HANDBOOK FOR GRADUATE STUDENTS

Department of Sociology
University of South Carolina
Columbia, SC 29208
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Preface

This handbook complements but does not replace the Graduate Studies Bulletin. Students should obtain a copy of the Graduate Studies Bulletin from the graduate school website that was in effect when they were admitted, since the rules stated therein constitute a contract between the student and the University regarding the terms of graduate study. If a program is revised while the student is in the process of earning a degree, the student may choose to satisfy the requirements of the program they were admitted under, or the revised program, but the student may not combine elements from the two. Students should read this document and the Graduate Studies Bulletin thoroughly.

Policy and Procedures

The Graduate Program Committee and the Chair of the Sociology Department administer the graduate program, subject to review by the full faculty. Any request by a student to waive departmental criteria for a degree, along with evidence indicating he/she has met them in another manner, will be decided by the Graduate Program Committee subject to review by the full faculty.

A student may at any time bring pertinent information to the attention of the Graduate Program Committee, preferably before the committee acts on a matter affecting the student. The comments of the student's advisor or other appropriate faculty are useful to the Graduate Program Committee, and the student may arrange for these to be heard.

Full-time Status

Graduate assistants must enroll for a minimum of six credit hours, and may normally carry no more than 12 credit hours per semester. Graduate assistants carrying six or more hours are classified as full time students. Without a graduate assistantship, a graduate student is classified as full time for academic purposes if they are enrolled for nine or more hours during a fall or spring term and six or more during the summer session.

Students may not register for more than 15 graduate credit hours during the semester. A student must enroll for at least one credit hour during any semester during which thesis or dissertation progress is made and resources of the university are used.

Residency Requirements

The Graduate School imposes residency requirements (time spent at the Columbia campus) and limits the time allowed for completing the MA (6 years) and Ph.D. (8 years--in addition to the time spent earning an MA) degrees. Students should consult the *Graduate Studies Bulletin* for details. Students who matriculate slowly though the program may be able to revalidate courses (see the *Graduate Studies Bulletin*).

Assistantships and Other Sources of Funding

Most graduate students are supported via department-funded graduate assistantships (GA), which take the form of a graduate teaching assistantship (GTA) or a graduate assistant instructorship (GIA). Other students are funded via University fellowships, or faculty research grants. Less often, students are funded via need-based financial aid administered by the Office of Student Financial Aid and Scholarships, or through outside funding. Each GA must be a degree-seeking graduate student who is making satisfactory progress toward an MA or PhD, and registered for at least 6 credit hours in the fall and spring. (Students who have fulfilled the necessary credit hours can apply for z-status.) University and extramural fellowships may have different requirements.

Funding decisions for departmental teaching assistantships and University fellowships are generally made soon after program application deadlines. Students receiving departmental funding generally receive funding for the duration of their degree, assuming satisfactory progress through the program. (Barring prior approval from the graduate director, students who are not enrolled full time in consecutive years forfeit the promised funding.) But exact funding offers are generally spelled out in letters from the graduate program director upon admission to the program.

Students are encouraged to apply for funding support from agencies outside of the University and department. The ability to put together a successful grant proposal is an important part of graduate students' training for their future careers.

Eligible graduate students may apply for loan assistance through The Office of Student Financial Aid and Scholarships. To apply for these programs, all applicants are encouraged to complete the Free Application for Federal Student Aid (FAFSA). More information about these programs and deadlines for filing the FAFSA are available at www.sc.edu/financialaid.

Assistantship Assignment Protocol

1. Faculty members in the department generating external sources of funding for graduate assistantships should confer with the director of the Graduate Program Committee in order to select students for such assistantships.

2. Depending on the availability of GTAs and faculty course sizes, faculty members will be assigned graduate teaching assistants by the director of the Graduate Program Committee, in consultation with the chairperson of the Department, conforming as much as possible to the teaching needs of the faculty and the interests of the student.

    a. Both students and faculty are free to consult with the director of the Graduate Program Committee and request initiation or termination of a TA assignment.

    b. Duties of a teaching assistantship are specified by the faculty member and may vary from case to case and semester to semester, subject only to the specification that all duties associated with a

departmental-funded assistantship should conform to established departmental policies and procedures.

c. A student may decline or resign from a particular assignment. Depending on the circumstances of such a case, the director of the Graduate Program Committee, in consultation with the Graduate Program Committee and the chairperson of the Department, may attempt to secure an alternate assignment. However, the student should be aware that he or she is considered to be resigning from the assistantship--not just the assignment--and there is no certainty that an alternative assignment will be made.

d. A faculty member may decline the assignment of a particular student. In such a case the director of the Graduate Program Committee will attempt to secure an alternate assignment, but in the event no replacement can be found, the faculty member should be aware that he or she is considered to be declining departmental assistantship support itself.

e. Faculty who generate external sources of support for graduate assistance should be included along with others in receiving regular departmental assistance for teaching. External support should not be regarded as a substitute, but rather as a supplement, to the assistance afforded a faculty member.

3. Assistantships supported by the regular departmental budget are assigned for a normal term of two semesters.

a. Assistantships may be provided for a total of 12 semesters (6 years) over the course of M.A. and Ph.D. work following the guidelines below:

b. For M.A.-level students, assistantships may be provided for a total of six semesters (years 1-3), although students are encouraged to complete requirements for the M.A. degree in four semesters (years 1-2). Students who do not complete the M.A. degree requirements by the end of year 3 will not be provided assistantships without approval from the graduate studies committee.

c. For post-M.A. students, assistantships may be provided for a total of six semesters (years 4-6). Students who completed the M.A. requirements in four semesters (years 1-2) may be provided assistantships for up to eight semesters (years 3-6). Assistantships from the department over the course of both M.A. and Ph.D. work typically cannot exceed 12 semesters (6 years).

d. Students are required to apply for internal and/or external fellowships in year 6 of their studies to support additional time in the program beyond the 12 semesters funded by the department (years 7 and beyond). That is, department funding beyond year 6 requires documented evidence that the student has attempted to secure funding via internal or external fellowships. Students are encouraged to work with faculty to identify such fellowship opportunities. In addition, funding in years 7 or beyond will depend on the opening of funding lines as a result of other students moving to faculty research grants or fellowships, or smaller than expected first year cohorts.

e. Continued funding in any given year depends on: (1) a high level of performance in the duties of the assistantship as determined by the Graduate Program Committee in consultation with the supervising faculty members and the chairperson of the Department and (2) excellence of overall performance while matriculating through the program as indicated by course grades, faculty assessments, scholarly activities (e.g., presenting papers at professional meetings) and, when applicable, performance on candidacy and area examinations.

4. Assistantships supported by the regular departmental budget include commitment by each graduate assistant of five hours per semester (out of a total 250-300 hours) to the departmental pool of large class proctor assignments.

a. Each graduate assistantship includes a five-hour assignment to this pool. The five hours are subtracted from the total time commitment available to the faculty member holding that student's regular assignment.

b. Instructors needing large-class proctoring assistance for exams should request the appropriate assistance from the departmental office one week before the exam to allow time to notify students of pool assignments and allow for needed adjustments in schedules.

Transitioning from Teaching Assistant to Independent Teaching
MA program students are not assigned independent responsibility for course instruction but may instead be appointed as Graduate Teaching Assistants. Teaching Assistants are assigned to work with a tenure track faculty member to provide assistance with undergraduate courses. The Department also will seek to provide a diverse array of course instructor opportunities to help doctoral students develop a good portfolio of teaching experiences to enhance their employability on the job market.

Once a student has completed the MA and has entered the doctoral program, they may be selected to teach an undergraduate course as a Graduate Instructor. The selection criteria for assigning instructorship opportunities to doctoral students may include: (a) seniority in the program; (b) academic standing in the graduate program; (c) knowledge of the subject matter; and (d) prior successful experience teaching one's own course and/or other demonstration of pedagogical ability .

Students selected to teach their own course are highly encouraged to speak with their faculty mentor and other faculty members. Faculty will be able to help students enhance their teaching ability by offering assistance on syllabus construction, course content, assignments, grading criteria and procedures, teaching methods, as well as other topics. In addition, faculty have compiled resources to help graduate students transition into teaching independently.

Working Outside the Department or University
Students who are awarded a half-time assistantship (20 hours per week) should understand that pursuing their scholarly activities and meeting the demands of their assistantship constitute a full-time job. Scholarly performance and the ability to fully carry out the duties of an assistantship are likely to be undermined by taking on additional employment. The Department strongly discourages additional employment while receiving a half-time assistantship inasmuch as the unintended consequences of such employment can be the loss of an assistantship due to unacceptable performance.

Funding for Travel to Academic Conferences

An important part of academic training is attending and presenting research at professional conferences. The graduate school provides funds for conference travel (limited to two years/graduate student), with cost sharing from the department. Students must first exhaust their two years of funding from the graduate school (with department cost sharing) before requesting department funding for conferences. Students are strongly encouraged to consult the timeline for requesting travel grants from the graduate school since these funds are limited and, to some extent, available on a first come/first serve basis. See the timeline, eligibility, and other details here:
http://gradschool.sc.edu/students/travgrant.asp

The department can generally provide students with partial support for one conference per year. Support is limited to students who are actually presenting papers/posters and no more than one student can be supported on a single paper. Funding for student travel to ASA and major subfield conferences (e.g., PAA, INAS, etc.) will be prioritized.

Other travel funds are available on a competitive basis from the ASA (and its sections) as well as other professional organizations. Students are strongly encouraged to apply for these funds.

Departmental Research Specialty Areas

Teaching and research by the faculty is centered on three broad areas, *Inequalities and Institutions*; *Population and Health*; and *Social Psychology*, described below. Thus, in addition to training in theory and methods, graduate students concentrate in one of three areas.

- *Inequalities and Institutions.* This area emphasizes the shape, nature, causes and consequences of social inequality; enduring social processes that sustain inequality (e.g. social mobility, social networks, the intergenerational transmission of rewards and culture); the significance of race/ethnicity, gender, class and nativity in stratification processes; and the ways in which institutions and organizations such as law and social control, education, religion, the family and labor market shape and influence social life and behavior.

- *Population and Health.* The Population and Health area emphasizes substantive and methodological training in population and health research. Population studies focus on demographic processes such as fertility, mortality, household formation and migration, and how these processes shape and are shaped by other social dynamics. Areas of interest include (1) individual life course events such as marriage and cohabitation, childbearing, illness and disability, mortality, employment, migration, and retirement; (2) societal-level (e.g., national and global) challenges related to population, such as rapid urbanization, aging populations, and environmental strain; and (3) theories and methods that describe patterns of population change and the individual life course events underlying them. Health and well-being research focuses upon (1) the study of health and wellbeing across social structures of gender, race/ethnicity and class, including the social determinants of health and health care inequalities; (2) the interaction between health and social institutions like family, education, the labor market, medical institutions/practitioners, and religion; (3) the sociological norms, construction and interpretation of health and wellness; and (4) sociological theories, social epidemiology and statistical methodologies for studying health and wellbeing.

- *Social Psychology.* The Social Psychology program at the University of South Carolina currently ranks 4th in the nation, according to the US News and World Report's Best Graduate School Rankings. Social psychologists at the University of South Carolina study social psychological determinants of discrimination and inequality; power and status processes; justice; bargaining; emotions; cooperation; collective action; altruism and prosocial behavior; morality and norms; and social networks and social relations.

Program of Study & Course Requirements for the MA

Students will be assigned a *faculty mentor* upon their enrollment in the program. The role of the faculty mentor is to help guide students through the program. Students should meet with their faculty mentor at the beginning and end of each semester. Students can arrange to be appointed to a new faculty mentor at any point during enrollment in the program.

Students must receive a grade of B or higher in the first 12 credit hours. Thereafter, students are expected to maintain a grade point average (GPA) of 3.5 or higher for all coursework. Students who receive two grades of C or lower will be removed from the program.

The M.A. degree requires a minimum of 30 graduate credit hours, including six hours of thesis preparation. The minimum requirements are as follows (course titles and descriptions can be found in the graduate bulletin):

1, Theoretical and Substantive Foundations (12 hours)
  SOCY 515 – Scientific Methods and Sociological Inquiry
  SOCY 560 – Advanced Sociological Theory
  6 hours in one of four areas of department specialization:
- Methods
- Population & Health
- Institutions & Inequalities
- Social Psychology
    No more than six hours can be at the 500-level.

2, Research Methods and Statistics (6 hours)
  SOCY 562 - Advanced Sociological Research Methods
  SOCY 730 - Statistical Analysis in Sociology

3. Electives (6 hours)

  Select from SOCY 500-891. A maximum of 3 credit hours earned from other departments may be applied toward this requirement.

4. Thesis and Research Preparation (6 hours)
  SOCY 799 - Thesis Research and Preparation

In addition, all students will take part in a seminar that runs throughout the Fall and Spring semesters. All students enrolling in thesis (Soc 799) or Dissertation (899) hours will register for these hours with the seminar leader. All students who are not enrolled in those hours will still be expected to fully participate in the seminar to remain in good standing in the program.

Students funded via department assistantships must complete the following requirements:
a) Fall of first year: Attend GRAD 701- Teaching Assistant Development, which takes place over a full semester. The workload is equivalent to a 1 credit hour course.
b) All semesters: Regularly attend professional development seminars and research talks held in the department. *These events are a critical part of graduate students' professional development and participation is taken very seriously.*

Moving from the MA program into the PhD program
The semester before a student expects to defend the MA, he or she must notify via email the graduate program director of plans to move into the PhD program. The student must submit: *i*) a statement of purpose, and *ii*) a letter of support from a faculty member, generally the student's MA advisor and anticipated PhD advisor. Faculty members of the graduate committee will determine whether the student may transition into the PhD program. The committee's decision will be based on the student's academic record, statement of purpose, and accompanying letter of support from the faculty member.

Program of Study & Course Requirements for the PhD

Students will be assigned a *faculty mentor* upon their enrollment in the program. The role of the faculty mentor is to help guide students through the program. Students should meet with their faculty mentor at the beginning and end of each semester. Students can arrange to be appointed to a new faculty mentor at any point during enrollment in the program.

Students must receive a grade of B or higher in the first 12 credit hours. Thereafter, students are expected to maintain a grade point average (GPA) of 3.5 or higher for all coursework. Students who receive two grades of C or lower will be removed from the program.

Degree Requirements:66 Post Baccalaureate (minimum) /36 Post Masters Hours

The Ph.D. requires a minimum of 66 credit hours beyond the BA or BS. Students enrolled in the post-baccalaureate PhD program will concurrently work toward an MA while completing the requirements for the PhD. Thus, a minimum of 30 of the 66 hours of coursework will be applied to the MA.

Students entering the PhD program with an MA or MS in Sociology or a related field will be required to complete a minimum of 36 hours. Once enrolled in the program, the Graduate Program Committee and the student's academic advisor will assess what, if any, of required courses and MA thesis work are satisfied by equivalent coursework and thesis research in the student's MA or MS program. Consult the Sociology Graduate Student Handbook for further information http://www.cas.sc.edu/socy/GradHandbook.pdf).

Post Master's Requirements (36 hours)

1. Theoretical and Substantive Foundations (9 hours)

9 hours in one of four areas of departmental specialization:

- Methods
- Population & Health
- Institutions & Inequities
- Social Psychology

(No more than 3 hours at the 500-level)

2. Research Methods and Statistics (9 hours)
SOCY 731 – Topics in the Quantitative Analysis of Sociological Data
6 additional hours in methods or statistics at 500-level or higher; a maximum of 3 hours at the 500-level may be applied toward the PhD. No more than 3 hours may be taken outside the department without permission.

3. Electives (6 hours)
　　A maximum of 3 hours at the 500-level may be applied toward the PhD
　　A maximum of 3 hours may be earned from other departments

4. Dissertation Preparation (12 Hours)
　　SOCY 899 - Dissertation Preparation

Direct Admit Requirements for Students with a BA or BS (66 hours)

1, Theoretical and Substantive Foundations (12 hours)
　　　　SOCY 515 – Scientific Methods and Sociological Inquiry
　　　　SOCY 560 – Advanced Sociological Theory
　　　　9 additional hours in one of four areas of departmental specialization:
　　　　　　Methods
　　　　　　Population & Health
　　　　　　Institutions & Inequities
　　　　　　Social Psychology
　　　　　　(No more than 6 hours at the 500-level)

2. Research Methods and Statistics (15 hours)
　　　　SOCY 562 - Advanced Sociological Research Methods
　　　　SOCY 730 - Statistical Analysis in Sociology (Grad Stats 1)
　　　　SOCY 731 – Topics in the Quantitative Analysis of Sociological Data (Grad Stats 2)
　　　　6 additional hours in methods or statistics at 500-level or higher; no more than 3 hours may be
　　　　taken outside the department without permission.

3. Electives (18 hours)
　　A maximum of 6 hours at the 500-level may be applied toward the PhD
　　A maximum of 9 hours may be earned from other departments

4. MA Thesis Preparation (6 hours)
　　SOCY 799 - Thesis Research and Preparation

5. Dissertation Preparation (12 hours)
　　　　SOCY 899 - Dissertation Preparation

In addition, all students will take part in a seminar that runs throughout the Fall and Spring semesters. All students enrolling in thesis (Soc 799) or Dissertation (899) hours will register for these hours with the seminar leader. All students who are not enrolled in those hours will still be expected to fully participate in the seminar to remain in good standing in the program.

Students funded via department assistantships must complete the following requirements:
　　a) Fall of first year: Attend GRAD 701- Teaching Assistant Development-, which takes place over a full semester. The workload is equivalent to a 1 credit hour course.
　　b) All semesters: Regularly attend professional development seminars and research talks held in the department. *These events are a critical part of graduate students' professional development and participation is taken very seriously.*

Foreign Language Requirement

The Graduate School has a foreign language competency requirement. Students can satisfy this requirement by demonstrating a reading knowledge of one foreign language. These examinations are normally administered by one of the foreign language programs at the University. English may be accepted as a foreign language for students whose native language is not English, with the approval of the dean of The Graduate School and the Department Chair. Students that have a language certification (i.e. TOEFL certificate or equivalent) may have the requirement waved. *Note that the foreign language requirement may also be met by completing a fifth research methodology course with a grade of B or higher.*

Graduate Examination Requirements

In addition to successfully completing course work, PhD students are expected to take two examinations. The first exam, the *candidacy* exam, is taken at the end of the summer of the first year of PhD course work. (Students who complete their MA degrees in the program and who plan to transition into the PhD program are encouraged to take the exam the summer of their second year.) The second exam, the *specialty area* exam, is generally taken the semester following the completion of all coursework.

Candidacy Examination

The candidacy exam is intended to test students' knowledge of the theoretical and methodological issues in the department's research specialty areas (e.g. Population and Health, Inequalities and Institutions, and Social Psychology). There are five possible exams ("modules") spanning the three research specialty areas. Each student will

Research Specialty Area	Exam Module
Population and Health	Population Studies
	Health and Health Inequalities
Inequalities and Institutions	Stratification
	Institutions
Social Psychology	Social Psychology

select which two research specialty areas he or she will be examined on, and then choose a module within those areas (in other words, the two exam modules may not be in the same specialty area).

Students will receive the required reading lists for their two chosen exam modules. Each list has been compiled by faculty members and will contain approximately 15-20 readings. The selected readings will represent core theories, research and methods from that research specialty area. The list will be available to students at the beginning of each academic year (at least one year before the qualifying exam). Explicit instructions regarding the exam will be given with the reading list.

The candidacy examination will be administered over a two day period and will last four hours each day. Each day, students will be tested on one area. Although this may vary by content area, examinations will typically include up to four essay questions. The examination will take place in the physical confines of the Department of Sociology and its organization is the responsibility of the Graduate Program Committee. This responsibility includes providing each research specialty area committee with a list of the students taking the examination. Computers and a quiet place to work will be made available to the students. Students may not use books, journal articles, notes, etc. during the examination period. Students will be given the reference list used to prepare for the exam.

The examination will be evaluated within two weeks unless exceptional circumstances arise. Each question will be evaluated by at least two faculty members with expertise in a given research specialty area. Each portion of the exam (corresponding to one of two chosen specialty areas) will be graded: fail, pass, or outstanding. If a student fails either or both portions of the exam, he or she may retake those portions by the end of the fall of the second year in the PhD program. A student who fails the second attempt will not be eligible to continue in the Ph.D. program.

Specialty Area Examination
The specialty area exam is distinct form the candidacy exam. The specialty area exam will be given the first semester after students have completed all coursework.-This exam must be taken and passed prior to defending their dissertation proposal. Students must pass a written and oral component of the examination. Each student will form an examination committee comprised of at least two faculty members from the Department of Sociology. The student will select one member as chairperson of the committee (generally the major advisor). The committee chair will write a letter informing the graduate program director of the composition of the committee and the specialty area of the examination. Students work with their committee to design the specialty examination in such a way that it serves as a bridge between their graduate course work and their dissertation proposal. The length of the reading list will vary by research area, but as a guideline it should consist of approximately 25 books and 100 journal articles/book chapters. Reading lists must be approved by all members of the committee. The reading list should define a broad substantive area of sociological research that is roughly equivalent to a commonly recognized sociological specialty.

The student, in consultation his/her committee, will arrange for an examination time. During the exam, students will answer questions prepared by the committee. (Most exams consist of three questions but depend, among other things, on the makeup of the committee.) The questions should reflect key sociological issues raised by the reading list, as well as broader issues of theory and method that are relevant to the specialty area. Answers may be no longer than 30-typed, double-spaced pages (plus the bibliography) with one inch margins, using a 12-point font. Students will have 96 hours to complete the examination. They may work at any site, and are free to use any books and personal notes during the examination period. If requested by the student, the Department will provide a quiet place to work and access to a computer.

The written examination will be evaluated by the select specialty examination committee within two weeks unless exceptional circumstances arise. Shortly thereafter the student and the committee will meet for the oral part of the examination. Based on the written and oral parts of the examination, committee members will evaluate the student's performance. Exams may receive a grade of fail, pass or outstanding.

After the examination, the chairperson of the Specialty Examination Committee will write a letter informing the director of the Graduate Program Committee of the outcome of the examination. The examination may be attempted twice; a student who fails in a second attempt (regardless of whether or not the student has changed their research specialty since the first examination) will not be able to continue in the Ph.D. program.

Dissertation
As students near the end of their course work, they select a Dissertation Committee composed of at least four members, one of whom is from outside the department. Faculty members have the right of refusal. The student chooses one faculty member to serve as chair. Working with the Dissertation Committee, the student prepares a dissertation proposal. Once the proposal is submitted to the Dissertation Committee, a proposal defense is held. The proposal defense is an oral defense of the written dissertation proposal. If the Dissertation Committee concludes that the student has successfully completed the oral examination and approves the proposal, all members sign a letter stating that the student has passed the proposal defense. The dissertation proposal defense can be failed, passed, and judged as outstanding on any of three dimensions (theory, methods, and substantive area). Students who fail the Ph.D. proposal defense twice are removed from the program without further review.

After passing the proposal defense, the student is expected to pursue dissertation research and writing. In addition to reading the dissertation, the committee conducts an oral examination of the student. The committee members have the right to approve, request revisions and further analysis, or reject the

dissertation. The dissertation defense can be failed, passed, and judged as outstanding on any of three dimensions (theory, methods, and substantive area).

Appeals: If a student is removed from the program for any reason listed above, and wishes to appeal the decision by the Graduate Program Committee, the student must inform the Department Chair within two weeks of notification of removal. The Department Chair will form an ad hoc appeals committee. The student will put together a letter explaining the rationale for the appeal, along with any other materials pertinent to the appeal. The chair of the ad hoc appeals committee will consider the appeal alongside any relevant information collected from the Graduate Program Committee.

What happens when committee members disagree about whether a piece of work or examination is a "pass" or "fail?"
Outside of courses, many milestones for both the MA (including the proposal defense and thesis defense) and PhD degrees (the candidacy exam, specialty area exam, proposal defense and dissertation defense) are evaluated by more than one faculty member. Although rare, it is possible that committee members will disagree about whether the work is a "pass" or "fail." All such exams require the <u>full</u> committee to unanimously judge the work as "passing." Otherwise, the outcome of the exam is a "fail." In the event that the student fails a milestone for a first time, they reserve the right to attempt to reform a committee to retake the exam. The student may also retake the exam with the same committee members. Failing a key milestone for a second time results in automatic removal from the graduate program.

Getting Research Funding
Conducting research, especially PhD Dissertations, often requires funds for accessing datasets, paying research participants, travel to research sites, and other expenses associated with data collection. There are multiple competitive internal and external sources of funding, depending on the nature of the project.

External Sources of Funding
We encourage PhD students to attempt to secure funding through external funding agencies. Besides the obvious benefit (the possibility of securing research funds), writing a grant proposal and getting critical feedback from agency/foundation panelists generally improves the project. Moreover, receiving external grant funding is viewed very favorably on the job market.

The Graduate School keeps a running list of external funding sources and the Graduate Program Director will alert students to special calls. Recent PhD students in our department have been particularly successful at securing National Science Foundation Dissertation Enhancement Grants (see nsf.gov).

College- and University Funding
The College of Arts & Sciences and various University offices (including SPARC) have internal competitions to fund graduate students' research projects (most often aimed at PhD-level research). Our recent PhD students have been very successful in securing these grants.

Department Funding
In some cases, students' projects may be funded as parts of research grants on related issues held by their faculty mentors. In other cases, if a student is unable to secure funding via external or internal sources, he or she may request funds from the Department. These requests should be submitted to the Graduate Program Director. Each year, there are **two submission deadlines**: **November 15** and **April 15**. The request should include a *i*) brief (2 to 3 page) description of the project and a brief budget description which explains how the funds will be used, and ii) letter of support from the student's faculty mentor. The Graduate Program Committee will review the request and make a decision about funding. *Students who have submitted grant proposals to external funding agencies will be prioritized for funding*. The amount

of funds available will depend on the number of requests, but we expect that most approved requests will be around $1,000.

Summer Teaching Opportunities

A primary objective of summer teaching is to ensure that all graduate students interesting in pursuing an academic career have the opportunity to teach. Because summer courses are generally smaller than those offered in the Fall and Spring, summer teaching can also provide graduate students with the opportunity to develop and teach their own courses with a more manageable enrollment. Summer teaching is also an important supplement to graduate students' regular stipends.

Each year, the Chair will send a tentative schedule of summer teaching opportunities to faculty and graduate students. Within this framework, graduate students interested in teaching should indicate their preferences (1st, 2nd and 3rd choices). Pre-tenure and tenured faculty receive priority on teaching summer courses. Thereafter, graduate students who request summer teaching opportunities will be prioritized and selected based on the following criteria.

    i)   Those who are one year post MA and a) have not yet taught their own course and b) the graduate committee judges (based on information collected from annual evaluations from faculty and progress through the program thus far) ready to teach their own course.

    ii)   Advanced students who have made and continue to make steady progress towards the PhD.

The extent to which one of these categories is prioritized over the other (if at all) will depend on the size of each cohort, and the amount of summer support the more advanced students have received in the recent past. Additionally,

    iii)   The students' course of study and specialty area should be appropriate to prepare them for any course they propose to teach. Alternatively, if the student does not already have expertise in a given area, he or she should share plans to prepare for the course prior to it being offered.

    iv)   All of the above equal, for summer teaching, we will tend to prioritize requests for new courses over those that the student has taught before. The rationale is that, from a professional/resume building standpoint, there are diminishing returns to teaching a course for the 2nd or 3rd time versus having a an additional/different course listed on one's CV. Graduate students are strongly encouraged to consult with their mentors and other faculty members about which courses would be advantageous to teach in this regard. Just as important, students should consult resources and materials available through the ASA (e.g., recent job ads) to get a sense of which courses are most often in demand from prospective employers.

Students are encouraged to be as flexible as possible in which summer sessions they request. All other things equal, students who indicate availability for all summer sessions are more likely to be selected to teach than who indicate more limited availability.

Finally, it is important to note that all proposed courses and assignments are subject to the Dean's approval and the Dean's office may request last minute schedule additions (or deletions) based upon student need data or requests from other campus units.

Graduate Student Files

To effectively administer the graduate program, the Department will maintain files on the progress of graduate students toward their degrees. These files will maintained throughout the student's pursuit of a degree. The director of Graduate Studies is responsible for maintenance of these files. Once the final degree has been granted by the University, a file will be retained in inactive status. The student's file is to be treated as confidential, and access is restricted to the graduate faculty. The graduate student file may contain all correspondence between the student and the department, and all copies of documents forwarded to the department by The Graduate School.

Following admission into the program, the admission file of a student becomes that student's permanent file in the department. Admission files of students not accepted into the program normally will be destroyed at the end of the following semester.
Each graduate student may inspect his or her own permanent file, with the exception of any materials in them which have been placed there with the express intent that it be confidential from the student (such as letters of reference contributed in the admission process). Such materials should be removed before any inspection of the file by the student.

Materials may be added to the permanent files of graduate students in the following ways:

a. The director of the Graduate Program Committee is responsible for inserting updated copies of the student's university transcripts into the file (old copies may be destroyed when new ones are inserted).

b. Copies of official letters from the Graduate Program Committee, the chairperson of the Department, and other official correspondence (such as notification of advancement to candidacy, assignment of fellowships, evaluation of assistantship performance, notification of completion of degree requirements, and so on) should be inserted in the file when such correspondence is mailed.

c. Official correspondence from each student to the department concerning matters related to participation in the program should be placed in the file as received.

In addition to the confidential permanent files maintained by the department, graduate students have the same right as faculty to maintain open files accessible to the public. These open files may be created at the discretion of each graduate student, and may contain any information desired by that student. Such information might include a copy of a curriculum vitae, course descriptions for courses in which the student has contributed assistance to a faculty member, descriptions of research assistance activities, or copies of publications. Such open files are not required for any graduate student. \

Forms & Processes for Defenses, Exams and Other Significant Degree Events

Here is a brief "cheat sheet," indicating who should do what after each significant exam or degree-related event.

For all program milestones, the major professor committee chair must complete a "Outcome of Program Milestone" form, an internal document, available from the Director of Graduate Studies and here:

https://docs.google.com/document/d/1vlIJyE9jwhzaOu-CQq4PqijF-pcujg4b10Po167-MwY/edit?usp=sharing

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Please note, all Graduate School forms mentioned below can be accessed on the Forms Page:
http://gradschool.sc.edu/forms/

Student's responsibility
- Program of study for both degrees—see Master's POS (MPOS) and Doctoral POS (DPOS).
- Program of study adjustment for both degrees—see POSA
- ETD Thesis and Dissertation Submission--access via:
  - http://www.etdadmin.com/cgi-bin/admin/submitetd?siteId=145
- Dissertation defense announcement (posted online)—access via GMS student portal for GDDA
- *PHD only: Survey of Earned Doctorates--see SED
- *PHD only: Doctoral Hooding Program Information—access via student GMS portal
  - GMS student portal access: https://app.gradschool.sc.edu/gms/student/index.asp

Student and Major Professor (Committee Chair) Initiate
- MA proposal defense – Committee Chair sends letter to Graduate Program Director, and Gradate Program Administrator (Alicia Hope), who initiates "MA Comp Exam Verification" form from Graduate school
- MA thesis defense—see Thesis Signature and Approval (G-TSF).
- PhD Committee Approval: Doctoral Committee Appointment Request (G-DCA)
- PhD Specialty Area exam: Committee Chair writes to Graduate Program Director and Graduate Program Administrator (Alicia). Letter placed in file (nothing sent to graduate school).
- PhD proposal defense ("Comp Exam" in grad school terms): see PhD Comp Exam Verification form from the Graduate School.). Student and Dissertation Director initiate after student passes PhD Proposal defense.
- PhD dissertation defense—see Dissertation Signature and Approval (G-DSF). Student and committee chair initiate after dissertation defense.