)	Elective	(3)	Soc 920 (Dissertation), minimum 18 units			
Elective	(3)	Elective	(3)	Soc 696d (3) (fall semester course)			
Elective	(3)	Elective	(3)	Soc 595c (1) (spring semester course)			
Soc 595b	(1)			Additional electives (as desired)			
<i>Comprehensive Exam</i>		<i>Comprehensive Exam</i>					
Hours	10		9				

### Electives must include:

- 4 substantive seminars in sociology
- 1 advanced methods seminar in sociology
- 3 additional elective seminars in sociology

### Electives may include:

- maximum of 9 units of Soc 900 (research apprenticeship) or Soc 699 (independent study)
- maximum of 12 units of credit external to School of Sociology (can be any combination of transfer credits from other institutions and courses in other units at UA, including cross-listed courses based in another department).
- maximum of 3 units of 696d can be applied toward the minimum 57 units of coursework.

Total credits required for the PhD: 57 units of coursework, plus 18 Dissertation credits (Soc 920)

## Appendix

School of Sociology Graduate Faculty, 2021-22

Corey M. Abramson (Associate Professor, Sociology)  
Albert Bergesen (Professor, Sociology)  
Ronald Breiger (Regents Professor, Sociology)  
Jennifer Carlson (Associate Professor, Sociology)  
Jennifer Croissant (Associate Professor, Gender and Women's Studies)  
Jennifer Earl (Professor, Sociology)  
Joseph Galaskiewicz (Professor, Sociology)  
Erin Leahey (Professor, Sociology)  
Daniel E. Martínez (Associate Professor, Sociology)  
Daniel Menchik (Associate Professor, Sociology)  
Brian Mayer (Professor, Sociology)  
Louise Roth (Professor, Sociology)  
Jeff Sallaz (Professor, Sociology)  
Kathleen Schwartzman (Professor Emerita, Sociology)  
James Shockey (Associate Professor, Sociology)  
Jane Zavisca (Associate Professor, Associate Dean for Research and Graduate Studies, SBS)