

HANDBOOK

Graduate Program in Sociology

Loyola University Chicago

January 2025

Welcome to the Sociology Department! Founded in 1938, our department has a long tradition of research excellence and high-quality teaching that engage issues of justice in Chicago and elsewhere. The Department of Sociology is a lively place, and we are glad you will be contributing to it.

The Sociology Department offers three degrees:

BA/MA in Sociology

MA in Sociology

Applied Track

Academic Track

PhD in Sociology

Three qualities characterize our program:

- Scholarship that engages real-world issues, offering not only analyses, but pathways for change.
- Outstanding mentoring at all stages, including formal training in methods, theory, teaching, and professional skill development.
- An inclusive environment that is built on *curia personalis*, or care for the whole person.

We have internationally recognized faculty, an excellent placement record in academic, for-profit, non-profit and government positions, and our location in Chicago offers students the opportunity to study and work in a diverse, lively, and complex city. We welcome and support students from a wide range of backgrounds, and encourage scholarship that leads to social justice.

This document is a guide to the Sociology program rules. If Department rules change, an addendum will be issued via email, and posted on the Graduate Program Sakai site. You are responsible for keeping up to date with these and the Graduate School's rules and regulations.

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FINDING YOUR WAY AROUND

The Department

The Sociology Department is located on Loyola's Lake Shore Campus, on the 4th floor of Coffey Hall, facing Lake Michigan. Most of the department's activities take place on this campus, but university activities also take place at the Water Tower Campus in downtown Chicago, and at the Maywood Campus, which houses the medical, nursing, and related programs.

At the Department level, the graduate program is administered by the Graduate Program Director, (Marilyn Krogh, Associate Professor), the Graduate Program Committee (faculty members from the department), and the Program Assistant (Betsy Braun). The Department's Administrative Assistant (Christina Winger (Tina)) has a variety of duties, including a limited number related to graduate students, such as processing reimbursement forms, scheduling rooms, and maintaining syllabi. Most of your contact will be with the GPD and the PA.

The **Graduate Program Director (GPD)** acts as the advisor to first-year students; recruits and retains students; creates programming; sets program terms; awards travel funds from the department; makes decisions (in consultation with the Department Chair and the Faculty) on fellowships, awards, and policy; acts on grievances; with the students' advisor, advises students on course work and other matters; and serves as the liaison between graduate students and the department, and between the graduate program and the Graduate School.

The **Graduate Program Committee** makes recommendations to the Graduate Program

Director concerning admissions, fellowships and assistantships, and general policies regarding graduate curricula, examinations, and other degree requirements. The Graduate Program Committee also develops resources for student use and assists with recruitment.

The **Program Assistant** maintains electronic and paper records, compiles a weekly newsletter, and registers graduate students for courses on LOCUS, as well as provides students with information and guidance on a variety of issues.

In addition, the **Sociology Graduate Student Association (SGSA)** provides the GPC with input about the graduate program and sponsors a range of student activities.

Reporting

The Graduate Program Director reports to the Graduate School and to the Department Chair. The Graduate Program Committee reports to the Graduate Program Director. The Program Assistant reports to the Department Chair.

Student Space

Graduate Students who are teaching courses are assigned office space, usually shared, by the Department Chair. The Sociology Computer Center is located on the 4th floor of Coffey Hall in Room 410. It has three computers, a printer, a table and chairs, as well as a small refrigerator. The code to access the room is provided to all students each year, via email.

The Graduate School

At the university level, the most important administrative office for graduate students is the Graduate School. The Graduate School is responsible for setting and monitoring most regulations that concern the awarding of degrees, for some financial issues, and for keeping the university's official records of your graduate career at Loyola. It coordinates

assistantships, awards, and applications, including transfer from the Master's to the Doctoral program. The Dean of the Graduate School reports to the Provost, and the Provost, in turn, reports to the President of the University. The Dean is responsible for setting policies, managing the budget, making final decisions about fellowships, assistantships, and other awards, has final authority on leaves of absence, probation, termination of the degree, awarding of the degree, and on other matters associated with enrollment.

The Associate Dean for Student Affairs, however, is the person with whom you will have the most contact because the Associate Dean and other staff members work directly with students on most issues. Other Graduate School personnel are responsible for coordinating awards, assuring that dissertations and theses are correctly formatted, and coordinating graduation. The Graduate School office is located on the Lake Shore Campus, in the Granada Center: (773) 508 - 3396.

[The Graduate School | The Graduate School: Loyola University Chicago](#)

Other University Services

The Wellness Center offers physical and mental health care and referrals:

<http://www.luc.edu/wellness>. All appointments must be made on line; there are no walk-in appointments. The university is deeply committed to student mental and physical health. Please make use of the Wellness Center services.

The Career Development Center offers assistance with resume writing, and applied (not academic) job placement: <http://www.luc.edu/career/>.

The Halas Recreation Center offers fitness classes, a gymnasium, and swimming pool: [| Campus Recreation: Loyola University Chicago](#)

The Klarchek Information Commons houses the university's major library, has a number of classrooms, and serves as a meeting and study site for students: <http://www.luc.edu/ic/>.

The university has several libraries, including the **Cudahy Library** on the Lakeshore Campus. The library's holdings can be accessed here: <http://libraries.luc.edu/>.

The Center for Diversity and Inclusion offers programming and support services to students from underrepresented groups: <http://www.luc.edu/diversity>.

The **Damen Student Center** is the location of the largest food service offerings on the Lake Shore Campus, and also includes worship spaces for Muslim, Hindu, and Jewish students, as well as meeting rooms and campus offices: <http://www.luc.edu/damenstudentcenter/>.

Information Technology Services maintains all telephone and email systems: <http://www.luc.edu/its>. It is located in the Information Commons, on the second floor.

All other offices, services, and contact information can be located via the university directory and drop-down links on the Loyola Home Page. [Loyola University Chicago](#)

STUDENT RECORDS

Student records are stored in several places. The Graduate School and the GPD use the Graduate School Progress System (**GSPS**) to record and process assistantships, proposal approval, thesis and dissertation approval, committee formation, Special Field Exams, leaves of absence, applications for extension, transfer credits, doctoral candidacy, approval

of requirements needed for graduation, Graduate School travel award applications, records of professional activities such as publications and fellowships, and other activities. Students have access to some functions, the GPD others, and the Graduate School, still others. Familiarize yourself with these functions. [GSPS](#)

The Department keeps most records electronically, but some records are kept on **paper**. Paper records are stored in the PA's office in a locked cabinet, to which they and the GPD have keys. Some documents are also stored on a secure project site on **SAKAI**. Sakai is the system that the university, faculty and students use for course management, and for project management: <https://sakai.luc.edu/>. The Registrar and the Bursar keep official records of **grades** and **financial obligations**, respectively.

The **LOCUS** system houses the course catalog, the list of course offerings by term, and is the site that students use to register. The system has other functions as well, including those having to with graduation: [Loyola University Chicago: LOCUS](#)
. All student records are governed by federal law: [FERPA | Protecting Student Privacy](#)

BECOMING INVOLVED

Becoming Involved in the Department

A student's most exciting intellectual moments are likely to occur in informal and formal interactions with other students and with faculty members.

One of the great advantages of Loyola's graduate program is its high faculty-to-student ratio. Faculty are available during office hours, and during scheduled appointments. Take full advantage of the opportunity to meet with faculty. Especially after the first year, these meetings serve as critical bases for the development of theses and dissertations, and

program and career mentoring. Make sure to make and keep appointments. When you contact faculty for a meeting, make sure to set an agenda via email. Provide the faculty member with a sense of what you want to get out of the meeting. Faculty need at least seven days to read short pieces of work, such as memos or ideas for papers. For longer documents, such as theses, chapter drafts, or article and report drafts, faculty need at least thirty days.

Although it is sometimes hard for part-time students, just being around the department for a few hours a week helps both other students and the faculty to get to know you and your interests. While informal ties are no substitute for much of your formal coursework and requirements, they are critical sources of intellectual stimulation, informal knowledge, and social support. Try to schedule time on campus where you can be in contact with others, such as by using the Sociology Computer Center to print papers, meeting students before or after class, and attending events.

Talks and Panels

The Department sponsors talks and panels throughout the year. These may be talks by members of the department (students and faculty), job candidates, alumni, or invited guests. While we encourage students to attend as many events as feasible, students with Assistantships are expected to *attend at least four* of these events each year. These are not formally required by the terms of the Assistantship, but students who attend them gain familiarity with current research and build networks with faculty and students who share their interests. These events also provide models for scholarship, valuable examples of professional life, and contacts for jobs and fellowships. The Department also publicizes relevant talks by other units of the university, such as the Center for Urban Research and Learning, and other departments. See, for example, <http://www.luc.edu/curl/>

Workshops

The Department and the Sociology Graduate Student Association (as well as the Graduate School) offer workshops throughout the year. Some of these are organized around works-in-progress, and others are related to professional development. Many professional development skills are covered in the required classes, but others are addressed in non-credit workshops. Typical topics include publishing, using conferences effectively, presenting scholarship, community-based research, writing an MA thesis and a dissertation, building a resume for applied and academic work, special field exams, inclusiveness, working with faculty, and understanding the modern university. Participating in these events contributes to success in the graduate program

Social Events

The Department and the Sociology Graduate Student Association hold social events at the beginning of the academic year, during the December holidays, and at the end of the academic year. These gatherings of faculty, students, and family members are particularly important to part-time students because they offer an excellent way to maintain contact with faculty and other students outside the classroom. For students writing dissertations or theses, they are an invaluable way to stay in touch with department members and participate in our intellectual and social life.

Sociology Graduate Student Association

The SGSA is a student organization within Loyola University Chicago's Department of Sociology, dedicated to supporting graduate students throughout their academic journey. It fosters intellectual engagement and community building through initiatives such as **The Sociology Salon**, a monthly informal gathering where students explore sociological topics over food and drinks, and **Ask a Sociologist**, a video series featuring graduate students analyzing contemporary issues through a sociological lens. Additionally, SGSA is launching an online

journal, providing students with the opportunity to transform class papers into concise, engaging essays while gaining experience with the review process.

Each spring, in collaboration with the undergraduate Sociology Club, SGSA hosts an annual research event celebrating student scholarship. This event offers a platform for students to present their work, receive feedback, and engage in meaningful academic discussions. SGSA also serves as a vital link between students and faculty. A representative attends all faculty meetings and reports back to students, while the association provides the GPD guidance on program activities and rules.

Participation in SGSA is strongly encouraged—it is a key avenue for communicating with faculty about departmental issues and fostering solidarity among graduate students. While the sociology department provides support, SGSA thrives through student engagement and mutual collaboration. Every student's involvement enriches both the community and their individual experience.

Chicago is also the site of an annual graduate student - organized Ethnography Conference; this is led each year by one of the Chicago-area Sociology graduate programs (such as Northwestern, The University of Chicago, University of Illinois, DePaul, and Loyola): <https://chicagoethnography.com/>. This local conference has grown to attract participants from all over the country.

Social Media

The Department has two social media accounts. They are: www.intragram.com/lucsocdept/ and www.facebook.com/lucsocdept/

Newsletter

The Department issues a newsletter twice a year. The GPD uses the Graduate School Progress System: <https://gsps.luc.edu/Secure/Admin/Statistics.aspx>. Professional Activities tab to identify presentations, publications, and awards. Please make sure that you keep your GSPS record up to date. If you have other news not recorded there--such as new family members, or other professional activities--please send them to the GPD.

The Center for Urban Research and Learning (CURL)

The Department of Sociology has long had close ties to the Center for Urban Research and Learning <http://www.luc.edu/curl/>. CURL typically sponsors a lecture series each term, which includes speakers from academic, government, and community organizations. Students with interests in social justice, urban sociology, and community organizing are strongly urged to attend these and other CURL events. CURL also offers our students internships and other work opportunities on a competitive basis.

Becoming Involved in the Profession

Like all professions, sociologists have professional associations. Professional associations publish journals, hold conferences where formal presentations take place, and serve as critical sources of information about jobs, professional development, grants and fellowships, teaching, and research. Their informal role is critical: professional conferences are sites where people form and renew intellectual, professional, and social ties.

The largest sociological association is the American Sociological Association:

<http://www.asanet.org/>. The ASA holds an annual conference in August and promotes the interests of its members on Capitol Hill and in other ways. The ASA provides some grants and fellowships and publishes journals that include the *American Sociological Review*, *Teaching Sociology*, *Contemporary Sociology: A Journal of Reviews*, *Sociology of Education*, *Sociological Theory*, *Journal of Health and Social Behavior*, *The Sociology of Race and*

Ethnicity, City & Community, and the open-access journal *Socius*.

Almost all ASA members are also members of “Sections,” which are organized around subfields in the discipline, such as Medical Sociology, the Sociology of Religion, or Science, Knowledge and Technology. Sections organize panels, hold receptions, and give out awards at the Annual Meeting. Find out more about areas that might interest you:

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

Being a member of a Section is an important part of your professional development. One of the benefits to joining an association, but especially of belonging to an ASA Section, is that you are able to keep up to date about conferences, fellowships, publishing opportunities, funding opportunities, and the latest trends in your subfield. They are also important sites for meeting other graduate students and faculty outside of Loyola. As soon as you identify key areas of interest, consider joining the ASA and the specific sections that interest you. Many of our faculty have served as Presidents of these sections, or in other ways, and can assist you in identifying ways to get more involved.

In addition to the ASA, there are regional sociology associations, including the Midwest Sociological Society <http://www.themss.org/>, the Eastern Sociological Society <http://www.essnet.org/>, the Southern Sociological Society <http://www.southernsociologicalsociety.org/>, the Pacific Sociological Association <http://www.pacificsoc.org/>, and the North Central Sociological Association <http://www.ncsanet.org/>. Their conferences are smaller and often feel less alienating than the very large ASA, and allow more possibilities for contact with peers and faculty working in your area. The MSS often meets in Chicago or nearby, lessening travel costs. Each association also publishes a journal, which is often free or comes with a reduced rate for members.

Finally, there are other sociology associations that are related to the interests of specific groups, such as the Association of Black Sociologists

<http://associationofblacksociologists.org/>, the Society for the Study of Social Problems

<http://www.sssp1.org/>, and Sociologists for Women in Society

<https://www.socwomen.org/>. Most faculty also belong to associations in sister fields

related to their research interests. These include the Urban Affairs Association

<http://urbanaffairsassociation.org/>, Society for the Scientific Study of Religion

<http://www.ssrweb.org/>, the Association for the Sociology of Religion

<https://sssreligion.org/> Society for the Scientific Study of Religion

<http://www.4sonline.org/>, and the Population Association of America

<http://www.populationassociation.org/>.²

Be sure, also, to take advantage of our location in Chicago and attend the many conferences that are in town. Use social media, too, to keep up with the events and trends that are shared by professional associations.

INCLUSIVENESS

The Department of Sociology is committed to ensuring that students work and study in an environment that is not only free from overt prejudice, but also one that specifically encourages and welcomes students from a variety of backgrounds. Sociology thrives on the creative contributions of many kinds of people; for intellectual reasons, as well as for reasons of justice, we aim to recruit, retain, and help to flourish students from groups under-represented in sociology. We also warmly welcome students with families, those with disabilities, and other students who have not traditionally been at the center of academic life. It is the department's view that inclusion requires the participation of the

entire department. We encourage conversations and discussions about how to ensure that inclusion is not just a phrase, but a reality. We hope you will join us in this mission.

KEEPING IN TOUCH

Loyola's email is the main channel of communication for the graduate program. Please be sure to use your **Loyola account** for university communications. (We do not routinely send information via gmail.com or other accounts.) If you use another email account, it is important that you set your Loyola account to forward email to that account. Your luc.edu is the only email address the department has for you officially – Sakai and other Loyola email systems can only mail to luc.edu addresses.

During the academic year, students will receive a weekly email from both the Graduate School and from the department. Please read both! They contain a lot of relevant information about events on campus, funding, and other resources. In addition, the department website and bi-annual newsletter, *Solidarity*, inform not only current students and faculty, but also alumni and friends of the department. When you graduate, please keep us informed of your current contact information.

Materials and documents related to the program, including materials from workshops, and other forms of guidance, and Department-specific forms (noted as such in this document) are on the graduate student Sakai site "Graduate Program." It is listed in the ribbons on your Sakai site, accessible here: <https://sakai.luc.edu/>

DEADLINES and STANDARDS FOR RETURNING STUDENT WORK

Make sure to note Graduate School and Department deadlines at the beginning of each

term. Many come far earlier than you might expect, and as at any large institution, exceptions to rules are extremely rare. Meet these deadlines.

http://www.luc.edu/gradschool/key_dates.shtml

You are responsible for meeting all course, program, and Graduate School deadlines. Note, too, that the department standard for returning student course work is 14 days; for returning non- course work, 30 days. Faculty are on a 9-month contract (August 15-May 15), so consult with them about whether they are available in the summer. Plan accordingly.

CHOOSING AN ADVISOR

The department assigns all incoming students to the GPD as their initial advisor. As soon as you become familiar with the faculty and the program you should choose what we call a Major Advisor from the faculty. This is not a formal role, but rather, a mentoring role. Any faculty member in the department can be a Major Advisor. However, if the faculty member is tenured (having the rank of Associate or Full Professor) s/he often also serves as Chair of your MA thesis or portfolio, your special field exam and/or your doctoral dissertation. (Students do sometimes change advisors as their interests change or develop). The choice of a Major Advisor is exceptionally important—especially for doctoral students. Consider all tenured faculty, not just those with whom you happen to have taken a course. A Major Advisor should be someone who shares your intellectual interests, with whom you can establish a comfortable working relationship, and who has the capacity to advise you in gaining the **skills** that you need to complete the program. You may want to consult with the GPD in considering your options.

Keep in mind that no Advisor can offer you all the input that you need if you are writing an MA thesis, or if you are a doctoral student. Benefit from the range of expertise available

from multiple faculty members.

Steps in choosing a Major Advisor

- a) Review all of faculty, and consider which member of the faculty can best advise you. Assistant Professors may serve as Major Advisors, but they may not Chair MA and Thesis, Dissertation, or Special Field Committees, according to Graduate School rules.
- b) Write up a statement of your interests and goals.
- c) Email the statement to the faculty member with whom you wish to work, and set up an appointment to meet.
- d) Discuss the possibility of working together. If they cannot serve, they will suggest others.
- e) Send the PA notification of your advisor.

What does a Major Advisor do for Graduate Students?

The role of the Major Advisor in graduate school is very different than the role of the advisor in undergraduate education. Graduate school includes the development of advanced writing, research and methodological skills, which are honed not only in the classroom, but through faculty advising. Graduate advising is mentoring: reading and commenting on student work, recommending venues for the circulation of scholarly and applied work, sharpening the foci of scholarship, identifying professional development and Internship opportunities, and assisting students in matching evidence and claims, among other things. For doctoral students, the role of the Major Advisor, who is almost always the Dissertation Advisor, includes other critical inputs: meeting other scholars in the field, assisting with job applications and interviews, identifying relevant Special Field exams and subareas in which to focus, and providing opportunities for scholarly development.

The GPD's role in advising

The GPD is the *Major Advisor* for all first-year students. The GPD is the *course advisor* for all students. This means that the GPD provides guidance on course selection for all students, throughout the course of study. Students are also encouraged to discuss their plans with their Major Advisor. It is the responsibility of the student and the GPD to develop plans for course registration; this is not the job of faculty advisors.

Timelines for Choosing an Advisor

First year

All students in their first year of graduate study are advised by the Graduate Program Director.

MA students, no thesis

Choose an Advisor by the end of the third semester, but preferably, by the end of the second semester, particularly if you are planning an Internship. The Major Advisor will help you to plan your portfolio, and will serve as the Director of the Portfolio, and will recommend the Reader for the Portfolio.

MA students, thesis

Choose a Major Advisor by the end of the second semester. This person almost always serves as the Thesis Committee Chair.

PhD students, no MA when entering the program

By the end of the third semester, students should have identified a Major Advisor. Under no circumstances should students be without one by the end of the 4th semester.

PhD students, MA when entering

By the end of the third semester, students should have identified a Major Advisor.

General Guidance on Working with Your Advisor

You should keep in close contact with your advisor, since it is her or his responsibility to

monitor your progress through the program. If you are working on a thesis or dissertation, you should plan to meet with your advisor and other readers regularly to discuss your progress and remaining work. Make sure to check with your Advisor about their expectations for meetings, how they want work submitted to them, and about your particular concerns. Make sure that you always keep appointments with them, and ensure that your correspondence with them is courteous and professional. Be sure you understand their rules about their timelines for getting back to you on written work. If you have a Major Advisor, they are responsible for speaking on your behalf at the annual student evaluation meeting each May. Sometimes major intellectual shifts cause students to want to change advisors. To change advisors, first meet with the GPD, who will advise you on the process.

ANNUAL EVALUATIONS

In April of each year, all graduate students, with the exception of those who are graduating in the next term, must submit an annual evaluation form to the GPD and their Major Advisor describing their progress in the current year, with plans for the upcoming year. In addition, you must also submit an updated CV. These forms will be emailed to you in April. It is essential that you meet with your Major Advisor or Dissertation/Thesis Chair to ensure that your form accurately represents your accomplishments.

The Program Assistant will prepare a summary spreadsheet for the faculty. At a meeting of the Full-time tenure-track Sociology Faculty in early May, each student's advisor, or the GPD in the case of first-year students or those without a Major Advisor, provides a brief oral summary of the student's progress. The faculty discuss each student's progress and performance, including the GPA, timeliness of the completion of steps to the degree, the quality of the student's work, and professional activities and awards. At the

recommendation of the student's major advisor, the Faculty select one of six progress evaluations for Doctoral Students: excellent; very good; good; adequate; slow; no progress. Because the timeline for the MA students is so short, they are given just two ratings: **Satisfactory** or **Unsatisfactory**.

General Timelines for Progress to Degree*

MA students

- Complete all courses with a GPA of 3.0 or better; complete methods courses in years 1 and 2
- Identify a Thesis Advisor by the end of the second semester (thesis writers); or identify a Portfolio Advisor by the end of the third semester.
- Complete the MA thesis by the end of the fourth semester, or the summer following.
- Complete all course work for the degree within 4 semesters + second summer.
- No incompletes.
- ***NOTE:** In special circumstances, when an applicant does not meet the GPA requirement for admission, a student may be admitted to the graduate program on a probationary basis. However, if the student does not maintain an adequate GPA, defined as a 3.0, the student can be dismissed by the program.

Doctoral Students, post-MA

Years 1 and 2: Complete all course work with a GPA of 3.5 or better.

No incompletes.

Year 3: Identify Major Advisor. Complete one Special Field Exam. Begin teaching a course. No incompletes.

Year 4: Complete second Special Field Exam; Draft dissertation proposal. Develop conference papers. Develop teaching.

Year 5: Defend dissertation proposal (Fall term) and acquire IRB approval (Fall term), if required. Collect data, develop conference papers and publications.

Year 6: Draft two chapters of the dissertation, work on publications and other forms of work dissemination.

Years 7-8: Continue to develop publications and other forms of work dissemination.

Complete the dissertation, and defend it by May of year 8.

Students who are on this schedule, with a high GPA, and produce high-quality work are awarded very good progress. Excellent progress is usually reserved for students whose work is of exceptional quality, and who are highly engaged in professional activities, such as the receipt of awards, grants, fellowships, scholarly publications, service to community groups, and exceptional teaching.

For doctoral students, a **“no progress”** assessment means that in semesters 6 and beyond (year 3 and beyond), the student has not completed, since the last evaluation, at least one of the following: a Special Field Exam; a Master’s Thesis; the award of an external grant or fellowship; a defended dissertation or thesis proposal; a community-based project approved by relevant community groups; complete dissertation chapter drafts; dissertation-related publications; and/or does not have a Major Advisor. The assessments of **slow, adequate, good, and very good**, are designations that indicate that the student is completing work, but at rates or levels of quality that are below excellent but above no progress.

Students are notified of their evaluation in a letter from the GPD. These annual evaluations are used:

- as a basis for decisions on renewal of assistantships and fellowships;
- to give students general feedback about their progress;
- as the basis of the student’s removal from the graduate program, in the event of two years of no progress ratings.

Please also note that the Department can recommend to the Graduate School that degree enrollment be terminated for a variety of reasons spelled out in university rules; at the department level, termination can be recommended because of a failure to maintain the GPA set by the Graduate School and the Department, ethical violations, two (2) consecutive

years of no progress, failing a Special Field Exam twice, and for particular forms of leaves of absence (see below).

GRADUATION

You must notify the Graduate School of your intention to graduate by the deadlines that they set each year. Remember, you must work with the dates according to their schedule:

http://www.luc.edu/gradschool/key_dates.shtml.

File the appropriate “Application for Graduation” form in LOCUS. You must have an approved (and signed) dissertation proposal form for your dissertation on file with the Graduate School before applying for graduation. You must also meet the Graduate School’s deadlines for the completion of courses and either the thesis or the dissertation completion if they are required.

The University offers Graduation in May, and August and December of each year. Please note that Commencement is not the same as Graduation: Graduation is the legal conferral of a degree, which is given by the Board of Trustees under Illinois law; Commencement is the ceremony honoring those who are awarded degrees, which occurs only in May. These distinctions, and specific instructions for graduation, including deadlines, are elaborated

here: [Graduate School Academic Calendar | The Graduate School: Loyola University Chicago](#) and here: [Graduation | The Graduate School: Loyola University Chicago](#)

PROGRAM REQUIREMENTS, COURSE RULES, and REGISTRATION PROCEDURES

[Appendix B lists MA and PhD Degree Requirements](#)

You should also follow Graduate School rules for course requirements, as well:

http://www.luc.edu/gradschool/academics_policies.shtml. It is your responsibility, in consultation with the PA, the Major Advisor and the GDP, to complete these requirements to the satisfaction of the Graduate School and the Department, in the time frame that they allow. Please do not rely on other students to inform you about courses and other registration matters: the GDP and the PA can provide you with the most up-to-date and accurate information.

COURSE SEQUENCING

A normal course load for a full-time student is three (3) courses per semester. Part-time students usually enroll in one or two courses per semester. All of our courses are offered Monday through Thursday in the late afternoon (4:15-6:45) or evening (7:00-9:30) to accommodate the largest number of students. Currently, all graduate courses meet in person.

All graduate students must take:

- SOCL 410 Logic of Sociological Inquiry [OFFERED FALL ONLY]
- SOCL 412 Qualitative Methods in Social Research [OFFERED SPRING ONLY]
- SOCL 414 Statistical Methods of Analysis I [OFFERED FALL ONLY]

Master's students who do a portfolio (not a thesis) must take:

- SOCL 405 History of Sociological Thought [OFFERED FALL ONLY]
- SOCL 494 Internship {OFFERED FALL, SPRING, SUMMER}

All first-year Ph.D. students and Master's students who will write a thesis must register for:

- SOCL 405 History of Sociological Thought [OFFERED FALL ONLY]
- SOCL 406 Modern Sociological Theory [OFFERED SPRING ONLY]

These linked theory courses provide an introduction at the graduate level to the intellectual and practical concerns of the discipline of sociology, particularly as practiced

at Loyola. These courses also provide entering students with an initial point of cohesion and contact with each other and with the department.

Students who are (or wish to be) enrolled in the PhD program must also complete

- SOCL 415 Statistical Methods of Analysis II [OFFERED in the SPRING OF ODD-NUMBERED YEARS; e.g., 2025, 2027 etc..] SOCL 414 is a prerequisite.

It is important to take these foundational courses early in your graduate career so that they can provide a basis for thesis and dissertation research.

Although students often come into the program with a particular set of academic or intellectual interests, the department encourages them to expand those interests. Many sociologists become interested in areas far removed from those that first attracted them to the field. Feel free to browse the discipline. Taking courses that are not in your central area of interest can help you to develop new ideas.

Special Types of Courses

Students who are working on special projects or in areas where no course is offered may sign up for **Independent Research**, **Directed Study**, or **Directed Readings**.

To do so:

1. Identify a faculty member able and willing to work with you in your area of interest.
2. With the faculty member, prepare a work plan that describes your work, and the product(s) that will result. Products include papers, datasets, reports, and review essays. The length of these products must be included in the work plan. No applications for credit will be accepted without this plan.
3. Complete Graduate School form called "Request for a Course Title" and have it signed by the instructor before registration. Bring the form to the PA. After approval by the GPD, it

will be signed and added to your paper file. The lock on your registration will be lifted, and you will be able to register. The form is here:

http://www.luc.edu/gradschool/servicesandresources_forms.shtml

Keep in mind that students who are pursuing the **MA** degree may take only **one** (1) Independent Research/Directed Study course toward the degree. Students in the **PhD** program may take up to **three** (3) independent research/directed study courses. All courses that count toward a graduate degree must be taken at the graduate level—no graduate credit will be awarded for an undergraduate course.

REGISTRATION PROCEDURES

All graduate courses in the Sociology Department are locked in LOCUS, which means that you cannot register yourself; the PA will register you after the GDP has approved your course selection through a conversation with you in person, on Zoom or via email. Students should contact the GPD to schedule a meeting before registration opens. All students who are enrolled in courses aside from SOCL 610 and 600 should bring the Course Planning form to draft course selections over multiple semesters. The Course Planning form is located on Sakai in the Graduate Program-Resources-Form directory.

First year students

Meet with the GPD in October and in March to discuss registration plans. Bring the Course Planning form and other documents needed for registration for Special courses to the meeting. You'll fill out the Registration form at this meeting. When registration opens in November and April, email the PA to ask them to unblock your courses and include your PID in the message.

Students in the second year and beyond

All General track MA and all PhD students should meet with their Major Advisor in March and October to determine the best courses for the term. Contact the GPD or PA with any questions. Then, schedule a time to meet with the GPD in October or March. Bring your Department Registration form and any other documents, such as Request for a Course title forms, that are needed to allow you to register. When registration opens, email the PA, and s/he will unblock the relevant courses.

COURSE GRADES

To provide students with feedback on how well they are doing in their coursework, the department has developed a set of interpretations of the University-wide grading system. These are as follows:

- A (4.0) Excellent (highest level of work for all graduate students);
- A- (3.67) Outstanding (second highest level of work for all graduate students);
- B+ (3.33) Very Good (acceptable work for all graduate students);

- B (3.0) Good (acceptable work for all Master's level students);
- B- (2.67) (Lowest level of acceptable graduate level work);
- C+ (2.33) Fair work, (does not meet graduate level standards);
- C (2.0) Poor work; (does not meet graduate level standards);
- C- (1.67) Very poor work (does not meet graduate level standards);
- D, F (below 1.67) the very lowest quality of work (does not meet graduate level standards)

All graduate students must maintain an average of 3.0 or better. To pursue a doctorate you will be expected to maintain a GPA of 3.5 or better. No more than two C or C+ grades, and no grades of D or F, may be counted as fulfilling any degree requirements, although all grades are counted in compiling your grade point average. **No student may graduate with less than a B (3.0) average.** Aiming for an A in each course is strongly advised.

If you fail to maintain a high enough GPA, the department can recommend to the Graduate School that you leave the program. You will be placed on Academic Probation if your GPA is below a 3.0. Please see the Graduate School's rules for Academic Probation and termination. http://www.luc.edu/gradschool/academics_policies.shtml

Incompletes

Students are expected to complete work for each course by the end of the semester. We strongly discourage students from taking Incompletes. If the professor agrees in advance, students may be awarded the grade of "I" at the end of the semester. *Incomplete* work should be finished according to the schedule set by the Graduate School:

The Graduate School expects students to complete all coursework by the end of the term during which the courses were taken. However, if a student and the instructor make arrangements in advance, a student may receive a grade of I (Incomplete) at the end of the term. The student is to complete the outstanding work and submit it to the instructor according to a schedule approved by the instructor, subject to the

following Graduate School policies. For Incompletes assigned in Fall 2006 and later, *the student must complete and submit all outstanding work to the instructor by the last day of the semester following the term in which the I grade was assigned. (For purposes of incomplete grades, the summer sessions are counted together as one term.)* If the student does not submit the work by the deadline, the “I” will automatically become an F. The Graduate School will not approve a change of grade if the student does not complete and submit the work to the instructor within one term of the assignment of an I grade.
http://www.luc.edu/gradschool/academics_policies.shtml

NOTE: We recommend that you provide the faculty with the missing assignments within 30 days of the last day of the semester following the term in which the I grade was assigned.

You should check your transcript to make sure that appropriate changes of grade have been filed and registered. Students should know that having Incompletes will put at risk any departmental financial support they have. It is also a contributing factor in assessments about recommendations of withdrawal, for leaves of absence, and for assessments of satisfactory progress toward the degree.

THE MASTERS PROGRAM

All students in the graduate program, except those admitted with an acceptable Masters degree in Sociology, are expected to complete a Masters degree. For some, this will be a final degree that testifies to your competence as a sociologist at the master’s degree level. For others, the MA degree is an essential part of seeking a doctoral degree. The department offers two MA degree tracks: a **general track** and the **public and applied track**.

MA degrees are granted upon completion of 10 courses (30 credit hours), and either the successful completion of a MA thesis (general track) or an internship-based paper (applied track). Please see Appendix B for a description of the specific requirements.

The **General** MA Sociology track is designed to provide students with a broad foundation in sociology and a particular focus in a more specialized field of relevance to the student's career interests in academic, private sector work, government work, or public service. It provides students with the research skills in both qualitative and quantitative analysis and is also the foundation for entrance into doctoral study in sociology and most other social science programs. Students in this track write a research thesis. Completion of this degree normally takes two years as a full-time student.

The **Public and Applied** Sociology track places special emphasis on the application of sociological knowledge and methods to the development of policies and programs. It provides students with the research skills in both qualitative and quantitative analysis and the substantive sociological background needed to pursue careers in applied research. This degree can be particularly useful for students planning careers in corporations, hospitals, social service agencies, labor unions, community organizations, non-profit organizations or government agencies. Students in this track produce a portfolio with two course papers, one of which demonstrates ability to collect and analyze data. Completion of this degree normally requires a year and a half year as a full-time student. Students may find this link useful in considering applied sociology: <http://www.sociologyatwork.org/about/what-is-applied-sociology/>

Students in the applied track must complete an Internship Course, SOCL 494). The Internship is a unique opportunity for students to gain hands-on experience and make professional contacts that will facilitate their careers. To take the course, you must identify a faculty

member who will supervise the course and an organization where you can contribute your skills and time. Senior Lecturers, Assistant Professors, Associate Professors and Full professors may serve as academic supervisors, who guide selection of an internship site and evaluate a paper related to the internship.

Internships require a minimum of 100 hours of work. In some cases, the internship can be based on work in the student's current job. The Loyola University Career Services Center [Career Services | Career Services: Loyola University Chicago](#) and occasionally, the Center for Urban Research and Learning <http://www.luc.edu/curl/> can help you to identify relevant internships.

In considering whether a potential setting can be approved for an internship, the Faculty member who is the Teacher of Record examines:

1. The relation of the setting to the student's substantive area of study.
2. The opportunity to gain an understanding of how organizations function and how social researchers, policy makers, or administrators fit into the organization.
3. The potential for the student's work to make significant contributions to the organization and its improved understanding of a specific social problem.

Once the student is placed in a setting, the teacher of record works closely with the organization or business in supervising the student's work, and a final report is submitted by the student to the Teacher of Record and the sponsoring or employing organization.

If you are completing the Internship as a component of a **PORTFOLIO**, you must produce an empirical (data-based) report. Standards are described below, under the discussion of the

Portfolio. If the paper is to be used only fulfill the course requirement, then you may substitute a reflection paper for the empirical report. This reflection paper should analyze a specific set of sociological dynamics at the agency or that affect the agency, and engage sociological scholarship to reflect on their meaning. The faculty member who is the teacher of record can give you more advice, specific to the agency.

MA Requirements

Track 1, General MA:

30 hours of course work (10 courses, 5 required and 5 elective) selected with the approval of the Graduate Program Director or the student's faculty advisor, and the preparation of a Master's Thesis. All students are required to take the introductory two graduate courses, History of Sociological Thought (405) and Modern Sociological Theory (406), and three required methods and research courses: The Logic of Sociological Inquiry (410), Qualitative Methods in Social Research (412), and Statistical Methods of Analysis I (414). Students must also submit a Thesis.

Track 2, Public and Applied Sociology

30 hours of course work (10 courses: 5 required and 5 elective): History of Sociological Thought (405); The Logic of Sociological Inquiry (410); Qualitative Methods (412); Statistical Methods I (414), and Sociology Internship (494). Students must also complete a Portfolio.

The Master's Thesis

Students in the General track may opt to write an MA thesis OR Submit a portfolio. A thesis is highly recommended—almost essential—for students applying to doctoral programs. The purpose of the thesis is to demonstrate the capacity to identify a sociologically

important research question, to critically evaluate relevant literature on the topic and identify gaps in the literature, to gather or use existing data that can answer the research question, to present findings in a way that answers the research question, and to show how the answers contribute to sociological understandings of the topic. In other words, the

thesis is an empirical paper that shows that you have mastered key elements of sociological research. It marks the move from a “consumer” of the sociological research that students absorb in their courses, to a creator of sociological knowledge. Many students find that writing the thesis gives a sense of coherence to the work they have completed in their courses, and exponentially advances their understanding of their areas of interest. Any research involving human subjects must be approved by Loyola’s Institutional Review Board.

If you are planning to write a thesis, it is essential that you identify a Major Advisor by the end of your second semester.

Procedures:

<http://www.luc.edu/media/lucedu/gradschool/pdfs/Instructions%20for%20Thesis%20and%20dissertation.pdf>

1. Identify a Thesis Director and a Reader by contacting a potential Director via email, explaining your interests. Ask for a meeting. Only Associate Professors and Professors may serve as Chair of a Thesis Committees. Enter this information in GSPS.
2. Thesis and dissertation committees have official standing only upon appointment by the Graduate School. Only a full member of the faculty of the Graduate School may serve as director of the committee. Full and associate members of the faculty of the Graduate School, other Loyola University Chicago faculty members and individuals from other institutions may be recommended to serve as readers.
3. If a director's status as a full member of the faculty of the Graduate School is discontinued (e.g., the individual leaves the university), he or she may, with the approval of the Graduate School, continue to serve as the director of the committee for up to one year after the change in status. Following this one-year period, a full

member of the faculty must be named as either co-director (along with the original director) or director of the committee.

4. The minimum number of voting members required for a committee at the Lakeside campuses is two for a thesis and three for a dissertation.
5. For all committees, at least one half of the committee members must be full or associate members of the faculty of the Graduate School.”
http://www.luc.edu/gradschool/academics_policies.shtml
6. Develop the proposal in consultation with the Chair and the Reader. Once the proposal is acceptable to the Chair and the Reader, enter this information in GSPS (see standards for the proposal, below).
7. Develop the thesis in consultation with the Chair and the Reader, again, attending to formatting rules set by the Graduate School. Do not wait until the last minute to attend to these!
8. Meet the Graduate School’s deadlines for submitting the thesis for a format check:
May degree conferral: March 1
August degree conferral: June 1
December degree conferral: October 1
9. Submit final copies. You must file a final, formatted copy with the Graduate School. The Graduate School has strict rules about the formatting of the dissertation, and the timing of a format check, and penultimate copies. These processes are under the control and direction of the Graduate School, not the Sociology Department, so you must work closely with them. Be sure to follow those rules carefully:

<http://luc.edu/gradschool/process.shtml>.

http://www.luc.edu/gradschool/academics_policies.shtml

<http://www.luc.edu/gradschool/formatting.shtml>

<http://www.luc.edu/gradschool/graduation/phd/>

It is a courtesy to provide your committee members with a paper or electronic copy of the dissertation.

Standards for Thesis Proposals

Acceptable proposals:

1. Identify a clear, sharp research question that has sociological importance, and is answerable through sociological methods.
2. Make a compelling case for what other scholars in sociology have said about the research questions, and how you plan to add to or challenge these extant statements. This is often called the Literature review, but it might better be called “They Say, I Say,” to convey the sense that you are not only summarizing, but making a case for your own perspective.
3. Clearly summarize the case or site, if relevant.
4. Provide detailed information on the methods that used to answer each question, with close attention to ethical issues. Students should be prepared to defend the use of particular methods.
5. Provide a timeline for the completion of the work.
6. Include a summary that reiterates the key questions, methods, and expected contributions to sociology.
7. Are written and presented in a clear academic style, with close attention to logic, evidence, and transitions. Written work should be free from grammatical errors and misspellings.

STUDENTS MUST ACQUIRE IRB APPROVAL FOR THESES THAT INVOLVE HUMAN SUBJECTS!

Students should refer to the latest editions of works such as *They Say, I Say: Moves that Matter in Academic Writing* (<https://www.amazon.com/They-Say-Matter-Academic-Writing/dp/039393361X>) and *A Manual for Writers of Research Papers, Theses and*

Dissertations <http://www.press.uchicago.edu/books/turabian/manual/index.html> for additional guidance.

Standards for MA Theses

1. Identify a clear, sharp major research question that has sociological importance, and are answerable through sociological methods.
2. Make a compelling case for what other scholars in sociology have said about the research questions, and how you plan to add to or challenge these extant statements. This is often called the Literature Review, but it might better be called “They Say, I Say,” to convey the sense that you are not only summarizing, but making a case for your own perspective.
3. Clearly summarize the case or site, if relevant.
4. Provide detailed information on the methods that used to answer each question, with close attention to ethical issues.
5. Include a well-organized findings section that provides answers to the research questions.
6. Include a conclusion that reiterates the key findings and their sociological importance.
7. Are written and presented in a clear academic style, with close attention to logic, evidence, and transitions. Written work should be free from grammatical errors and misspellings.
8. Include a works cited section, and other relevant documentation.
9. Are no fewer than 30 pages long.

The Portfolio

The portfolio functions as an integrative capstone presentation, reflecting the methodological, theoretical, and substantive skills expected of individuals who have successfully completed studies for a Masters degree. The portfolio can take one of two₃₉

forms:

- A) The student's choice of **two exemplary course papers, one of which** must be based on empirical data. The paper must **show evidence of qualitative and/or quantitative research skills**. The other paper may be empirical or take another form.
OR
- B) The empirical **Internship Paper** (see below).

Steps in the portfolio process

Timing: No later than the first week of the semester in which the student plans to submit the portfolio, students should contact the faculty member who will serve as the Reader.

Typically, this is the faculty member to whom they submitted the original empirical paper (if you are using option A. Assistant Professors, Associate Professors and Professors and Senior Lecturers may serve as the First Reader for the portfolio. They will assist you in choosing a Second Reader. All portfolios require two readers.

Portfolios may be submitted during any semester of the students' MA program, but generally they are submitted in the **third** or **fourth** semester. Keep in mind that revisions are almost always required, and in order to graduate, you will need to make sure you meet the deadlines for submitting course work, and for the Graduate School's degree check.

In practice, this means that you should submit your portfolio draft no later than October 15 for the Fall term, March 15 for the Spring term, and May 15 for the Summer term. Faculty need time to read the material and provide feedback for revision.

What to Submit: Provide the Readers with copies of the papers you would like to submit for the portfolio (EITHER the empirical paper + another paper, OR the Empirical Internship

Paper).

These should be very high quality: make sure there are no misspellings, and that the papers are organized and clear. This is a capstone document, so aim high.

Special instructions for students using Option B, The Internship Paper. Please be aware that in order to receive credit for the Internship COURSE, you may write either an empirical paper, or a reflection paper (see below). But to receive credit for the Internship paper as a component of your PORTFOLIO, it must be an empirical paper.

The process: The Readers will read your work and give you feedback about any necessary revisions. Work with the First Reader, to make sure that the revisions are completed to the Readers' satisfaction. They will discuss with you when to share your work with the Second Reader. When the Portfolio meets the standards below, according to the Readers, they will convey their assessment to the Graduate Program Director, who will initiate a Portfolio entry in GSPS. GSPS will request electronic assent from the Readers. The GPD will recommend approval to the Graduate School, which makes final approvals.

Standards:

Internship Papers Used for the Portfolio Requirement:

- a. An empirical paper that uses data from the Internship site to address issues that are of interest to the agency. Typically, these are based on data that the student acquires from or collects for the agency. They may be evaluation papers, reports on funding prospects, analyses of effectiveness, or other types of applied papers. These papers should draw on sociological concepts, and rely on sociological methods. Concept and methods should be spelled out. Students should consult with the agency, and discuss the paper with the Internship paper Reader before embarking on the project.

b. Length and format:

The paper should be 10-20 pages, 1" margins, 12 point font, with a title, and page numbers.

c. Papers are expected to be written in an academic style, with arguments and evidence made clear, and be free from grammatical and spelling errors.

d. Students should follow the style and citation system described in Kate Turabian, *A Manual for Writers*.

<http://www.press.uchicago.edu/books/turabian/manual/index.html>

e. The content of the paper will be evaluated on the extent to which it demonstrates strong student understanding of sociological concepts, theories, and empirical findings that are described in the paper; and the ability to use evidence to assess them. Under no circumstances will papers that lack strong sociological content be accepted.

IF THE PAPER INVOLVES the STUDY OF HUMAN SUBJECTS, YOU MUST HAVE IRB APPROVAL!

Empirical Papers used in the Portfolio

Empirical Papers should include a clear research question, a clear statement of the relevance of the question to the sociological literature in the form of a literature review, a methods section, a findings section, and a conclusion. All papers must be free from grammatical and spelling errors, and be clearly organized.

Other Papers used in the Portfolio

Students may submit another empirical paper, or another type of paper. If the paper is not an empirical paper, it must be written, like the empirical paper, in a clear and

logical manner, and be free from grammatical and spelling errors.

Transfer Credits

MA students may apply no more than six (6) transfer credit hours toward the degree. To apply for credit, make the request to the GPD. The Department only considers courses in which you have a grade of B or better, and no Independent Study courses will transfer. We may ask you for syllabi. The GPD will review your courses, and make a recommendation to the Graduate School via GSPS. When the Graduate School has made its decision, you will be notified. Please check GSPS to make sure that the credits have transferred, and that they appear on your transcript.

MA Degree Residency and Time Limits

All courses for the MA should be completed at Loyola, although 2 courses (6 credit hours) may be able to transfer at the director's discretion. For full-time students, a minimum of one academic year in residence is required. Part-time students are expected to complete their degrees within 5 years; any extension requires special permission of the GPD and the Dean of the Graduate School. Full-time students should be able to complete the degree in two years.

Application for Graduation

You must notify the Graduate School of your intention to graduate with an MA degree by the dates specified by the Graduate School: http://luc.edu/gradschool/key_dates.shtml. Students should also consult the Graduate School's guidelines and rules for graduation: <http://luc.edu/gradschool/graduation/>. In addition, the Graduate School holds workshops on graduation, and its relationship to Commencement, throughout the year. You are strongly recommended to attend these workshops.

NOTE: *Graduation* refers to the legal granting of the degree. *Commencement* refers to event at which the degree is ceremonially presented. Make sure you follow the Graduate School's rules.

THE DOCTORAL PROGRAM

As part of our commitment to curia personalis and social justice, the department only accepts full-time doctoral students who are funded by the university or by an outside fellowship or grant, except under extenuating circumstances.

[Appendix B lists MA and PhD Degree Requirements](#)

Course Requirements for the PhD

The course requirements for the PhD are 60 semester hours beyond the Bachelor's Degree, or 30 hours beyond the Master's Degree. A total of three (3) Independent Research or Directed Study courses (SOCL 499 or equivalent) may be counted towards the PhD (in addition to the one such course counted toward the MA). All students, including transfer students, must complete SOCL 405, 406, 410, 412, 414 and 415.

After you have completed all formal course requirements, but before you begin your dissertation work, you should register for SOCL 610 (Doctoral Study). *Register for SOCL 610 twice.* Thereafter you must continue to register for Dissertation Supervision (SOCL 600) *each fall and spring semester.* This maintains your active status in the Graduate School and provides you with access to the Library and Computing Center. You must register for SOCL 600 even if you still have Incompletes in some courses or are not yet at the dissertation

stage. Should you fail to register for this course (SOCL 600), the Graduate School will require you to back register, at whatever fee level is in effect at the time, before you will be allowed to graduate. PhD students may complete an **Internship** when the GPD and the Major Advisor deem it relevant to student's research. In addition to accumulating three credit hours of graduate coursework, interns gain valuable experience that can be helpful in establishing credentials for academic and non-academic employment.

Transfer Credits

Students with some prior graduate training in sociology may transfer credits. Only courses judged relevant to sociology with grades of B or better will be accepted for transfer credit. No independent study courses will transfer. Course syllabi may be requested. After consulting with other graduate faculty members when appropriate, the GPD enters the recommendations in GSPS, for consideration by the Graduate School. The Graduate School will notify you about the number of credit hours that have been formally recognized (up to a maximum of 30 credit hours), and will record such transfers on your official Loyola transcript. It will also be shown in GSPS, under Transfer Credit. Be sure to review your transcript and GSPS. For further information, see the Graduate School's policies.

http://luc.edu/gradschool/academics_policies.shtml

Special Field Exams

As students approach the end of coursework and before proceeding with the dissertation, students must choose two Special Fields, or subfields in sociology, in which they wish to be examined. At other universities, these exams are also called Comprehensive, Preliminary, or Qualifying Exams. Successful completion of the Special Field Exams, together with the defense of the dissertation proposal (see below), the completion of course work, and the

MA degree lead to the formal “admission to candidacy” for the doctoral degree. We strongly suggest that these exams be completed in the third year or the beginning of the fourth year. You may not take an exam if you have any Incompletes, or if you are on Academic Probation. See the Graduate School’s policies on Comprehensive Exams http://luc.edu/gradschool/academics_policies.shtml.

The Department offers exams in the following areas. The initials of faculty available to supervise the exam as Director or Reader (see below) follow the name of the exam. **ONLY TENURED FACULTY MAY SERVE AS THE DIRECTOR** of a Special Field. Other faculty member may serve as Readers. Eligible directors are in bold, below.

Gender and Sexuality [**KD, KM, AF**] Social
Movements [**KM, RHW, LL**] Medical
Sociology [**AF, HD, KM, DG**] Political
Sociology [**KM, LL, RHW, TW**] Race and
Ethnicity [**AK, HD, DG**]
Sociology of Religion [**RHW, MA, EW, MK**]
Urban and Community Sociology [**KD, PR, PN, MK**]
Sociology of Science and Technology [**AF, KM**]
Sociology of Immigration [**HD, RHW, JE**]

Students may petition to take one of the two exams in another area (but not more than one) upon consultation with the Graduate Program Director. Such exceptions are not regularly granted. The only fields that will be considered are those established as sections within the American Sociological Association: <http://www.asanet.org/asa-communities/asa-sections/current-sections>.

Special Field Exam Goals

The goals of the Special Field exams are to demonstrate:

- sophisticated knowledge of the development and current theoretical and empirical debates in a subfield
- knowledge of important empirical patterns relevant to a subfield
- the capacity for analytic writing, including the ability to marshal evidence to make claims, the capacity to make logic comparisons, and the capacity to identify gaps and issues in fields.
- the capacity to write in a clear, organized academic style, with few grammatical and spelling errors.

The exam is a five-day, take-home exam, in which students answer 3 to 4 questions chosen by the committee. The questions are typically handed out on a Monday morning and completed by the end of the day on a Friday (or a similar time period).

Students, who for medical, family, or work reasons, are unable to take the five-day exam, may petition the GPD to use a different exam form: a 30-40 page review that demonstrates your knowledge of the key developments and current debates in the field, key empirical patterns relevant to your field, and methodological techniques and tools commonly used in the subfield. Students may want to model their papers on articles in *The Annual Review of Sociology* and similar periodicals. Again, this option is reserved for students who have extenuating circumstances that strongly limit their ability to take the 5-day exam. The Director will provide more guidance on expectations. Under no circumstances may students answer specific questions set by the Director and Reader: the student must produce a review essay.

Procedures

For each the exam, you will need a committee of two faculty members, one of whom serves as the Director, and the other as the Reader. The committee must consist of full-time, tenure- track faculty in the Sociology Department, or in a similar position outside the

department. The Director must be a full-time, tenured faculty member (Professor or Associate Professor. The Reader can be drawn from the ranks of Professor, Associate Professor, and Assistant Professor. Any exceptions must be approved by the Graduate Program Director. **Only one faculty member may serve on both committees.**

The semester before you plan to take the exam, you should meet with your Major Advisor to plan the committees and the exams you will take. It makes sense to choose fields in which you have already developed some expertise through coursework or in some other manner.

Bibliographies

The Department is developing bibliographies for each of these areas. As they become available, they will be posted on the Graduate Student Sakai site, under Special Field Exams. If you are taking an exam for which there is no extant bibliography, work with your Special Field Exam Chair to create the bibliography. Good starting points are: a) bibliographies from students who have taken the exam in the past three years; b) graduate syllabi in related courses from the department; c) graduate sociology syllabi from related courses at major universities; d) lists of award winning and highly-cited articles and books; e) recently published work in journals related to your field. The Chair will review and comment on the bibliography. The bibliography should be broad enough that you can claim comprehensive mastery of the field. It should also contain a more focused section that covers your own area of specialization in greater depth.

Do not spend months and months on the bibliography: it should take you no more than a month to organize a draft of the list.

Grading Rubric

The Department uses three grades for Special Field Exams: Honors Pass, Pass, Fail.

“Pass” exams demonstrate

- sophisticated knowledge of the development and current theoretical and empirical debates in a subfield;
- knowledge of important patterns relevant to a subfield;
- the capacity for analytic writing, including the ability to marshal evidence to make claims, the capacity to make logical comparisons, and the capacity to identify gaps in fields;
- the capacity to write in an academic style, which encompasses the ability to express oneself in academic writing that is well-organized and nearly free from grammatical and spelling errors.

Exams that demonstrate exceptional abilities in these four areas are awarded Honors Pass; those that fall short of these standards will receive a Fail.

Sometimes students will receive what is called a “Conditional Pass.” This is not a final assessment, but a request by the committee that the student revise a section of the exam within a short time period, set by the committee. It is not entered into GSPS. Once the revision is submitted to the Chair, the exam is re-evaluated by the Committee, and the notification of results, above, proceeds.

In the event of a failure, students may take the exam a second time. **If the student fails the exam a second time, they will be dismissed from the program.**

Notification of Results

Within approximately 30 days of the completion of the exam, the Chair will communicate to the student and to the GPD the results of the exam. The GPD will enter the results in GSPS, under Comprehensive Exams. The committee members will then electronically validate the

exam results in GSPS. The student should make sure that the information has been recorded in GSPS.

Preparing for the exam

Preparing for the exam includes three interrelated activities: reading and taking notes on specific texts; critical analyzing literature that addresses common themes; and answering practice questions. By “critically analyze,” we mean assessing the theoretical depth, methodological rigor, and sociological importance of groups of readings. The goal of the exam, as noted above, is to demonstrate your capacity to make arguments using evidence, so you will need to ensure that you understand not simply individual pieces of literature, but how they are in conversation with each other. Practice answering questions in the time frame allotted to you. Finally, it is a good idea to share your practice answers with your peers. The Chair of the exam may also be willing to provide feedback, but this varies by faculty member.

Doctoral Candidacy

After the successful completion of the Second Special Field exam, your file will be reviewed, and if you have completed all requirements, you will need to apply for “**Doctoral Candidacy**” in GSPS. You may refer to yourself as a Doctoral Candidate. You will informally be known as an “ABD”: All But Dissertation.

The Dissertation Proposal

Once both Special Field exams are passed, the next step is to prepare the dissertation proposal. The proposal is an important document for the candidate, for the faculty committee, and for the department. The acceptance of the dissertation proposal indicates

that your committee is confident that the proposed research is highly likely to contribute original results that are important to other sociologists, under the limited time frame of graduate school.

The Dissertation Committee

Typically, the Major Advisor is also the Chair of the Dissertation Committee. The Chair will work with you in identifying other committee members for the committee as you work developing your dissertation project. The Graduate School places strict rules on who can serve as a Dissertation Director, and who may serve on a committee. These rules are quoted below, and also available on the Graduate School's web site:

Committees:

Thesis and dissertation committees have official standing only upon appointment by the Graduate School. Only a full member of the faculty of the Graduate School may serve as director of the committee. Full and associate members of the faculty of the Graduate School, other Loyola University Chicago faculty members and individuals from other institutions may be recommended to serve as readers. If a director's status as a full member of the faculty of the Graduate School is discontinued (e.g., the individual leaves the university), he or she may, with the approval of the Graduate School, continue to serve as the director of the committee for up to one year after the change in status. Following this one-year period, a full member of the faculty must be named as either co-director (along with the original director) or director of the committee.

The minimum number of voting members required for a committee at the Lakeside campuses is two for a thesis and three for a dissertation...For all committees, at least one half of the committee members must be full or associate members of the faculty of the Graduate School." http://www.luc.edu/gradschool/academics_policies.shtml

Formalizing the Committee

Once you have selected your Dissertation Committee, you must enter this information in GSPS, under Student Forms, Thesis/Dissertation Committee. The GPD will review the Committee. If the committee meets the standards set out by the Graduate School, the GPD will recommend the committee to the Graduate School for final approval.

Many aspects of the dissertation are governed by the Graduate School. Be sure to read the section 'Dissertations and Theses', under Academic Policies, on their web site. Be sure, also, to follow their Formatting Guidelines, and to understand the relationship between graduation, commencement, and the completion of requirements. All of these issues are spelled out on the Graduate School's web site.

Preparing the Proposal

The dissertation proposal is a major undertaking. Its function is to provide a sound plan for carrying out the dissertation research in a specific time frame, and to convey a clear sense that the methods, ethical issues, and prospective contributions to sociology have been well-considered. The development of a dissertation proposal usually requires multiple, significant revisions of the document before it is ready to be defended. The Chair of your committee will guide you with respect to how committee members will contribute to the proposal. Expect to meet with your Chair several times during the proposal writing process. The Chair decides when the proposal is ready to be defended. Students do not need IRB approval to successfully defend a proposal, but in practice, it is a very good idea to do both simultaneously. The IRB requires that your research plans be made explicit, with close attention to methods. Close attention to these issues is also required for a successful defense.

Dissertation proposals are considered intellectual property, and therefore, the Department does not provide sample copies. Your peers may be willing to share copies of their

proposals. There are also many guides on the web.

Please keep in mind the previously-noted time frame for faculty responses on non-course written work: 30 days. When you are preparing drafts, and when you are scheduling a defense, please be mindful of this standard, and plan accordingly.

The Proposal Defense

The Sociology Department requires that all dissertation proposals be defended in front of the Dissertation Committee. At Loyola, these hearings are “open,” which means that members of the university, as well as family and friends, may attend the defense. The purpose of the proposal hearing is primarily to judge whether the proposal is sound enough for the research to go forward; secondarily, it is to provide constructive feedback.

Schedule the Defense

Ensure that all members of the faculty agree that the proposal is defensible. Faculty have complex schedules, and thus, it is important to solicit their availability well in advance of the proposed defense date. Please keep in mind that faculty are on a 9-month contract, and are not usually available between May 15 and August 15, nor over Loyola holidays and breaks. It is your responsibility to schedule the defense so that all members can attend. The university allows, under rare circumstances, for one faculty member to Skype in.

Once you have a proposed date, contact the Department Administrative Assistant to schedule the room. Convey the date of the hearing, and the names of the committee members, and the title of your dissertation proposal to the PA. They will send out a notice advertising your defense.

By university rules, notification must be sent out no fewer than 30 days before the

defense. You will not be able to defend if you do miss this deadline. This will delay your degree.

Prepare for the Defense

The defense has three parts:

1. A student presentation of the proposal (about 20 minutes);
2. A question and answer period, in which members of the Committee and the Chair, and if there is time, others in the room, ask the student questions about their proposal (about 1.25 hours);
3. A short meeting by the committee, without anyone else present, during which they discuss the student's performance. During this time, the student should remain nearby. The Chair will then invite the student back into the room, and convey the committee's decision to the student.

Many students find it helpful to attend other students' defenses, to acquire more knowledge about what to expect. If the defense is deemed to be below the Department's performance standards for the defense and the proposal, the student fails the defense. After revision, the student must schedule a second hearing.

Proposal Assessment Procedures: Students will sometimes be given an informal assessment, called a "Conditional Pass" rather than a Fail, when the problems with the proposal are relatively minor. It is not a formal assessment category, but is used instead of a "Fail" to allow the student to remedy minor problems. If amendments are required as the result of a "Conditional Pass," the faculty may delegate the responsibility for overseeing them to the candidate's Dissertation, or schedule another formal hearing. If the faculty delegate responsibility for amendments to the Committee Chair, the student will work with the Chair to address any remaining issues.

Contact your Dissertation Committee Chair for information about how to present your

proposal, and what they expect of you at the defense. Plan to spend no more than 20 minutes presenting your proposal. You should identify a clear research question, specify the meaning of your concepts, and spend at least half the time explaining your methods. Explain why you believe that the work will provide new knowledge to sociologists. Raise ethical issues, and how you plan to address them (again, if you have already submitted an IRB application, you will be in a good position to address these issues). You do not need to have IRB approval to have approval for the defense, but you may not begin your research until you have IRB approval, if your research requires it. Again, the Chair has final say in how to prepare for the defense, but in general, these guidelines will help you to formulate a strong presentation of your plans.

Evaluation of the Proposal and the Defense

Successful dissertation proposals and defenses:

1. Identify a clear, sharp research question and three or four subquestions that have sociological importance, and are answerable through sociological methods.
2. Make a compelling case for what other scholars in sociology have said about the research questions, and how you plan to add to or challenge these extant statements. This is often called the Literature review, but it might better be called “They Say, I Say,” to convey the sense that you are not only summarizing, but making a case for your own perspective.
3. Clearly summarize the case or site, if relevant.
4. Provide detailed information on the methods that used to answer each question, with close attention to ethical issues. Students should be prepared to defend the use of particular methods.

5. Provide a timeline for the completion of the work.
6. Include a summary that reiterates the key questions, methods, and expected contributions to sociology.
7. Are written and presented in a clear academic style, with close attention to logic, evidence, and transitions. Written work should be free from grammatical errors and misspellings.

Students should refer to the latest editions of works such as *They Say, I Say: Moves that Matter in Academic Writing* (<https://www.amazon.com/They-Say-Matter-Academic-Writing/dp/039393361X>) and *A Manual for Writers of Research Papers, Theses and Dissertations* <http://www.press.uchicago.edu/books/turabian/manual/index.html> for additional guidance.

Conveying the Results of the Proposal Defense

Once the Defense has been completed, you must initiate a Proposal Defense form in GSPS. The GPD will review the form, and your Committee members will attest to the results of the defense. The GPD will forward the decision to the Graduate School, which makes final decisions about the results of the defense. You will receive electronic notification of the results, in GSPS.

THE DISSERTATION

The dissertation is the culmination of your doctoral program career. It will be the most sustained piece of research and writing you will have done to this point in your career, and it will serve as the basis of publications as an Assistant Professor if you are planning an academic career. A well-planned dissertation is one of the keys to success; time management is another.

Working with your Chair and Your Committee to Complete the Dissertation

It is important that you keep in contact with your Chair while researching and writing the dissertation. The interaction and feedback are vital to your ability to develop a successful project and write a strong dissertation. Your Chair will advise you about how and when to share your work with other committee members. You should also share your work with students and others during the writing process.

Keeping Yourself on Track

All academic work is part of a broader conversation with peers. Get feedback on your ideas and discuss your findings with others. In their professional writing, all faculty write drafts and receive feedback well before they consider publishing or presenting their work. This is a habit that you will want to cultivate as well. Many students find it useful to organize writing groups.

For some, meeting face-to-face works best; for others, Skype or other electronic meetings work well, especially when it is challenging for everyone to meet in one physical space. The key to success is to meet deadlines, and to develop skills in giving others feedback about what was compelling about their work, and what needs development—the very same sets of comments that you will depend on to move your work forward.

Many students present their research at academic conferences in the department, in Chicago and elsewhere world in order to develop their work. Chicago has many graduate student conferences, and many professional associations hold their meetings here. Take advantage of them to present your work, and to hear about the work of others who are working in your area. If you do have a presentation accepted, be sure to add it to the GSPS system.

Maintain a Writing Schedule

Dissertations get written not because people occasionally set aside time to write them, but because people set up writing schedules and stick to them. Organize your writing time for the time of day and place where you have the least distractions, and when you have the most energy. There are many guides for writing a dissertation, and all of them recommend writing schedules. On some days, your writing will flow well, and on other days, not as much. If you are stuck for several weeks, be sure to discuss this with your writing partners and your Chair. These discussions usually break up writing logjams.

The Graduate School offers a variety of courses, and support groups, for writing dissertations. Students report that these are very helpful. We strongly recommend that you take advantage of them.

Remember that all students must format the dissertation according to the Graduate School's formatting rules. <http://luc.edu/gradschool/formatting.shtml>. Note, too, that the document must be submitted to the Graduate School for a Format Check **before** the final version of the thesis is submitted. **Follow these guidelines carefully, and be sure to meet the Graduate School's deadlines.** The Graduate School is not flexible about any of these rules.

The Dissertation Defense

The Department requires a public defense of all doctoral dissertations. The defense has three parts, just like the proposal defense:

1. A student presentation of the proposal (about 20-30 minutes);
2. A question and answer period, in which members of the Committee and the Chair, and if there is time, others in the room, ask the student questions about their

proposal (about 1.25 hours);

3. A short meeting by the committee, without anyone else present, during which they discuss the student's performance. During this time, the student should remain nearby. The Chair will then invite the student back into the room, and convey the committee's decision to the student.

Many students find it helpful to attend other students' defenses, to acquire more knowledge about what to expect.

When your committee agrees that the dissertation is ready for defense, you will need to follow the formal procedures laid down by the Graduate School for final defense and deposition.

Please also note that you must apply for Graduation separately, following the graduate school's deadlines and guidelines.

The following steps lead to a defense:

- 1) Before a defense can be held, the student must gain verbal approval to schedule the defense, based on the submission of a draft of the dissertation to the Chair and Committee members. Students must confer with the Chair and Committee members about the form in which they prefer to receive the document (electronic and/or paper).

Once the committee members agree that the dissertation may be defended.

- 2) Students must submit a copy of the dissertation to all members of the committee, one month before the date of the defense. If the dissertation has not changed since the previous draft, then no second draft is necessary.

- 3) The student contacts Stephanie DeCaluwe to schedule a room, and any necessary

equipment. The student sends the PA, Alex Friedlen, the title of the dissertation, the student's full name, and the names of the Chair and the Committee members. The announcement is sent to the Department and the university. Defenses at Loyola University of Chicago are "open," such that students, faculty, family, friends and any others that the student wishes to invite are welcome to attend. The Graduate School may also, at their pleasure, send a representative. The student should identify an appropriately sized room, in consultation with the PA.

THE DEFENSE MUST BE ANNOUNCED NO FEWER THAN 30 DAYS BEFORE THE DEFENSE DATE.

No defense will be held otherwise, and this may delay the awarding of the degree.

4) The defense itself follows the procedures for the oral defense of the proposal, discussed above.

5) Each member of your dissertation committee must complete the Approval Ballot for Text and Oral Defense (http://www.luc.edu/gradschool/servicesandresources_forms.shtml).

This document must be brought to the defense. In the event that a member of the committee is present virtually but not materially, that committee member must send a confirmation of their vote to the GPD. The GPD may then sign the form for that committee member. A copy of the email message will be placed in your paper file.

Note that the Graduate School allows up to **ONE** member of the committee to be virtually, but not materially, present. The Approval Ballot form is then given to the PA or the GPD. The GPD will sign the form, and it will be uploaded into GSPS. Your committee members will electronically sign the form, and then it will be sent to the Graduate School for final approval via GSPS. The voting sheet itself is placed into your file. Keep a copy for yourself.

6) If minor revisions are to be made, the Chair will give you specific instructions about what is expected, and by what date.

If the defense is deemed to have problems that prevent it from being passable, another formal hearing must be scheduled, following the revision of the dissertation. Contact your Dissertation Committee Chair for information about how to present your dissertation and what they expect of you at the defense. Plan to spend only 20 to 30 minutes presenting your work. You should identify a clear research question, specify the meaning of your concepts, explain your methods, and identify your key findings. Identify the relevance of your findings to other sociologists. Please do NOT spend a good deal of time on extant literature. This is a report of your findings and scholarship. Raise ethical issues. Again, the Chair has final say in how to prepare for the defense, but in general, these guidelines will help you to formulate a strong presentation of your plans.

Evaluation of the Dissertation and the Defense

Successful dissertations:

1. Identify a clear, sharp major research question and three or four sub-questions that have sociological importance, and are answerable through sociological methods.
2. Make a compelling case for what other scholars in sociology have said about the research questions, and how you plan to add to or challenge these extant statements. This is often called the Literature Review, but it might better be called “They Say, I Say,” to convey the sense that you are not only summarizing, but making a case for your own perspective.
3. Clearly summarize the case or site, if relevant.
4. Provide detailed information on the methods that used to answer each question, with close attention to ethical issues.
5. Include well-organized chapters that answer specific questions. Many

dissertations include an Introduction, a Literature Review Chapter, a Methods Chapter, four substantive chapters and Conclusion. Other dissertations build the major literature review and methods into the Introduction, and include more detail about sub- literatures and methods into specific chapters. Your chair can provide you with guidance.

6. Include a conclusion that reiterates the key conclusions and their sociological importance.
7. Are written and presented in a clear academic style, with close attention to logic, evidence, and transitions. Written work should be free from grammatical errors and misspellings.

As with the Masters thesis or the Proposal, many students find it useful to identify a model—a book or dissertation in your area that uses similar methods, and that you find compelling. Read this model carefully, not just for content, but also to discover how the author makes claims.

How do they use quotes or numbers? How are the chapters organized? How does one chapter lead to the other? What does the introduction and the conclusion say—without repeating what is in the text? In other words, be a student of the form, as well as the content. Often, such close reading will give you a good sense of the scope of a project like yours. If you are unsure about possible models, ask your Chair for suggestions. There are also many guides to organizing dissertations. Kate Turabian, *A Guide for Writing Research Papers, Theses, and Dissertations* (U of Chicago Press) is a good starting point.

Conveying the Results of the Dissertation Defense:

Once the Defense has been completed, and Committee Members agree that the dissertation and defense are of high enough quality to merit a degree, all members must sign this form. Bring it with you to the defense.

<http://www.luc.edu/media/lucedu/gradschool/pdfs/T%20&%20D%20defense%20ballot--DB.pdf>

You must initiate a Dissertation Defense in GSPS. Upload the signed form into GSPS. It will generate a request for electronic faculty signatures. GSPS will forward these approvals to the GPD and the Graduate School for final approval. Give the paper original to the PA, and keep a copy for yourself.

Filing the Dissertation

After the public defense and final approval of the dissertation, it must be filed with the Graduate School. The Graduate School has strict rules about the formatting of the dissertation, and the timing of a format check, and penultimate copies. These processes are under the control and direction of the Graduate School, not the Sociology Department, so you must work closely with them. Be sure to follow those rules carefully:

<http://luc.edu/gradschool/process.shtml>.

http://www.luc.edu/gradschool/academics_policies.shtml

<http://www.luc.edu/gradschool/formatting.shtml>

<http://www.luc.edu/gradschool/graduation/phd/>

It is a courtesy to provide your committee members with a paper or electronic copy of the dissertation.

Again, it is worth noting that the deadlines for format checks, final copies, and applications for graduation are strict. Please make sure you are aware of all deadlines, and work closely with your thesis advisor to meet them.

The Graduate School can provide you with information about filing for **copyright**, and on any restrictions you might wish to place on access to the dissertation. All PhD “originals” are sent to University Microfilms to be microfilmed. When they are returned, they are sent to Cudahy Library for binding. From there the manuscripts are distributed. The originals go to three places: the University Archives; to the Library; and to the department for its files.

RESIDENCE AND TIME LIMITS

At least half the courses required for a doctorate must be taken at Loyola University, but the exact number will be determined by the department by the end of the student’s first semester at Loyola (see section on transfer students above).

Students accepted into the doctoral program with a Bachelor’s degree must complete all PhD requirements, including the dissertation, within eight (8) years of taking their first course applicable to the doctorate. Students admitted to Loyola who have a Master’s Degree must complete all PhD requirements, including the dissertation, within six (6) years of taking the first course applicable to their doctorate. You will be notified by the Graduate School when your time limit is about to expire. If you have not yet finished by that time, you must request an extension of time to complete your degree work. This form is available in GSPS. In order that PhD aspirants may have sufficient guidance and direction, it is necessary that they be in residence for at least part of their time in the program. The department criteria for residency for the PhD are: (1) registration for three courses in each of two consecutive semesters; (2) registration for two courses in each of four semesters over a period of 24 months; or (3) full time work on the dissertation for at least 9 months.

Medical and Other Leaves of Absence:

Students may apply for leaves of absence from the MA or PhD program by making an application in GSPS. Students who are on a leave of absence are expected to devote themselves to the issues for which they have requested a leave. Because they are not paying tuition, they do not have access to campus facilities or faculty time. Again, the leave is to enable the student to fully attend to non-academic issues. Please see “Leaves of Absence” in the Graduate School’s list of policies.

http://www.luc.edu/gradschool/academics_policies.shtml

The Department of Sociology sets *limits on leaves* of absence: Students who are on leave for *more than two semesters in any three semester period* will be withdrawn from the program. Students may reapply for admission to continue their studies. Students with assistantships will not lose the remaining semesters of their assistantships while on leave.

TEACHING

Loyola University Department of Sociology has a long history of teaching excellence, among both its faculty and its graduate students. Teaching is a critically important way to convey knowledge to non-academics, and thus, teacher training is key part of the department’s emphasis on public sociology for its doctoral students, as well as a critical skill for academic jobs.

Students may acquire some knowledge about teaching when they serve as a Graduate Assistant. Students may not take responsibility for courses or grading, but they can learn skills by assisting in syllabus preparation, assignment preparation, and keeping track of student records. The department also offers an outstanding teacher training course, offered every summer. Students on assistantships, but without previous teaching experience, must take this class, in order to qualify as a university instructor in the third

and fourth year of the program.

In addition, students will be trained in teaching by a Graduate School teacher training course, offered each fall to students who will be teaching for the first time that term. This course is mandatory. Prerequisites include either previous teaching experience, or completion of the department teacher training course.

Graduate Student Teachers have access to a Sakai site, where they may share their materials and post questions and answers. Teachers are also encouraged to take advantage of teacher and course-training workshops at professional meetings. These are important elements of building a strong teaching record.

Finally, student teachers should keep careful records of their course materials, course evaluations, and any teaching development activities in which they participate. These are critical elements of a successful academic job application--even for research-intensive jobs--and mimic what is expected of Assistant Professors.

PUBLICATIONS AND CONFERENCE PRESENTATIONS

Publications are now expected of doctoral students, even when they take teaching positions. MA students may also want to publish their work as a report or as an article. All research involving human subjects must have IRB approval for use outside a classroom. Publications may include original research, book reviews, essays and other items. Not all publications are evaluated in the same way: some types of publications carry more prestige than others, and some publications venues carry more visibility. Learning about the publication landscape is an important part of becoming a professional sociologist.

The Graduate Student Sakai site has archives of presentations our faculty have made in

workshops and colloquia on publication and conference presentation. Students should be familiar with these presentations before undertaking the publication process themselves.

Our graduate students increasingly publish with faculty, with each other, and by themselves. Contact your advisor for more information about preparing scholarship for publication.

Students should take full advantage of our location in Chicago and the opportunity it provides to present their research at conferences. This is a means of gaining feedback from others in your area, meeting people from outside our department, and making your work visible. Please keep in mind that sharing your work in this form, but without it being published, is double-edged: others may use your ideas, but not cite your work. One way to help ensure you get credit is to create a web site for yourself, where you can publish your work in progress.

FUNDING

Graduate students are eligible for the full range of need-based financial aid, including federal loan programs and work-study funds. In addition to this, there are a variety of merit-based financial awards available on a competitive basis. The Graduate School provides a wide range of information about financial assistance:

<http://www.luc.edu/gradschool/gradstudentfinance/>

Graduate Assistantships

Graduate Assistantships are awarded by the Graduate School to full-time students who are pursuing a doctoral degree

<http://www.luc.edu/gradschool/FundingGrad.Education.shtml>. They include a tuition₆₇

scholarship and a stipend. Students are responsible for all fees. Assistantships provide tuition for up to three courses per semester and one course in the summer (for year 2).

Graduate Assistantships are renewable annually through the student's fourth year in the program (third year for students entering with a MA).

During the first two years, the award requires 15 hours of research assistance per week to a designated faculty member. (See below for a discussion of the responsibilities involved in the Assistantship program). During the third and fourth years, Graduate Assistants are expected to teach one undergraduate sociology course per semester. Graduate Assistants are required to take our course in Teaching Sociology sometime before their third year in the program, or be able to demonstrate prior teaching experience. In addition, all graduate student teachers must take the Graduate School's teaching course during the first semester that they are teaching. Their teaching course is usually held on Friday afternoons, during the fall term. While students have four years of Assistantship eligibility, Assistantship appointments are for one year only. Current Assistantship holders who wish renewal should secure and file a new application by **February 1** if they wish their award to be continued.

Research Assistant tasks include a wide range of activities involved in sociological research and, in some cases, teaching. Occasionally, assistants may help with exams, or special lectures. Research activities may include data collection, preparing bibliographies, data analysis, manuscript preparation, grant preparation, and other activities. In part, the type of involvement will depend upon the overlap of student and faculty interests, on the stage of the faculty member's research project, and on the competencies of the student. To a large extent it also depends upon the willingness of the student to become actively involved in the projects themselves. Most faculty are willing to grant their assistants all the responsibility they are willing to take, assuming they possess the appropriate skills or ₆are

willing to learn them. The assistantship, at its best, can be an exciting learning experience. Even when it involves more mundane work it serves as an introduction to the nuts and bolts of research—some of which is mundane.

Assistantships also have a latent function: they introduce students and faculty to each other, so that they can be better informed about future working relationships. It is important that you demonstrate your skill and professionalism as a Research Assistant. Your performance is part of what is considered in the Annual Review process.

To ensure a good working relationship with your mentor, be sure you are very clear about their standards for satisfactory completion of the work. Attention to detail is absolutely essential, and so is resourcefulness in figuring out how to complete assigned tasks. Be sure to ask questions to clarify what you don't understand, and always ask for feedback on the quality of your work. Meet deadlines, and make sure you do not miss meetings. All continuing students must fill out a Merit Award Application by February 1st of each year in order to be eligible for new or renewed graduate assistantships.

Please be aware that doctoral students may not work outside the hours assigned to them for their assistantship.

Work Study

MA students are eligible for and encouraged to apply for federal work-study eligibility. The work-study program at Loyola has established relationships with several community service organizations which would allow students to earn money for school while at the same time providing valuable experience working in the community. Students are also able to sign up for graduate internship and independent study credit in conjunction with their work study. Please go to Loyola's experiential learning web site at

<http://www.luc.edu/experiential/federal.shtml> in order to learn more.

http://www.luc.edu/curl/fellowship_applications.shtml

Arthur J. Schmitt Dissertation Fellowships

The Arthur J. Schmitt Foundation provides funding for Dissertation Fellowships on the basis of two qualities: outstanding intellectual development; and service to others. Students must be admitted to candidacy by the time they receive their awards. This means they have completed their Special Field Examinations and have passed the dissertation proposal hearing. These fellowships provide a stipend. The proposals require careful preparation. Students should consult with their advisor and the GPD by September of the year in which they plan to apply. The applications are normally due to the department by early December. The Graduate School will send out a request for applications in the fall of each year. Further information is here

http://www.luc.edu/media/lucedu/gradschool/forms/Schmitt_Announcement.pdf.

Students should keep in mind that they are representing the department and the university at all Schmitt-related events. Consult the GPD for expectations about participation in the luncheon and other events.

Pre-Doctoral Teaching Fellows

Pre-doctoral teaching Fellowships are available to students in PhD programs in the university. Students who apply for these awards must have completed their masters' degree, and must have prior teaching experience. Scholars teach two courses in the department during the year of their award and work with a departmental faculty mentor in designing courses, discussing teaching techniques, reviewing course material, and evaluating their progress. They also participate in a teaching seminar program. Because of the added expectations, fellows receive a stipend a little higher than that of part-time lecturers. This award is an excellent source of training for students who want to go on to teach at the college level. Be sure to consult with your advisor and the GPD in September of the year in which you plan to apply for the fellowship

Instructorships

The Department Chair may assign senior graduate students responsibility for teaching their own course in the Undergraduate program, for which they will receive compensation at the rate applicable for all part-time faculty. All instructors must possess a Master's degree at the time of their appointment, and have either taken the department's Teaching Seminar or be able to demonstrate previous teaching experience. The Department Chair sends out announcements soliciting applications.

Internships and Temporary Job Placement

From time to time some paid internships are available to qualified graduate students. Arrangements can often be made for students to receive academic credit for such internships. Faculty members often hear about temporary job opportunities, such as a position involving interviewing informants, administering a survey for a social service agency, consulting on a community development project, or data analysis for a local government agency research project. Such positions may last for two or three weeks or they may last two or three years. The pay may also vary considerably. On a number of occasions these "temporary" jobs have led to full-time, permanent occupations for our graduate students. All such opportunities are communicated to students via email.

External Support

In addition to the financial assistance available through Loyola listed above, there are many opportunities for outside support. You should explore these and keep yourself aware of new opportunities. These possibilities range from the Minority Fellowship Program at the American Sociological Association, graduate fellowships from the U.S. Department of Education or the National Science Foundation, and those funded by private organizations.

A number of sociology graduate students have obtained such awards. These are not only important sources of funding, they are prestigious additions to your CV.

Announcements of the awards are usually sent through e-mail and posted on the bulletin board in the hallway outside of faculty offices. The GPD may contact you directly if he or she thinks you might be specifically interested in one of these possibilities. The University's Research Services office publishes a list of deadlines for applications and also has information available on most sources of outside support, especially if you are looking for help in financing your dissertation research. Keep in mind that professional association memberships, but especially, section memberships, are also good sources of information about grants and fellowships.

Research and Travel Funds

The Department has extremely limited travel funds for students who are presenting original scholarly work at conferences. This is typically limited to \$150 per year. To apply, students must send a note to the GPD asking for funds, and provide a PDF of the pages of the conference program on which they appear, and a budget with the total travel costs associated with the conference. Funds are awarded on a first-come, first-served basis, with priority given to dissertation students presenting their own work, rather than work co-authored with a faculty member. Apply for funds as soon as you receive notice of your paper's acceptance at a conference.

Funds are not released until after the conference has been completed. If funds are awarded, students should fill out a University reimbursement form (both pages!), and attach the requested documents. <http://www.luc.edu/media/lucedu/gradschool/forms/>. Again, be sure to fill out page 2. Submit the signed form to the Department Administrative Assistant (not the PA, and not the GPD) *WITHIN 90 DAYS of the CONFERENCE*. If you submit the documentation later, the reimbursement will be taxed.

In addition, the Department holds a Summer Research Grant competition. Funds are for participant research costs or travel costs, not for the support of the investigator. Funding is generally for up to \$500. The Department Chair sends out a Call for Proposals in the spring, which provides details about how to apply. Again, this is a reimbursement-based system, so you will need to keep receipts. Loyola does not allow researchers to pay cash to their research subjects. Gift cards are the usual form of reimbursement. *DO NOT PURCHASE THEM YOURSELF*. Contact the department Administrative Assistant, who will purchase them with funds awarded by the department.

The Graduate School offers up to \$300 per year for Graduate Student

Research: http://www.luc.edu/gradschool/Graduate_Research_Page.shtml

Students are not guaranteed funding. Graduate School funds are awarded on a first-come, first-served basis. Funds run out quickly. The Graduate School also offers travel funds, again, on a first-come, first-served basis. Funds run out quickly.

<http://www.luc.edu/gradschool/pcap/gradschool/>.

Many professional associations offer travel grants, and so, too, do libraries and special collections that house specialty publications and records. Check with the associations of which you are a member, and with agencies and organizations whose collections you plan to use. External grants, such as those from federal agencies and private foundations, almost always allow for funds for travel, as well as for research. Students are encouraged to apply for these grants. The university offers a \$200 incentive for application, and a \$1000 bonus if the grant is awarded: <http://www.luc.edu/gradschool/RIAGS.shtml>. If you plan to write a grant or fellowship application, contact your advisor first.

ACCESS TO COMPUTERS

Students are expected to use their own personal computers for coursework. You also have access to desk-top computers at either the Lake Shore Campus or Water Tower Campus Computing Centers. There are also computers in the Department Computer Lounge. The university's core software, available on Loyola's network, will be sufficient for all or most of what you will need to do. Loyola's ITS Policies can be found here:

http://www.luc.edu/its/policies/policy_access_use.shtml

POLICIES ON ACADEMIC DISHONEST CONDUCT

Dishonesty, including plagiarism

One of the central definitions of academic honesty is that the pursuit of knowledge be carried on with equity and integrity. This is not an abstract moral principle: the careers of researchers and scholars depend on the receipt of credit for creating original work. So, too, do graduate students. Graduate Students are bound by the Graduate School's policy on Academic Integrity: http://www.luc.edu/gradschool/academics_policies.shtml

In practice, this means, first, that the work submitted by a student be the student's own work. Plagiarizing comes from the Latin word for kidnapping, which is based on the Greek root *plagios*, meaning oblique, sideways, or slanting. All scholarship engages the work of other scholars. These roots provide a clear sense that plagiarizing means that the author has not given permission, and that taking others' work without giving credit is a morally problematic act.

Students must give credit to other scholars for their work through proper citation. See

Turabian, *A Manual for Writing Research Papers, Theses and Dissertations: Chicago Style for Students and Researchers*. Chicago: University of Chicago Press (2013)

<http://press.uchicago.edu/ucp/books/book/chicago/M/bo14821662.html> for high quality guidance in how to ensure that the work of others is given proper credit. Students may also find these guidelines useful:

<http://luc.edu/english/aboutthewritingprogram/theuseandmisuseofsourcematerials/#d.en.238783>.

In addition, the Loyola Department of Sociology has other standards for academic integrity. Specifically, students may not interfere with a fair and equitable evaluation of their own performance or that of fellow students.

Faculty members describe the sanctions for academic dishonesty with respect to course work. Dissertation directors, thesis directors, and Special Field exam directors have the right to bring cases of plagiarism to the GPD. Students who observe or know of cases of plagiarism may report them to the GPD. No anonymous accusations are accepted

Students may appeal a course-based, thesis-based, dissertation-based, or special field-based judgment of dishonest academic conduct to the GPD of the Department of Sociology (see below).

All incidents in which a student is found guilty of Academic Misconduct will be reported to the University, and a record of the misconduct will be added to the student's permanent record. In addition, the following Departmental penalties apply:

Penalties

- for dishonest conduct on the Comprehensive Exam: a grade of Fail. Note that the

department allows students to take Special Field exams a second time, upon a grade of Fail for the first exam. Students must pass the exam upon taking it a second time, or they will be dismissed from the program.

- for serious dishonest conduct on the thesis or dissertation, in which large sections of the document has been produced through plagiarism or other dishonest means: dismissal from the program.
- for serious dishonest conduct on the thesis or dissertation proposal: a grade of Fail.

FILING A GRIEVANCE REGARDING ACADEMIC MATTERS

Students have the right to file a grievance if they believe they have been treated unjustly in the matter of a course grade or some other assessment of their scholarly work or RA performance. Students should first attempt to resolve academic matters by discussing them with the other parties involved. If the parties cannot resolve the matter, or if it seems inadvisable to discuss the matter with the parties involved, the matter should be communicated to the GPD in writing, with accompanying documents, within 45 days of the occurrence. If the grievance concerns the GPD, students should contact the Chair of the Department.

If informal discussions do not resolve the problem, or if they are judged to be inadvisable, the GPD will form a 3-person Ad Hoc Sociology Faculty Committee to review the grievance and report back within 30 days.

The Ad Hoc Committee shall:

1. Collect and review appropriate documents and exhibits;
2. Interview any parties it deems may have information pertinent to the controversy;

3. Deliberate in private and provide a written recommendation as well as an oral summary of its findings to the GPD or Chair.
4. After receipt of the committee recommendation, the GPD (or Chair, in the case of a grievance against the GPD) shall take such action as he or she deems appropriate, within the guidelines set out by the university for the conduct under review. That decision will be sent to the principals in the controversy.

The student may appeal the GPD and Ad Hoc decision, by repeating the steps, above, filing the grievance with the Chair of the Department. To do so, the student must make the appeal within 30 days of the receipt of the GPD decision (step 4, above). Submit the grievance in writing, with all supporting documents, to the Department Chair. The Chair will make an assessment, which may include discussing the matter with the GPD, the Ad Hoc Committee, the student, and any other persons involved in the case. The Chair will issue a recommendation to the student within 30 days of the receipt of the grievance.

The matter may then be appealed to the Dean of the Graduate School. Such an appeal should be made in writing, according to the procedures outlined in the Graduate School's policy on the Academic Grievance Procedure:

http://www.luc.edu/gradschool/academics_policies.shtml

INTERNATIONAL STUDENTS

The Department of Sociology welcomes international students. The Office of International Admission <http://www.luc.edu/internationaladmission/index.shtml> provides information and guidance for international students studying at Loyola. The immigration agencies that are part of the Department of Homeland Security (e.g., U.S. Citizenship and Immigration Services; United States Immigration and Custom Enforcement) require that all international

students applying for a student visa must be full-time students and demonstrate sufficient financial resources to cover tuition and living expenses. These regulations also restrict most international students from most types of employment.

HUMAN SUBJECTS RESEARCH and RESEARCH ETHICS REQUIREMENTS

Loyola University and the Department of Sociology take research ethics seriously. The university requires that all students enrolled in doctoral programs, and master's students writing a thesis, must take the university Responsible Conduct of Research course.

http://www.luc.edu/gradschool/Graduate_Research_Page.shtml. This course is offered twice a year. <http://www.luc.edu/ors/RCRHome.shtml> The Graduate School emails students about the availability of the course. Enroll for the course in your first year.

In addition, students must complete the CITI course <http://www.luc.edu/ors/citicourse/> before applying for IRB approval for human subjects research. Your faculty sponsor is considered to be the Principal Investigator for the purposes of IRB approval of your research project, and faculty, too, must complete the CITI course. All faculty and students carrying out human subjects research must take the CITI course every three years.

Students are also required to follow the American Sociological Association Code of Ethics, even if they are not members of the association:

<http://www.asanet.org/membership/code-ethics>

Institutional Review Board Approval for Human Subjects Research

Research involving human subjects -- whether for a Master's Thesis, a Doctoral Dissertation, or a course paper that you intend for use outside the course-- must be reviewed and approved by the Institutional Review Board for the Protection of Human Subjects (IRB) to

ensure the ethical treatment of research subjects. All universities receiving any form of federal funding must have an IRB, and they are obligated to follow the United States Government's rules for the treatment of Human Subjects, by reviewing all scholarship that involves human subjects that is used for anything but course work. For specific details about whether your project must be reviewed, and what time of review you will need, contact the Loyola University Responsible Conduct of Research/Compliance Office <http://www.luc.edu/ors/compliance.shtml>. You will need to complete an IRB application, described here: <http://www.luc.edu/irb/>

The application process is rightly time-consuming, since it involves careful attention to the needs and interests of research subjects, including clarity with respect to questions, potential harms, potential benefits, and equal access to the study and its results.

All student work is considered intellectual property, and therefore, the Department does not circulate or post other students' IRB applications. Students may however, inquire of others or their advisor about accessing model applications.

JOB PLACEMENT

The department has no formal job placement system. Rather, as each student makes plans to leave the program (at whatever stage), they should meet with their faculty advisor(s) and go over career strategy plans. The Graduate School and the GPD forward and post information about educational and applied jobs throughout the year. If you are planning a career in academia, you can sign up for the American Sociological Association's Job Bank (free). <http://www.asanet.org/career-center>. The Loyola Career Development Office holds job fairs throughout the year. Keeping in touch with alumni is also a way to find jobs; the Department holds alumni events, and so, too, does the Career Development

Office. Be sure to follow the Loyola University Graduate Students on Facebook. See the Graduate School website on nonacademic employment:

<http://www.luc.edu/gradschool/nonacademic.shtml>.

Students seeking academic employment may also want to consult the blog The Professor is In <http://theprofessorisin.com/> and the book by the same name:

<http://theprofessorisin.com/2015/04/10/buy-my-book/>

There are also a number of blogs and publications that are of assistance to specific groups of students, including Kerry Anne Rockquemore, https://www.amazon.com/Black-Academics-Winning-Tenure-Without-Losing/dp/1588265889/161-8306025-2668130?ie=UTF8&qid=1255485446&ref=sr_1_1&s=books&sr=8-1, who also wrote a series of blogs for Inside Higher Ed: <https://www.insidehighered.com/users/kerry-ann-rockquemore>. There are many other books and blogs, devoted to assisting women, people with disabilities, first-generation graduate students, and GLBTQ students.

Finally, faculty have produced a wide range of materials to help students prepare for jobs. These are available on the Department Sakai site. We strongly encourage you to review these in your first year of the program.

POLICY ON SEXUAL HARASSMENT – OFFICIAL UNIVERSITY STATEMENT

Loyola University of Chicago does not tolerate sexual harassment of students, faculty, employees or patients. The University will take prompt and appropriate action when complaints of sexual harassment are registered. The university policy is here: http://www.luc.edu/hr/policies/policy_sexualharassment.shtml

Sexual harassment is reprehensible and unacceptable conduct which is particularly

damaging when it exploits the educational dependence and trust that exist between students and faculty or when it threatens the relationship between a supervisor and his or her subordinate. When the authority and power inherent in faculty/ employee relationships to students is abused in this way, whether overtly or implicitly, there is potentially great damage to individual students, to the persons complained of, and to the educational and health care climate of the institution. Harassment on the basis of sex is a violation of Title VII of the Civil Rights Act of 1964 and Title IX of the 1972 Education amendments.

REPORTING UNETHICAL BEHAVIOR

The University has implemented an Ethics Hotline that allows students to anonymously report incidents of unethical conduct, particularly research misconduct:

<https://secure.ethicspoint.com/domain/media/en/gui/34712/index.html>

Appendix A: Graduate Student Bill Of Rights

EQUAL EDUCATIONAL OPPORTUNITY

Students have a right to equal education opportunity and to protection against discrimination based on race, ethnicity, gender, religion, age, disability, sexual orientation, national origin, political ideology, and political activity.

1. The department should provide graduate students fair treatment in all learning endeavors within the department, including course assignments, course grades, research activities, access to financial aid, and recommendations for employment.
2. The department should create the conditions and the atmosphere of nondiscrimination, irrespective of a graduate student's political or ideological beliefs and practices.
3. Academic merit should guide departmental allocations of financial assistance and

recommendations for employment. However, we emphatically support affirmative action programs and other federal regulations that promote equality.

PARTICIPATION IN DEPARTMENT GOVERNANCE

Students have a right to participate in policy decisions which affect the conditions and quality of their academic life. This requires meaningful representation in department governance. Graduate student input is sought on hiring, tenure and promotion decisions. Representatives may also be invited to meetings of various department committees when appropriate. GSA representatives are expected to attend GPC and faculty meetings.

EDUCATIONAL RECORDS

Students have a right to the privacy and confidentiality of their educational records. Graduate student files and all other written information possessed by the department about graduate students must be treated with confidentiality. The department should provide security over access to these materials.

1. Departments must make provisions for graduate students to see their personal files in accordance with the Federal Family Educational Rights and Privacy Act.
2. Graduate students have a right to know, upon request, which authorized personnel have access to their file. It shall be the GPD's responsibility to record each authorized access to a file, beyond access given to the GPD, the Chair of the Department, and the Program Assistant.
3. The department shall provide new and continuing graduate students with information about the general financial aid picture and the prospects for continuation of funding. This should include information on the number and types of financial aid allocations in the department for the prior year.
4. Scholarships and assistantships for teaching or for research shall carry statements that specify in clear language the period of coverage, the dollar amount, how funds will be paid, the duties of assistants, including the weekly hours of work, and the specific responsibilities to be carried out. Special or emergency obligations, such as class coverage in the event of illness or other unexpected absence by instructors, shall be addressed as well. Provisions for reasonable and timely notice to the graduate student shall be provided.
5. The job placement of graduate students shall be the goal of all faculty and it is commonly understood that every faculty member will strive to assist placing her/his advisees.
6. The department shall provide graduate students with timely notice of their standing in

graduate study. Notice of performance in work, courses, and preliminary examinations shall be provided in writing once each year. Inadequate performance, such as low grades, incompletes, poor work performance, long periods without the production of dissertation research, and poor or failing performance on preliminary examinations shall be mentioned, and constructive support provided soon after their occurrence. Students shall be informed how such performance will affect their standing in the program, especially continuation of financial assistance, and what they must do to correct inadequacies.

RESEARCH PERFORMANCE

Students have a right to fair and equitable treatment for work performed on faculty-sponsored research.

1. Students shall be given full credit for the work and for the ideas they bring to faculty-sponsored research projects. Faculty must not represent the work of students as their own.
2. Faculty shall reach clear understandings with graduate students regarding their responsibilities and rights on research projects. There should be clear communication about the tasks graduate students are expected to perform, when students shall have access to data for theses and dissertations, and the conditions under which graduate students shall receive joint or sole authorship on publications that emerge from the research.

COMPLAINTS AND GRIEVANCES

Students have a right to file complaints against the department or members thereof, and to petition for redress of grievances.

1. The department shall provide for procedures of due process, by which graduate students can lodge complaints and obtain redress of grievances. Graduate students shall have access to the complaint filing process, which is consistent with department and university rules and regulations.
2. Where a graduate student presents reasonable evidence regarding misconduct by a faculty member or probable cause that such misconduct took place, the department shall provide a way by which the student can avoid working directly with the accused faculty member.
3. Students should have access to information concerning appeal procedures beyond the department, by which graduate students can seek a rehearing of their grievances (when the departmental procedures have been exhausted).

Appendix B: Degree Requirements

Loyola University Chicago Department of Sociology

MA: 30 credit hours beyond the Bachelor's degree

General Track

- 1) Soc 405 (History of Sociological Thought) [Fall only]
- 2) Soc 406 (Modern Sociological Theory) [Spring only]
- 3) Soc 410 (Logic of Sociological Inquiry)[Fall only]
- 4) Soc 412 (Qualitative Methods) [Spring only]
- 5) Soc 414 (Quantitative Methods I) [Fall only]
- 6) Elective
- 7) Elective
- 8) Elective
- 9) Elective
- 10) Elective

AND Either an MA proposal and MA thesis OR a Portfolio (two revised course papers, one of which must be empirical)

Only one independent research/directed study course counted toward MA

Students can take one 300-level class as an elective

Public and Applied Sociology Track

- 1) Soc 405 (History of Sociological Thought)
- 2) Soc 410 (Logic of Sociological Inquiry)
- 3) Soc 412 (Qualitative Methods)
- 4) Soc 414 (Statistical Methods I)
- 5) Soc 494 (Internship)
- 6) Elective or Soc 406 (Modern Sociological Theory)
- 7) Elective (only one independent research/directed study course counted toward MA)
- 8) Elective
- 9) Elective
- 10) Elective

PLUS Portfolio (internship report + one revised course paper)

Only one independent research/directed study course counted toward MA

Students can take one 300-level class as an elective

PhD: 60 credit hours total beyond the Bachelor's degree or 30 hours beyond MA

- 1) Soc 405 (History of Sociological Thought) [Fall only]
- 2) Soc 406 (Modern Sociological Theory) [Spring only]
- 3) Soc 410 (Logic of Sociological Inquiry) [Fall only]
- 4) Soc 412 (Qualitative Methods) [Spring only]
- 5) Soc 414 (Quantitative Methods I) [Fall only]
- 6) Soc 415 (Quantitative Methods II) [Spring 2016, 2018, 2020, 2022]

AND 42 credit hours of elective courses (up to five 520 courses; up to three Independent Study courses) AND

2 Comprehensive Exams

AND a Doctoral Dissertation Proposal AND a

Doctoral Dissertation