Revised July 2019

Table of Contents

Graduate Faculty and Areas of Specialization

Full-Time Faculty

Chase M. Billingham (Ph.D., Northeastern University). Assistant Professor. Urban sociology,

Full-Time Teaching Faculty

Jodie Simon (MA, Wichita State University). Associate Teaching Educator.

Contact: jodie.simon@wichita.edu.

Shirlene Small (MA, Wichita State University). Associate Teaching Educator.

Contact: shirlene.small@wichita.edu.

Part-time Lecturers

Graduate Degree Options and Requirements:

The department offers both a thesis and non-thesis option. Unique among most graduate programs, the thesis and non-thesis options in the Department of Sociology are similar in

Course Sequencing

Below is the typical sequencing of courses. 60% of hours must be 700 or above. Full time enrollment is 9 credit hours a semester.

Fall Year 1 (1st semester)	**Spring Year 1 (2nd semester)**
i. Proseminar (860) - 3 credit ii. Qualitative Methods course (812) ï 3 credit iii. Elective Or *Statistics (713) - 3 credit*	i. Theory (845) -3 credit ii. Quantitative Methods course (811) - 3 credit iii. Elective Or *Theory (711) - 3 credit*
Fall Year 2 (3rd semester)	**Spring Year 2 (4th semester)**
i. Thesis hours (875) -3 credit Or Directed research (851) -3 credit Or Sociological Internship (781N) ii. Elective iii. Elective	i. Thesis hours (876) -3 credit Or Directed research (851) -3 credit Or Sociological Internship (781N) ii. 1 or more Electives

Thesis Structure and Requirements

All students pursuing a thesis option will be required to hold a research planning meeting with all members of their thesis committee in order to outline the research plan with members, seek guidance and potential design expectations, and obtain committee approval prior to submitting IRB materials and engaging in the research process. Students should schedule this research planning toward the beginning of the semester they first enroll in thesis hours (usually in the Fall semester of their second year).

The final thesis should include an extensive literature review justifying the project and situating it within the larger body of relevant research, as well as a comprehensive discussion of methods, results, limitations, implications, and conclusions.

Below are some general guidelines for quantitative and qualitative thesis projects.

Guidelines for Quantitative Thesis Options

As a means of clarifying general expectations for the quantitative research option, general parameters for different types of quantitative projects were developed by the quantitative research subcommittee.

Basic Research

For students conducting basic research, the student and their major advisor should review and agree upon a research plan including central research questions, preliminary hypotheses, the dataset to be used, and appropriate statistical techniques. This research plan will then be presented to the studentôs thesis committee for approval before submitting IRB materials and engaging in the research process.

Students will use secondary data to facilitate timely completion of their thesis project and MA degree. Datasets should come from widely accepted social science sources (such as ICPSR or IPUMS) and should have large samples, such as those that would be publishable in peer-reviewed academic journals. An alternative approach may be combining data from multiple sources into a unique dataset.

Guidelines for Qualitative Thesis Options

Given the emergent and potentially unique parameters of qualitative research projects, the Qualitative Research subcommittee proposes that students conducting a qualitative thesis option be required to hold a research planning meeting with all members of their thesis committee in order to outline the research plan with members, seek guidance and potential design expectations, and committee approval prior to submitting IRB materials and engaging in the research process.

Interviews & Focus Group-Based Research

We recommend these guidelines for interviews which provide parameters for data collection techniques, analytical process, and documentation.

For students conducting interview based research (individual or group), the subcommittee recommends no fewer than ten semi-structured, 1 hour, in-depth interviews to provide for sufficient diversity and recognition of essential patterns in the data. We determined that there should be a systematic analytical process that delineated the coding methodology. While we acknowledge different methods of uncovering emergent themes, we encourage the use of formalized data management software. Common *Computer Assisted Qualitative Data Analysis* (CAQDA) options include software such as Excel, Dedoose, N-Vivo, or Atlas-ti for managing and examining the reliability of the coding schema. In order to demonstrate a thorough grasp of the data, we believe that interviews should be transcribed by the graduate student with faculty advisor oversight. An interview protocol would be included as an appendix to the thesis along with coding examples rather than a complete transcripts of the interviews.

The subcommittee also established a parallel structure for the evaluation of focus group or other forms of group interviews with the recommendation that at least two semi-structured 1-hour focus groups with no less than five persons per session would be equivalent. All other interview guidelines would remain the same with the exception that an abridged version of the transcript would excise tangential discussion not linked to the research ques

Final requirements will be established by the committee, but it is expected that the student will produce roughly 100 double-spaced pages of fieldnotes, which will be submitted atof faculty oversight. The appendix to the thesis would include a copy of the codebook outlining procedures, codes, operationalized definitions, and coded data excerpts/examples along with any other appropriate means of visualizing the data. If the project includes multiple coders of the material, a description of how the coders were trained and how any differences in coding were resolved must be included. Additionally, all source material must be appropriately cited and/or referenced so that an independent reviewer might easily find the data.

Thesis Completion Timeline

FALL semester, Year 1
- Define area of research interest, begin to develop topic for project

SPRING semester, Year 1
- Commit to an area of research interest and identify appropriate methodology
- Determine major advisor and committee members

SUMMER semester
- Compile sources for literature
- Complete a draft of the literature review

FALL semester, Year 2
- Prepare and analyze data for your thesis or non-thesis project
- Complete literature review and data/ methods sections of thesis document
- Review policies and procedures for thesis documents and defense

SPRING semester, Year 2
- Complete data analysis for project
- Complete remaining sections of thesis document (results and discussion sections)
- Submit application for Degree (see Graduate School deadlines)
- Schedule and complete Oral Defense (see Graduate School deadlines)

Thesis Tips for Students and Advisors

Choosing an Advisor

Read through the Sociology facultyõsô CVs and familiarize yourself with their areas of interest so that you can select someone who has experience researching your area of interest.

Look at the specific datasets each faculty member has worked with and check if that may be a dataset that could work with your project.

Get to know the faculty during Proseminar. Consider the personality and work habits of each faculty member and whether you would be a good fit.

Working with your Advisor

Once you know who your advisor will be, email them right away to set up an initial meeting to talk through expectations.

Page Numbering
Page numberingð position at the bottom center; title page set to i, not displayed; abstract, table of contents, etc. set page number to start at ii, displayed at the bottom center; Introduction set page number to 1 & continue page numbers throughout the rest of the manuscript.

Word 1997-2003 Version
1. From the Title page, place your cursor at the top of the page.
2. Choose Insert from the top menu bar.
3. Select Page Number.
4. Select Position, choose Bottom of Page.
5. Select Alignment, choose Center.
6. Uncheck Show number on first page.
7. Click on Format.
8. Select Number Format, choose the i, ii, iii option.
9. Click OK twice.

Word 2007 and 2010 Versions
For the Title page and Table of Contents:
1. From the Title page, place the cursor at the top of the page.
2. Choose Insert from the top menu bar.
3. Under Header & Footer, choose Page Number.
4. Select Bottom of Page.
5. Choose Centered (Plain Number 2) (Option 2).
6. Click on the Design tab in the top menu bar.
7. Under Options, choose (check) Different First Page.
8. Click on the Design tab in the top menu bar.
9. Under Close, click Close Header and Footer.
10. (Instead of 8 & 9, you can also double-click within the body of the document).
11. Choose Insert from the top menu bar.
12. Under Header & Footer, choose Page Number.
13. Choose Format Page Numbers.
14. Under Number Format, choose from the drop-down menu i, ii, iiié
15. Choose Start at: (should default to i).
16. Click OK.

For the Introduction and following pages:
1. From the first page of the Introduction, place the cursor at the top of the page.
2. Choose Page Layout from the top menu bar.
3. Under Page Setup, choose Breaks.
4. Choose Next Page (4th selection).
5. Choose Insert from the top menu bar.
6. Under Header & Footer, choose Page Number.
7. Select Bottom of Page.

8. Choose Centered (Plain Number 2) (Option 2).
9. Put your cursor at the beginning of the first page that will be numbered differently.
10. Click on the Page Layout Tab at the top of the screen and Click Breaks.
11. Click Continuous Break and then click OK.

Guidelines for Non-Thesis Options

Students who choose to follow the applied (non-thesis) track must complete 6 hours of directed project or sociological practice internship in addition to the required coursework. Additionally, non-thesis track st .1l6.1 0 0 stro0.3sA(let1 0)5(subm 0 0n to te)4(d portfor)5(no)3(oe)4(dse)4BT on to tecourm

Evaluation/Applied Research

For students conducting evaluation or applied research for an agency or program, the student, their advisor, and the agency/program staff-person should review and agree upon a research plan including central research questions, preliminary hypotheses, the data to be used, and appropriate methodological and analytical techniques. These projects may use already existing data from an agency or program, or data may be collected or compiled by the student. Given that these projects are expected to be conducted for the purposes of the agency or program, the research plans are expected to have more input from the agencies or programs associated with the data than thesis projects. The student will then submit IRB materials before engaging in the research process. The amount of data should be appropriate to the project. Techniques and variables selected should be driven by the goals of the project as well as a review of the relevant literature, and analyses may be qualitative or quantitative. For these types of projects, an executive summary, recommendations for implementation, and other documents appropriate for policy papers may be expected as well.

Option 2: Sociological Practice Internship

The Sociological Practice Internship integrates academic theory with planned professional experience providing students with practical skills training under academic supervision to complement the studentǿs academic progra

Description of the Internship Experience: Describe your role as an intern, including tasks or activities performed and key characteristics of your internship site. Explain how the internship experience (and/or research project) is situated within the agency or organization (what is the relation of your work as an intern to the program goals?).How did your role shape your observations or research efforts within the agency or organization?

Sociological Analysis: What is the sociological significance of your experience and observations within this agency or organization? Identify relevant sociological perspectives, theories, or concepts to understanding the agency/organization, its role or relationship to the surrounding community, and your role within it. Your analysis may have to do with interpersonal, group, organization, community, national, and/or global relationships, and you may want to demonstrate the relationships between these levels (for example, how community dynamics are shaped by national policies). *This is the most important part of the paper.*

Critique: Identify problem areas you experienced or observed in your internship. This may also include a self-evaluation of work performed.

Conclusion and Recommendations: Identify how problem areas may be addressed or how dynamics or outcomes within the agency or organization may be improved. Recommendations should be grounded in sociological perspectives, theories, and research. Finally, identify how the internship experience developed skills or professional goals.

If a student completes two 3-hour internships at separate agencies or organizations, they will complete an Internship paper for each of those experiences.

Option 3: Combined Research and Internship

Under the direction and with the approval of their faculty advisor, a student may design a program that meets sociological and educational goals which combines an internship experience with a research project. This student would take 3 research project hours (SOC 851) and 3 hours of internship credit (SOC 781N) under the direction of one faculty advisor. If appropriate, the student will submit IRB materials before engaging in the research process. Guidelines outlined above for directed projects and internship options should be followed for each 3 hour experience.

Guidelines for Completing the Portfolio Requirement

For completion of the non-thesis MA degree, students must compile and submit an extensive portfolio documenting what they have learned and projects they have completed during the 6 hours.

Format

Portfolios can also be organized in paper format or electronic format, using ñWordPressò or other appropriate electronic applications.

Timeline for Completing the Non-Thesis Requirements

Students will form a portfolio committee toward the beginning of the semester they first enroll in project hours (SOC 851) or sociological practice internship (SOC 781N) (usually in the Fall semester of their second year). The committee should include a chair (ideally the advisor for the directed project or internship) and a reader (another graduate faculty member from the Sociology Department or a graduate faculty member from another department with relative expertise). Students should schedule regular meetings with their committee chair in order to ensure progress is being made on the portfolio and expectations are clear.

Complete portfolios should be submitted no less than 2 weeks before the last day of classes in that semester to the committee to review and approve. This allows time for revisions if necessary. A final version of the portfolio must be approved by the end of the semester in order

Important Links from Graduate School

Make sure to familiarize yourself with Graduate School policies and deadlines.

The Graduate School website can be found here
The Graduate Catalog can be found here
The graduation deadlines can be found here

Graduate Assistantships:

The department offers a limited number of Graduate Assistantships (GA) each year on a competitive basis. These awards are made through funding provided by the Graduate School and the Fairmount College of Liberal Arts and Sciences. These positions serve as apprenticeships for teaching and/or research in sociology. GTAs are provided a monthly stipend and a partial tuition waiver of up to 75% and a 10% discount on books purchased for classes. Each GTA is assigned to one or more faculty members and given office space and other university privileges. Throughout their tenure as a GTA, each person can be assigned to various faculty members to assist in their teaching and research. This is meant to give exposure to various faculty styles of teaching and research activities. Depending on the courses taught and the interest of the GTA, faculty members are encouraged to allow their GTA to give one or more guest lectures. Faculty members are also encouraged to monitor student lectures and grading and to provide constructive feedback to the student.

GTA Application Process and Terms of Re-Appointment:
Students who wish to apply for a GTA must submit an application to the Graduate Coordinator by the priority deadline (March 1st). This application may be found on the Graduate School website. The number of GTA positions offered depends on available funding (approximately 8 positions have been available each year in recent years). The selection process is competitive and award decisions are made by the Sociology Graduate Admissions Committee each Spring for the following academic year. The following criteria are utilized for the awarding of GTA positions:

GPA (undergraduate or current graduate coursework)
Background and coursework in Sociology
Strength of recommendation letters
Ability to perform the duties of a GTA and meet the needs of faculty in the areas of teaching and research
Review of other admission application materials (such as the personal statement)

Graduate Students who have been awarded a GTA position may re-apply when the terms of their current GTA position expires by submitting an application by March 1st. (NOTE: There is a four-semester limit on GTA positions per student). The following criteria are utilized for awarding GTA positions to current students:

GPA of 3.00 or higher
Satisfactory progress toward degree completion
Satisfactory recommendations from supervising faculty
Continuing ability to perform the duties of a GTA and meet the needs of faculty in the areas of teaching and research

Duties and Responsibilities

Duties and responsibilities will vary depending on the faculty members to whom the GTA is assigned. In general, GTAs are expected to become familiar with the Sociology department and its resources in order to assist students and faculty with research and academic functions. GTAs also are expected to rotate with other GTAs in coverage of the department office if necessary throughout the semester. The duties and responsibilities GTAs may be expected to perform are: