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1. GREETING FROM THE GRADUATE COORDINATOR:

On behalf of the Department of Sociology, I welcome you to the Sociology Graduate Student Handbook. The information below is provided for both currently enrolled graduate students and individuals who would like more information about graduate studies in the Sociology Department. As Graduate Coordinator, I am responsible for screening applicants for admission, recruiting new students, academic advising, assigning Graduate Assistantships (GA), and arbitrating any general problems that involve graduate students. So if you have any questions about our program, please feel free to contact me (see below for contact information).

The Department of Sociology offers a Master of Arts degree with both a thesis and non-thesis option. Listed below is information on the application process for admission and the program requirements. The department also offers seven to nine Graduate Assistantships (GA) that provide a stipend and partial waiver of tuition. On average, the department has about ten full-time graduate students enrolled every year.

The master's program in sociology is a highly structured course of study involving several core courses which must be completed in a specific order. Each of these required courses provides foundational research skills in theory, methodology and statistics in order to prepare our students for employment or to pursue a doctoral program of study. Data for research is provided by the department including access to informational technology.

If you have any questions, you may contact me through any of the methods below:

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Voice: 316-978-7145
Fax: 316-978-3281

U.S. Mail:
Dr. Jennifer Pearson, Graduate Coordinator
Wichita State University
Dept. of Sociology, Campus Box 25
1845 Fairmount
Wichita, KS 67260-0025
2. FACULTY AND AREAS OF SPECIALIZATION:

Chase M. Billingham. (PhD, Northeastern University). Urban sociology, education, racial stratification, public policy, quantitative methods.

Jodie L. Hertzog (Ph.D., Purdue University). Department Chair, Undergraduate Program Coordinator. Family, Sexuality, Gender, Intimate Violence, Work-Family Interface.


Ron Matson (Ph.D., University of Colorado). Dean. Gender, Men and Masculinities, Intimacy, Parenting.

Jennifer Pearson (Ph.D., University of Texas at Austin). Graduate Coordinator. Gender and Sexuality, Education, Adolescence and the Transition to Adulthood.

Kathleen M. Perez (Ph.D., Purdue University). Research Methods, Family, Urban, Demography.

Lisa Thrane (Ph.D., Iowa State University.) Deviance, Mental Health, Social Inequality, Digital Citizenship, and Research Methods.

David W. Wright (Ph.D., Purdue University). Associate Vice President for Academic Data Systems and Chief Data Officer. Stratification and Class Analysis, Marxism, Theory, Employment and Income, Graduate Data Management and Statistics.
3. APPLICATION PROCESS:

Students who wish to pursue graduate education in the department of Sociology must apply for admissions through the Wichita State University (WSU) Graduate School. This application is then forwarded to and screened by the graduate coordinator in the department of Sociology.

3.1. Graduate School Application and Requirements:
To apply for enrollment as a graduate student, individuals must contact the WSU Graduate School and request an Application for Admission form to be completed by the applicant and returned to the Graduate School. The form asks for general demographic information as well as the department or program in which graduate studies are to be pursued. Each applicant also must submit two copies of their academic transcripts. The minimum graduate school requirements are:

- Bachelor's degree from a regionally accredited institution
- Grade point average (GPA) of at least 2.75 based upon the last 60 hours of course work
- No more than nine hours of background deficiencies in the major field of graduate study

The Graduate School offers both degree and non-degree status. See the WSU Graduate Catalog (available online) for more complete information on the above requirements and the degree level options.

3.2. Department of Sociology Graduate Admission Requirements:
In addition to the Graduate School requirements for admission, the Department of Sociology requires:

- Grade point average (GPA) of at least 3.00 based upon the last 60 hours of course work
- one college algebra course and at least 15 hours in sociology including an introductory sociology course, one descriptive and inferential statistics course, two research methods courses, and one theory course (similar courses in other fields of study may be substituted at the discretion of the graduate coordinator)
- three letters of reference from professors who are familiar with the student's academic course work
- a typed, double-spaced statement of purpose (approximately 500 words) articulating the student's area of research interests and academic/career goals.

3.3. Department of Sociology Graduate Degree Options and Requirements:
The department offers both a thesis and non-thesis option. Unique among most graduate programs, the thesis and non-thesis options in the Department of Sociology are identical in required course work, level of difficulty, content and written structure. Both options require the completion of the Integrated Data and Instructional System Document (IDIS_DOc, see below) unless you secure an exception through sponsorship with a designated faculty member. The major difference between the two options is that the thesis option requires you to form a thesis committee (two members from the sociology department and one outside member), an oral thesis defense, and the production of the thesis based on Graduate School thesis format requirements. While the non-thesis final project will be similar to the thesis in content and structure, the non-thesis option does not require the creation of a committee, or the formatting requirements of the Graduate School. The non-thesis option does require an oral presentation.
### Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Thesis</th>
<th>Non-thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pro-Seminar SOC860</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Seminar in Sociological Theory SOC845</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Application of Advanced Statistics Techniques SOC801</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Research: Quantitative Methods SOC811</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Research: Qualitative Methods SOC812</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>800 level seminar</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Thesis (SOC875,876) or directed study (SOC851)</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Electives (or prerequisites)</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

### 3.4. Dismissal and Transfer to Non-Degree Status:

A Sociology graduate student may be dismissed from the program for any of the following reasons:

- student's GPA drops below 2.00
- student does not make satisfactory progress toward degree completion
- student enters the program on probationary status and fails to achieve a cumulative GPA of 3.00 after nine hours of course work
- student is placed on probation and fails to achieve a cumulative GPA of 3.00 after nine hours of course work
- student violates any of the classroom standards listed in the Graduate Bulletin under the section entitled Academic Honesty and Classroom Integrity

A Sociology graduate student in full-standing may be transferred to non-degree status for any of the following reasons:

- student does not enroll in any sociology course work for more than 12 months
- student fails to enroll within 12 months after admission into the program
- student fails to receive consent of the instructor for any Independent/Directed Study course
- student fails to receive their advisor's expressed approval for course enrollment
- student does not exhibit satisfactory progress in their program as evidenced by low GPA (under 3.00), excessive incompletes, insufficient class attendance, and/or failure to meet the six year completion limit
4. INTEGRATED DATA AND INSTRUCTIONAL SYSTEM (IDIS)

DOING SOCIOLOGY: Graduate Education and the Integrated Data and Instructional System (IDIS)

4.1 Justification/Purpose:
In general, Master-level programs in sociology should provide a solid foundation in methodological processes, statistical practices and theoretical paradigms. This foundation provides equally for students who desire to pursue a Ph.D. and those who will seek employment in the private or government sector. In either scenario, the student must possess methodological and statistical skills as well as an understanding of how these skills are framed by discourse (theory). Thus, it could be argued that the purpose of a masters program is to provide instruction and access to the development of these skills. Upon mastering the tools of sociology through the masters program, students have more flexibility to either begin doing sociology or pursue independent creative expression at the Ph.D. level.

In order to accomplish this objective, the department has developed the Integrated Data and Instructional System (IDIS) that provides the opportunity to streamline instruction and the acquisition of skills. An IDIS is predicated on access to data for the development of methodological and statistical skills and the application of theoretical perspectives. Such a system of instruction allows for the "doing of sociology". Graduate students have access to data for development of their thesis/non-thesis projects. Course instruction at the graduate level is tied to the use of the data as the mechanism of instruction or practice. Such a system allows the program curriculum to merge content and theme, assist students in making decisions about thesis/non-thesis projects, and to provide the opportunity for creativity by allowing research questions to arise from or be within the scope of the data.

4.2 Process/Implementation:
Graduate students are encouraged to develop and commit to an area of research interest in their first semester. Additionally, students are expected to determine which departmental dataset(s) are suitable to their thesis/non-thesis projects or whether they will collect their own data through sponsorship with a designated faculty member. In their second year, students will access these data to produce the empirical results for their thesis/non-thesis projects.

Graduate students are expected to follow and reproduce a standardized document structure for thesis/non-thesis projects (unless students have secured a faculty sponsor). This document serves to 1) provide continuity across required course work and 2) as the primary assessment mechanism for completion of the thesis/non-thesis projects. The Integrated Data and Instructional System Document (IDIS-DOC) is a guideline for the narrative structure. The content of each section may vary across students and subjects. See section 4.4 below for the outline of the IDIS-DOC.

4.3 The Components of IDIS--Data, Instruction, and Technology:
The IDIS is composed of a triangulation of three sub-systems: data, instruction, and technology. These three elements are integrated by the scientific model of research.
4.3.1. Data:
The central component of the IDIS is data that are accessible for both instruction and research. Students have the option to utilize departmental data or collect their own data. Regardless of which option is chosen, data still remains the central element which is examined via the scientific method to explore theoretical discourses.

For students electing to use the departmental databases, the department has acquired several national-probability databases and routinely updates and searches for similar data to add to this growing database. Many of these databases are large in scope and size such as the Current Population Surveys that sample the entire United States and yields information on a multitude of questions. Given the current collection of data, it would be hard to find a research question that could not be addressed by one or more of these databases (see section 4.7 below for a description of currently stored databases). The availability of these data is beneficial for graduate students, faculty, and the department. For the graduate student, IDIS means that the completion time of thesis and non-thesis projects is shortened since students are not hindered by collecting their own data. Since the databases have national recognition and are often used in academic research, it also means that publication of thesis and non-thesis projects is enhanced. Students may also utilize other publically available datasets with the approval of their faculty advisor and the graduate coordinator.

For students electing to collect their own data, several methods exist to acquire data. Students, in consultation with their major advisor, may identify their own data collection methods which may include surveys, experiments, participatory analysis, or case studies to name a few. Students may also elect to utilize data from internships or cooperative education assignments. In addition, students may elect to work jointly with faculty on data collection projects that faculty are currently undertaking.

4.3.2. Instruction:
At an instructional-level, the IDIS is designed to integrate the required course work including the completion of thesis/non-thesis projects. All the required graduate courses are tied together in both content and output with each course addressing a different component of the final thesis or non-thesis document. The sequence of the curriculum including course content and output is predicated on the structure of the standard journal article: identification of the research problem (SOC 860), a literature review of the scholarly work and alternative theoretical models (SOC 851; SOC 875), documentation of the data and methodology (SOC 801; SOC 811), and the presentation of the findings and implication for future research (SOC 851; SOC 875-876) (see section 4.5 below for a brief description and sequence of each required graduate course). The organizational and written structure of the thesis and non-thesis final document is prescribed by the IDIS and is outlined in the IDIS-DOC (see section 4.4 below for a detailed description of this document outline). The IDIS-DOC is, of course, to be seen as a guide to the document structure and is expected to be modified to fit the student's specific thesis or non-thesis project. The requirements of IDIS-DOC are meant to enhance the opportunities for publication since the document is predicated on the standard journal article format, and since the IDIS-DOC is required of both thesis and non-thesis students, it allows non-thesis students to have a document similar to that of thesis students without the thesis committee requirements.
4.3.3. Technology:
The IDIS provides access to data and the completion of thesis and non-thesis projects through PC interfaces. The Graduate Student Sociology PC lab provides PCs that are equipped with statistical, word-processing and spreadsheet software that students can use to write their course work and final documents. Access to these systems is restricted and requires passwords and a signed statement of nondisclosure.

4.4. Integrated Data and Instructional System Document (IDIS_DOC)
For both the thesis and non-thesis options, students are expected to organize their final written document along the lines of a typical research journal article which replicates the scientific method: an introduction, literature review, composite theory/model and hypotheses, methodology statement, results of analysis, and a conclusion. Listed below is an example of a detailed outline that follows this organizational structure which is referred to as the Integrated Data and Instructional System Document (IDIS_DOC). Students who desire not to follow the IDIS_DOC must secure a faculty sponsor (the content of the outline below is for illustration purposes only; your document may vary).

1. Introduction (usually one page)
   a. Significance of topic
   b. Brief review of literature
   c. Composite theory/model and data
2. Literature review (this review assumes a theoretical typology; other typologies may be substituted)
   a. Theory/school of thought model segment 1
   b. Repeats above structure for next paradigm/theories for as many schools of thought in literature
   c. Composite theory/model & hypotheses
3. Data/Methodology
   a. Data
      i. Source of data/producer
      ii. Type of data/sampling parameters
      iii. Original sample size
      iv. Sample restrictions
      v. Population weights
   b. Variables
      i. Dependent variable
         1. Description, coding validity issues
      ii. Independent variables
         1. Model segment one variables
            a. Variable x
               i. Description, coding, validity issues
               b. Repeats above structure for each independent variable
   c. Methodology
      i. Hypotheses
      ii. Type of analysis (univariate, bivariate, multi-variate)
4. Results
   a. Table(s)
   b. Presentation of analyses presented in tables

5. Discussion
   a. Highlight of significant findings & confirmation status of hypotheses
   b. Limitations of study
   c. Policy implications

6. Bibliography

4.5. Course Sequencing:
The core courses of the Sociology graduate curriculum should generally be taken in the following order:

860 ProSeminar (FALL): Along with the currently established course content, the 860 ProSeminar will introduce graduate students to the IDIS. This will involve an introduction to the basic philosophy of IDIS; a brief overview of the centralized databases and option for data collection; the sequencing and expected outcomes from the graduate-program course (860, 845, 801, 811, 812, 851, 875, 876); the outline structure of the thesis/non-thesis document (IDIS_DOC). At the conclusion of this course, students will be expected to have identified a research topic and question.

812 Advanced Research: Qualitative Methods (FALL): Graduate students will deepen their understanding of the research process as they are introduced to qualitative methods, methodology, and analysis. Students will learn to address methodological issues by developing a pilot project requiring them to apply their understanding of qualitative methods, sampling, and coding. Through this process, students will be prepared to compare the strengths and limitations of quantitative-, qualitative-, and mixed-method approaches while becoming critical consumers of qualitative research.

845 Seminar in Sociological Theory (SPRING): This seminar provides a comprehensive survey of contemporary sociological theory and its relationship to its roots in classical sociological theory. Emphasis will be placed on applying contemporary sociological theory to current sociological phenomena, including topics used in students’ thesis or non-thesis projects.

811 Advanced Research: Quantitative Methods (SPRING): This course provides graduate students with the conceptual tools and methodological skills needed to conduct quantitative sociological research. Students will be introduced to sampling, measurement, and data management issues. In addition, students will gain experience with statistical software packages using small and large-scale datasets.

801 Application of Advanced Statistical Techniques (FALL): Along with the currently established course content, the 801 Seminar will cover the following topics: use of the PC for data preparation and analysis; instruction in database codebook documentation; development of SPSS code for data analysis; preparation and cleaning of data; performing SPSS procedures for
data analysis. At the conclusion of this course (and SOC 811), students will be expected to have completed Section 3 of the IDIS_DOC, the data and methodological sections.

851 Directed Research (non-thesis students); 875-876 Thesis (thesis students) (FALL; SPRING): In the first semester, students will be expected to have written a literature review, including a composite model and hypotheses, and completed Section 1 and 2 of the IDIS-DOC. In the second semester, students will be expected to perform statistical analysis using the models and statistics developed in previous seminars to complete the IDIS-DOC, Sections 3, 4 and 5.

4.6. Two-Year Program Scenario:
While the progress of any individual student toward completion of their degree is unique, the Sociology graduate program is based on a two-year program that would typically involve the following events per semester:

1. 1st FALL semester
   a. SOC860 Proseminar
   b. SOC812 Advanced Research: Qualitative Methods
   c. Electives &/or deficiencies (if any are required)
   d. begin to define an area of research interest for your thesis or non-thesis

2. 1st SPRING semester
   a. SOC845 Seminar in Sociological Theory
   b. SOC811 Advanced Research: Quantitative Methods
   c. Electives &/or deficiencies (if any are required)
   d. Plan of Study must be completed
   e. commit to an area of research interest and location of appropriate database
   f. determine major professor (and committee members for thesis option) to work with on your thesis or non-thesis

3. 2nd FALL semester
   a. SOC801 Application of Advanced Statistical Techniques
   b. enroll in thesis/final project hours (851 non-thesis; 875 thesis)
   c. electives
   d. organize and develop the data for your thesis or non-thesis
   e. obtain Guide to Thesis Manual (thesis option)
   f. complete sections 1, 2, and 3 of the IDIS_DOC

4. 2nd SPRING semester
   a. enroll in thesis/final project hours (851,876)
   b. electives
   c. perform and complete your data analysis (sections 4 and 5 of the IDIS_DOC)
   d. update Plan of Study
   e. submit application for Degree
   f. Oral presentation (non-thesis option)
   g. schedule oral defense (thesis option)
   h. oral defense (thesis option)
   i. thesis approval
   j. check on incompletes (thesis and non-thesis)
While the program is based on a two year, four semester cycle, some students may complete their degrees on a different timeline. Any variations must be approved by the Graduate Coordinator.

4.7. Data Provided by the Department of Sociology:
While it is possible for students to gather their own data, the department provides a number of data sets to students for use in secondary data analyses. Students who elect to use the departmental data will be given instruction on how to access the data for their thesis/non-thesis projects during their course work. Listed below are some of the data sets currently available (see the graduate coordinator for a complete list).

- National Longitudinal Survey of Youth (NLSY97): 1997 to present
- Educational Longitudinal Survey (ELS) 2002 to present
- General Social Survey (GSS): 1972 to 2007
- National Longitudinal Study of Adolescent Health (Public Use)

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

5.2. GTA Application Process and Terms of Re-Appointment:
Students who wish to apply for a GTA must submit a letter of intent to the Graduate Coordinator. The department normally has available 7 to 9 GTA positions depending on available funding. Award decisions are made collectively by the Sociology department faculty usually in the Spring
semester for the following academic year. The following criteria are utilized for the awarding of GTA positions:

- GPA
- three reference letters from professors who are familiar with the student's undergraduate or graduate course work.
- potential to do graduate course work in sociology as evidenced by undergraduate major, number of incoming program deficiencies, and current graduate course work.
- the ability to perform the duties of a GTA and meet the needs of faculty in the areas of teaching and research.
- review of other admission application materials

Graduate Students who have been awarded a GTA position may re-apply when the terms of their current GTA position expires (NOTE: There is a four-semester limit on GTA positions per student). The following criteria are utilized for re-appointment of a GTA position:

- GPA of 3.00 or higher
- has not reached the four semester limit of awards
- satisfactory progress toward degree completion
- satisfactory recommendations from supervising faculty
- the continuing ability to perform the duties of a GTA and meet the needs of faculty in the areas of teaching and research.

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

- attend lectures of the faculty member they are assisting
- design, administer, and grade exams and homework assignments
- prepare and present classroom lectures
- hold office hours to meet with students regarding lecture/exam information
- develop bibliographies for faculty or office resources
- assist faculty through campus library research for classes, presentations, and research
- assist in curriculum development and evaluation

GTAs are prohibited from grading coursework of their peers.

5.4. Hours:
GTAs are expected to work a set number of hours per week (i.e., 10, 15, 20) for the entire semester. The number of hours to be worked will be outlined in the contract for employment. In general, GTAs will find that some weeks you will put in all your assigned hours, other weeks you will put in less. The Graduate School forbids GTAs from putting in more hours than what they are assigned. All GTAs are expected to keep a ledger of their hours and duties to be submitted to the Graduate Coordinator on a weekly basis.