

Handbook

Graduate Program in Sociology

Department of Sociology
University of Colorado at Boulder

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Introduction

This document summarizes relevant policies for the graduate program in the Department of Sociology at the University of Colorado Boulder. Graduate students are subject to the rules described in the handbook. Although the handbook is updated annually, some policies will undoubtedly change or become refined. Periodically, essential information will appear on *gradsocy@lists.colorado.edu*, the department email list for graduate students. Much official business of the university transpires via email. Thus, all enrolled graduate students must have an email address on the Colorado.edu domain and check their email often, responding to any requests or inquiries in a timely fashion.

Graduate Program

The graduate program in the Department of Sociology at CU Boulder seeks to train creative and productive scholars and teachers. For more information and to download a copy of this handbook, please visit www.colorado.edu/sociology/students/graduate-students.

Graduate Degrees Offered

The Department of Sociology offers graduate training leading to a PhD. To the greatest extent possible, the program seeks to:

- provide mentoring through one-on-one faculty-student relationships, as well as by teams of mentors
- give students clear and informed feedback on progress toward their degrees
- socialize students into the norms of the profession by informing them about professional expectations and practices not traditionally covered in seminars
- train students to become competent teachers and researchers
- provide sound training in theory and methods

The department does not maintain a separate MA program and does not encourage applications from students who wish to pursue an MA in sociology as a terminal degree. However, there are three scenarios by which students may earn the MA degree:

- Students already making satisfactory progress toward the PhD may wish to receive the MA as a sign of progress toward the PhD, particularly in conjunction with submitting the

third-year paper. To do so, students must meet the MA degree requirements outlined later in this handbook.

- Students making satisfactory progress toward the PhD may wish to receive the MA as a terminal degree when changes in their circumstances (e.g., change in career plans, relocation, family situations, etc.) result in their inability to meet PhD degree requirements. Students wishing to pursue this option must receive approval from their advisor and notify the grad program assistant.

If circumstances change and such students choose to return to the graduate program within two years of receiving the MA, the department will readmit them.

- Students whose progress toward the PhD is below expectations can work toward the MA as a terminal degree after petitioning the Graduate Committee and receiving approval. If, in the future, they wish to pursue the PhD in this department, they must reapply for admission to the PhD program.

Detailed information on the requirements for the MA degree appear later in this handbook.

Admission to the Program

The graduate program admits students only for a fall start. Completed applications must be submitted online to the Graduate School by the admissions application due date. Acceptance to the graduate program in the Department of Sociology does not guarantee admission by the Graduate School.

In some cases, the department or the Graduate School may grant provisional admission. The department usually requires students who are admitted provisionally to complete 12 credit hours of graduate work with a GPA of 3.0 or better during the first year. The department may require a student to fulfill additional requirements for provisional acceptance.

Transfer of Credit

In accordance with Graduate School policy, the department accepts a maximum of 21 graduate level credit hours from another college or university toward fulfillment of the requirements of the PhD

degree. Students may submit requests for transfer of credit only after completing 6 credits of graduate-level course work on the CU Boulder campus with a 3.0 GPA. Transferred credits do not reduce the minimum registration requirements but may reduce the amount of formal course work required. The department may recommend to the Graduate School dean that a maximum of 9 graduate-level credit hours from another college or university apply toward the requirements of the MA degree for those students who plan to receive the terminal MA or the MA in progress. Students wishing to transfer credit toward the MA degree must first complete a satisfactory record of performance during at least one semester in residence. In summary, students may transfer 21 credit hours for the PhD and 9 credit hours for the MA.

Request for transfer of credit forms are submitted to the graduate chair for consideration and are available from the graduate program coordinator. A student intending to transfer credits – including those coming from universities within the CU system – must meet with their faculty advisor to determine the suitability of particular courses for transfer of credit. The advisor may consult other faculty members as needed and will make a recommendation to the graduate chair regarding credit transfer. The final decision rests with the department and the Graduate School. Transfer Credit paperwork: <https://www.colorado.edu/graduateschool/sites/default/files/attached-files/transfercredit.pdf>

Note: Students may claim transfer credit only for approved courses when applying for candidacy.

Waiver Policy for Required Courses

The Graduate Committee does not usually grant waivers for required courses on the basis of graduate course work completed elsewhere.

Required courses include:

- Logics of Qualitative Inquiry (SOCY 5181)
- Research Design (SOCY 5031)
- Sociological Theory (SOCY 5201)
- Contemporary Theory (SOCY 7171)
- Data 1/Quantitative Methods 1 (SOCY 5111)
- Data 2/Quantitative Methods 2 (SOCY 6111)

- One additional advanced methods course (e.g., Qual Analysis [SOCY 7121], Historical Methods [SOCY 5350], Data 3 [SOCY 7111])

Students who believe that they have completed courses of equivalent depth and rigor elsewhere may submit a petition requesting a waiver of one or more of these requirements. The petition must include a brief letter explaining why the student wishes to waive the requirement, as well as copies of syllabi, written work, and final grades from the previous course work. These materials should be submitted to the graduate program assistant for review by the graduate chair before August 1 of the entering year or, for courses offered later than the first semester, two months prior to the start of the semester in which the relevant seminar is taught. The Graduate Committee will review the request in consultation with faculty teaching the required courses and decide prior to the start of the semester. Transfer of credit **does not** imply waiver of courses. Waiver of required courses is a much rarer occurrence and involves a separate request and deliberation process.

Advising System

Each incoming student will be assigned an individual faculty advisor who will help guide the student through the first year of the program. Under the first-year advising system, students are encouraged to work with their first-year advisors to explore the program, the research specialties of the department, and their own developing research interests while getting to know faculty members. Once a student has had an opportunity to meet and work with the faculty, decisions regarding long-term advisors should be made following the first-year experience.

Usually beginning in the second year of the program, graduate students are expected to seek their own faculty advisors. Only members of the graduate faculty of the Department of Sociology or those specifically appointed by the Graduate Committee can act as advisors to graduate students. Although students find advisors in many different ways, the procedure for doing so often begins by locating faculty members with interests that match their own. After an introductory meeting, the student and faculty member should discuss each other's expectations, capacities, and timelines. Once a faculty member agrees to serve in the role of advisor, the student should notify the graduate program assistant in writing or by email. Students should then work with their advisors to select other faculty members to serve on comprehensive examination and dissertation committees.

Students may change advisors at any time and are responsible for informing the graduate program assistant and the affected faculty of any changes.

Demonstrating Adequate Progress

Students must meet the following minimum requirements to demonstrate adequate progress:

- maintaining a grade point average of at least 3.0 in all course work attempted and no incompletes
- completing the course work equivalent of the preliminary exams by the end of the second program year (as described in the section, ***Overview of Requirements for the PhD Degree***)
- satisfactory annual reviews
- fulfilling the third-year paper requirement by the end of the third year in the program
- passing the specialty area comprehensive exam by the conclusion of the fourth program year
- registering continuously for at least 5 dissertation credit hours every fall and spring semester beginning the semester after passing the specialty area comprehensive exam and extending through the academic term (including summer) the dissertation is successfully defended
- passing the dissertation proposal defense by the end of the fifth program year
- completing the requirements for the doctoral degree within the six-year time limit

Teaching Assistantships

Most students receive financial support by serving as teaching assistants (TAs). Graduate students in good standing are eligible for graduate teaching assistantships. Teaching assistantships and instructorships, as well as research appointments, are awarded by the Department of Sociology or other campus units.

Depending on the type of appointment and the percent time involved, TAs may receive tuition waivers for a specified number of credit hours. Such appointments are contingent on adequate progress in a degree program as described in the previous section, ***Demonstrating Adequate Progress***.

Students may hold appointments in more than one department. However, the total of all appointments may not exceed 50 percent.

Under certain circumstances, a student may obtain an appointment greater than 50 percent with the prior approval of his or her advisor, submitting a Petition for Graduate Student Overload Appointment form to the Graduate School. The form is available on the Graduate School web page for funding administration under the heading, Graduate Student Appointment Information,

www.colorado.edu/graduateschool/funding/funding-administration. The student's faculty advisor should email the completed overload petition to the Graduate School, copying the graduate program assistant and the department's payroll liaison. The maximum overload percentage allowed is 62.5 percent.

Advanced students may teach their own courses as graduate part-time instructors (GPTIs). However, students who have taught as GPTIs can be assigned TA positions in the future, depending on the department's needs. In other words, having a GPTI assignment one semester does not guarantee the same assignment the next semester.

For all PhD students, regardless of whether they receive the masters' degree at CU or elsewhere, the total number of semesters of teaching support is 12 semesters, not including summers. Beyond 12 semesters, teaching assignments are granted only if the department has them available.

Situations sometimes arise, particularly those of a medical nature, which prevent students from completing TA or GPTI assignments. Students facing such circumstances should inform the graduate chair and the graduate program assistant as early as possible to discuss potential accommodations or alternative arrangements.

General funding policies

- Our graduate program outlines and primarily supports a course of study for Ph.D. students lasting up to 6 years.
- The department's top priority is to fund all enrolled graduate students who are in years 1-6 of the program and who do not have other sources of funding in a given semester (e.g., an RA position or a fellowship).
- Exception: Students working from outside the area are not guaranteed teaching positions, including online positions with Continuing Education, even if in years 1-6.
- If a student is enrolled in the program beyond year 6, the department will offer them funding if there are teaching slots available after students in years 1-6 have been funded. Historically, we have often been able to offer funding to students in year 7 and sometimes beyond, but this varies from semester to semester depending on teaching needs and student enrollments. Students should not count on continuous funding beyond year 6. (For this reason, it may be useful to get an MA degree in conjunction with the third-year paper, as MA recipients have more options for teaching at other higher education institutions than people without an MA.)

- Definitions: Most students receive financial support by serving as Teaching Assistants (TAs). TAs work with faculty members to assist in the teaching of larger undergraduate classes (usually at least 70 students). Teaching assistants may lead weekly recitations, grade assignments, photocopy or scan readings, and perform other class-related tasks. More advanced students may serve as Graduate Part Time Instructors (GPTIs), who teach a class on their own.

Teaching assignments

We do our best to honor students' teaching preferences within the constraints of our departmental schedule needs. Decisions are ultimately based on the needs of the department: offering required courses, a diverse array of courses, and courses that have historically fully enrolled and need teaching assistants, as well as assigning TA and GPTI positions to those with expertise in the course's subject area.

In terms of on-campus teaching assignments, priority is based on seniority (defined as year in the graduate program), up until year 6. For the remaining teaching slots, we will prioritize year 7 students, followed by year 8 students, and so forth. One exception to this priority system: we do consider and reward students who are willing to take on a teaching assignment that was not among their preferred courses. That is, in the following semester, we will prioritize those students' preferences when deciding teaching assignments.

Having been GPTI in the past does not guarantee you a GPTI assignment every semester thereafter. There simply are not enough GPTI positions for all who request them.

Continuing Education's (CE) online and in-person courses are not scheduled by the department, but we do coordinate our course offerings and student assignments with CE. We will continue to ask about your interest in teaching online and in-person courses for CE on the graduate student teaching survey. Note that a typical 50% teaching position within SOCY is a one-course assignment, while each online course in CE counts as a 25% teaching position (and thus graduate students teaching online for CE typically teach two courses). Online teaching positions are not guaranteed for everyone who requests them.

When completing the graduate teaching survey, be sure to note your anticipated scheduling conflicts, especially any classes you plan to be taking that semester. If you inform us of your conflicts only after we have started announcing teaching assignments, we will try to accommodate you but may not be able to do so – and likely will not be able to honor your preferences.

If you do not get one of your teaching preferences, please do not take this personally or read it as any sort of demotion. We are not able to give everyone their top choice. We do try as much as possible to take your preferences into account.

Finally, please understand that the College of Arts and Sciences, not the department, makes the final decision about teaching positions and that the Graduate School controls students' enrollment in the university. So, the department will continue to do everything it can to implement the aforementioned policies, but it can ultimately be overruled by the Graduate School.

Changes in your availability to teach

We assign graduate students to TA and GPTI positions well in advance so that graduate students and faculty can adequately prepare for the semester, the department can ensure adequate funding for graduate students, and the department can allocate teaching positions to best meet department needs as well as student and faculty preferences. Last-minute changes to TA and GPTI assignments undermine these goals, risk our ability to maintain a strong undergraduate curriculum, and cost extensive staff time. Therefore, once teaching contracts are signed, graduate students are expected to fulfill the agreed-upon obligations.

If a graduate student wishes to vacate their assigned teaching position, they should contact the Undergraduate Chair and Graduate Chair immediately to discuss the situation. The student is expected to fulfill their commitment until a suitable replacement can be found.

Within four weeks of the start of the semester, graduate students are expected to not vacate their teaching positions except in the case of a medical emergency or other serious and unexpected circumstance that makes the teaching assignment untenable.

Research Assistantships

The department encourages graduate students to pursue opportunities for funded research wherever possible. The department website features a link to potential funding sources, and students should work closely with faculty mentors to locate other sources. The department supports the efforts of other university units in which students may seek financial support for their research. Several of these are located within the Institute of Behavioral Science (IBS), which represents a multidisciplinary effort among researchers in the social and behavioral sciences. Details are available on the IBS website, <https://ibs.colorado.edu/>.

Overview of Requirements for the PhD Degree

The following overview outlines program requirements and provides deadlines for meeting them. The Graduate Committee recognizes that students entering the program with an MA degree could move through the program more quickly than others, and that differences among students may affect individual courses of study. Students needing exceptions to the rules outlined or extensions to the established deadlines should refer to the section, ***Graduate Student Petitions***, at the end of the handbook.

Students should aim to fulfill the requirements for the PhD within five to six years. Degree requirements include the following:

- ***Time Limit***

The Graduate School allows six years from the commencement of course work in a graduate program for completion of requirements, including the filing of the dissertation. Under extenuating circumstances, starting in the sixth year, a graduate student and their advisor may request by letter an extension of the time limit. This letter, accompanied by a statement from the advisor supporting the request, should go to the Graduate Committee and the graduate program assistant. If the letter is approved, the graduate chair will forward the request to the dean of the Graduate School.

- ***Minimum Course Hours and Levels***

Students must complete a total of 45 hours of course work credit hours (which can include independent study courses or guided research). At least 24 hours must be within the Department of Sociology on the CU Boulder campus. To qualify for graduate credit, all courses taken within the Department of Sociology must be numbered 5000 or above and be letter graded rather than pass/fail.

- ***Successful Completion of Required Seminars***

- Logics of Qualitative Inquiry (SOCY 5181)
- Research Design (SOCY 5031)
- Sociological Theory (SOCY 5201)
- Contemporary Theory (SOCY 7171)
- Data 1/Quantitative Methods 1 (SOCY 5111)

- Data 2/Quantitative Methods 2 (SOCY 6111)
- Advanced Methods (SOCY 7121, SOCY 5350, or SOCY 7111)

Note on waiver of required seminars: The department generally does not allow waivers of the required courses. See the section, ***Waiver Policy for Required Courses***, for additional information.

- *Completing the Equivalent of "Preliminary Exams"*

Satisfactory completion of the required classes during the first two years in the program represents what the Graduate School refers to as the "preliminary examination." The criterion for satisfactory completion of the required courses is a grade of B-. Although a B- is a passing grade, any student receiving a B- in a required course must meet with the graduate chair to assess his or her progress in the program. Additionally, a student earning less than a B- in a required course must retake the course as directed by the Graduate Committee. Failure to pass the second time will result in dismissal from the PhD program. A student may then, with approval from the Graduate Committee, work toward a terminal MA.

- *Successful Annual Reviews*

Department faculty members conduct a review of all students, with a particular focus on students in years one through three, every spring. See the section, ***Annual Review and Report***, for more information.

- *Fulfilling the Third-year Paper Requirement*

Please refer to the section, ***Complete Third-year Paper***, below.

- *Passing the Specialty Area Comprehensive Exam*

Students should take this exam no later than the second full week of August after their fourth program year. Students must complete the required 45 hours of course work before taking the specialty area comprehensive exam. Details are provided under the heading, *Minimum Course Hours and Levels*, earlier in this section. The student and the specialty area comprehensive exam committee set the exam date and time, as explained in the section, ***Years Three and Four***.

- *Successful Defense of Dissertation Proposal*

Students should prepare a written dissertation proposal and orally defend it before the dissertation committee by the end of their fifth program year. For details, refer to the section, ***Years Five and Six***.

- *Completion and Successful Defense of the Dissertation*

Students should complete dissertation research and defend by the end of the sixth program year and by the posted Graduate School deadline for orally defending the dissertation for graduation the semester the degree is to be conferred. Students should refer to the Graduate School's Thesis and Dissertation Specifications, available at www.colorado.edu/graduateschool/thesis-and-dissertation-specifications.

Additional information appears in the section, ***Years Five and Six***.

Sequence Through Program

The following is a typical sequence through the program:

Enter Graduate Program

Students typically focus on required courses during the first year, though there are also opportunities to take an elective seminar in each semester.

Preregistration for Graduate Students

All graduate students should register as soon as possible after receiving registration materials. Graduate students who wish to enroll in independent study, guided research, dissertation hours, or master's thesis hours should contact the graduate program assistant at least two weeks prior to the start of an academic term. Students who register late may incur financial penalties and will find it difficult to enroll in desired courses. Failure to complete registration as soon as possible may also lead to the cancellation of graduate seminars due to insufficient enrollment. Registration info can be found at:

<https://www.colorado.edu/registrar/students/registration/register>

Years One and Two

Required Seminars

Graduate students are expected to take two or three seminars each semester. We recommend that first-year students consult with the graduate chair and/or their first-year faculty advisors to determine whether two or three seminars will serve the students best in their first year. Advice will depend on prior course work, familiarity with statistics, methods, and theory, prior teaching experience, and additional responsibilities outside of graduate school. Beyond the first year, we recommend that students take three courses each semester.

Year One Required Courses

- SOCY 5031 (3 credits) Research Design
- SOCY 5111 (3 credits) Data 1/Quantitative Methods 1
- SOCY 5181 (3 credits) Logics of Qualitative Inquiry
- SOCY 5201 (3 credits) Sociological Theory

Year Two/Three Required Courses

- SOCY 6111 (3 credits) Data 2/Quantitative Methods 2
- SOCY 7171 (3 credits) Contemporary Theory

Graduate students may not postpone taking the required courses past the scheduled semester as listed in the handbook unless they successfully petition the Graduate Committee for an exception as described in the section, ***Graduate Student Petitions***, at the end of the handbook.

Department/Limited Credit Seminars

- SOCY 6821 (1 credit) Graduate Sociology Forum 1
Students in their first year are required to attend the Graduate Sociology Forum. Students will meet bimonthly throughout the academic year with the forum leader. The primary purposes of the forum are to introduce faculty members and their research to the first-year cohort and to provide a communal forum for the cohort to discuss professional issues related to the discipline and academia more generally with the forum leader.
- SOCY 6851 (2 credits) Interdisciplinary professional socialization seminar
This interdisciplinary seminar for the social sciences features weekly topics with guest speakers on various issues related to professional socialization. Students workshop professional socialization materials at the end of the semester. This course is not required and may be repeated once for credit.

Grading Rubric for Course Work

Faculty members who teach required graduate seminars (theory and methods) are asked to use this grading rubric; those teaching other graduate seminars are urged but not required to adopt it.

Faculty members who choose *not* to adopt this rubric must state that they are not using the standard rubric and describe how their grading will work.

A: Consistently performs well above expectations for the course

A-: Performs above expectations for the course

B+: Meets expectations for the course

B: Occasionally performs below expectations for the course

B-: Consistently performs below expectations for the course

C range: Unsatisfactory work for a PhD student (student not completing work, not attending class, etc.). Instructor has serious concerns regarding student progress toward degree.

Note: While a B+ is a “meets expectations” grade, it is not expected to serve as a mathematical average for the class. That is, there is no expectation that half the students will perform above and half below a B+.

Maintaining Full-time Student Status

To maintain full-time registration status, students must meet one of the following criteria:

- Enroll in elective seminars for a minimum of 5 credit hours per semester for full-time status in the program.
- Take at least 1 doctoral dissertation credit after completing required course work and prior to passing the specialty area comprehensive exam. Students must keep in mind that registering for 1 dissertation hour will make them full time only in an academic sense. The TIAA-CREF regulations require students to register for at least 3 hours to receive a waiver from the student retirement plan. If a student holding a university appointment registers for only 1 dissertation hour, the university deducts a mandatory student retirement deduction from payroll. In addition, under some circumstances, students may take dissertation credits before completing the specialty area comprehensive exam, but the Graduate Committee encourages students to complete the exam first.
- Take a minimum of 5 dissertation hours each fall and spring semester *after* passing the comprehensive exam. A student must be registered for at least 5 dissertation hours during the semester (including summer session) the dissertation defense is passed.
- Complete 30 credit hours (not including dissertation hours) by the end of year two to be eligible for funding in year three. The 30 hours can include independent study and guided research

courses. Depending on availability, students may teach as GPTIs after completing 30 hours of course work.

Years Three and Four

Required Course Hours

By the end of year four, students must have completed 45 hours of course work, with 24 in the department. After passing the specialty area comprehensive exam, students must enroll in a minimum of 3 to 5 dissertation hours to fulfill the continuous enrollment requirement. Students should be aware that enrolling in only 3 hours is considered part-time status, which is reserved for students not using campus facilities or resources.

Complete Third-Year Paper

The third-year paper requirement is intended to give students extensive practice with the research process and hopefully result in a submission to a journal for publication. The third-year paper requirements are:

- 1) Students will be required to demonstrate that they can ask sociological research questions or articulate hypotheses, motivate these questions or hypotheses using sociological literature, and answer them using competent analysis of empirical data.
- 2) Students will be required to demonstrate that they can knowledgeably apply sociological theory and methods to a research project of their choosing.
- 3) Ideally, this paper will, with some additional work, result in a sole-authored journal publication in a journal of the student's choosing. Should the paper require more extensive revisions, it might also result in a future co-authored publication with a faculty advisor, fellow graduate student, or other collaborator(s).
- 4) Through these competencies, the student should demonstrate that within the next couple of years, they will be ready to write a sociological doctoral dissertation.

Guidelines and Mentoring for the Third-Year Paper

1. Responsibility of the Student. The topic, framing, and approach need to be the student's own ideas, and the paper should be the student's own work. We define this as independently generating research

questions, theorizing and/or bringing literature to bear on the questions, analyzing data, and writing the paper.

2. Role of the Advisor. The advisor should help the student clarify their thoughts, but make sure this paper represents the student's own thinking and skills. A suggestion for the early stages of the project is for the advisor to ask the student to bring a one-page memo detailing the topic, framing, and approach that the advisor can then talk through with the student. This memo should, ideally, be shared with the advisor during the spring semester of the second year of graduate school. As the paper progresses, the advisor should meet regularly with the student to support the writing process and should be willing to read and comment on one or more drafts. Both students and advisors should provide sufficient turnaround time for reading drafts and making revisions. Students may also want to workshop their paper in one of the departmental workshops to receive additional feedback on the work. Advisors and others can provide some editing support in the reading of the drafts, but the paper should not be so heavily edited/rewritten that it no longer reflects the student's voice, style, or original thoughts. The advisor should help the student understand how to conduct and interpret analyses more generally but cannot help them analyze their specific data or write the paper. It is permissible to collaborate to eventually co-author the paper after it has been submitted and evaluated as a third-year paper.

3. Previous research projects. It is permissible to use writing and analysis from earlier course papers for the third-year paper. Reusing a previous Master's thesis or manuscript written to obtain a degree previous to entering CU is not permitted. If a student would like to use the data from that work for their third-year paper, they can conduct a different analysis of the same data.

4. Theory and analysis. The paper needs to incorporate relevant theory and literature to justify asking one or more sociological research questions and/or articulating hypotheses, as well as analyze original or secondary empirical data using an appropriate method for the question(s). It must be original work that contributes to sociology (it can also contribute to other fields). Because the student's use of both theory and methods are part of the assessment, purely theoretical or methodological works are discouraged for the third-year paper requirement.

5. Support for writers. Students are supported in the third-year paper writing process through two optional mechanisms that provide time and money. The first is summer funding after year 1 or year 2 (but not both) for the student to work on the third-year paper project. The second is 3 fall credits to

work on the third-year paper, with a rough draft due in mid-December and recommended deadlines throughout the semester for turning in sections of the draft.

6. Formatting. The paper must be a minimum of 8,000 words and a maximum of 10,000 words, including references, tables, figures, and appendices. This length requirement mirrors typical standards in the field. It is important that the paper be clearly written, consistently formatted, and free of typographical errors. A target journal does not need to be identified, but it may be helpful to the student to have such a journal in mind in order to help focus on a potential audience and a desired style.

7. Submission guidelines. Before submitting the paper, students must make sure the paper is blinded (i.e., does not include their name anywhere). Students need to send, as a separate file, a cover sheet that includes the paper's title, their name, and the name of their third-year paper advisor.

8. Due dates. Due dates are December 31 or February 15. Papers must be submitted in Word or PDF format via email to the graduate program assistant who will confirm receipt. The student chooses which date to submit the paper, and review should take about one month. These deadlines allow time for revise and resubmit decisions to be processed before the annual review process. The third-year paper will be an important data point in the third-year annual review process in April/May.

Review and Feedback

1. Process. After submission, the advisor evaluates the paper, along with two faculty readers who evaluate a blinded version of the paper. The blind reviewers will be drawn from a pool of four faculty whose grading work will be a service assignment. At least one blind reviewer will be familiar with the paper's method. The advisor and the two blinded faculty reviewers will provide a 1- to 2-page journal-style review to the student and a confidential grading decision to the graduate committee based on a standard score sheet (see last page of this document). In addition, each reviewer should indicate whether they think the paper is ready to be submitted to an academic journal. The advisor should also indicate how many drafts of the paper they have read and how many they offered to read.

2. Grading. Initial grading options are high pass, pass, low pass, revise and resubmit (R&R), or fail. The operational definitions for each of the grading categories are:

High Pass: This designation is reserved for truly meritorious work that the committee views as ready for submission to a top-tier journal.

Pass: This designation is for papers that clearly meet, and in some cases even exceed, the requirements identified in this document.

Low Pass: This designation is for papers that have met the minimum standard identified in this document.

2a. If a student receives a high pass, pass, or low pass, we recommend that they meet with their advisor to discuss next steps for preparing the manuscript for journal submission.

Revise and Resubmit: Papers that have failed to meet one or more of the requirements identified in this document will receive an R&R designation.

2b. Papers receiving an R&R will not pass unless they are improved, and they must be revised and resubmitted within one month using the same submission guidelines as above. The student will receive a list of points that must be addressed in the revision, with reviewers taking care to ensure that the required revisions can be adequately completed within a month. The student's advisor will hold a meeting to discuss the revision requirements with the student, but the revisions must be the student's own work. The same committee will review the resubmitted paper, with the options of high pass, pass, low pass, or fail.

Fail: This designation is for papers that are plagiarized, are substantially incomplete, have not satisfactorily addressed R&R comments, have major flaws, do not analyze sociological data, and/or have failed to address very serious concerns raised by the advisor and/or faculty reviewers.

2c. A fail decision will trigger a substantial overarching review of the student's progress in the program, resulting in a decision either (a) for the student to leave the program after the following fall, or (b) to create a specific set of directives that the student must meet in the following year in order to remain in the program (this process was formerly called "probation").

3. MA degree*. The department has an MA paper option for students wishing to receive a Master's degree. Students can optionally submit and orally defend their third-year paper for an MA degree. A student may pass their MA defense even if they have failed the third-year paper requirement.

*All defenses are to be held during the academic year (fall/spring semesters). In rare instances, a student may petition the graduate committee for an exception to this rule and the petition must be endorsed by all faculty on the respective committee. Please use the Defense Scheduling Petition form in these cases.

The Master's Degree Option

The Department of Sociology does not have a separate Master's degree program. However, students may obtain an M.A. degree in Sociology in transit to the Ph.D. if they wish, and students who will not be completing the Ph.D. requirements may pursue a terminal M.A. degree, pending approval by the Graduate Committee. The Department does not allow extra time for the completion of the M.A. degree. Students may pursue the M.A. through **Plan I**, which involves a master's thesis, or **Plan II**, which requires an exam or submission of the 3rd Year Paper. Guidelines for each plan appear below. Regardless of the plan chosen, all M.A. students must complete a minimum of 30 semester hours of graduate-level credit. These 30 hours must include the required Theory and Methods sequence (Intro to Social Statistics, Research Design, Sociological Theory, Contemporary Theory, Data Analysis I and II, an advanced course, and Grad Forum). The 30 hours must also include at least six semester hours in at least two sociology seminars. Students may take a maximum of six hours of independent study. These may not be substituted for required seminars. Finally, all M.A. students must designate a Master's Advisory Committee. This Committee must consist of at least three regularly appointed graduate faculty members from the Department of Sociology. Students select the members of the Committee and designate one as Chair. A candidate may, with the approval of the Chair of the Advisory Committee, place additional members on the Committee consistent with the rules of the Graduate School. Students must report the composition of the Committee to the Graduate Program Assistant, who will then submit the list to the Graduate Committee for approval. Committees do not have official standing until approved by Graduate Committee.

Steps involved in the Master's Thesis process are:

1. Graduate Students wishing to earn either a terminal or en route Master's degree (M.A.) must first petition the Graduate Committee. This petition consists of a letter indicating the student's reason(s) for obtaining an M.A. and, if relevant, stating why the student wishes to discontinue their pursuit of the Ph.D. This letter should also indicate whether the student will follow Plan I (Thesis option) or Plan II (exam option). The student's Advisor/Chair must support this petition by sending a letter or email to the Chair of the Graduate Committee.
2. The student must list the three members of the Master's Advisory Committee. Only one member may be from outside the department.
3. The Graduate Committee will review the petition and make a decision. The Chair of the Committee or the Graduate Program Assistant will notify the student of the outcome.
4. Once the Committee makes a decision, the student must complete all of the Master's graduation paperwork. This paperwork will be available from the Graduate Program

Assistant.

5. The student must submit a candidacy application, and the department will fill out the final exam form.

Paperwork can be found here:

<https://www.colorado.edu/graduateschool/academics/forms-current-students>

6. The student's Advisor/Committee Chair needs to submit a final grade card after the defense or exam. Students are responsible for meeting deadlines posted on the Graduate School website.

<https://www.colorado.edu/graduateschool/academics/graduation-requirements/masters-graduation-information/deadlines-masters-degree-candidates>

Students may also contact the Graduate Program Assistant at the Department for this information.

Plan I: Thesis Option

Under Plan I, the student must complete a total of 30 credit hours of coursework at the 5000 level or above (including 4–6 Thesis credits, the required Theory and Methods sequence, and Graduate Forum I & II) with grades of B or better. The student must also write and defend a thesis. The student must register for thesis credit hours in the semester of their thesis defense.

Preparation of a Written Thesis

The thesis must demonstrate competent and independent scholarship and make a useful contribution to sociological knowledge. An M.A. thesis is shorter and entails less original research than a Ph.D. dissertation, but is more extensive than a third-year paper.

Plan II: Non-Thesis/Exam Option (most students choose this option, as you may use your 3rd Year Paper as the “Exam”)

Under Plan II, a student must complete 30 hours of course work at the 5000, level or above (including the required courses) and take a written exam in his or her major area within sociology. The Advisory Committee, here constituted as an examining committee, creates an exam that will assess the candidate's mastery of knowledge within his or her specialty area(s) of sociology. This may either be a timed examination or an article manuscript such as a third-year paper. The M.A. exam is shorter and less comprehensive than the Specialty Area Comprehensive Examinations given prior to the Ph.D. The Committee, in concert with the student, determines whether there will be an oral defense of the exam. If more than one committee member votes against passing, the candidate fails the exam. Candidates who fail will have a second opportunity to take the exam. The committee must specify what the candidate should do in preparation for the second exam. If the candidate fails the second time, the Department of Sociology has no obligation to provide another opportunity.

Students wishing to earn an M.A. are responsible for meeting deadlines posted at www.colorado.edu/graduateschool/academics/graduation-requirements.

Click on the following link for detailed information on the step-by-step process for the MA in Sociology: https://www.colorado.edu/sociology/sites/default/files/attached-files/masters_degree_process.pdf

Develop Specialty Areas

From the time they enter the program, students should consider specialty areas and direct their work toward building a knowledge base in those areas. The specialty areas are those in which the student will become sufficiently qualified to teach and do research (see the Current Sections of the American Sociological Association for a list of specialty areas: <https://www.asanet.org/communities-sections/sections/current-sections>). Students should endeavor to take courses in their specialty areas. Students in years three and four should concentrate on the task of refining their specialty areas. In addition to course work, this should include submitting papers to journals and conferences and preparing for the specialty area comprehensive exam. Students at this stage in the program should work closely with their faculty advisors and other faculty members who can provide mentoring.

Form Specialty Area Comprehensive Examination Committee (SCEC)

See the specialty comprehensive examination guidelines document for more information. The student's specialty area comprehensive examination committee, or SCEC, administers the specialty area comprehensive examination. This committee consists of five members of the graduate faculty, chosen by the student in consultation with his or her advisor. At least three members (including the advisor) must be tenured or tenure-track graduate faculty of the Department of Sociology at CU Boulder. Outside members are not required for the SCEC but are required for the dissertation committee, as outlined below. All SCEC members must hold current (regular or special) graduate faculty appointments. Students must advise the Graduate Committee of the members of the SCEC via the graduate program assistant before the end of the fall semester of the fourth program year.

Optional Primary and Secondary Committee Members

Each graduate student, with the approval of her or his advisor, has the option of naming one or two committee members as secondary members. The primary/secondary designation is not required, but

some students find the distinction helpful to divide the labor among committee members. Secondary members of comprehensive examination committees may add their voices to committee decisions whenever they wish to, but especially when the primary members disagree or otherwise ask for the secondary members' input. There is no requirement or expectation that secondary members actively participate in evaluations of exams, but individual faculty members may feel comfortable signing off on the exam form only after they have read everything and have fully participated in all committee meetings. Because both primary and secondary members must sign various forms needed for the student to graduate, both should always have copies of examinations. At most, only one committee member from outside the Department of Sociology at CU Boulder can serve as a primary member. With the approval of their advisor, a student can make changes in primary or secondary status of committee members at any time.

Specialty Area Comprehensive Examination Reading List

Students must develop a specialty area comprehensive examination reading list in concert with the advisor and other committee members. Information on exam areas and reading lists can be found [here](#).

Specialty Area Comprehensive Exam

The goals of the specialty comp exam are: (1) to demonstrate broad knowledge in three areas of sociology, as a way of demonstrating expertise and preparation to teach and conduct research in those areas, (2) to exhibit high-level writing and thinking skills to integrate and critically engage with broad literatures, and (3) to read deeply in a student's areas of interest working towards identifying a dissertation topic. Students may petition the Graduate Committee for exceptions to the guidelines based on their specific circumstances. General guidance:

1. The student should complete the exam after having finished 45 hours of graduate course work but before the start of the fifth year in the program
2. The student will choose three specialty areas within sociology. These areas should be broad—for ideas, see the list of ASA current sections at:

<http://www.asanet.org/asa-communities/asa-sections>

Many students dedicate up to one-third of each area's list to readings that are more narrowly focused on their specific interests (e.g., one-third of the readings on a sociology of health list might be on the

student's particular interest area of smoking). If the student is enrolled in a [graduate certificate program](#), there may be additional requirements about the topics or format of the specialty comp exam.

3. In consultation with their advisor, the student shall identify a five-person committee (of which at least three members must be tenure-track faculty in sociology), usually consisting of three primary members who write questions and evaluate the exam, and two secondary members who weigh in if there is disagreement. The committee must have at least one faculty member who is competent to write exam questions in each of the three specialty areas. When students approach a faculty member to ask them to serve on the exam committee, they should specify the role as a primary or secondary member. The student should meet with their adviser to help them decide primary and secondary members and to define the duties of these members.

4. The student shall meet with their advisor to review the existing reading lists for each specialty area. The student and advisor may alter the list to some extent, but the final list should include works that represent core themes in the subfield of interest. The list can include readings from classes, readings people have recommended, and other readings that the student and advisor identify as relevant to the specialty area. Consider searching the internet for existing lists in the chosen specialty areas to get more ideas. The length of the list depends on the ratio of articles to books. If the list is mostly articles, the student might aim to have about 35- 40 readings per area, for a total of about 100-120 readings for the exam. These numbers go down as more books are on the lists relative to articles. The first draft of the lists should be shorter, perhaps 25- 30 readings per area, because committee members will likely ask the student to include additional readings.

5. With the student's advisor's approval, circulate the list to the committee members for additional suggestions. When the committee agrees that the list is comprehensive, each committee member must indicate approval on a signature form. Alternatively, the student may receive approval via email from committee members, copied to the graduate program coordinator.

Link to webpage with Specialty Area Reading List Approval Report:

<http://www.colorado.edu/sociology/students/graduate-students/forms-deadlines>

6. Once the committee members are satisfied with the list, file the following two pieces of paperwork with the graduate program coordinator at least 3 weeks before the exam: Doctoral Exam Report and the Candidacy Application. Forms can be found here:

<https://www.colorado.edu/graduateschool/academics/forms-current-students>

7. The student should typically plan for one semester or one summer after the list is approved and before taking the exam, to devote time to reading the list. Make sure to spread the reading out, perhaps aiming for two articles per day. But do not spread the reading out over too long a period, or there may forget details of the readings. There are effective memory retrieval practices that can be useful; see <https://www.cultofpedagogy.com/retrieval-practice/> or <http://www.apa.org/science/about/psa/2016/06/learning-memory.aspx>. A semester or summer tends to be ideal. Take a lot of notes, and have notes in a searchable format. This could be as simple as using Microsoft Word to take notes on each reading, adding key words to the notes for help in searching for the information easily using the “Find” command.

8. Complete the readings at least a week or two before the exam, so that there is time to integrate the bodies of literature, taking notes. For each area, consider questions such as: What are the broader conversations and debates occurring in this subfield? What does this literature do a good job explaining? What is missing? What are the most important areas for future research? What assumptions does the literature rely on, and are they reasonable assumptions? What methods are most frequently used in this literature, and what are the pros and cons of those approaches? Which theories and explanations do you find the most and the least compelling, and why?

9. As the student starts to read list, work with their advisor to set exam dates. The exam is intended to take approximately 8 hours to write each of the 3 responses, but students have one week (e.g., Friday at noon to the following Friday at noon) to complete the exam and return their responses. The grading standard remains the same as in the past. Students are responsible for scheduling the exam, usually by emailing committee members to check the dates with them. Decide on where the exam will be written, consider how best to set up the workspace, and discuss time management strategies with the advisor. The student will receive your entire exam at the start of the week and turn in the whole exam at the end of the week.

10. Responses should each be in the range of 10 to 12 double-spaced pages per area (not including references), but this may vary depending on the advisor and committee. Also ask how many question options there will be for each area. Typically, there is either one question, or your choice of two.

11. Before writing the exam, consider using some time to outline the response and make sure your core arguments are clear. Students approach the writing differently, but it may be useful to draft main arguments first, then go back to fill in citations and add specific examples from the literature. Make sure

Be sure to back up exam responses as they are written in case of a computer crash. Ask the advisor if reference lists should be provided for each question or one list for the entire exam.

12. The student should have addressed each part of the question and made clear and cohesive arguments in the response. Showing that they can use literature to craft a compelling argument may be more important for graders than how many or which specific citations are used to support the points.

13. The exam will typically take several weeks to grade. Before the exam, we recommend that talking to the advisor about how the exam will be evaluated. The exam will be graded by the student's SCEC (or its primary members). Evaluation options include: pass, high pass, revise and resubmit, or fail. The comprehensive committee grades each of the questions individually and then assigns an overall grade for the exam. A majority (two out three) of the questions failing means that the exam is judged as a fail. Grades for specific questions are not usually distributed to the student. Students who fail this exam must retake it within one year. A second failure will result in dismissal from the PhD program, at which time a student may, upon approval from the Graduate Committee, work toward a terminal MA degree.

Years Five and Six

Required Dissertation Hours

Students who have completed the specialty area comp exam must register for a minimum of five dissertation hours each fall and spring semester until passing the dissertation defense. Thirty total hours are required. No more than 10 dissertation hours taken prior to the semester the specialty area comp exam is passed may count toward the total requirement. Also, students may take up to 10 hours the same semester as the specialty area comp exam. Thus, up to 20 dissertation hours taken through the semester the comprehensive exam is passed may count toward the required 30 dissertation credit hours required for the doctoral degree.

Formation of the Dissertation Committee

The student must work with their advisor to form a committee of five members. The dissertation committee may consist of the same five faculty members who served on the SCEC, -provided that the outside member requirement is met. The student must designate one member as the committee chair, or two members as co-chairs. One outside member may co-chair, but not chair, a committee. The composition of the committee should be as follows:

- At least **three** members (including the chair) must hold tenured or tenure-track regular graduate faculty appointments in the Department of Sociology at CU Boulder.
- A **fourth** member may be from the Department of Sociology, from another department on campus, or from off campus. For off-campus faculty, the graduate program assistant will process the necessary graduate faculty appointment under a special category.
- A **fifth** member is designated as an **outside** member and may be from another department on campus, or from off campus. This person must hold a current graduate faculty appointment from a department outside the Department of Sociology.
- Students may, with the approval of the dissertation committee chair, add a sixth member if the addition is consistent with Graduate School policy.

Refer to the section, *Optional Primary and Secondary Committee Members*, above for guidance on assigning primary and secondary committee members. The Graduate Committee must approve the composition of the dissertation committee before the student begins work on the dissertation. The student should provide the names, and primary or secondary designations, if used, to the graduate program assistant to obtain this approval.

Dissertation Proposal/Prospectus and Defense

Please see the dissertation guidelines document for more details. Students must write a dissertation proposal and orally defend it before the dissertation committee by the end of the fifth program year*

*All defenses are to be held during the academic year (fall/spring semesters). In rare instances, a student may petition the graduate committee for an exception to this rule and the petition must be endorsed by all faculty on the respective committee. Please use the Defense Scheduling Petition form in these cases.

The proposal should offer a working outline of the project, developed prior to the defense and in concert with (especially) the primary members of the committee. The [Graduate Student Resources](#) page of the department website has some examples and potentially useful information. Formats vary widely, but proposals generally are between 30 and 40 pages long (excluding tables and references). Students are not expected to submit finished chapters of a dissertation at this time. In general, a proposal should establish the topic(s) under investigation, demonstrate mastery of relevant literature, and state the relevant questions that have arisen thus far. It should also establish the methods and/or analytical techniques to be used in the research, keeping in mind that the need for additional or alternative

strategies might arise as the research progresses. A timetable can help the student as well as the committee, but given the unpredictability of research, this, too, might be subject to change. In short, no specific requirements for a prospectus can apply to every project.

Students must allow committee members at least two weeks before an oral defense to review the proposal and determine project suitability. Committee members may suggest changes during this time. A student may officially work on his or her dissertation project only after the committee has approved the proposal or revised proposal with a majority vote. However, the work might well be underway (for example, as part of a course) at the time of the proposal/prospectus defense.

The student must bring a [Dissertation Proposal Defense Report](#) to the defense. After obtaining signatures, the student must make two copies and follow the directions on the form for submission. An approved proposal is a contract between the committee and the student, who can expect to receive a PhD only if he or she fulfills the proposal's objectives and successfully defends the dissertation.

Dissertation Research and Defense

Students should aim to complete dissertation research and defend before the end of the sixth program year, generally in the spring semester. The dissertation defense must be scheduled by the posted Graduate School deadline to orally defend the dissertation for graduation the semester in which the degree is to be conferred. Keep in mind that there are enrollment requirements if a defense takes place during a summer term.

Primary committee members should read chapters or sections of the dissertation in progress. Secondary members may elect to read only the last draft, but the committee member(s) and the student may negotiate this.

The Graduate School's requirements for the written dissertation appear in Thesis and Dissertation Specifications, posted on the Graduate School website at

<https://www.colorado.edu/graduateschool/academic-resources/thesis-dissertation-submission>

Once the student and the committee agree on a date and time for the dissertation defense, it is the student's responsibility to reserve a room and to notify the graduate program assistant of the exam at least three weeks in advance, providing the names of the committee members and the date, time, and location of the defense. As of 2020, students are able to defend via Zoom, subject to approval by the committee.*

* All defenses are to be held during the academic year (fall/spring semesters). In rare instances, a student may petition the graduate committee for an exception to this rule and the petition must be

endorsed by all faculty on the respective committee. Please use the Defense Scheduling Petition form in these cases.

The graduate program assistant will then submit an examination report form to the Graduate School for approval of the dissertation committee.

The PhD dissertation defense is a public event, and any student or faculty member may attend.

According to Graduate School rules, all committee members must participate in the defense, with the mode of participation (e.g., in person, remotely) defined by the committee and approved by the department. At least four committee members must evaluate the defense as satisfactory for the student to pass. Candidates who fail the defense will have a second opportunity to defend. The committee must specify what the candidate should do to prepare. The department has no obligation to give the student a third chance to defend the dissertation. A committee can (and usually does) require dissertation revisions even if the candidate passes the defense. In the case that a student fails the dissertation defense, they may reconfigure the dissertation committee partially or completely. The student will be required to redefend the dissertation proposal, and the time between the first defense and a subsequent defense must be at least eight weeks.

Annual Review and Report

Every spring, department faculty conduct a review of all students, with a particular focus on students in years one through three. The process involves gathering information on student progress, identifying students who are struggling to make adequate progress, and providing those students with feedback for improvement. While the process focuses on helping students through the program, students who fail to respond to feedback over time may face probation or dismissal from the program.

The Graduate Committee, with input from faculty members teaching graduate courses, faculty mentors/advisors, and faculty supervising TAs or research projects, conducts a review of students' progress. Students who have not met minimum requirements as laid out in the section, ***Demonstrating Adequate Progress***, or students who are identified as struggling in one or more areas of the graduate program, may receive a plan with directive for continuing in the graduate program, containing concrete steps for returning to good standing in the program. Students who have not completed the plan satisfactorily within the specified time frame, or whose progress is far enough from adequate that a probation plan is not feasible, may be asked to leave the program.

Collecting Information and Timeline for Completion

Members of the faculty use feedback from three sources for the review: students, primary advisors, and other faculty members.

- *Student Progress Reports*

All students in the program are required to complete the Graduate Student Annual Report of Progress which includes all program requirements. In the report, students record course work, teaching assignments, comp exams completed, papers presented, awards and grants received, and other information relevant to evaluation. Each student also is also expected to begin to assemble a CV (curriculum vitae) during the first year and to continue adding to it in subsequent years. Every student must submit a progress report and CV to *both* the graduate program assistant and his or her faculty advisor by the specified date, usually in March or April.

- *Faculty Advisor Assessments*

Each faculty member should assess whether individual meetings with their advisees are necessary prior to writing assessments of advisee progress. Such meetings should happen by the specified date, usually in March or April. Faculty advisors should then complete advisor assessments (form available on the department website) for each of their advisees. Part of the assessment includes the faculty advisor's estimation of whether the student meets, exceeds, or does not meet department standards for normal progress through the program. Faculty advisors must submit their assessments to the graduate program assistant by the specified date, usually in March or April.

- *Other Faculty Assessments*

The faculty collects additional information to identify students who are struggling in the program. Thus, we ask that any faculty member who has worked with a student in the past year complete a faculty assessment. Faculty members should assess students whom they have had in classes, have directed independent studies or guided research for, have had as teaching or research assistants, or have worked with in any other significant capacity.

Review Meeting

Using input from students, advisors, and other faculty members, the Graduate Committee will meet to identify struggling students. Any student who has received a B- (or lower) in any class or a B in two or

more classes will be discussed, as well as students whom any faculty members identify as not making satisfactory progress. The faculty will then hold a review meeting to discuss those students and assemble feedback for them. The faculty members of the Graduate Committee will be present for all assessments; other faculty members will be invited to participate for those students with whom they have worked in any capacity.

Providing Feedback

Faculty will assemble feedback to be directed to the students identified, with an emphasis on areas in need of improvement and specific suggestions for how to work toward improvement in these areas. Following the annual review, the student's advisor and/or the graduate chair will be expected to meet with the student to convey the findings by May 31. Students who are progressing satisfactorily will receive an email notification to that effect. For students who have been identified as struggling (a) in many different facets of graduate life, and/or (b) particularly much in one specific area of the program requirements, the Graduate Committee, after consultation with the student's advisor, may choose to give the students directives for continuing in the graduate program (which should be held in strict confidence). This status will come with a clear set of directives for improvement that the student will be expected to meet by the following annual review to stay in the program. The directives will be spelled out in a Report with Directives for Continuing in the Graduate Program form. Copies of the report must be filed with the faculty advisor, the graduate chair, and the graduate program assistant, with the student retaining the original. If at the following review, the student has not made the necessary improvement, the graduate chair will be responsible for dismissing the student from the program.

Leave of Absence Program

The leave of absence program allows students who have not yet passed the comprehensive exam stage to leave the graduate program for a specified period without penalty.

Students who have passed the comprehensive exam and wish to take time off should notify the graduate program assistant by email or in writing.

Doctoral candidates, who are required to maintain continuous registration, are permitted to take a leave of absence for parental leave and may petition for an exception to take a leave of absence when other extenuating circumstances exist.

Students in good standing who wish to take time off must:

Petition the Graduate Committee for approval.

Apply for a leave of absence through the Registrar's Office.

The graduate leave of absence application is available on the Registrar's Office website, www.colorado.edu/registrar/students/withdraw-cu/leave-of-absence. The student is responsible for obtaining all required signatures. The \$50 fee must accompany the application, with all required signatures, or it will not be processed.

A student who does not register for fall or spring and does not apply for a leave of absence will be discontinued and must reapply for admission to the university to resume graduate study at CU Boulder.

Taking a leave of absence does not extend the six-year time limit but may be used as a reason for requesting a time extension.

Graduate Student Petitions

Students may petition the Graduate Committee to request exceptions to rules when extenuating circumstances exist. A petition should take the form of a concise memo or letter, depending on the amount of explanation required. Students should address petitions to the Graduate Committee. The text of the petition should include:

- a summary of the issue
- a statement of student's preference of "audience" for the discussion of the petition (Elected student representatives to the Graduate Committee will be included in the committee's deliberations of the student's petition only by request of the petitioner.)
- the names of the student's committee members
- the signatures of the student and his or her faculty advisor

Students should submit petitions to the graduate program assistant or the graduate chair. In general, the Graduate Committee places petitions on the agenda of the next meeting following submission. The Graduate Committee meets monthly during the academic year but not during the summer. Students should plan to submit petitions in time for consideration during the fall and spring semesters. The committee considers petitions on a case-by-case basis. The outcomes of past petitions submitted to the Graduate Committee do not constitute policy and in no way indicate the possible outcome of future petitions submitted by other students.

Plagiarism

Plagiarism is considered a serious offense. In cases of plagiarism, the Graduate Committee will meet with the student's advisor to determine the appropriate action for the student.

Detailed information on the university's academic integrity policy is provided at www.colorado.edu/policies/academic-integrity-policy.

Appendix

Official Department Email Lists

facultysoy: This email list is for Department of Sociology faculty members only. Faculty members use this list for both official department communication and for personal communication among faculty. Graduate students may not subscribe to the *facultysoy* email list. However, they may ask the staff to forward an email to the *facultysoy* list if the content of the message relates to official department business. Graduate students should not ask to post personal messages to the *facultysoy* list.

gradsoy: This email list is for official department communication with graduate students. All graduate students in the Department of Sociology are required to subscribe to this list, and faculty members may subscribe to *gradsoy* if they so choose. Graduate students are required to check their official university account regularly. This is the only formal means of communication for graduate students in the Department of Sociology. Graduate students and faculty members may post to *gradsoy* if the content of the message relates to official department business. Graduate students or faculty members should not post personal messages to the *gradsoy* list.

Helpful Websites:

Commencement: www.colorado.edu/commencement/

Disability Services: <https://www.colorado.edu/disabilityservices/>

Financial Aid Office: www.colorado.edu/financialaid/

Graduate School: www.colorado.edu/graduateschool/

Graduate School Forms: <https://www.colorado.edu/graduateschool/academics/forms-current-students>

Graduate School Grievance Process and Procedures:

https://www.colorado.edu/graduateschool/sites/default/files/attached-files/grievance_process_and_procedures_2019_final_linked.pdf

Graduate Teacher Program (GTP): www.colorado.edu/gtp/

In-state Tuition (Establishing Residency): www.colorado.edu/registrar/state-tuition

Registrar's Office: www.colorado.edu/registrar/

Transcript Ordering: www.colorado.edu/registrar/transcripts

Tuition and Fees: <https://bursar.colorado.edu/>

United Government of Graduate Students (UGGS): www.colorado.edu/uggs/

VPN Setup: www.colorado.edu/oit/services/network-internet-services/vpn

Writing Center: www.colorado.edu/pwr/writingcenter.html

This handbook is also posted on the website:

<https://www.colorado.edu/sociology/students/graduate-students/resources>

The Department Website also hosts many useful resources, including specific guidance for the comprehensive exams, dissertation proposals, and lists of grant/fellowships and other funding sources. See: <https://www.colorado.edu/sociology/students/graduate-students/resources>.

Feedback and Reporting Mechanisms:

To report concerns of any kind, you may use the anonymous form on the front of the Sociology Department Website: <https://www.colorado.edu/sociology/>

There are also two student representatives on the Graduate Committee. They have a google document for anonymous feedback which they check regularly and report to the Committee. This document is regularly circulated on the GradSoc list. Concerns of any kind may be reported on this document.

Town Halls: Each semester the Graduate Committee schedules a Town Hall meeting to update students about current developments in the department. These are also occasions at which students are encouraged to ask questions or discuss any concerns. The Town Halls will be announced on GradSoc.

University Reporting Mechanisms and Confidential Resources (including the Ombuds Office, the Office of Victims Assistance, and Counseling and Psychiatric Services:

<https://www.colorado.edu/studentaffairs/confidential-reporting>

<https://www.colorado.edu/studentaffairs/confidential-resources>