



Graduate Studies Handbook

PhD in Sociological Inquiry

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ASU Graduate Education Homepage: <http://www.asu.edu/graduate/>

ASU Graduate School Catalog On-Line:

<https://webapp4.asu.edu/programs/t5/graduate/false>

ASU Graduate School On-Line Application:

<https://webapp4.asu.edu/dgsadmissions/Index.jsp>

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Table of Contents

I. Program Goals	3
SI Doctoral Program Executive Committee	4
II. Admissions	4
Admission Decisions	5
III. Doctoral Supervisory Committee	6
IV. Program Requirements	7
Program of Study	7
Coursework Requirements.....	8
Research Residency	9
V. Comprehensive Examination	10
VI. Dissertation Proposal	11
Dissertation proposal defense	12
VII. Candidacy.....	12
VIII. Dissertation.....	13
Human Subjects	13
Grading of Dissertation Credits	13
Final Oral Defense.....	13
IX. Annual Performance Review	14
X. Time Limits and Registration Requirements for Ph.D. Students	15
Maximum Time Limit	15
Registration	16
Dates and Deadlines	16
XI. Financial Support.....	16
Teaching Assistantships	16
Research Assistantships	16
Other Sources of Funding.....	17
Rights and Responsibilities of Graduate Assistants.....	17
Administrative Matters Relating to Assistantships	18
Research Assistants' Duties and Responsibilities.....	19
XIII. The Sanford School Facilities	20
XIV. SI Graduate Students Association.....	20
XV. First Year Advisors.....	20
XVI. Ph.D. Program in Sociological Inquiry Faculty	20



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I. Program Goals

The PhD in Sociological Inquiry (SI) at ASU is housed in the T. Denny Sanford School of Social and Family Dynamics (The Sanford School). This Graduate Handbook is intended to serve as a guide to both faculty and students in matters related to the doctoral program in SI. The Handbook supplements the Graduate Catalog and the ASU Graduate Education Policies. Graduate students should be familiar with and observe all requirements and procedures as defined in those documents. Students should also be cognizant of the various deadlines established by ASU Graduation Education. The Graduate Education website, <https://graduate.asu.edu/>, is a very useful additional source of information.

The doctoral program in SI is designed to: (1) bring together sociologically oriented faculty from across ASU around a novel model of sociological doctoral training, (2) attract high-quality students who desire advanced innovative interdisciplinary training, and (3) fill the gap between theory and practice. The program is dedicated to the advancement of sociological research by critically evaluating, improving, and integrating theory and methods so that social phenomena of interest can be more soundly investigated and better understood. The program is designed to be flexible enough to handle a wide variety of student interests, but also rigorous so as to ensure that its graduates can meaningfully contribute to social research and practice.

The focus on “Inquiry” reflects an emphasis on the generation and applicability of knowledge rather than its accumulation. Students in the program are offered diverse and stimulating environments for asking societally important questions and are provided with the training, mentoring, and opportunities for gathering, analyzing, and disseminating information and data to answer those questions. Whereas the disciplinary content is fundamental, this is a means to an end, not as an end in itself.

The program is designed to provide students with grounding in core sociological theories and approaches and an intensive immersion in a wide range of methodological training, while engaging them in ongoing research projects at ASU. An emphasis is placed on fostering interdisciplinary collaboration and creating synergies across disciplinary boundaries and traditions. The program employs a “residency” model for research training in which students are immersed into a mentored research and academic environment early in the course of their studies. Opportunities for gaining supervised teaching experience will also be available during the academic year and/or summer.

Students entering the program have diverse academic backgrounds and professional goals. As such, the requirements for the program are designed to be as flexible and individualized as possible. Individual coursework and research plans will be developed by students in consultation with their advisors and with the director of the graduate program. The program's emphasis on quality rather than size allows students to have maximal exposure and access to graduate faculty and the resources available. The innovative and intellectually rich academic environment of the program is designed to facilitate engagement and retention, and to maximize successful outcomes for students.

SI Doctoral Program Executive Committee

The SI Doctoral Program Executive Committee has responsibility for the coordination and administration of such matters as admission of students, examinations, selection and assignment of graduate assistants, standards, recruitment, and so on. The committee will include members of the Sociology Graduate Faculty from across ASU and will consist of at least three and no more than six faculty members. The SI Program Graduate Director heads the SI Doctoral Program Executive Committee. The committee assists and guides the students in their graduate work. Any questions, problems, or suggestions related to the program that faculty or students have may be brought to the attention of this committee.

II. Admissions

The admission procedure is as follows: students apply to the Graduate Education office and to the PhD in Sociological Inquiry program. A set of materials (described below) submitted to the Graduate Education office and additional materials are submitted to the SI Program. *The graduate college requires that students apply online. Supplemental materials are submitted online directly to the SI program.*

All materials must be received by **February 1**. This is the admissions deadline for the fall term of the same academic year. There is no spring admission.

The following materials must be submitted to the *Graduate Education office* (online <https://webapp4.asu.edu/dgsadmissions/Index.jsp>):

- a. Certified scores on the General Graduate Record Examination GRE (verbal, quantitative, analytical)
- b. Official transcripts of all previous post-high school education
- c. For international students whose native language is not English, certified scores on the TOEFL (Test of English as a Foreign Language) exam

The following must be submitted directly to *the SI program* (through the Sanford School graduate secretary).

- a. 3 letters of recommendation from persons familiar with the applicant's academic background
- b. a statement of purpose
- c. a Curriculum Vitae
- d. a writing sample

When all materials have been gathered, the SI Doctoral Program Executive Committee conducts a preliminary review. All applicants who pass the preliminary review qualify for the final review. Top candidates are invited to on-campus interviews whenever feasible. The committee recommendation is forwarded to the Graduate Education Office, which makes the final admission decision and notifies both the student and the Sanford School.

Admission Decisions

There are three possible decisions: admit with regular status, admit with provisional status (which stipulates specific requirements or contingencies for the applicant), or deny admission.

Regular admission is granted when the applicant meets the criteria of adequate area preparation, satisfactory grade point average and GRE scores, favorable letters of recommendation, completed CV and Personal Statement, and when enrollment limits have not been met. Under normal circumstances, only those applicants who can reasonably expect to be funded will be accepted.

Provisional admission is granted *either* when the applicant has less than a satisfactory academic record but shows potential for high achievement as a graduate student as evidenced by high GRE scores and/or strong letters of recommendation, or the applicant meets the criteria for regular admission but has had insufficient preparation for the designated area for the graduate study. In such cases, the conditions for admission are stated on the letter of acceptance. The student must meet these stated conditions prior to advancement to regular status. *The student is responsible for initiating a change in graduate classification after the conditions of provisional admission have been fulfilled.* If the conditions for admission are not met within two semesters of the student's admission, the student will be asked to leave the program. Students who are dropped from the program may reapply for admittance when they can present evidence that the conditions for provisional admission have been met. Presentation of such evidence does not guarantee re-admittance.

Admission is denied when either the student does not meet the requirements necessary for admission, the student does not rank sufficiently high to be selected for available slots, it is deemed that graduate programs fail to match applicants' needs, goals, and interests, or no faculty advisor is available.

Acceptance into the doctoral program in SI is contingent upon completion of a master's degree in sociology or another social science (e.g., anthropology, economics, political science, etc.) before the start of the SI program. Applicants with master's degrees in a field other than sociology must demonstrate that their degrees meet the typical sociology program's requirements

for completion of the master's degree. Each application will be evaluated individually, and all applicants will be judged on the same criteria.

III. Doctoral Supervisory Committee

A student's doctoral supervisory committee will consist of the Chair and at least two additional committee members. The committee members may be tenure track, non-tenure track, or academic professionals at ASU. Other academic units include departments and schools on the main campus, other ASU campuses, or faculty from other universities (if approved by the Sociological Inquiry Executive Committee and Graduate Education Office). Any member of the supervisory committee who holds a PhD degree may serve as a co-chair. The function of this committee is to provide general guidance to the student in her/his doctoral dissertation research, advise and direct her/his dissertation, to coordinate the comprehensive exam, proposal defense, and to conduct her/his final oral examination.

The supervisory chair for a doctoral program is established at the initiative of the student, in consultation with the potential chair. Students are encouraged to approach faculty members or meet with the SI Graduate Director for guidance in the selection of a chair/supervisory committee to guide their doctoral dissertation. A student's preference for a chair/supervisory committee is based on the student's area of research interest. Committee chairs must be members listed as graduate faculty in Sociological Inquiry (see Section XVI). Faculty members who are not listed on the Graduate Faculty in Sociological Inquiry may apply to the SI Doctoral Program Executive Committee to be added to the list of graduate faculty. The student's research interests should match the chair's expertise and interests. Emeriti faculty may continue to serve as chair of the supervisory committee for one year upon retirement.

The official appointment of the chair and members of the supervisory committee is made by the Graduate Education Office upon the recommendation of the SI Graduate Director and the Sanford School Director.

The chair of the supervisory committee:

- a. Serves as curriculum advisor
- b. Supervises the comprehensive exam
- c. Supervises the dissertation project and chairs proposal defense
- d. Administers the final oral defense of the dissertation
- e. Keeps the graduate secretary apprised of any changes in the student's address, status, supervisory committee membership, etc.

The chair is the primary person to whom the student should turn for help or guidance in connection with her/his doctoral work.

The student may request a change of supervisory committee chair or members at any time. This should be done through a written request to the SI Executive Committee. Official approval and action on this are taken by the Graduate Education Office, after receipt of their official form for

this purpose, upon recommendation by the SI Graduate Director and the Director of the Sanford School.

IV. Program Requirements

In general, doctoral students in the SI program students whose M.A. degrees are approved need 54 semester hours to graduate and are expected to complete the program and defend their dissertation in 4 years.

Per Graduate Education office requirements, graduate students will need to be enrolled in at least one credit hour per semester to keep enrollment in the program. If a student needs a semester away from their studies, a continuous enrollment form can be filled out and filed with the Graduate Education office. This form can be found at <https://graduate.asu.edu>.

Program of Study

The following Program of Study is recommended:

Year 1

In the first year of the Ph.D. program, students will take *Perspectives in Sociological Inquiry* (SOC 603), a course that provides an overview of core theoretical frameworks and associated analytic approaches in sociology and related areas. The course will be taught by faculty members from across the university with sociological training or research interests, providing students with foundational and advanced research tools as well as introducing them to ongoing research at ASU, the distinctive contributions of sociological perspectives to inter- and trans-disciplinary projects, and potential opportunities for research residency. In the first year, students will also take an applied social theory course (SOC 685 or approved equivalent) that will provide advanced training on using theoretical paradigms and concepts to build empirical analytic models. They will also take at least one substantive course and one methods or statistics course.

Year 2

In the second year, students continue with substantive and methodological coursework, work in research residencies, and define a dissertation focus. By the end of the fall semester of the second year, students should have determined the focal area(s), supervisory committee, and timetable for their comprehensive exam. By the end of the spring semester, students should have completed comprehensive exams and selected a dissertation advisor.

Year 3

In the third year of the program, students will continue with research residencies and/or coursework as appropriate, with plans to be determined in consultation with the student's dissertation advisor. Third-year doctoral student residents will also participate in an integrative

research seminar structured around the refinement of their research agenda, a rigorous integration of theory and methods, and preparation for entering into an independent research career. The seminar will incorporate a peer review process as each resident completes an independent research project, incorporating feedback from colleagues to improve and refine their ideas, methodologies, and scholarly writing. Depending on the professional goals of the student, the end product of this seminar may be journal article(s) submitted for peer review, a dissertation grant application, a policy analysis report, or some other research product. Seminars will address strategies for publishing in the social sciences, developing an early career research agenda, and engaging with the scientific community. Students will gain knowledge and experience in the peer-review process, professional norms and disciplinary practices, and research presentations to various audiences. The SI doctoral residents in consultation with a faculty moderator will determine the structure and content of the integrative research seminar.

Year 4

In the fourth year, SI doctoral students will complete the dissertation. The dissertation may take the form of an academic monograph, a set of three scholarly articles to be submitted to peer-reviewed journals, or another product to be determined in collaboration between the student, the dissertation committee, and the graduate chair. Students may also continue with research residencies.

Coursework Requirements

- *Perspectives in Sociological Inquiry* (SOC603, catalog description to be updated, 3 credits)
- *Applied Social Theory* (SOC685, title and catalog description to be updated, or approved equivalent, 3 credits)
- *Integrative Research Seminar* (SOC691, title and catalog description to be updated, 3 credits)
- *Research Residency* (SOC 792, 6-18 credits)
- *Advanced Methods and Statistics Classes* (9-18 credits; courses should represent at least two distinct analytic approaches)
- *Substantive Course(s)* in the student’s focal area (6-12 credits)
- *Dissertation Hours* (SOC799, 12 credits)

Sample Plan of Coursework*

Year 1	Perspectives in Sociological Inquiry (SOC 603, 3 credits)
	Applied Social Theory (SOC 685 or equivalent, 3 credits)
	Methods or statistics elective(s) (3-6 credits)
	Substantive course(s) in student’s focal area (3-6 credits)
	Research Residency (SOC 792, 3 credits)
Year 2	Research Residency (SOC 792, 6-12 credits)
	Methods or statistics elective(s) (3-6 credits)
	Substantive course(s) in student’s focal area (3-6 credits)

	Spring: complete comprehensive exams
Year 3	Integrative Research Seminar (SOC 691, 3 credits, year-long)
	Research Residency (SOC 792, 6-12 credits)
	Methods or statistics elective(s) or substantive course(s) (3-9 credits)
	Spring: defend dissertation proposal
Year 4	Dissertation (SOC 799, 12 credits)
	Research Residency (SOC 792, up to 6 credits)
	Spring: defend dissertation

*This is only a general guide. Course offerings vary from year to year.

Research Residency

The SI doctoral student research residency provides students with mentored rigorous, hands-on research training along with practical experience in designing and implementing research projects, formulating professional goals, collaborating in interdisciplinary research teams, disseminating research findings to academic and policy audiences, and understanding professional life within and outside of the academy. From the beginning, the research residency model is designed to facilitate the acquisition of the knowledge, skills, and dispositions students need to make a substantial impact in research and in their areas of focus. By providing intensive methodological training, hands-on experience, and a professional network, the residency gives students an understanding of what it takes to be successful and manage the demands associated with a career as an innovative scholar working across disciplinary boundaries to solve pressing social problems.

Students in the research residency work with faculty who have compatible research interests on a defined research agenda that is designed to result in a significant research product. Residencies can be one-year, multi-year engagements or can involve multiple distinct residency appointments (to be determined by the student and her/his advisor). Students may complete residencies with faculty research teams, research centers or institutes, or individual faculty members. A mentor or team of mentors is identified for each residency placement. Students may begin a research residency as soon as they are matched with compatible faculty, but not later than the second year. Prior to the beginning of residency, the student will work with faculty to develop a contract specifying the research aims and activities, the intellectual and practical resources to be provided to the student, the deliverables or products, and the summary report to be completed by the student; the contract will be reviewed and approved by the graduate director in consultation with the SI Doctoral Program Executive Committee to ensure that the residency contributes to the student's professional and educational goals. Students may arrange residency with faculty members for whom they are concurrently working as paid research assistants only if the content of the apprenticeship is distinct from the research assistant duties. Research residencies may also be allowed at non-ASU institutions, centers, and research facilities but must be approved in advance.

V. Comprehensive Examination

The comprehensive exam fulfills a number of purposes. This exam allows students to independently demonstrate the breadth and depth of their knowledge in their chosen area of study, their ability to think critically, and their readiness to write their dissertation proposal. The comprehensive exams should challenge students to utilize and integrate what they have learned in their coursework, research residencies and independent study to develop a research plan that potentially will sustain their investigative efforts past their doctoral dissertation and into the early years of their career. To fulfill the requirement of the comprehensive exam, students will prepare a major paper that reviews and integrates the literature on a substantive topic that builds on their area of expertise and will serve as the foundation for their future work. The committee reads and evaluates the comprehensive exam and the student will discuss and present this exam at an oral defense.

The final document will synthesize a comprehensive review of the literature, an informed critique of current progress in the student's chosen area across disciplines as appropriate, and include the student's assessment of theoretical or methodological gaps in the area of inquiry. It is expected that the final document will be at least 20 pages in length excluding references, tables, and figures.

The comprehensive exam begins by presenting a 3 to 5 page, 12-point font and 1-inch margins, double-spaced, pre-proposal, excluding references, tables, and figures, to the doctoral committee. The pre-proposal should provide an outline of the proposed paper that will constitute the comprehensive exam, including the goals of the paper and a conceptual model (if applicable) as well as references. The outline should be sufficiently detailed so that the committee can evaluate this document and provide feedback and guidance. The pre-proposal is to be included (as a part of the appendices) when the student submits the comprehensive exam to the committee. After submitting the pre-proposal, a meeting is scheduled with the doctoral committee to provide feedback to the student and to decide whether the committee approves the pre-proposal. If the pre-proposal is approved, committee members sign the approval form and the student begins writing his/her comprehensive exam. If the pre-proposal is not approved, the student must revise the pre-proposal based on committee feedback and schedule a new meeting.

Timeline. The pre-proposal is to be presented to the supervisory committee at or near the completion of the Ph.D. course work. Once the committee approves the pre-proposal the student will begin the writing comprehensive exam one week after the pre-proposal meeting and has three months to complete the comprehensive exam and submit it to all committee members. The oral examination is to be scheduled two weeks after committee members have received the final comprehensive exam. Students will be informed immediately of the committee's decision regarding their comprehensive exam defense. Committees may recommend the student passes, passes with minor revisions, passes with major revisions or fails to pass the exam. Students who fail their comprehensive exam may retake the exam once with the approval of the Chair of the SI Doctoral Program Executive Committee in consultation of the Dissertation Committee Chair.

Time to completion of the degree is determined by the date of the comprehensive examination; per Graduate Education Division guidelines, *students must complete all doctoral program requirements within five years of passing the comprehensive exam.*

A student may experience circumstances that make it difficult to finish his or her comprehensive exam within the expected time line (e.g. accident, severe illness). In these rare circumstances, the student and the committee chair may apply for an extension by submitting a written request that details the reasons for an extension and proposes a new deadline to the Chair of the SI Doctoral Program Executive Committee and the School Director.

The examination environment. The comprehensive examination is to reflect solely the efforts and abilities of the individual student. Students are allowed to consult their supervisory committee about issues that arise while writing their exam. Consulting committee members, however, is to be done at the general rather than the specific level. Procedural questions should be submitted to the Director of the SI Doctoral Program Executive Committee by the supervisory chair. Consultation about the proposal is limited to these sources. If it is discovered that the student consults with others outside of these sources, the supervisory committee will instigate sanctions in accordance with the ASU's Student Code of Conduct (see <http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>).

VI. Dissertation Proposal

After successful completion of the comprehensive examinations, the student should prepare a dissertation proposal. The structure and content of the proposal will vary depending on the nature of the dissertation, the student's professional goals, and the preference of the supervisory committee chair. Students should consult with their supervisory committee early and frequently to determine the most appropriate format of the proposal. It is suggested that the dissertation be completed using one of two formats: (a) traditional dissertation proposal or (b) 3 original and distinct empirical articles. For the traditional dissertation option, the prospectus should include a pertinent review of the literature, statement of the problem, the purpose of the proposed study, description of the research design and methods, and discussion of the specific means by which the data will be analyzed (i.e., an introduction and literature review, method, and plan of analysis). For the empirical articles option, the prospectus should include an introduction that provides the broad theoretical rationale, statement of the problem and how it will be divided into 2 or 3 studies, and integration of the 2 to 3 planned studies. Following the introduction, the student will provide a section for each planned study that includes an introduction/literature review, methods section, and plan of analyses. Subsequently, the dissertation committee will meet to evaluate, request revisions to, and approve the student's dissertation prospectus or proposal. In the case of the empirical articles option, it is the responsibility of the dissertation committee to ensure the two or three empirical articles are distinct (e.g., two identical studies that differ only in their dependent variable would be unlikely to be published as distinct articles) and draw on different bodies of scholarship and literatures. After the dissertation committee has approved the dissertation prospectus, the student will apply to the Graduate College for admission to candidacy.

At a minimum, the proposal should state the general ideas of the dissertation; present a literature review that assesses what research closely related to the chosen subject has been conducted by other researchers; give a brief exposition of the overall theoretical approach and central questions guiding the study; indicate the type of data to be used and their availability; outline the steps involved in primary data collection, if any; and summarize the predicted contributions to knowledge.

As a style manual for dissertations, the SI program uses the reference format given in the *American Sociological Review*. Approval of the format for dissertations, and related assistance, should be obtained from the Graduate Education office.

In general and if appropriate, students should strongly consider submitting this proposal for outside funding.

Dissertation proposal defense

The student should complete the Report of the Doctoral Comprehensive Exams form after all of the following have been *completed*:

- a. Completion of all required course work other than the dissertation.
- b. Completion of the comprehensive examination
- c. Scheduling of the dissertation proposal defense – this oral defense will be conducted after the successful completion of the comprehensive examination. The student and her/his supervisory committee determine the date of the oral defense of the proposal.

The oral defense of the dissertation proposal consists of an examination of the student's dissertation proposal and the related literature of the substantive area. The passing of this defense constitutes a "go-ahead" on the dissertation project. The student's supervisory committee conducts the oral defense.

The oral defense of the dissertation proposal should take place following Spring Break of the third year in residence.

VII. Candidacy

After the successful completion of the dissertation proposal oral defense, the student will submit to the Graduate Education office the required report/form signed by the supervisory committee. Upon receipt of this form, the Graduate Education office will write a letter to the student admitting her or him to candidacy. Students have the responsibility to consult the Graduate Education office for the timing of obtaining format approval, filing for graduation, and scheduling the dissertation defense. Each must be completed within a specified time period prior to the commencement exercise.

VIII. Dissertation

The doctoral dissertation must be the product of original scholarship and must make a significant contribution to knowledge in the field and demonstrate the student's mastery of systematic research methods. The dissertation may take the form of an academic monograph, a set of three scholarly articles to be submitted to peer-reviewed journals, or another product to be determined in collaboration between the student, the dissertation committee, and the graduate chair. Students must register for a maximum of 12 semester hours of dissertation credit.

A copy of the Format Manual for filing the dissertation is available in the Graduate Education office or online at <http://www.asu.edu/graduate/formatmanual>. A careful review of this document well in advance of the preparation of the final copy of the dissertation is strongly recommended, as it outlines all relevant procedures. Format evaluation of the final copy must be obtained prior to its submission to the Graduate Education office for the oral defense.

Human Subjects

According to university policy, the University Human Subject Institutional Research Board (IRB) must approve all research involving human subjects. Therefore, if the data to be collected for the research projects involve human subjects, a research proposal must be submitted to the student's supervisory chair for approval prior to submitting the application to the IRB. The graduate student should obtain a copy of the Application for the Conduct of Research Involving Human Subjects (available from IRB, <https://researchintegrity.asu.edu/humans>). After approval by the student's supervisory chair, the application is forwarded to the University committee IRB for final approval. The student and the dissertation chair submit the proposal to the IRB together.

Grading of Dissertation Credits

The grades for research credit for dissertation work (course number 799) are handled differently than grades for course work. A mark of Z (i.e., course in progress) will be given for all dissertation credits taken prior to the oral defense. Once the oral defense is completed, all Z's will be changed to Y's (i.e., satisfactory) or E's (i.e., fail) automatically when the faculty member assigns a non-Z grade for the final dissertation credits.

Final Oral Defense

A final oral dissertation defense is required. This examination is conducted by the supervisory committee. A simple majority of votes cast is required for a successful defense. The final oral examination in defense of the dissertation must be held on the Arizona State University campus. The oral defense will be scheduled by the supervisory committee with the approval of the Graduate Education office. *Final oral defense of the dissertation must be taken within five years after passing the comprehensive examinations.* The examination will be open to the ASU community and will be publicized through appropriate channels. The date of the exam is scheduled by the Graduate Education office and must be scheduled in accordance with the Graduate Education guidelines (please refer to: <https://graduate.asu.edu/completing-your->

[degree](#)). The final draft of the dissertation, as approved by the supervisory committee, is then filed in Hayden Library after being signed by the candidate's supervisory committee.

IX. Annual Performance Review

All students in the SI doctoral program are reviewed each year. The SI Doctoral Program Executive Committee will review progress toward the degree in regard to course completion, GPA, comprehensive examinations, or the dissertation. Students not making satisfactory progress or not in good standing, as described below, will be notified. If necessary, recommendations regarding continuation, conditions for continuation, and/or funding awards will be made to the Sanford School Director. Benchmarks for timely and satisfactory progress in the doctoral program are described below.

To maintain timely progress toward degree completion, doctoral students are expected to complete all program requirements and defend their dissertation in four years. To complete the program within 4 years, there are two important benchmarks. First, comprehensive exams must be completed before Year 3. Second, the dissertation proposal must be defended before year 4. If a student fails to complete either of these benchmarks, the student will receive a letter from the SI Doctoral Program Executive Committee notifying him/her that he/she is not making satisfactory progress toward completion and is at risk of losing funding.

A student may appeal actions concerning dismissal by petitioning the program. If there are unusual circumstances that prevent a student from completing the requirements according to the timeline specified above, the student must submit, in writing, a request for an extension to the SI Doctoral Program Director. The request should include the reason that the benchmark is not attainable and a revised timeline. A letter of support for this revised timeline from the student's faculty advisor should also be included. This request for an extension must be submitted no later than the end of the student's third year in the SI program.

Students are required to maintain a minimum of 3.0 GPA in graduate school in all work taken for graduate credit (courses numbered 500 or higher) and in all coursework in the student's approved program of study. If either the cumulative GPA or the program of study GPA falls below 3.0, the student will be placed on academic probation and receive a letter from the SI Doctoral Program Executive Committee. The student will be required to raise the cumulative GPA and the program of study GPA to a minimum of a 3.0 in one semester. If the student fails to raise the cumulative GPA and the program of study GPA to a minimum of a 3.0 within the allotted time, the student will receive a letter from the SI Doctoral Program Executive Committee notifying him/her that he/she will be recommended for withdrawal from the Program. A student may appeal actions concerning dismissal by petitioning the Program.

If a student's GPA falls below 3.0, the student generally is no longer eligible for funding in the Sanford School. In addition, a student cannot accumulate more than 2 incompletes at any given time while completing a graduate program of study. If a student accumulates 3 or more incompletes at any given time, the student will be placed on academic probation and receive a letter from the SI Doctoral Program Executive Committee. The student will be required to

complete all incompletes within two semesters (i.e. incompletes from the fall semester must be completed before the beginning of the next fall semester and incompletes from the spring semester must be completed before the beginning of the next spring semester). If the student fails to complete all incompletes within the allotted time, the student will receive a letter from the SI Doctoral Program Executive Committee notifying him/her that he/she will be recommended for withdrawal from the Program. A student may appeal actions concerning dismissal by petitioning the SI Doctoral Program Executive Committee.

If a student has been absent from the program for 7 or more years and wants to return to complete the program, he/she needs to become current and meet current standards of knowledge in the discipline based on their previous progress in the program. If the student enrolled for continuing registration credits but did not enroll in or complete any coursework, in order to become current, the student needs to satisfy certain requirements. Specifically, he/she would have to take or re-take a written comprehensive examination in the student's area of research interest. If the student did not enroll in any courses or in continuing registration units, he/she would need to re-apply for the program and be readmitted. In that case, the SI Doctoral Program Executive Committee would recommend the appropriate program of study for the student, which may include taking a doctoral-level methods and a statistics seminar.

All graduate students admitted to the SI program are subject to the general standards of academic good standing of the university. However, academic standards do not necessarily guarantee that a student will graduate from the program. Because students obtaining a degree from the School are often placed in positions dealing with the public, they must also demonstrate the requisite qualifications for successful professional performance, including interpersonal skills, basic communication skills, appropriate professional conduct, and satisfactory performance in field experiences. The SI Doctoral Program Executive Committee will review graduate students who demonstrate behaviors or characteristics that make it questionable that they can succeed in the profession. The committee's review may result in a decision to disqualify the student or the specification of conditions under which continued participation is permitted (e.g. probation). Students who wish to appeal the decision of the SI Doctoral Program Executive Committee may do so in writing to the dean of the college. The SI Doctoral Program Executive Committee must approve any exceptions to the retention and disqualification policies and procedures.

Non-Registration. According to the Graduate Education office, a graduate student who does not enroll at any point during one calendar year (Fall/Spring semesters) is automatically withdrawn from their program.

X. Time Limits and Registration Requirements for Ph.D. Students

Maximum Time Limit

Per Graduation Education office guidelines, candidates must take the final oral defense of the dissertation within *five years* after passing the comprehensive examination. Exceptions must be approved by the supervisory committee, the head of the academic unit and the Graduate Education office, and ordinarily will involve passing new comprehensive examinations.

Registration

All graduate students doing research, working on theses or dissertations, taking comprehensive or final examinations, or who are using university facilities or faculty time, must be registered for a minimum of one hour of appropriate graduate level credit in the department/school in which they are pursuing their degree program.

Dates and Deadlines

The university calendar found in the current *Graduate Catalog* lists deadlines for *applying for graduation, submission of a dissertation to the Graduate Education office, and the last date to hold an oral defense of a dissertation*. Check these and other dates carefully. These dates can also be found on the Graduate Education office web page.

When in doubt, check your graduate catalog or visit with a staff member in the graduate college.

XI. Financial Support

A doctoral applicant for ASU financial aid must be regularly admitted to a degree program before being appointed to an assistantship. Students on provisional admission will not be eligible for this type of support. There are two primary sources of financial support for graduate students that are available through the school. These include teaching and research assistantships. Both teaching and research assistantships provide a stipend, student health insurance, and tuition. All students are required to seek in-state residency status as soon as possible. The number of research and teaching assistantships vary from year to year depending upon the number of current and entering graduate students who are eligible for support and the financial support available to the school. Research assistantships also vary depending upon funding levels and the number and types of research grants with which faculty are involved. The following guidelines are designed to help the school provide financial support for the maximum number of eligible students while recruiting the strongest possible students into the program and simultaneously encouraging completion of graduate programs within a reasonable time frame.

Students admitted to the doctoral program receive priority for assistantship support. Support is guaranteed for doctoral students over the course of their graduate career, provided that (1) students remain in good standing, (2) students are making timely progress toward degree completion, and (3) budgets allow for assistantships.

Teaching Assistantships

Students with these awards assist faculty in a variety of ways to prepare for, teach, and/or manage undergraduate and graduate courses.

Research Assistantships

Research assistantships provide students with support to work with a faculty mentor on research projects. These awards are available from individual faculty when grant moneys allow and from funds within the school. The scope and nature of work varies from project to project. Faculty will recruit for these positions. There are no limits on number of years research assistantships can be held.

Other Sources of Funding

Doctoral students are also strongly encouraged to seek pre-doctoral fellowships and dissertation research funding beyond those opportunities available in the school. Sources of funding include federal grant programs, professional organizations, and foundations. Students should consult with their faculty advisors about their plans to seek external funding.

Travel grants may be available for graduate students whose papers have been accepted for presentation at national or regional meetings. Usually the Sanford School provides some funding and matching funding may be available from the Graduate Education office or through the Graduate Student Association. Go to the Graduate Education office web page for details on travel funds and other sources of funding for graduate students (Currently found as: <https://graduate.asu.edu/pay-for-college>).

Rights and Responsibilities of Graduate Assistants

A half-time assistantship requires twenty hours of work per week, and a quarter-time assistantship requires ten. These appointments rarely exceed these hours. Please refer to the ASU TA manual: <https://graduate.asu.edu/sites/default/files/TA-RA-policy-and-procedures-handbook.pdf>.

All teaching and research assistants are expected to report for work at the beginning of the academic year (approximately August 16 through May 15) to the faculty to whom they are assigned. Their term of employment runs for the full academic year for those assigned assistantships for both semesters, for the full semester for those assigned an assistantship for a single semester. All graduate assistants must enroll in at least 6 hours of course work each semester. The maximum number of hours for which a half-time graduate assistant can enroll is 12, and for the quarter-time graduate assistant 15.

Graduate assistants must clear vacation time and time away from their assistantship duties with their assigned faculty prior to making plans. Assistants should remember that they are paid throughout the academic year and are responsible for fulfilling their duties during this time period. This includes the periods of the academic year when classes are not in session (e.g., Winter and Spring Break).

All graduate assistants will be assigned to one or more faculty for a set amount of hours. Students may request specific assignments if they desire and efforts will be made to grant these requests. Graduate assistants can maintain logs of hours worked and duties performed. Graduate assistants are required to be available to faculty for the number of hours per week they are assigned. In some instances, this will require that they keep a flexible schedule. Working outside

of one's graduate assistantship is strongly discouraged. If graduate assistants have outside employment, it is expected that their assistantship responsibilities take precedence.

Each assistant has the responsibility of contacting the faculty member or members to whom she/he has been assigned during the week before the semester begins to discuss his/her duties and obligations. It is assumed that he or she has a serious interest in the field and a commitment to sociology as a career. The assistant's attitude and behavior in the performance of duties reflect not only upon him or herself, but also upon the School and university.

It is very important that assistants accept and meet their responsibilities in a dependable manner. Each faculty member has, of course, the responsibility of maintaining realistic expectations regarding the amount and nature of work to be contributed by the assistant.

In the event of any grievance with a faculty member, graduate assistants should feel free to consult the chair of the SI Doctoral Program Executive Committee or any member of that committee. If that person cannot resolve the problem, the matter may be brought before the entire committee. The Sanford School Director could then, or earlier, be consulted. Appeal procedure beyond the school is by petition of the student to the Graduate Education office (see the *Graduate Catalog* for more information).

Normal responsibilities for teaching assistants can include but not be limited to advising, lecture preparation, lecturing, exam preparation, proctoring exams, grading, supervising group projects, meeting with students, and other relevant activities related to teaching. Duties are assigned to graduate assistants in the interest of contributing to their professional education. Each assistant has an obligation to work the assigned number of hours. Each teaching assistant should meet with their assigned faculty member(s) prior to the start of classes each semester to establish what will be required of them.

If a graduate assistant is required to attend lectures or read preparatory material for a faculty member's class, the time spent in classroom or reading the required material counts toward the total assigned hours.

Throughout the semester, every effort should be made by both the graduate assistant and the faculty member(s) to plan and coordinate the assignment of duties and hours so that no undue burden exists for either person. This includes planning around the times required for specific duties, e.g., proctoring examinations, attendance at required meetings, etc. During the last two weeks of a semester, this coordination of duties is considered to be especially important.

Administrative Matters Relating to Assistantships

- a. Teaching assistants are expected to report for duty the first day of orientation and advisement. The Graduate Education office holds a university-wide orientation for new teaching assistants before the semester begins, as well as seminars throughout the semester. New TAs are *required* to attend the orientation.

- b. Graduate assistants must complete various payroll forms. Deadlines for this are quite early in order for the first check to be received on time. Assistants should inquire about these deadlines from the Sociology graduate secretary or business manager.
- c. Paychecks are received at the middle and end of each month (around the 15th and 31st).
- d. Graduate assistants enjoy the same ten percent discount privilege as faculty on certain types of purchases at the university bookstore.

Assistantships are ordinarily awarded on the basis of one academic year. Renewal of the assistantship is *not* automatic, but is based upon the graduate assistant's accomplishments, performance, and progress during the preceding year, as well as on the availability of funds. Graduate assistants not wishing to be considered for renewal should inform the graduate director by March 1st of their first year. Graduate assistants will be evaluated periodically, and especially when applying for renewal of the assistantship.

Research Assistants' Duties and Responsibilities

The duties and responsibilities for research assistants revolve around normal activities involved in conducting research. These can include, but not be limited to library searches, research proposal preparation, laboratory work, instrument development, gathering data, computer work, data analysis, manuscript preparation and writing, and related activities. Research assistants are expected to meet with their assigned faculty member prior to the start of classes to establish what specifically will be required of them.

XII. Miscellaneous

Upon arrival on campus the new graduate student should contact the SI Doctoral Program Director. In addition, The Sanford School graduate secretary will provide a packet containing a copy of this manual and other relevant material. Normally, the SI Doctoral Program Director will have an orientation meeting for new graduate students during the week before classes begin.

Graduate students' files are kept in a locked file cabinet in The Sanford School office (Social Sciences 144). They are available to faculty members at any time. Faculty members are encouraged to place evaluation memos in the files of graduate students for use in writing letters of recommendation and similar appraisals.

Among other things, the file will be found to contain:

- a. The student's application for admission, transcripts of previous work, the student's biographical statement and narrative, letters of appraisal, G.R.E. scores, and a copy of the recommendation sheet carrying the SI Doctoral Program Executive Committee's recommendations to the Graduate Education office.

- b. A copy of the letter from the Graduate Education to the student indicating whether she/he is a regular, provisional, or non-degree student (if provisional or non-degree, note restrictions in the *Graduate Catalog*).
- c. For second year and later Ph.D. students, letters from the annual evaluation of Ph.D. students.

Students have the right to see their files, upon request. However, letters of recommendation for which the student waived her or his right of examination must be removed before the student is allowed to view the file.

XIII. The Sanford School Facilities

Office space, desks, and mailboxes are provided for all graduate assistants in the Graduate Student Center (Cowden 206). Students taking demography classes or working on demography projects have their mailboxes in the Sanford School Center for Population Dynamics Computer Lab (SS204). Desks and computers are available on a first-come basis and are not permanently assigned.

XIV. SI Graduate Students Association

All SI doctoral students who are currently registered for at least one credit hour have, thereby, rights of membership in the SI Graduate Students Association. The SIGSA holds regular meetings and informal brown bag research meetings. The SIGSA also elects members to serve on Sanford School committees when such membership is allowed.

- a. Every student eligible for membership in SIGSA shall be assured of the opportunity to participate in the nomination procedures.
- b. Every such student shall be assured of the opportunity to vote for these representatives by secret, mailed ballot.
- c. No other requirements or procedures of any kind will interfere in any way with the above.

XV. First Year Advisors

All incoming SI doctoral students are assigned a First Year Advisor. The First Year Advisor is a faculty member who serves as a temporary resource to help guide a first year student's activities. The faculty advisor is expected to meet with the student at least once at the beginning of the semester (or more often as needed). The advising relationship may evolve into a mentoring one over time by upon mutual agreement by the student and faculty member. This assignment is initially temporary and serves as a formal point of contact for new students.

XVI. Ph.D. Program in Sociological Inquiry Faculty

A current listing of graduate faculty in sociology, along with their unit affiliations, research areas, and endorsement to chair dissertations, can be found at <https://thesanfordschool.asu.edu/sociological-inquiry-phd/faculty>.