

Curriculum Map of Phd Student Learning Outcomes

Students achieve these learning outcomes through a combination of formal coursework and the completion of a series of writing requirements under the guidance and supervision of a faculty committee.

While courses provide the basic tools, the skills are developed and evaluated through the student's independent performance of research, writing, and oral presentations under the guidance of the faculty committee, which judges when each task has been completed satisfactorily. This process also provides professional socialization in the practices and expectations of the field.

#1. This is achieved through Soc. 611 and 612 for basic theories, plus relevant portions of other substantive seminars for the theories of those subfields. Mastery is evaluated by the instructor for seminars. It is assessed first by the student's guidance committee and then by the departmental Qualifying Review committee through evaluation of the two papers submitted for the Qualifying Review prior to admission to candidacy, and subsequently by the student's doctoral committee in the dissertation prospectus and the doctoral dissertation.

#2. This is achieved through Soc. 605, 606 and other specialized methods and statistics courses (607, 608, 609, 705) as well as in substantive seminars that require student research papers. Mastery is evaluated by the instructor for seminars. It is assessed first by the student's guidance committee and then by the departmental Qualifying Review committee through the two papers submitted for the Qualifying Review prior to admission to candidacy, and subsequently by the student's doctoral committee in the dissertation prospectus and the doctoral dissertation.

#3. IRB Human Subjects approval for a research project is received often as part of a methods course, for example Dr. Irwin's qualitative methods course, during the dissertation proposal phase of the program, and as part of the process for research (with a professor) intended for publication.

#4. This is achieved through for substantive seminars on various topics and subfields of sociology, through the student's guided preparation of reading lists for the comprehensive exams and independent reading. Mastery is evaluated by the instructor for individual seminars, and then by the student's doctoral committee through performance on the written and oral comprehensive exams. This is achieved through seminars in which students carry out individual research projects, through independent reading courses to develop larger individual research projects, and through the process of developing a dissertation prospectus and researching and writing a dissertation under close supervision by the doctoral committee.

#5. Mastery is evaluated by the instructor for individual seminars, by the student's guidance committee and the departmental Qualifying Review committee for the two Qualifying Review

papers, and by the student’s doctoral committee through approval of the dissertation prospectus and the doctoral dissertation and oral defense.

#6. This is achieved through seminars in which students write up and report orally on their individual research projects, through students’ presentation of their own research at departmental forums, through submission and acceptance of their research papers for presentation at conferences and professional conventions at the local, regional, national, and international levels, and through submission of articles for professional journal publication after they have been presented at conferences and revised. Faculty members provide guidance and critiques as students prepare for these presentations and submissions. Although students regularly submit papers for presentation at professional meetings, the research paper requirement of the program ensures that every student submits an original research paper for professional journal publication and reviews the external reviews with faculty guidance. Mastery is evaluated by the instructor for individual seminars and through success in having research papers accepted for presentation, through audience comments at presentations, through reviewers’ comments on articles submitted for publication, and ultimately by successful publication. Finally, as teaching assistants or instructors for their own undergraduate courses, our PhD students can improve their communication skills.

Example Progress

Note: This sequence represents one possible plan which will satisfy PhD program requirements in six years. The graduate division time limit for completion of the degree is seven years. Substantive courses listed here are at the 600 level or higher, as is the additional methods or statistics course. Candidates who come in without coursework in theory and/or statistics may take longer to complete coursework because they will need to take undergraduate courses in theory and/or statistics to fulfill any deficiencies. Time for preparation of a dissertation will depend in part on the nature of topic and research methodology.

| <u>Semester 1</u> | <u>Semester 2</u> |
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| Year I | |
| SOC 611 SOC 605 Substantive Course | SOC 612 SOC 606 Substantive Course |
| Year II | |
| Additional Methods or Statistics Course Substantive Course SOC 699 Form Guidance Committee | Substantive Course Qualifying Review |

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| Year III | |
| Substantive Course Form Dissertation Committee Comprehensive Exam Reading List | SOC 699 Comprehensive Examination |
| Year IV | |
| SOC 699 Dissertation Proposal Defense | SOC 800 |
| Year V | |
| SOC 800 | SOC 800 |
| Year VI | |
| SOC 800 | SOC 800 Dissertation Defense |