

# SOCIOLOGY GRADUATE PROGRAM STUDENT HANDBOOK



The Ohio State University  
Academic Year 2009-10  
(Revised 8/09)

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## **Statement of Purpose**

This *Handbook* is intended to assist you in beginning and completing your graduate studies with us by providing information about department policies and procedures. Please also consult the *Graduate School Handbook* and the Department of Sociology's *Guidelines for Graduate Associates* for information about policies. The *Graduate School Handbook* is particularly useful for understanding university rules and regulations for graduate students. This document describes additional department rules and regulations. It does not restate all of the Graduate School requirements and does not substitute for a careful reading of that handbook. The Master Schedule of Classes published each quarter includes additional information and specific deadlines. If you have questions that are not answered in any of these documents, please talk with your faculty advisor, the Graduate Program Coordinator, or the Director of Graduate Studies. We encourage you to take the initiative to obtain the information you need and to plan a sound graduate program. I wish you the best of luck with your studies!

## **Zhenchao Qian**

Zhenchao Qian  
Professor and Director of Graduate Studies

## **Department Administrative Offices and Personnel**

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## **Graduate Faculty in the Department of Sociology**

**Paul Bellair.** Associate Professor. Ph.D., State University of New York-Albany, 1995. Crime in community context, race/ethnic differences in violence, life course criminology, hierarchical models. Current research examines the relationship between labor market conditions and parolee recidivism, measurement of and relationship between community organization and crime, and neighborhood effects on drug use and criminal behavior in the months preceding incarceration.

**Christopher R. Browning.** Associate Professor. Ph.D., University of Chicago, 1997. Crime and community, life course, and quantitative methods. Current research focuses on the causes and consequences of community social organization; the neighborhood context of crime, risk behavior, and health; the long-term effects of maltreatment during childhood; and multilevel statistical models.

**Claudia Buchmann.** Associate Professor. Ph.D., Indiana University, 1996. Comparative and international sociology, social stratification, education, race and ethnicity, and family dynamics. Prior research includes case studies of stratification and mobility in Africa, and cross-national and comparative studies of the impact of economic policies and institutional forces on educational outcomes and social well-being. Current research focuses on race, class, and gender inequalities in higher education in the United States; educational and labor market inequalities in South Africa; and the consequences of globalization and worldwide educational expansion for economic and social development.

**John B. Casterline.** Professor. Ph.D. University of Michigan, 1980. Social demography, quantitative methods. Current research: fertility theory and methods, demographic transition in low-income societies, demography of the Arab region, social networks and demographic processes, child development in low-income societies.

**Cynthia Colen.** Assistant Professor. Ph.D., University of Michigan, 2005. Social demography, health and mortality, stratification and mobility, race/ethnicity. Current research investigates linkages between racial and ethnic inequalities, status attainment processes, and health outcomes; rural/urban patterning of morbidity and mortality; and the role of kinship networks as sources of resiliency among marginalized populations. Most recent work focuses on Black/White disparities in mental health outcomes, such as suicide.

**Elizabeth C. Cooksey.** Associate Professor and Associate Director of the Institute for Population Research. Ph.D., Brown University, 1988. Social demography, life course transitions, and the development of youth and children. Her current research focuses on adolescent sexual and contraceptive behaviors, the effects of parents' lives on children, the religious beliefs and behaviors of youth, and demographic transitions among the Amish. She is also the Principal Investigator for the NLSY79 Young Adult Survey.

**Edward M. Crenshaw.** Associate Professor. Ph.D., University of North Carolina at Chapel Hill, 1990. Current research focuses on the social structural determinants of international terrorism and other forms of political violence, as well as the role of demography in international development. Ongoing research interests include globalization and westernization, demography, urban sociology, sociological theory, environmental sociology, and mass media (with special focus on the Internet). Recent publications investigate the differences between Leftist and Islamic terrorism, the social determinants of female infanticide, and how globalization influences

the adoption of Internet technology.

**Timothy J. Curry.** Associate Professor. Ph.D., University of Washington, 1971. Gender, sociology of sport, deviance, and mass communications. Current research focuses on sport and community, health and advertising.

**Douglas B. Downey.** Professor. Ph.D., Indiana University, 1992. Social Stratification, education, and family. Currently developing a new method for measuring school effectiveness that isolates school from non-school influences on learning. Also testing explanations for racial/ethnic differences in school performance, exploring the early determinants of inequality among young children, and assessing the consequences of family structure for children's well-being.

**Rachel E. Dwyer.** Assistant Professor. Ph.D., University of Wisconsin-Madison, 2003. Social inequality, urban sociology, work and occupations, economic sociology. Current research focuses on contemporary patterns of suburban development, the relationship between residential segregation and metropolitan growth, the spatial segregation of the affluent, and the quality and determinants of employment growth.

**Korie L. Edwards.** Assistant Professor. Ph.D., University of Illinois at Chicago, 2004. Race and ethnicity; sociology of religion; social stratification; and gender. Current research examines the cultural practices, social dynamics and organizational structures within interracial churches; culturally relevant methods in cross-cultural research in American religion; religio-cultural practices of African-American churches; gender in the African-American church; and the role of religion in the behaviors and attitudes of American youth.

**Reanne Frank.** Assistant Professor. Ph.D., University of Texas at Austin, 2002. Demography; immigration/migration, health and mortality, race/ethnicity. Current research focuses on the ways in which demographic outcomes are influenced by the migration process, with specific attention to the case of the U.S.-Mexico migration flow. Most recent work has focused on the role of changing immigrant settlement patterns and different social contexts in contributing to the health and health-risk behaviors of first, second, and later-generation immigrants in the U.S. More recently, her research has included an investigation of the reemergence of a biological conceptualization of race in research on race/ethnic disparities in health.

**Dana Haynie.** Professor. Ph.D., Pennsylvania State University, 1999. Criminology, etiology of adolescent delinquency, social networks, and developmental implications of adolescent offending. Current research incorporates the friendship networks of adolescents and the role of peer influence for delinquency, and an examination of developmental implications of exposure to violence.

**Randy Hodson.** Professor. Ph.D., Wisconsin, 1980. Currently involved in research on organizational mismanagement and informal workplace relations, including peer support, informal training, solidarity and bullying and harassment. Also involved in research on post-Communist economic and social transformations in Eastern Europe and China

**David Jacobs.** Professor. Ph.D., Vanderbilt University, 1975. Research interests include criminal justice outcomes such as the use of the death penalty and imprisonments, along with research in political sociology, and economic inequality. Current projects include a study of who survives on

death row, the determinants of state laws that help prosecutors obtain severe punishments for rape, the politics of union strength, and individual and political influences on differences in economic returns to education.

**J. Craig Jenkins.** Professor and Chair. Professor in Political Science. Ph.D., State University of New York at Stony Brook, 1975. Professor. Ph.D., State University of New York at Stony Brook, 1975. Specializes in political sociology and social movements. Current projects include comparative analyses of social movements and violence, dissent and repression in the Middle East, the international regulation of humanitarian crises, ethnic and nationality conflicts, high tech development in the U.S., and the development of the U.S. environmental movement.

**Chris Knoester.** Associate Professor. Ph.D., Pennsylvania State University, 2000. Research interests involve the study of families and gender. Investigates the relationships between young adults and their parents, men and families, and the causes and consequences of divorce. Current projects include explorations of the relationship between the well-being of parents and their young adult offspring, and the significance of fatherhood in the lives of men.

**Lauren J. Krivo.** Professor. Ph.D., University of Texas, 1984. Demography, racial and ethnic inequality, urban sociology. racial/ethnic inequality in crime and in housing. Her current research investigates neighborhood and city patterns of violent and property crime across diverse community settings, spatial patterns of neighborhood crime, and community perceptions of crime and safety in racially/ethnically distinct local areas.

**Linda Lobao.** Professor of Rural Sociology and Sociology. Ph.D., North Carolina State, 1986. Specializes in economic change, political sociology, rural sociology, and the sociology of agriculture. Current research focuses on spatial inequality, particularly how state and market processes create uneven development across regions and locales; and production-consumption issues related to food.

**Steven Lopez.** Associate Professor Ph.D., University of California at Berkeley, 2000. Sociology of work and the labor movement, political sociology, aging and health. Current research focuses on the dilemmas of contemporary service sector union organizing and on the organization of care work in nursing homes.

**Richard J. Lundman.** Professor. Ph.D., University of Minnesota at Minneapolis, 1973. Deviant behavior and criminology. Currently doing research on whether there are differences in driving behavior grounded in gender, race/ethnicity, and age, how gender, race/ethnicity, and age affect traffic ticket decisions by police, and starting research on "assortative murdering" and therefore how gender, race/ethnicity, and age affect who murders and who gets murdered.

**Andrew W. Martin.** Assistant Professor, Ph. D., The Pennsylvania State University, 2004. Social Movements, the Labor Movement, Organizations, Sociology of Work, Quantitative Methods. Current research projects includes the use of social movement theory to analyze union organizing efforts and strike activity; the increase of public-order disturbances across college campuses; the ways in which social movement actors construct frames to reach wider audiences.

**Elizabeth G. Menaghan.** Professor. Ph.D., University of Chicago, 1978. Work and family, social stress, and mental health. Current research on effects of parental employment on child outcomes; effects of work, marriage, and childrearing on psychological well-being; social

stressors and adolescent problem behavior.

**Katherine Meyer.** Professor and Associate Provost. Ph.D., University of North Carolina at Chapel Hill, 1974. Political sociology, social change, religion. Current projects include

democratization, dissent and repression in the Middle East with particular attention to Islam and gender; and religion and human development within societies and individuals.

**Pamela Paxton.** Professor. Ph.D., University of North Carolina at Chapel Hill, 1998. Pro-social behavior, political sociology, and methodology. Her current research projects include (1) exploring multilevel models of trust in individuals, (2) distinguishing form and content in social capital and (3) explaining women's political participation over time.

**Ruth D. Peterson.** Professor. Ph.D., University of Wisconsin, 1983. Director of Criminal Justice Research Center. Sociology of law, criminology, criminal justice, deviance. Present research activities include projects analyzing the linkages among racial residential segregation, social disadvantage and urban crime, the social context of judicial decisions, and the inter-relationships among executions, execution publicity, and homicide.

**Townsend Price-Spratlen.** Associate Professor, Ph.D., University of Washington, 1993. Urban sociology, historical and contemporary social demography. Currently studying historical African American community capacity, focusing on institutional development, collective identity, and migration outcomes. His current contemporary research analyzes how religious perceptions and practices inform health and wellness outcomes.

**Zhenchao Qian.** Professor. Ph.D., University of Pennsylvania, 1994. Family demography, race and ethnicity, and immigration. Current research examines the impact of individual and marriage market characteristics on how men and women pair with spouses or cohabiting partners based on race/ethnicity, nativity status, educational attainment, etc. Other research interests include racial identification among children born to interracial couples, integration patterns of immigrants in the U.S., and demographic and social changes in China.

**Vincent J. Roscigno.** Professor. Ph.D., North Carolina State University, 1996. Labor mobilization and work, political economy, race/ethnic stratification, sociology of education. Current research includes historical and contemporary labor mobilization using quantitative, qualitative, and historical methods, spatial and institutional processes relating to educational disadvantage, and race/gender inequality and discrimination in employment.

**Liana Sayer.** Associate Professor. Ph.D. University of Maryland, 2001. Research interests include gender inequality, relationship dynamics and outcomes, and the effects of changes in gender relations and family processes on individual- and family-level outcomes. Current research focuses on gender differences in the relationship between spousal resources and marital processes and outcomes; cross-national and historical variation in gendered patterns of time use; and gender and class differences in attitudes about fertility and marriage.

**Kammi Schmeer.** Assistant Professor. Ph.D., University of North Carolina at Chapel Hill, 2007. Social Inequalities; Health; Demography; Family; Life-Course. Research focuses on how social inequalities develop over the life course, with an emphasis on the role of health as both a

determinant and an outcome of individuals' socioeconomic status and household/family structures. She studies these issues primarily in developing country contexts, including the Philippines, Mexico, and Costa Rica. Currently researching how dynamic household contexts and resources during childhood affect individuals' health from birth through early adulthood. Her future research will consider individuals' health during childhood as an input into the development of household structure and SES differences later in the life course.

**Kazimierz M. Slomczynski.** Professor of Sociology and Political Science. Ph.D., University of Warsaw, 1971. He is also affiliated with the Institute of Philosophy and Sociology, Polish Academy of Sciences. His research interest includes comparative methods in sociology, social stratification and mobility, and the relationship of social structure and psychological functioning. He is a principal investigator of the Polish Panel Survey, conducted in 1988, 1993, 1998, and 2003, with a future wave in 2008.

**Kristi Williams.** Associate Professor. Ph.D., University of Texas at Austin, 2000. Sociology of health /illness, social epidemiology, family, stress, and mental health; Research examines the influence of family and other personal relationships on mental/physical health, with focus on gender and life course variations in these patterns. Recent projects include an examination of the influence of marital and cohabitation transitions on the health/well-being of single mothers and an NIA funded study of life course variation in the stress-buffering role of personal relationships.

## Emeritus Faculty in the Department of Sociology

**Angelo A. Alonzo.** Associate Professor Emeritus. Ph.D., University of California at Berkeley, 1973. Medical sociology, symbolic interaction, qualitative methods. Current research includes applying theories of symbolic interaction and self-regulation theory to explain care-seeking behavior among heart disease patients and regimen adherence behavior among HIV/AIDS patients.

**Ronald Corwin.** Professor Emeritus. Ph. D., University of Minnesota, 1960. Social organization, sociology of education, public policy. Recently completed a book *The School Choice Hoax: Fixing America's Schools*.

**William Form.** Professor Emeritus. Ph.D., University of Maryland, 1944. Comparative stratification and economic sociology. Current research includes religious factors in ethnic assimilation, the theoretical adequacy of social movement theory, and developing a new theory of land use change in community power problems.

**Richard Hamilton.** Professor Emeritus. Ph.D., Columbia University, 1963. Specializes in political sociology, historical sociology, social theory, and social stratification. Current areas of research interest include political and social change in the United States, Canada, Britain, France, and Germany. Currently, with a half-dozen historians, producing a volume entitled *The Pathology of War Plans: 1914*.

**Gisela J. Hinkle.** Associate Professor Emeritus. Ph.D., University of Wisconsin, 1951. Current sociological and social theory, qualitative methodology, symbolic interactionism, and ethnomethodology. Currently studying women's lives and the women's movement in East Germany, and the contextual bases of the idealist tradition in sociological theory, especially Max Weber.

**Sharon K. Houseknecht** Associate Professor Emeritus. Ph.D., Pennsylvania State University, 1977. Family, comparative sociology, social change. Current research focuses on the effects of primary ties and community embeddedness on adolescents' well-being; the impact of marital conflict and disruption on children's health; dynamics of support and opposition to family-related legislation; the influence of religious market diversity, religious homogeneity, and religious culture on motherhood orientation viewed cross societally.

**Joan Huber.** Professor Emeritus. Ph.D., Michigan State University, 1967. Studies the effects of biological and ecological factors on gender stratification over time.

**Robert Jiobu.** Associate Professor Emeritus. Ph.D., University of Southern California, 1969. Statistical methods and ethnic relations. Current research is on Asian Americans.

**Robert L. Kaufman.** Professor. Ph.D., University of Wisconsin, 1981. Quantitative methodology, social stratification. Continuing interest in the application and interpretation of logistic, pooled crosssectional, multilevel, and error structure models. Current research centers on the socio-demographic and structural causes of race-gender group labor market inequality. Recent collaborative research includes studies of race-ethnic inequality in wealth and home equity, of race-sex disparities in traffic stops and concomitant interactions with police, and of media representations of the criminal involvement of race-ethnic groups as either victims or

offenders.

**Frank L. Mott.** Adjunct Professor of Sociology and Senior Research Scientist at the Center for Human Resource Research. Ph.D., Brown University, 1972. Social demographer. Particular research interests include effects of family structure on child development and adolescent sexuality and childbearing. Current research focuses on substantive and methodological issues relating to a father's absence from the home, precursors to early adolescent non-normative behaviors, and demographic/sociological issues related to the American Jewish population.

**Krishnan Namboodiri.** Professor Emeritus. Ph.D., University of Michigan, 1963. Specialist in demography and statistics. Current research focuses on theories of population change, particularly fertility transition, and methods for "small" area analysis.

**Laurel Richardson.** Professor Emeritus. Ph.D., University of Colorado, 1963. Sociology of gender, qualitative methodology, sociology of knowledge, sociology of everyday life, theory. Currently analyzing the transformation of ethnographic and biographical materials into sociological texts and examining the interplay of feminist, sociological, and postmodernist theories.

**Kent P. Schwirian.** Professor Emeritus of Sociology and Department of Family Medicine. Ph.D., University of Iowa, 1962. Cities and Urban Systems, Human Ecology and Environmental Sociology, and Health and Illness in the City. Currently studying urban redevelopment and neighborhood distress, homelessness and illness in the inner city, health care delivery in the inner city, and the adaptation of new refugee groups to the city.

## Master's Level

The purpose of the M.A. level is to train students in a range of methods and theories used in the discipline of sociology and to enable them to conduct research. The Department offers only the thesis option (Option A in the Graduate School literature). To earn an M.A. degree, the candidate must successfully complete the following departmental requirements and also meet all Graduate School requirements.

**NOTE:** At various places in the description of the M.A. and Ph.D. levels, forms that must be completed and turned in are described. All such forms are available on the department computer network as Word documents. These files are all stored in the following shared access directory s:\GRADDOCS.

**Advisors for Students in the Graduate Program.** The Director of Graduate Studies (DGS) will assign temporary advisors to new graduate students prior to their arrival on campus. Whenever possible, the DGS will take the student's interests and preferences into account when assigning temporary advisors. The DGS will help new students select courses. *All new students are encouraged to choose regular advisors as soon as possible, but definitely by the end of the spring quarter in their first year of graduate study.* To declare an advisor or to change their advisor, students should obtain a form from the computer network (file name: s:\GRADDOCS\Change Advisor) and submit it to the DGS for approval.

**Background Courses.** Appendix A summarizes admissions requirements. Our graduate courses generally assume undergraduate background in sociological theory, research methods, and statistics. The advisor may suggest or require that entering students take additional undergraduate background courses to enhance their preparation if these courses or their equivalents are lacking in the student's undergraduate training. Background courses do not count toward the 10 required graduate courses.

**Graduate Course Requirements.** All entering students are required to take Sociology 800 (the Proseminar) and to attend seminars and symposia organized by the department during their first year of enrollment. In addition to the proseminars, students must complete a minimum of 10 graduate courses in Sociology. These may not include Sociology 693 (Individual Studies) or Sociology 998 (Thesis). One course from outside the department can be counted for the M.A. program by following the procedures outlined below on page 13.

Students entering at the MA level who would like to transfer course credits from courses they took at another university while they were a graduate student should follow the same procedures outlined above. We will accept only transfer credits for courses that the graduate director, in consultation with knowledgeable faculty, deems comparable to the courses we require.

Students are not permitted to petition for transfer credits for courses they took as undergraduates, even if the courses were graduate level courses. This is a graduate school rule.

**Core course requirements** include six basic graduate courses in theory, quantitative methods, qualitative methods, and research design. Students are strongly encouraged to complete at least three of these during their first year, especially the theory and methodology courses, and complete the remaining core classes during their second year. The course in advanced data analysis (710 or 708) should be taken in the winter or spring of the second year in conjunction

with thesis hours. This course requirement can be waived (and replaced with an additional elective) if students successfully defend their theses prior to the course offering. The required courses are:

1 theory course	782	Earlier Developments in Sociological Theory <i>or</i>
4 courses in methods and statistics	784	Later Developments in Sociological Theory
	648	Introduction to Quantitative Research
	649	Principles of Multiple Regression (SOC 648 or equivalent is a prerequisite)
	704	Qualitative Methods in Sociology
1 course in advanced research	651	Approaches to Sociological Inquiry (SOC 649 is a prerequisite)
	710	Design and Analysis of Quantitative Sociological Analysis <b>OR</b>
	708	Problems in Qualitative Analysis (SOC 704 is a prerequisite)

**Note: Course requirements cannot be met through Individual Studies (Sociology 693). Courses specifically required for the M.A. degree may not be used to fulfill Ph.D. requirements. Keep in mind that 600 level courses only count for graduate credit if they are taught by faculty or an instructor with a Ph.D. (and even then, in most cases, we advise students to take 700 level or higher courses in their graduate program).**

Students must also complete four elective courses; any graduate level sociology course (not 693 or 998 credits) meets these requirements. **We strongly recommend that students take Teaching Sociology (802) during Spring Quarter of their second year.** This course will enable students to be assigned to teach their own course once they have earned their Master's Degree. Failure to take 802 prior to completion of the M.A. may put a student's Ph.D. funding in jeopardy. This course, however, does not count as one of the four electives.

**Courses Outside the Sociology Department.** One graduate level course (level 600 and above) outside the Sociology Department may be substituted for an elective as part of the M.A. course work. To include such a course as part of your M.A. course work, follow these procedures:

1. The student submits to their advisor a department approval form for the course (file name: *s:\GRADDOCS\Course Outside*). A recent or proposed course syllabus must be attached to this form.
2. The advisor must ascertain that the requested course does not substantially duplicate the content of courses regularly offered in the department before giving approval. Advisors are strongly encouraged to consult with relevant colleagues in making this determination.
3. If the advisor agrees that the course does not overlap with department offerings and that it fits with the student's intellectual objectives, the advisor provides written endorsement of the non-departmental course substitution on the departmental approval form
4. The student should submit the completed approval form to the Graduate Program Coordinator. This form along with the course syllabus will be placed in the student's file. Thus, to ensure that the course taken outside of the department will count toward your

M.A. course requirements in sociology, you should have the non-departmental course approved by your advisor BEFORE you take them.

**Thesis requirement.**

Students admitted at the M.A. level must complete an acceptable Master's thesis (see guidelines, p. 15) and successfully pass a one-hour oral examination no later than the beginning of their third year in the program (For example, students admitted at the M.A. level in autumn 2009 must successfully complete their thesis no later than the beginning of autumn 2011).

The one-hour oral examination evaluates the thesis and the student's competence in the discipline. The examination committee consists of three graduate faculty: 1) the student's advisor who chairs the committee and the examination; 2) two members selected by the student in consultation with the advisor. The composition of the examination committee must be approved by the Director of Graduate Studies. Thesis examinations are open to other faculty and graduate students in the department; the thesis advisor should announce the thesis defense ahead of time. Only the examination committee are to be present for discussion of the student's performance and decision about the outcome.

**Thesis Evaluation.** The examination committee can:

- a) Pass the student whose performance is satisfactory.
- b) Impose conditions to be met before the student can earn a master's degree. Conditions may include revisions of the thesis, taking one or more written examinations, successful completion of specific course(s), or writing a paper on a specific topic.
- c) Fail the student whose performance is unsatisfactory. The examination committee must also reach a decision as to whether or not the student is to be permitted to take a second master's examination.

**Maintaining good standing at the Master's Level.** The Graduate School requires all graduate students to remain in good academic standing and to make reasonable progress toward completing their degree requirements. The department rules regarding these requirements for Master's level students are:

**GPA requirements.** Students must maintain a minimum **GPA of 3.2**. To earn a master's degree, students must have a cumulative GPA of 3.2 or higher and no more than two graduate courses in which grades received are C+ or lower.

Students receive a departmental warning if their GPA falls below 3.2 during their first 30 hours of graduate credit. They must raise the GPA to the minimum or better before completing 30 hours of graduate credit in their program or be placed on departmental probation.

Students may be placed on departmental probation for several reasons:

1. GPA falls below the 3.2 minimum after their first 30 hours of graduate credit. They will be given one quarter to raise the GPA to the minimum or better. Failure to meet this requirement will result in dismissal from the program.
2. Student record includes two grades of C+ or lower. A third grade of C+ or lower will result

in dismissal from the program.

3. Student receives a U grade in Sociology 693 ( Individual Studies) or 998 (Thesis). To get off probation the student must satisfy the terms of a contractual agreement between the student and the faculty member for a specified amount of work. The Director of Graduate Studies must approve the contract. If a student receives a second U grade, the student may be dismissed from the program.

4. Students and their advisors will receive written notice of departmental warning or probation as soon as a problem appears on the quarterly report of grades.

*Note that this handbook is a set of departmental policies and procedures that must enumerate grade requirements for graduate students in the program. Developing the ability (largely through apprenticeships with faculty) to conduct research and report research findings in publishable papers is critical. While grades represent a minimal standard of progress, they are not the best indicator of success in graduate school. Although publication is by no means the only criterion of progress, students with reasonable grades who publish in well-respected sociology journals will be more successful at the start of their academic careers than students with exemplary grades who do not publish. Academic employers rarely ask candidate to supply transcripts, but they examine publication records closely.*

**Reasonable progress.** Students should complete all the requirements for their M.A. degree no later than the beginning of their third year. Failure to maintain normal progress may be grounds for not being admitted to the Ph.D. level.

**Credit hour registration.** Master's level students holding any type of Graduate Associate appointment are required to register for at least 10 graduate credit hours per quarter, excluding Sociology 800. MA level fellows and trainees are required to register for 15 graduate credit hours per quarter. Students are expected to take at least two program courses per quarter before they complete their course work. **A student must register for at least 3 graduate credit hours during the quarter in which graduation is expected, however** those on GA or fellowship appointments must maintain normal required enrollment. Consult section II.5 of the *Graduate School Handbook* for additional information regarding registration, scheduling, and changes in schedules.

## Department Guidelines for the Master's Thesis

Graduating Ph.D. students in sociology face a very competitive job market in which demonstrated potential for research productivity is highly emphasized. For many departments, the best evidence of such potential is an established record of paper presentations at regional and national meetings and, more importantly, articles published in nationally recognized sociological journals.

Typically, a student's first good opportunity to establish such a record comes with the writing of the master's thesis. In order to facilitate the conversion of the master's thesis into a paper for a meeting and then a paper of publishable quality, the Graduate Studies Committee has developed the following guidelines for master's theses:

1. The thesis should not exceed 50 pages including title page, text, footnotes, tables, figures, and references. This is a maximum length; certainly, theses of acceptable quality may be shorter than 50 pages.
2. There are no restrictions on the content or methods used in theses other than meeting ordinary standards of the discipline as interpreted by the student's committee. Theses may have an empirical (quantitative or qualitative) focus or may be entirely theoretical or methodological in their content.
3. The thesis must conform to the stylistic requirements of the Graduate School as given in Part III of the Graduate School Handbook--*Guidelines for Preparing Theses, Dissertations, and D.M.A. Documents*. Within the Graduate School constraints, however, the format of the thesis should approximate the format of standard journal articles in the field. For instance, we discourage a multiple chapter format and encourage instead a journal style format. References and tables should conform to the style requirements of the *American Sociological Review*. To assist you, the Sociology Research Laboratory (SRL) has prepared a skeleton document that conforms to these requirements; please ask a labster in the SRL for assistance.
4. In most cases, extensive literature reviews are not advised. One exception to this might be theoretical theses in which such reviews are integral to the nature of the work. Faculty are encouraged to use the oral examination as a forum for probing theoretical and analytical details that are not explicitly contained in the text of the thesis.
5. We stress that one criterion for evaluation of the master's thesis is that it demonstrates potential publishable quality. We recognize that some acceptable theses may not be of publishable quality when they are submitted. But the thesis committee should use as its standard the potential for publication if recommended revisions are undertaken.

## Flow Chart for M.A Thesis Completion

<b>Activity</b>	<b>Deadline</b>
Select thesis advisor and two other thesis committee members in consultation with advisor	At least 3 quarters before graduation
Prepare thesis proposal and obtain committee approval for thesis proposal	No later than the middle of the quarter before graduation
Obtain Application to Graduate from the Graduate School web site and submit to Graduate School (requires signature of advisor and Director of Graduate Studies	By the 2nd Friday of the quarter of graduation
Submit preliminary draft to members of committee, other than advisor, for comments	By the 3rd week of the quarter of graduation
Schedule time and place for Oral Exam	By the middle of the quarter of graduation
Prepare final draft and distribute to committee.	One week before Oral Exam
Take Oral Exam and report results to the Graduate Program Coordinator and Graduate School	Check with Graduate School for the official deadline
Complete and submit paperwork for PhD Pre-candidate status (including reference letters from MA committee members) to the Graduate Program Coordinator	No later than Friday of the 9th week of the quarter of graduation
Submit final version of approved thesis to Graduate School	Check with Graduate School for the official deadline
MA is awarded	Commencement

## The Doctoral Level

To obtain a Ph.D. degree, the candidate must successfully complete the following departmental requirements and also meet all Graduate School requirements. This document discusses admission and course work requirements, then completion of the general examination, and finally completion of the doctoral dissertation.

**Admission.** Appendix A summarizes departmental requirements for admission to our program. Students who receive the M.A. from this department and wish to continue toward the doctorate are reminded that they must apply for admission to the program by submitting all required materials to the Chair of the Graduate Admissions Committee by the last day of the ninth week of the quarter before the quarter in which they plan to begin doctoral work. (file name: *s:\GRADDOCS\PHD Program App*). Students should be aware that applications for continuation to Ph.D. Pre-Candidate status from M.A. status are carefully evaluated and admission is not guaranteed.

**Ph.D. Advisor.** All doctoral students are encouraged to choose regular advisors by the end of their first quarter of doctoral study. Students should obtain a form from the computer network (file name: *s:\GRADDOCS\Change advisor*) or the Graduate Program Coordinator if they wish to change their advisor. A change of advisor must receive approval from the Director of Graduate Studies. Note that only an Associate Professor or a Professor (not an Assistant Professor) may serve as an advisor for a Ph.D. student.

**Background Courses.** Doctoral courses assume that students have had prior graduate background equivalent to our core Master's course requirements. The advisor or the Graduate Studies Committee may require background courses if these courses or their equivalents are lacking in previous training, or if evidence suggests the student is not fully prepared for Ph.D. course work. These may include any of the core courses required as part of the department's Master's course work. No more than 10 credit hours of background courses may be counted toward the Ph.D.

**Proseminar Requirements.** Ph.D. level students who have never taken Sociology 800 (the Proseminar) must enroll in this course during the first two quarters of the Ph.D. program. All new entrants to the Ph.D. level (whether they received a masters degree from Ohio State or from another university) must take Sociology 801 offered in Spring Quarter of their first year at the Ph.D. level.

**Doctoral Course Requirements.** Beyond the 10 courses required for the M.A., students at the Ph.D. level are required to complete a minimum of 6 additional courses. These must include:

1 theory course	<b>705</b>	Construction and Verification of Theory
	<b>709</b>	Historical Sociology
	<b>747</b>	Theories of Social Change
	<b>792</b>	Structural Sociology
	<b>770</b>	Individual in Society
	<b>880</b>	Contemporary Theory; Theories of Social Action

2 courses in advanced statistics <b>AND</b>	<b>703</b>	Advanced Single Equation Techniques
	<b>707</b>	Multi-Equation Quantitative Models <b>OR</b>
	851	Hierarchical Linear Models <b>OR</b>
	852	Event History Analysis of Social Data

**Note: Course requirements cannot be met through Individual Studies (Sociology 693). Courses specifically required for the M.A. degree may not be used to fulfill Ph.D. requirements. Keep in mind that 600 level courses only count for graduate credit if they are taught by faculty or an instructor with a Ph.D. (and even then, in most cases, we advise students to take 700 level or higher courses in their graduate program).**

**Courses outside the Sociology Department.** Up to two graduate level courses (level 600 and above) outside the Sociology Department may be substituted for elective courses required in the Ph.D. course work. To include such courses as part of your Ph.D. course work, follow these procedures:

1. The student submits to their advisor a department approval form for each course. A recent or proposed course syllabus must be attached to this form (file name: *s:\GRADDOCS\Course outside*).
2. The advisor must ascertain that each requested course does not substantially duplicate the content of courses regularly offered in the department before giving approval. Advisors are strongly encouraged to consult with relevant colleagues in making this determination.
3. If the advisor agrees that the course does not overlap with department offerings and that it fits with the student's plan of study, the advisor provides written endorsement of the non-departmental course substitution on the departmental approval form.
4. The student should submit the completed approval form to the Graduate Program Coordinator. This form along with the course syllabus will be placed in the student's file. They are required for final approval to be given to a student's Ph.D. plan of study. Thus, to ensure that courses taken outside of the department will count toward your Ph.D. requirements in sociology, you should have all non-departmental courses (up to two) approved by your advisor **BEFORE** you take them.

**Transfer of credit to the Doctoral Level.** Students completing their M.A. in this department are permitted to apply any "excess" course work taken during the master's program towards the Ph.D. requirements with their advisor's approval. "Excess" course work refers to any courses/hours not specifically required for the master's degree; (i.e., any course work beyond the five required courses, the five elective courses, the proseminar, and thesis hours). To accomplish this transfer, students must complete a Graduate School form called "Status beyond MA" and list those courses individually (for help with this, please see the Graduate Program Coordinator). This must be done within one quarter after entry into the Ph.D. level. This is a Graduate School limit. It must be signed by the student's advisor, the Director of Graduate Studies, and then turned in to the Graduate School.

Students entering at the Ph.D. level with a Master's degree from another university must petition

to have their MA credits transferred to OSU within their first quarter at OSU. In order to transfer their credits, students must give the graduate director a copy of their official transcript from their

MA program and copies of syllabi for courses they want to transfer. The graduate director, in consultation with knowledgeable faculty, will review the course materials and grades in order to determine whether the student will need to make up any courses that are required in our program.

**Maintaining good standing at the Doctoral Level.** The Graduate School requires all graduate students to remain in good academic standing and to make reasonable progress toward completing degree requirements. See the *Graduate School Handbook*, section II.6, for further information. Department rules regarding these requirements for Ph.D. program students are:

**GPA requirements.** Students must maintain a minimum GPA of 3.3 in department courses taken after admission to the Ph.D. program. Students receive a warning if the GPA falls below 3.3 during their first 20 hours of doctoral work. They must raise the GPA to the minimum before completing 30 hours of doctoral credit in their program or be placed on departmental probation.

Students may be placed on departmental probation for several reasons:

1. GPA falls below the 3.3 minimum after their first 20 hours of doctoral work. Students will be given one quarter to raise the GPA to the minimum. Failure to meet this requirement will result in dismissal from the program.
2. Student record includes two grades of C+ or lower. A third grade of C+ or lower will result in dismissal from the program.
3. Student receives a U grade in Sociology 693 (Individual Studies) or 999 (Dissertation). To get off probation the student must satisfy the terms of a contractual agreement between the student and the faculty member for a specified amount of work. The Director of Graduate Studies must approve the contract. If a student receives a second U grade, the student may be dismissed from the program.

Students and their advisors will receive written notice of departmental probation as soon as possible after a problem appears on the quarterly report of grades.

**Plan of Study.** Students are required to prepare and submit to the Director of Graduate Studies a Plan of Study (POS) by the end of the **spring** quarter of enrollment following admission to the program (file name: *s:\GRADDOCS\Phd POS*). The student prepares the POS in consultation with their advisor. The Graduate Studies Committee advises students to plan their course work with the Candidacy Examination and research interests in mind. The POS is placed in the student's file. Modifications in the POS must receive written approval from the advisor.

**Reasonable progress.** Students are expected to complete all the requirements for the Ph.D. degree in a timely manner (see also Appendix B Criteria for Evaluations). Students initially admitted to the MA level are expected to complete their candidacy exams by the spring quarter of their fourth year after MA admission and successfully defend their dissertation by the spring quarter of their sixth year after MA admission.<sup>1</sup> Students admitted directly to the PhD level are expected to complete their candidacy exams by the spring quarter of their second year after

admission and successfully defend their dissertation by the spring quarter of their fourth year after admission.<sup>1</sup>

**Minors.** The department does not require a minor. However, it is possible for students to gain competence in a foreign language, statistics, computer science, philosophy of science, a social science discipline, and/or a related professional field by taking appropriate courses in other departments. These courses may be used for elective departmental requirements only as specified above.

**The Graduate School's residency requirement.** Graduate School rules specify that doctoral students must meet doctoral residency requirements. These requirements can only be met after the first 45 hours of graduate study, usually the M.A. degree, have been completed here or transferred from another university; they must be met before students may take the candidacy examination. They require that students pursue a concentrated period of study, which consists of enrolling for at least 10 graduate credit hours per quarter during three out of four consecutive quarters and completing a minimum of an additional 45 graduate credit hours. Consult Section II.6 of the Graduate School Handbook.

### **Credit Hour Registration**

**Graduate Associates who are at the MA or PhD Pre-Candidate level** are required to register for at least **10 graduate credit hours** per quarter (except for Summer Quarter), excluding Sociology 800 or 801.

**Graduate Associates who are at the PhD Candidate level** are required to register for **3 graduate credit hours** per quarter (except for Summer Quarter). These hours are normally dissertation hours.

**Fellows and trainees** at the MA or PhD Pre-Candidate level are required to register for 15 graduate credits per quarter (including Summer Quarter). Fellows and trainees at the PhD Candidate level are required to register for 3 graduate credit hours (including Summer Quarter).

**Presidential Fellows** at the MA or PhD Pre-Candidate level are required to register for 15 graduate credits per quarter (including Summer Quarter). Presidential Fellows at the PhD Candidate level are required to register for 3 graduate credit hours per quarter (including Summer Quarter).

A student must take at least two program courses per quarter before they complete their coursework. A student must register for at least **3 graduate credit hours** for each quarter in which any part (written or oral) of the **candidacy examination is taken**. Consult section II.2 of the Graduate School Handbook for additional information regarding registration, scheduling, and changes in schedules.

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1. The deadline may be extended by the Graduate Studies Committee in consultation with the student's advisor, when necessitated by the requirements of the student's research project.

## The Candidacy Examination

To be admitted to Ph.D. candidacy, the student must pass the candidacy examination. The student is eligible to take this examination after successfully completing the required doctoral courses and the Graduate School residence and credit hours requirements. The exam consists of a written and an oral portion. Both portions must be completed within one quarter. The examination committee will evaluate the written and oral portions of the exam together; satisfactory performance in the written portion does not guarantee passing the examination. Students are urged to take the candidacy examination as early in their program as possible and no later than the spring quarter of the fourth year for students first admitted to the MA level and the second year for students directly admitted to the PhD level. A two day written exam is scheduled twice in the autumn quarter (around week 2 and week 7), once in the winter quarter (around week 5), and twice in the spring quarter (around week 2 and week 7). The oral exam must be completed within one month of the written exam.

All students who intend to take the candidacy examination should consult the Graduate School Handbook, section II.6.9, review the departmental guidelines and summary of deadlines contained in this document, review the department summary of procedures for the candidacy exam (s:\GRADDOCS\CandExam Procedures), and contact the Graduate Program Coordinator.

**Notification of intent.** Students should submit a departmental application to take the candidacy examination with the Director of Graduate Studies **at least 4 weeks before** they plan to take the written exam. This form indicates the exam area, and the dates of the written and oral portions of the exam. This form must be signed by all members of the candidacy examination committee. The form is available on the computer network (s:\GRADDOCS\CandExamApp). **Before you submit the application to the Director of Graduate Studies, you must have a course check list completed by the Graduate Program Coordinator.** In arranging dates, students should allow a minimum of 8-10 calendar days between the written portion and the oral portion so that examiners may have a full week to review the exam. The Director of Graduate Studies reviews and approves the departmental application for the candidacy exam. You are responsible for securing a room for the oral exam.

Students must file the Notification of Candidacy Examination form with the Graduate School before they begin the written exam and at least two weeks prior to the date of the oral examination. This form can be obtained at the Graduate School.

**Enrollment requirement.** The applicant must be enrolled for a minimum of 3 graduate credit hours during each quarter that any portion of the general examination is taken. Those on GA appointments must maintain normal required enrollment.

**Committee composition.** The candidacy examination committee consists of four members: the advisor, two faculty members selected by the student in consultation with the advisor, and one faculty member outside of the student's area, randomly assigned by the DGS and the student.

**Exam preparation.** Students use different strategies in preparing for candidacy exams on their own and in consultation with committee members. To assist with this preparation students may examine questions from previous candidacy exams given in the department. Questions from prior examinations are kept on file in the department. You may obtain copies of these from the

Graduate Program Coordinator.

**The examination.** The intention of candidacy exams is to familiarize students with the literature in two broadly-defined subfields in sociology. For this reason, the exam will cover the literature in TWO of the 13 areas broadly-construed. Students select their two areas of specialization, in consultation with their advisor.

Faculty with expertise in exam specializations:

1. **Crime, Deviance, & Social Control:** Paul Bellair, Chris Browning, Dana Haynie, Dave Jacobs, Laurie Krivo, Richard Lundman, Ruth Peterson
2. **Community & Urban:** Chris Browning, Ed Crenshaw, Rachel Dwyer, Laurie Krivo, Townsend Price-Spratlen
3. **Comparative & Historical:** Claudia Buchmann, Ed Crenshaw, Randy Hodson, Craig Jenkins, Steve Lopez, Andrew Martin, Katherine Meyer, Vinnie Roscigno, Kazimierz Slomczynski
4. **Family:** John Casterline, Elizabeth Cooksey, Doug Downey, Chris Knoester, Elizabeth Menaghan, Liana Sayer, Kammi Schmeer, Zhenchao Qian, Kristi Williams
5. **Gender, Race, & Class:** Claudia Buchmann, Ed Crenshaw, Tim Curry, Doug Downey, Rachel Dwyer, Korie Edwards, Dana Haynie, Randy Hodson, Dave Jacobs, Craig Jenkins, Laurie Krivo, Steve Lopez, Richard Lundman, Katherine Meyer, Pam Paxton, Zhenchao Qian, Vinnie Roscigno, Liana Sayer, Kazimierz Slomczynski
6. **Health & Medical:** Chris Browning, Cynthia Colen, Tim Curry, Reanne Frank, Steve Lopez, Elizabeth Menaghan, Kammi Schmeer, Kristi Williams
7. **Methodology:** John Casterline, Tim Curry, Steve Lopez, Andrew Martin, Katherine Meyer, Pam Paxton, Townsend Price-Spratlen, Zhenchao Qian, Kazimierz Slomczynski
8. **Political:** John Casterline, Ed Crenshaw, Randy Hodson, Dave Jacobs, Craig Jenkins, Steve Lopez, Andrew Martin, Katherine Meyer, Pam Paxton, Townsend Price-Spratlen, Vinnie Roscigno, Kazimierz Slomczynski
9. **Population:** Cynthia Colen, Elizabeth Cooksey, Ed Crenshaw, Reanne Frank, Laurie Krivo, Elizabeth Menaghan, Zhenchao Qian, Liana Sayer, Kammi Schmeer.
10. **Social Movements:** Randy Hodson, Craig Jenkins, Steve Lopez, Andrew Martin, Katherine Meyer, Vinnie Roscigno
11. **Theory:** Ed Crenshaw, Dave Jacobs, Steve Lopez, Vinnie Roscigno
12. **Work, Economy, & Organizations:** Rachel Dwyer, Randy Hodson, Dave Jacobs, Steve Lopez, Andrew Martin, Katherine Meyer, Vinnie Roscigno
13. **Individual specialization**

**Individualized specialization.** The content of the individualized specialization is to be determined by the student in consultation with the advisor. Students who opt to test in the individualized specialization must also test in one other area (i.e., the individualized specialization can only be used as one of the test areas).

**Content of the written exam.** The content of the exams will reflect reading lists created by the student in consultation with the advisor and with the approval of the student's examination committee.

**Format of the written exam.** The written examination takes eight hours. It is taken across two

consecutive days within one week, four hours per day, testing in one area on each day. Take-home exams are not permitted. Students are required to take the written portion of the exam in the designated exam room. The department supplies the computer and flash drive. The

Graduate Program Coordinator will collect the exam questions from the advisor, reserve the room for the written portion, notify the lab to set up the computer, provide a flash drive to the student, and supervise the exam. Students should remember to save their work frequently during the exam and back up the file on the flash drive on a regular basis throughout the exam period to prevent the loss of work.

**Time period between the written and oral examinations.** The oral portion must be completed between one week and one month after the written portion. The following procedures occur between the written and oral exams:

1. The exam will be scheduled for four hours and 45 minutes each day. This includes time to write (4 hours), to edit (30 minutes) and for breaks (15 minutes). At the end of each day, the student will turn in the flash drive with their answers.
2. At the end of the second day, the student distributes copies of the answers to all members of the committee.
3. No evaluative feedback on answers should take place between the student and any committee members (or other faculty) between the time of the written and the oral examination. Students must not request examiners' assessments of the written exam prior to the oral.
4. The student should use this time to continue the basic learning process that comprises the entire preparation for the candidacy examination. This includes reflecting on what was said and not said in written answers, and considering things that were not answered (and not asked).

**The oral exam.** At least a week and no later a month after the completion of the written portion of the examination, there will be a two-hour oral examination conducted by the four-member examination committee.

## Flowchart for Candidacy Exam Completion

<b>Activity</b>	<b>Deadline</b>
Select advisory committee and prepare Plan of Study (POS). Submit POS to Director of Graduate Studies	By first spring quarter of enrollment at the Ph.D. level
Complete course requirements as outlined in POS	No later than the quarter before the exam
<p><b>Register for at least 3 graduate credit hours during the quarter in which the exam is taken. If appointed as a GA then enrollment must meet the minimum for GAs.</b></p>	
Meet with Director of Graduate Studies for selection of Departmental Faculty Representative onto committee. Schedule checklist and arrange dates for the written portion of the exam (after consultation with advisor and committee) with Graduate Program Coordinator.	At least 4 weeks before the written exam
Arrange date for the oral portion of the exam, reserve room for the oral portion through the department receptionist, and submit departmental application for candidacy exam to Director of Graduate Studies (requires signatures of all committee members)	At least and no later than 4 weeks before the written exam
File Notification of Candidacy Exam form with the Graduate School specifying committee members names, including departmental representative. This form requires signature of advisor.	At least 1 week before the written exam and at least 2 weeks before the written exam
Take written exam	No less than one week and no longer than one month before the oral exam a
Deliver the flash drive with final copy of written exam to Graduate Program Coordinator	By end of each day of writing
Distribute final copy of exam to committee members	At the end of the second day of the written portion.
Take oral exam and report results to The Graduate School	No sooner than one week and no longer than one month after the final copy was distributed to committee members and on the date specified on the Notification of Candidacy Examination form

Consult with the Graduate School for specific deadlines each quarter

## Ph.D. Candidacy

**Admission to Candidacy.** Students who successfully complete the Candidacy Examination and meet all other Graduate School requirements are formally admitted to Ph.D. candidacy by notification from the Graduate School. Upon achieving this status, the student must complete an additional 20 hours of graduate credit in not less than two quarters at this university. (See *Graduate School Handbook*, section II.6 for specifics.).

**Dissertation Committee.** After passing the candidacy examination, the student chooses a dissertation advisor and, in consultation with the advisor, selects two other faculty members to serve on the dissertation committee. The Dissertation Committee should be selected at least 2 quarters before graduation. The selection of advisors and committees is subject to approval by the Graduate Studies Committee.

**Proposal.** Students must submit a proposal for the dissertation research to their dissertation committee and review this proposal with them. Students also are encouraged to present their proposals/preliminary findings in a department colloquium.

**Dissertation.** To complete the requirements for the Ph.D. degree, students must submit an acceptable dissertation and defend its findings in an oral examination. The defense should occur by spring quarter of the sixth year for students first admitted to the MA level and the fourth year for students directly admitted to the PhD level. The dissertation must conform to Graduate School format requirements as described in Part III of the *Graduate School Handbook--Guidelines for Preparing Theses, Dissertations, and D.M.A. Documents*.

**Defense.** Students must obtain forms for the final defense from the Graduate School and must file them with the Graduate School by the deadline in order to graduate the quarter of the defense. Consult Sections II.6.10 through II.6.15 of the *Graduate School Handbook* to become informed of the numerous procedures that must be followed to ensure conferral of the degree.

The final defense of the doctoral dissertation is open to other faculty members and graduate students. The advisor will announce the time and place of the final defense. A student will pass the final oral examination when there is no more than one negative vote from the examination committee. Only the examination committee (the dissertation committee plus a Graduate School representative) are to be present for discussion of the student's performance and the decision about the outcome.

**Enrollment Requirement.** The applicant must be enrolled for a minimum of 3 graduate credit hours during the quarter that the final defense is scheduled.

## Summary of Deadlines for Dissertation

Activity	Deadline
Obtain Application to Graduate form from the Graduate School web site; complete and submit to Director of Graduate Studies for signature, and submit to Graduate School	By the 2nd Friday of the quarter of graduation
Complete next to final draft in correct dissertation format and distribute to all committee members	At least one week before requesting Committee signatures on Draft Approval form
Obtain committee signatures on Draft Approval form and submit form to the Graduate School with draft copy. Also schedule final oral exam with committee and reserve room through department receptionist	At least 2 weeks before oral exam (no later than Wednesday of week 7)
Deliver copy of dissertation to Graduate School Representative	At least 1 week before oral exam (no later than Wednesday of week 8)
Take oral exam and submit report to The Graduate School	Check with The Graduate School for the official deadline each quarter
Final grades for ALL coursework are due at University Registrar's office	Thursday of last week of classes
Submit approved dissertation to The Graduate School	No later than 1 week before commencement
Consult with the Graduate School for specific deadlines each quarter	

## Summary of Program Requirements

CATEGORY	M.A.	Ph.D.	TOTAL
Theory	1 (782)	1 (choice)	2
Methods/Statistics	4 (648, 649, 704, 651)	2 (703 and 707 or 851 or 852)	6
Advanced Data Analysis	1 (708, 710)		1
Teaching Sociology	0 (802)	0 (802)	0
Electives	4	3	7
<b>TOTAL</b>	10	6	16

### Flow Chart, Two Courses Per Quarter Before Candidacy

<b>MA-PHD</b>				required
Year	Autumn	Winter	Spring	
Year 1	<b>648</b> 704 or elective <b>prosem</b>	<b>649</b> <b>782</b> <b>prosem</b>	<b>651</b> <b>703</b> or elective	6 courses
Year 2	704, 707, 852, or elective elective	<b>708</b> or <b>710</b> 851 or elective	<b>703</b> or elective 802 <b>Thesis Defense</b>	5 courses
Year 3	PhD Theory or elective 707, 852, or elective	851 or elective PhD theory or elective	802, PhD theory, or elective <b>Prosem</b>	5 courses
Year 4	Candidacy exam	Candidacy Exam Proposal development	Candidacy exam Proposal development	
Year 5	Proposal Defense	Dissertation	Dissertation	
Year 6	on Job Market Dissertation	on Job Market Dissertation	Dissertation completion	<b>16</b>
<b>PHD</b>				
Year	Autumn	Winter	Spring	
Year 1	PhD Theory or elective 707, 852, or elective	851 or elective PhD theory or elective	Two courses: 802, PhD theory, or elective <b>Prosem</b>	5 courses
Year 2	707, 852, or elective	Candidacy exam Proposal Development	Candidacy exam Proposal development	1 course
Year 3	Proposal Defense	Dissertation	Dissertation	
Year 4	on Job Market Dissertation	on Job Market Dissertation	Dissertation completion	<b>6</b>

\*\* 707 (structural equation), 851 (HLM), or 852 (Event History) is required

\*\* 648, 649, first year stat series; 651 Research Method, 704 Qualitative, 782 first year theory, 708/710 Qual or Quan Thesis, 754 Demography, 703 advanced single equation, 802 teaching sociology

\*\* 802 does not count as a required course

## Appendix A. Admission Requirements

In addition to general conditions for admission to the Graduate School explained in the Graduate School Handbook, the Department of Sociology has established the following specific stipulations for admission.

### General requirements

Persons applying for admission to graduate work in the department must submit evidence of graduation from an accredited college with a bachelor's degree, a transcript of their course work, results of their Graduate Record Examination General Test (verbal, quantitative and analytical), recommendation letters and application form to the department.

Because of the great diversity in institutions of higher education all over the world, students with training abroad must be judged on an ad hoc basis. The criteria on which this judgment will be based are the reputation of the foreign institution, the scholastic record established there, GRE scores, recommendations from professors, and the student's proficiency in English as established by TOEFL (Test of English as a Foreign Language) or MELAB (Michigan English Language Assessment Battery).

### Admission to the graduate program

Though students with a grade point average of 3.0 or higher (A = 4, B = 3, etc.) for the whole of their undergraduate record are in principle admissible by Graduate School rules, it is the Sociology Department's policy to admit students who have earned a cumulative GPA of at least 3.4 or higher during their undergraduate program. Students are rarely admitted directly to the PhD program, which requires an MA in Sociology or a kindred field from a strong program with thesis and a strong research experience and academic record. Such students will need to demonstrate their competence in theory, methodology, and statistics, or complete the core courses required of master's-level students in this department. Students should discuss their plan of study with their adviser during the first quarter of residence. They should complete all M.A.-level courses as early as possible. Students who receive the M.A. from this department must submit the departmental application form, recommendations from all members of the student's Examination Committee on the department reference form, and a copy of the master's thesis (draft or final) **to the Graduate Program Coordinator by the last day of the ninth week of the quarter before the quarter in which they plan to begin doctoral work.** We also require a one to two page statement of current interests and plans for doctoral work.

Applicants are judged on the basis of grade point average; GRE scores; recommendations; thesis, publications, papers, recommendation letters, and other evidence of potential for scholarship and professional performance.

Some students may not meet the admission requirements stated above because of earlier training or for other reasons. Such students should call attention to this and provide as complete an explanation as possible as part of their application. In rare instances, the program allows students to further demonstrate their professional potential prior to formal admission to degree programs. However, it is understood that when these students are formally admitted to degree programs, they must demonstrate the same proficiency expected of other degree students.

## **Admission to the Ph.D. level**

Students who enter the Ph.D. level with a master's degree from another department or university must demonstrate their competence in theory, methodology, and statistics, or complete the core courses required of master's-level students in this department. Students should discuss their plan of study with their adviser during the first quarter of residence. They should complete all M.A.-level courses as early as possible.

Applicants are judged on the basis of grade point average, especially for their graduate work; GRE scores; recommendations; thesis, publications, papers, and other evidence of potential for scholarship and professional performance. Students whose average grade point for graduate courses is below 3.3 are in principle inadmissible.

Students who receive the M.A. from this department and wish to continue toward the doctorate must apply for admission: They must submit the departmental application form, recommendations from all members of the student's Examination Committee on the department reference form, and a copy of the master's thesis (draft or final) **to the Graduate Program Coordinator by the last day of the ninth week of the quarter before the quarter in which they plan to begin doctoral work.** We also require a one to two page statement of current interests and plans for doctoral work.

**Application procedures for students graduating end-of-quarter.** Students who do not defend their theses before the last day of the ninth week of the quarter may still apply for continuance to the Ph.D. level effective the following quarter under the following conditions:

1. The student must submit a complete draft of the thesis along with the other application materials by the last day of the ninth week of the quarter. All text, tables, footnotes, references, etc. for the current draft must be included in correct Graduate School format.
2. The letters of recommendation from all the Examination Committee members must state how likely it is that the student will meet the university's end-of-quarter deadline (the last business day before the start of the next quarter) by successfully defending and submitting a thesis. The student and committee must agree that this is a realistic and likely outcome.
3. A successful thesis defense by the student must take place before the end-of-quarter deadline, and the student must submit to the Graduate School copies of the final, approved thesis by 5:00 p.m. of that day.
4. If the Graduate Admissions Committee grants continuance to the Ph.D. level, it will not become effective until the thesis has been successfully defended and submitted. Failure to meet the university's end-of-quarter deadline means that the student will not be at the Ph.D. level for the next quarter. Consequently, the student must reapply for continuance into the Ph.D. level when the thesis is completed.
5. The Graduate Admissions Committee strongly discourages in principle the practice of submitting an undefended thesis. The quality of the thesis plays a significant role in the admission decision and thus undefended theses will be subject to especially close scrutiny.

**Admission as a graduate non-degree student**

This status is only for students who wish to register for some graduate courses to transfer to another institution or for personal/professional enrichment and do not intend to seek a degree. It is not used as a "back door" by which students with incomplete applications or students who have been denied admission may nevertheless begin graduate studies. Permission to register for graduate non-degree will generally not be granted to any student who has been denied admission or who has an incomplete application on file.

Requests from bona fide non-degree-seeking applicants will be judged by the following criteria:

- a) prior academic qualifications (GPA and GRE) similar to admitted students;
- b) sufficient background in social scientific theory, method, and substantive areas to be a competent participant in graduate sociology classes;
- c) the current registration demand for the classes the applicant desires to take.

**Admission of applicants enrolled in other OSU graduate programs who wish to transfer to sociology**

Graduate students who are presently enrolled as regular students in other OSU programs who seek admission to the graduate program in sociology must submit the same supplemental materials required of all applicants. Applicants should consult the department's written guidelines to be sure that they have submitted all the necessary materials. Applications must be complete before the published university deadlines for applications for admission for given quarters of enrollment. If the applicant wishes to be considered for funding, the files must be complete by the published deadlines for financial aid. The Graduate Admissions Committee will review such cases only when the application file is complete. It uses the same standards for external and internal applicants.

## **Appendix B. Annual Evaluation of Graduate Students**

The Graduate Studies Committee reviews the records of all graduate students each spring. These reviews evaluate students' progress and provide the basis for recommendations to the Department Chair regarding departmental funding for the subsequent year. The Committee's recommendations regarding funding apply only to departmentally funded positions; many of these are teaching positions, although some may involve working in the Sociology Research Laboratory or assignment as a RA to a faculty member. Faculty who obtain funding for research from external sources (for example, the National Institutes of Health, the National Science Foundation, or the Ohio Department of Mental Health) or from non-departmental university competitions (such as the Seed Grant or Small Grant program) are free to select graduate research associates from the pool of graduate students. Students are welcome to communicate their interest in such positions to the individual faculty members involved.

**Procedures.** Near the end of Winter Quarter, all students are required to submit the annual evaluation form. In addition to the student's submitted materials, the Committee examines the Student Advising Reports that include Winter Quarter grades. It also solicits feedback from the Director of Instruction regarding exceptionally good or bad performance of RA/TA responsibilities, and from the student's advisor.

### **Funding eligibility for continuing students**

The academic standing of all graduate students is evaluated each spring by the graduate committee. Based on these evaluations, the department aims to fund all eligible students on a continuing basis, as long as they remain in good standing (see GPA requirements in the graduate handbook) and are making reasonable progress towards thesis defense, candidacy exams, and dissertation defense (see graduate handbook for definition of reasonable progress) up to the following time limits:

- a. For students who enter the department at the M.A. level, the department will offer funding for 5 consecutive years from the initial date of enrollment. The department will make an effort to offer funding for the sixth year. No funding will be offered beyond six years.
- b. For students who enter the department at the Ph.D. level, the department will not offer funding beyond 4 consecutive years from the initial date of enrollment.

**Within these time limits, summer support is never guaranteed.** Students interested in summer funding apply during spring quarter and are selected based on academic progress and departmental need. Any official leaves of absence are excluded from the funding time limits. Exceptions to this funding policy are made only on the basis of departmental need for specific types of graduate assistants (e.g., instruction for a particular course), and are made only on a quarter-to-quarter basis.

**Eligibility** is defined in terms of academic performance in courses and reasonable progress through the program. Master's level students are eligible for funding if they maintain a GPA of 3.2 in graduate courses and have received no more than one grade below B- in graduate course work. Doctoral level students are eligible for funding if they maintain a GPA of 3.3 in doctoral courses.

## **Outside of Department Employment**

The Graduate School states that fellowship students must hold no other appointment or have outside employment during the tenure of their fellowship. Students appointed as GTAs, GRAs, or GAAs are strongly discouraged from seeking outside employment. Any student appointed as a GTA, GRA, or GAA who has or is considering outside employment must be approved by his/her graduate advisor, and reported to the Director of Graduate Studies. Outside employment can become an issue for future funding if a student does not maintain his/her normal academic progress in the program.

### **Reasonable progress is defined differently for students in different levels.**

For **Master's level students**, reasonable progress means:

1. the completion of at least 4 of the required M.A. courses during the first year,
2. completion of all course work by the end of the second year,
3. completion of the thesis no later than the beginning of the third year,
4. avoiding student-initiated incomplete in courses. The Committee acknowledges the occasional inevitability of incomplete, and while they are discouraged, one or two incomplete in an academic year will not make students ineligible for funding as long as all incomplete are finished within the normal deadline (6th week of the subsequent quarter).
5. selection of a permanent advisor by the end of autumn quarter of the second year.
6. preparation towards professional development in the second year (e.g., anticipated presentation at professional meeting; paper in progress towards publication).

For **doctoral students at the pre-candidacy level**, reasonable progress means:

1. progress toward completion of doctoral **course** requirements, as demonstrated by avoiding student-initiated incomplete in courses (see statement above); and
2. progress toward the **candidacy examination**, as demonstrated by
  - a) developing and submitting a plan of study by the end of the spring quarter following admission to the doctoral program,
  - b) completing the Candidacy Examination by the end of spring quarter of the 4<sup>th</sup> year for students first admitted to the M.A. level and the second year for students directly admitted to the PhD level. Students who have not taken the candidacy examination by this time may receive lower priority for funding.
3. evidence of professional development (presentation of academic research at scholarly meetings, papers under journal review, and publication of research).

For **doctoral students who have been admitted to candidacy**, reasonable progress at this point means:

1. forming a dissertation committee by the end of the first quarter after admission to candidacy,
2. developing a prospectus for the dissertation by the end of second quarter in the fifth year, and
3. completing the dissertation within 6 years for students admitted to the M.A. level and within 4 years for students directly admitted to the PhD level.
4. progress towards professional development (e.g., presentation of academic research at scholarly

meetings, development of papers, publication of research, preparation of dissertation research grants).

Students who are active and not registered must report to their advisors about their progress at least once a year and submit annual evaluation materials. A student who fails to do so will be terminated from the program. A student who does not complete the Ph.D. within nine years since MA admission (or within 7 years if they are directly admitted to the Ph.D. level) will be terminated from the program. The student may reapply but admission is not guaranteed. The Graduate School rules on eligibility for doctoral students who have passed the candidacy exam apply.

### **Ranking for funding priority**

Students should bear in mind that there is a distinction between eligibility for continuing funding (see above) and priority for funding. Students who have used up their departmental funding are eligible for further funding only in the case of departmental need, determined and assigned on a quarter by quarter basis after the assignment of students with guaranteed funding. Such funding is often available but should not be counted upon.

We consider five major criteria (considered both cumulatively and in terms of the past year's performance) in deciding on a funding priority score:

1. GPA in graduate courses. For students at the Master's level or for doctoral level students required to take required Master's courses, special attention is paid to performance in required courses. In practice, small variations in student GPA are not heavily weighted.
2. Extent of reasonable progress in the particular program as defined above.
3. Professional and scholarly awards and honors.
4. Professional activities such as participation at scholarly meetings, submission of articles for publication, more importantly, acceptance of articles for publication, and submission of applications for dissertation funding.

Indicators of such professional activities are increasingly critical the closer a student is to the completion of the doctoral program. Many students follow a progression from making presentations first at regional and later at national meetings, and submitting presented papers to journals. Students should consult with their advisors to find a good match between their work and the array of journals in the field.

The record of professional presentations and publication is an increasingly critical factor in job placement, and students should be aware that in general, publications are weighted more positively than presentations, and recruitment committees will not consider all presentations and publications as equal in value. For example, presentations at national meetings are viewed more positively than those at regional meetings. Similarly, factors commonly considered in evaluating publications include the outlet (for example, for a journal article, whether it appears in a refereed journal and the caliber of the journal). In general, publications in refereed journals are viewed more favorably than chapters contributed to edited books, because the latter are generally not peer-reviewed before publication. We encourage students to aim for high quality presentations and publications in well-regarded journals; in practice, small differences in publication outlet among students are not heavily weighted in funding recommendations.

5. Input from the Instructional Chair concerning performance of GTA and GRA duties.
6. Service to the department and the profession.

The Committee also takes into account any extenuating circumstances that are made known to them. This may include unusual teaching demands, serious illness, family emergencies and the like. Students should note such information on their vitae or application. The Committee also takes into account additional knowledge about students' professional activities they may have from faculty-student contacts (e.g., in courses, thesis and other committees, etc.) or from students' advisors.

Based on these criteria, each faculty member of the subcommittee evaluating students in each cohort reviews the students in that cohort in terms of program progress (pre-MA, pre-generals, and post-generals) and assigns an initial funding priority score of 1, 2, or 3. These initial scores are tabulated and form the basis for its discussion aimed at producing an overall ranking for each student.

## **Appendix C. Nondiscrimination Policy**

The Ohio State University is committed to building a diverse faculty and staff for employment and promotion to ensure the highest quality workforce, to reflect human diversity, and to improve opportunities for minorities and women. The university embraces human diversity and is committed to equal employment opportunities, affirmative action, and eliminating discrimination. This commitment is both a moral imperative consistent with an intellectual community that celebrates individual differences and diversity, as well as a matter of law.

Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. Title IX of the Education Amendments of 1972 prohibits sex discrimination. Title I and Title II of the Americans with Disabilities Act (ADA) of 1990 provide equal employment opportunities and reasonable accommodation, and Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in education programs and activities. Equal access to employment opportunities, admission, educational programs, and all other university activities is extended to all persons.

## **Appendix D. Travel Policy**

The department usually has money allocated to support students' travel to present papers at professional meetings. The support amount is generally up to \$500 per year. For students admitted to the MA level, you will receive 5 years of travel support (years 2-6). For students directly admitted to the PhD level, you will receive 4 years of travel support (years 1-4). There will be no travel support for first year MA level students however you may seek travel support from other sources outside the department. Students planning to present papers at professional meetings must follow the following procedures.

As early as possible but no later than 4 weeks prior to your trip:

- 1) Submit the completed department Travel Acknowledge Form for Graduate Students to the Graduate Program Coordinator (Kelly Hopkins). She will return the form to you after verifying you are eligible for travel money and securing Chair's approval.
- 2) Submit completed Travel Request Form to the Departmental Travel Coordinator (Michelle Blackwell) for approval along with the Chair-signed Travel Acknowledge Form that Kelly returns to you. If you have other non-departmental travel sources of funding, please attach proof of such funding (i.e., letter or email)
- 3) After your travel, submit completed Travel Reimbursement Form to Administrative Assistant (Michelle Blackwell) for reimbursement.

All the travel forms are available on the department website (<https://sociology.osu.edu/internal/>) and then click on Travel Forms

As always, availability of travel funds is contingent upon the department budget.