# Queens College Master's Program in Data Analytics and Applied Social Research

# Student Handbook

Revised 2018

Master's Program in Data Analytics and Applied Social Research
Department of Sociology
City University of New York, Queens College
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## IMPORTANT NOTICE

The information presented here is given as advice, and does not constitute an official policy that would override conflicting information posted on the college or university's web site or in any of its published documentation.  Students are responsible for verifying that the information contained here is correct and up-to-date.  If a discrepancy exists between what is said here and what is said in any official school material, students must notify the Program Director before taking any action premised on the information presented below.

## CONTENTS

Welcome to the Master's Program in Data Analytics and Applied Social Research (MADASR) and Department of Sociology at Queens College, City University of New York (CUNY).  We hope that your experience in our program is an enriching one.

One of the biggest challenges facing grad student is confusion: *How am I going to live?  What classes should I take?  How do I arrange for classes?  What's up with the thesis?  What is going to happen after I leave the program?*

This handbook is our attempt to create a reference book for our MA students.  Its purpose is to get at least some of the confusion of graduate school under control as quickly as possible, so that your attention immediately moves on to producing new, impressive work and moving towards your life's goals.

Students should also read the most current Graduate Bulletin (available online at www.qc.cuny.edu/Academics/Pages/CollegeBulletins.aspx), the QC Graduate Handbook (available online at http://www.qc.cuny.edu/academics/gradstudies/documents/Grad-Handbook.pdf ). Any additions or amendments to this handbook will be posted on our web site (qcbigdata.org ).  Please consult the Master's Program web site regularly to ensure that you aren't missing important announcements. Make sure you sign up for our Google Group.

As the Program Director, I am your first contacts for academic matters that extend beyond regular class work.  However, students should try to develop as many relationships with different faculty members as possible, and use the wide range of services offered by the college and university.

Good luck.

Sophia Catsambis
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*MADASR Program Director*
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## THE PROGRAM: AN OVERVIEW

Our goal of the MA program is to bring your social research skills to industry-grade levels by the completion of your degree.  We do this in three ways:

1. **Teaching advanced data analytics skills.**  Quantitative-analytical skills are highly-valued in academia, business, government and non-profit sectors.  We teach students to perform reasonably sophisticated analyses, help them understand and criticize statistical evidence and impart a basic foundation in quantitative analysis that will allow them to extend their skills in the future.
2. **Teaching research methodology skills**.  Students learn to design and execute data collection products that render rigorous, useable data.  They also develop the ability to probe the quality of data and research reports produced by others.
3. **Writing, Communication and Critical Thinking skills.**  Students will learn the basics of theory construction and criticism, and appreciate the uses and limits of social theory.  Through their electives, students develop an in-depth familiarity with prevailing social scientific theory in subjects that can be tailored to their future career plans.

## BEFORE CLASSES BEGIN

Before you start classes, you should have these concerns under control:

- Visas
- Health
- Money/Banking
- Housing
- Internet and Computer Access

If these problems are not yet under control, you must resolve them quickly.  Contact the appropriate college-level support service immediately.  Some of them are given below, but consult the college's web site for more information.

Should you find yourself in a situation in which you are unable to meet the demands of school, check the QC website (registrar or bursar) for the current semester's deadlines for receiving refunds.

http://www.qc.cuny.edu/registrar/Documents/2015-2016%20calendar.pdf

## VISAS (FOR INTERNATIONAL STUDENTS)

Once you have been accepted into the MA program, please contact the *International Students and Scholars Office*.  Confirm that it is possible for you to be admitted into the country, learn the procedures by which you obtain a visa and the rules and regulations governing your visa (especially with respect to money- and health-related matters).

This office specializes in helping international students navigate the steps involved in joining the college and thriving once here.

International Students and Scholars Office (ISSO)
Student Union, Room 327,
65-30 Kissena Blvd., Queens, NY 11367
*Phone*: (718) 997-4440    *Fax*: (718) 997-4429    *e-mail*: iss@qc.cuny.edu
*web*: http://www.qc.cuny.edu/StudentLife/services/intstudents/Pages/default.aspx

For a useful introductory video, see: http://sl.qc.cuny.edu/international/tutorial/reader.htm

## HEALTH & DISABILITIES

In cases of emergency, call 911.

If you have a condition for which the college needs to take account and/or accommodate, contact the *Office of Special Services* in 171 Kiely, tel: (718) 997- 5870 or web on the web at: http://www.qc.cuny.edu/StudentLife/services/specialserv/Pages/default.aspx

If you are facing a non-emergency health-related problem, and are not sure where to do, consult the *Queens College Health Services Center* by telephone at (718) 997-2760 or on the web at: http://www.qc.cuny.edu/StudentLife/services/health/Pages/default.aspx

Students should carry health insurance.  Visit the Health Services Center for more information.

## MONEY

Money is a perennial issue for graduate students, and students must have a plan to pay for tuition and finance basic living costs while enrolled in the program.

Current information on tuition costs are available at:

http://www.qc.cuny.edu/about/Glance/Pages/Consumer_Information.aspx

In February 2018, these prices were $5,225 for a NY resident enrolled full-time for 12 credits o more, or $1320 per three-credit class for a part-time student (NY resident), and $2415 per three-credit class for a non-resident. In addition, the college demands extra fees and each class may require as much as $200 in expenses (books and materials). There is now a $50/credit excellence fee for the MA program as well.

Expect these prices to rise sharply in the years to come.

By college regulations, you have five years to complete this degree. Your job is to find a way to pay for 30 credits within five years. You must balance your desire to complete it quickly, have enough time to perform well in school, and afford to live in the meantime.

This juggling act requires you to do two things: find a source of money and control your expenses. For more information on how to pay for college, visit:
www.qc.cuny.edu/ADMISSIONS/TFAS/Pages/default.aspx

## FINANCIAL AID

**Loans**

Queens College works with our students who are in need of educational loans as a part of a financial assistance program.

**Federal Perkins Loan Program**
The Federal Perkins Loan Program provides low-interest loans to help students in need to finance the costs of postsecondary education at Queens College.
- Federal Perkins Loan
- Perkins Loan Entrance Counseling

**Federal Direct Loan Program**
The William D. Ford Federal Direct Loan Program consists of four separate programs that provide federally insured, low-interest, long-term loans to you or your parents to help you cover the costs of attending college. Queens College encourages you to click on the links below for more information.
- Federal Direct Loan
- Direct Loan Entrance & Exit Counseling
- Direct Loan Electronic Master Promissory Note

- Loan Default & Repayment Information
- Student Loan Ombudsman

Assistance with the aid process is available in the One Stop Service Center in the Dining Hall. For more on the One Stop, visit: www.qc.cuny.edu/onestop

**Phone:** 718-997-5102
**Fax:** 718-997-5122
**E-Mail:** qc.finaid@qc.cuny.edu

**College Codes**
FAFSA College Code - **002690**
TAP College Code – **1416**
ECSI College Code - **F5**

For more information on how to obtain graduate student loans visit:

http://www.qc.cuny.edu/admissions/fa/Pages/Loan_root_page.aspx

**Scholarships**

There are a few scholarships available for graduate students at Queens College. Contact the Office of Honors and Scholarships for more information:
http://www.qc.cuny.edu/Academics/Honors/scholarships/Pages/default.aspx

## PAYING YOUR BILL

Students can pay semester bills by mail, in person or online through CUNYFirst.

*Mail:*  To pay by mail, follow the payment instructions in the schedule of classes and in the Bursar's information mailed with your bill.  Do not mail cash.

*In Person:* Students can also pay tuition bills by visiting the Bursar's office located in Jefferson Hall, room 200. The office hours are 9:30 am to 4:30 pm Monday through Thursday, 9:30 am-1:00 pm, and Wednesday evenings from 5 to 7 pm while classes are in session.

*Online:*  Using CUNYFirst, students can pay online using major credit cards.

Students who have debts (for any tuition, fees, parking violations, breakage, emergency loans, etc.) that are past due will have holds placed on registration, transcripts, and diplomas.

If you have any questions regarding tuition, please contact the Bursar at (718) 997 - 4500.

http://www.qc.cuny.edu/admissions/bursar/Pages/default.aspx

## BANKING

If you do not have a bank account and are not sure how to get one, visit the **New York Community Bank** branch in the Student Union building.  They are prepared to give international students advice on setting up an account.  www.mynycb.com

Students should always shop around at different banks, be aware of the fees imposed by each bank, and only select an FDIC-insured bank.

Avoid check cashing and money transfer outfits, as many of them exploit people.

## HOUSING

It is very important that you secure stable, safe and reasonably affordable housing before classes begin.  This can be very challenging in New York, but is possible with some effort.

Some often-used sources of housing listings:

- Craig's List - New York Housing Section (http://newyork.craigslist.org/hhh/)
- Educational Housing (http://www.studenthousing.org/)
- One To World (http://www.one-to-world.org/site/1/Home)
- New York Daily News - Real Estate (http://www.nydailynews.com/life-style/real-estate)
- New York News Day - Real Estate (http://www.newsday.com/business/realestate/)
- New York Times - Real Estate (http://realestate.nytimes.com/rentals/searchindex.asp)
- New York Post – Real Estate (http://nypost.com/tag/apartments/)
- Queens Tribune Newspaper ( http://queenstribune.com/real-estate-marketplace/)
- The Village Voice - Real Estate (http://www.villagevoice.com/classifieds)

## GET CONNECTED

- The college provides wireless and desktop Internet access to its students. Free Internet access is also available at public libraries.  Private Internet access can be purchased for one's apartment at a cost.

- Once you are on-line, be sure to explore the Queens College web site (qc.cuny.edu) to acquaint yourself with the university, its facilities, rules and services. Our program's web site is at: qcbigdata.org, and the Department of Sociology at: http://qcsociology.org/

- In addition to these web sites, the program has a Google group to build a virtual community for ourselves. Announcements about the program and internships, jobs, and other opportunities will be posted to the Google Group. The Director will invite you to join.

- Stay connected and follow us to get current updates and information from these sites:

  - Queens College Mobile Apps:

    - **iPhone**: https://itunes.apple.com/us/app/queens-college-mobile/id467428724?mt=8

    - **Android**: https://play.google.com/store/apps/details?id=com.blackboard.android.central.qc_cuny&feature=search_result

    - **Blackberry:** https://appworld.blackberry.com/webstore/content/62766/?lang=en

  - **Google Groups:** https://groups.google.com/forum/#!forum/qcmasr

  - **Facebook:** https://www.facebook.com/QCSociology

  - **Instagram:** https://instagram.com/qcbigdata/

  - **LinkedIn:** https://www.linkedin.com/groups?home=&trk=anet_ug_hm&gid=1847087

  - **Pinterest:** https://www.pinterest.com/qcbigdata/

  - **Twitter:** https://twitter.com/QCbigdata

## KEEP TRACK OF IMPORTANT DATES

Students are responsible for knowing important college deadlines and dates by consulting the college's official academic calendars (http://www.qc.cuny.edu/registrar/Pages/Welcome.aspx).

## COURSEWORK

Our goal is to train you to be solid researchers, but students should fit these general goals into a broader career plan. Every student is unique, but some basic guidelines and information are applicable to everyone.

### DESIGNING YOUR CURRICULUM

Too many students take a passive posture when planning their education. They take whichever electives are convenient, and wait for someone else to tell them what to do and how to do it. This is a mistake. Not only is graduate school a big financial and time investment, but it is also a critical juncture in one's life. Manage your plans thoughtfully, deliberately and proactively.

### IDENTIFYING YOUR GOALS

Graduate school is a means to an end, and not an end in and of itself. Some students enter our program with a clear idea of how their studies fit into their five-year career plans, while others are not yet certain. Uncertainty about one's future is natural, but should not preclude the student from developing *some* kind of plan that guides their choice in courses and thesis topic.

Each student is unique and needs a personally-tailored plan. Every student should meet with the Program Director at least once during the semester to discuss his or her plans, and the course selections and thesis topics that he or she believes will contribute to these plans.

When you are choosing courses or a thesis topic, consider these pieces of advice:

- Your choice in electives should be intended to help you develop the knowledge, skills and competencies that will help you market yourself to employers in your chosen field, and do well when you start working.
- Your thesis topic should be designed to develop knowledge about a topic that is valued in your future career field, and possibly give you the opportunity to network within your intended industry.
- Your electives should contribute to the development of a strong thesis.

A solid career plan not only guides students towards a more productive choice of electives and thesis topics, but is also more likely to keep them engaged in the fairly long and demanding process of earning a Master's degree.

## CORE COURSES AND CONCENTRATIONS (TRACKS)

Core classes are the mandatory classes required to complete our program. They must be taken within the department and cannot be substituted by other classes.

These classes are: SOC 701 OR 702 or a substantive topic course (theory); SOC 710 AND 712 (the data analytics/statistics sequence); SOC 754, SOC 755, and SOC 711 or 765 (the methods sequence); SOC 716 (professional writing and communications), and the thesis (SOC 793).

Students should complete core classes first and as quickly as possible; 2-3 elective courses are also required depending on your concentration or track. There are five concentrations or tracks available:

- Applied Social Research (ASR)

- Market Research (MR)

- Program Evaluation and Policy Analysis (PEPA)

- Media and Marketing (MM)

- Data Science (DS)

The concentration in Applied Social Research is recommended for students who expect to continue in a social research field or who are contemplating pursuing a doctorate in Sociology or other Social Science discipline. Students in this concentration are encouraged to take a broader range of courses.

Talk to your faculty advisor about recommended electives for your specific interests.

| | |
|---|---|
| Theory (3 credits) | SOC 701: Development of Sociological Theory *or* SOC 702: Contemporary Sociological Theory *or* A substantive course in Sociology |
| Methods I (4 credits) | SOC 710: Basic Analytics |
| Methods II (4 credits) | SOC 712: Advanced Analytics |
| Methods III (3 credits) | SOC711: Qualitative Methods *or* SOC765: Special Topics in Research Methods |
| Writing and Communication (3 credits) | SOC 716: Professional Writing and Communications for Social Research |
| Research I (3 credits) | SOC 754: Topics in Applied Social Research |
| Research II (3 credits) | SOC 755: Topics in Applied Social Research |
| Topics I (3 credits) | Elective |
| Topics II (3 credits) | Elective |
| Capstone (3 credits) | SOC 793: Thesis |
| # of Credits | 32 |

## MARKET RESEARCH

One of the most popular specializations in our program, the concentration in Market Research is recommended for students who would like to pursue a career in market research (rather than Marketing, Public Relations, or Advertising, for example). The concentration provides a basic understanding of marketing and a strong focus on conducting research and evaluation on consumer markets and marketing activities.

The table below describes requirements and recommended courses for this concentration. Talk to your faculty advisor to plan an appropriate course of study.

| | |
|---|---|
| Theory<br>(3 credits) | SOC 701: Development of Sociological Theory<br>*or*<br>SOC 702: Contemporary Sociological Theory<br>*or*<br>A substantive topic course in Sociology<br>*or*<br>MS 752: Media Theory |
| Methods I<br>(4 credits) | SOC 710:Basic Analytics |
| Methods II<br>(4 credits) | SOC 712: Advanced Analytics |
| Methods III<br>(3 credits) | SOC711: Qualitative Methods<br>*or*<br>SOC765: Special Topics in Research Methods<br>*or*<br>MS 754: Survey of Media Research |
| Writing and Communication<br>(3 credits) | SOC 716: Professional Writing and Communications for Social Research |
| Research I<br>(3 credits) | SOC 754: Topics in Applied Social Research |
| Research II<br>(3 credits) | SOC 755: Consumer Behavior |
| Topics I<br>(3 credits) | MS 745: Advertising and Marketing |
| Topics II<br>(3 credits) | Elective |
| Capstone<br>(3 credits) | SOC 793: Thesis (Applied Marketing Capstone) |
| # of Credits | 32 |

## PROGRAM EVALUATION AND POLICY ANALYSIS

The concentration in Program Evaluation and Policy Analysis is recommended for students wishing to pursue careers in public policy (government, international, or non-profit organizations) or in program evaluation, for example, of educational or health programs. The table below describes course requirements for this concentration.

Talk to your faculty advisor about recommended electives for your specific interests.

| | |
|---|---|
| Theory (3 credits) | SOC 701: Development of Sociological Theory<br>*or*<br>SOC 702: Contemporary Sociological Theory<br>*or*<br>A substantive topic course in Sociology |
| Methods I (4 credits) | SOC 710:Basic Analytics |
| Methods II (4 credits) | SOC 712: Advanced Analytics |
| Methods III (3 credits) | SOC711: Qualitative Methods<br>*or*<br>SOC765: Special Topics in Research Methods |
| Writing and Communication (3 credits) | SOC 716: Professional Writing and Communications for Social Research |
| Research I (3 credits) | SOC 754: Topics in Applied Social Research |
| Research II (3 credits) | SOC 755: Program Evaluation |
| Topics I (3 credits) | Elective |
| Topics II (3 credits) | Elective |
| Capstone (3 credits) | SOC 793: Thesis |
| # of Credits | 32 |

## MEDIA AND MARKETING

The concentration in Media and Marketing is recommended for students who are interested in pursuing careers in marketing, public relations (PR), or advertising. The concentration merges targeted coursework in Media Studies with a strong foundation in quantitative analysis and research. The concentration combines a background in media and marketing with the data analysis skills that will give graduates an edge in analyzing target markets and promoting successful marketing campaigns.

The table below describes requirements and recommended courses for this concentration. Talk to your faculty advisor to plan an appropriate course of study.

| | |
|---|---|
| Theory<br>(3 credits) | SOC 701: Development of Sociological Theory<br>*or*<br>SOC 702: Contemporary Sociological Theory<br>*or*<br>A substantive topic course in Sociology<br>*or*<br>MS 752: Media Theory |
| Methods I<br>(4 credits) | SOC 710:Basic Analytics |
| Methods II<br>(4 credits) | SOC 712: Advanced Analytics |
| Methods II<br>(4 credits) | SOC711: Qualitative Methods<br>*or*<br>SOC765: Special Topics in Research Methods<br>*or*<br>MS 754: Survey of Media Research |
| Writing and Communication<br>(3 credits) | SOC 716: Professional Writing and Communications for Social Research |
| Research I<br>(3 credits) | SOC 754: Topics in Applied Social Research |
| Research II<br>(3 credits) | SOC 755: Consumer Behavior |
| Topics I<br>(3 credits) | MS 745: Advertising Marketing<br>(3 credits) |
| Topics II<br>(3 credits) | MS 740: Media Management<br>(3 credits) |
| Topics II<br>(3 credits) | MS 749: Media, Law & Technology<br>(3 credits) |
| Capstone<br>(3 credits) | SOC 793: Thesis (Applied Marketing Capstone)<br>(3 credits) |
| # of Credits | 35 |

## DATA SCIENCE

The concentration in Data Science is recommended for students seeking careers in the field of "Big Data" and is most appropriate for students with some background in Computer Science. Students are required to take their topics courses in the Computer Science Department.

**Please note that the Computer Science graduate courses have undergraduate prerequisite requirements.**

The undergraduate pre-requisite courses are sequential, and several should be taken in separate semesters.

Despite these prerequisites, it is possible for students with no previous Computer Science background to complete the Data Science concentration in just four semesters.

**Undergraduate Pre-Requisites**:

**1st Semester**

CSCI 111. Introduction to Algorithmic Problem-Solving

MAT 120/CSCI 120. Discrete Mathematics for Cross-disciplinary Minors

**2nd Semester**

CSCI 211. Object-Oriented Programming in C++

CSCI 220. Discrete Structures

**3rd Semester**

CSCI 313. Data Structure

The table below describes MA requirements and recommended courses for this concentration. Talk to your faculty advisor to plan an appropriate course of study.

| | |
|---|---|
| Theory (3 credits) | SOC 701: Development of Sociological Theory *or* SOC 702: Contemporary Sociological Theory *Or* A substantive topic course in Sociology |
| Methods I (4 credits) | SOC 710:Basic Analytics |
| Methods II (4 credits) | SOC 712: Advanced Analytics |
| Methods III (3 credits) | SOC711: Qualitative Methods *or* SOC765: Special Topics in Research Methods |
| Writing and Communication (3 credits) | SOC 716: Professional Writing and Communications for Social Research |
| Research I (3 credits) | SOC 754: Topics in Applied Social Research |
| Research II (3 credits) | SOC755: Selection Bias |
| Topics I (3 credits) | CSCI 711, for example: CS711 Database Systems |
| Topics II (3 credits) | CSCI 780, for example: CS780 Data Mining and Warehousing |
| Topics III (3 credits) | CSCI 780, for example: CS780 Information Organization & Retrieval *or* CSCI780 Machine Learning |
| Capstone (3 credits) | SOC 793: Thesis (Independent Project) |
| # of Credits | 35 |

## CHOOSING YOUR ELECTIVES

The program offers a range of options for completing students' elective requirements. In addition to our in-house electives, students can fulfill this degree requirement in many ways. If a student wants to take classes outside of the department, they must secure permission from the Program Director (E-permit). See below for details.

## IN-HOUSE ELECTIVES

Every semester, the department will offer at least one or two electives that that can count for elective and sometimes core credits. In general, students should choose electives that contribute directly to their thesis and career plans.

## TAKING CLASSES OUTSIDE OF THE DEPARTMENT OR COLLEGE

Students can take Master's-level or Doctoral-level classes offered outside of the department with prior written permission from the Program Director and written permission from the class instructor. They must notify the program director by email **at least three weeks** before the beginning of class. Approval of a student's request to take external electives depends on meeting college- or university-level regulations, showing a clear relationship between the proposed class and the student's thesis plan, and demonstrating an academic record that suggests the student is capable of meeting the class's demands.

*In Other Queens College Departments.* Students can take electives in other Queens College Master's programs at any time, provided that their request has been approved.

*In Other CUNY Master's Programs.* Once a student's request has been approved, students must apply for an ePermit (see http://www.qc.cuny.edu/registrar/perm/Pages/default.aspx). Note that obtaining the Program Director's approval for an external elective does not guarantee that the ePermit will be approved. If an ePermit is denied, the student cannot take the external elective.

*Ph.D.-Level Classes at the CUNY Graduate Center.* On occasion, our students enroll in doctoral-level classes at the CUNY Graduate Center. The procedure for enrolling in these classes is similar to taking MA classes at other CUNY college, but the conditions are more stringent and the Program Director is more likely to reject these applications. Students who wish to avail themselves of this option should have:

- A strong track record in our program, with at least a 3.5 GPA in at least 12 credits of coursework, not including GESL.

- A compelling reason that the course will make a clear, realistic, and substantial contribution to the student's thesis topic and broader research plans.
- At least two departmental faculty members who are willing to vouch for the student's ability to handle Ph.D. level classes.

The Program Director reserves the right to reject any application to take external electives if a class has not been shown to be materially relevant to the student's thesis or the student's track record evokes concerns that he or she may not perform well in that class.

## INTERNSHIPS

Internships allow students to earn credit by applying their research skills in their workplace or community. The experience not only allows them to practice their research skills in the real world, but also demonstrate their enhanced skills to their supervisors or community leaders.

Students propose an internship project, in which they answer a research question that is germane to the decisions being made by their sponsoring organization's management. The project must lie outside of the student's everyday work duties.

To enroll in an internship, students must file an internship application via email with the program director; the application includes student's current and past coursework, GPA, the name and contact information of the company or organization where the student will intern; name and contact information of the supervisor; number of hours proposed to work per week and for how many weeks; and the proposed research project(s) that the student will undertake during his/her internship. The application form can be found at http://qcbigdata.org, "For Current Students."

The Program Director must receive this application **at least three weeks** before the beginning of the semester in which the internship is to take place. Students are advised to submit the form even earlier, in case the Director requires modification to the proposal. Once the student has received written notification that their internship proposal was accepted, they may enroll in SOC 789.1/789.2/789.3 for course credit by asking the department's administrators. Students can receive coursework credit, monetary compensation, or both course credit and compensation. The MA program offers a modest stipend for a limited number of internships.

**Internship Requirements**

1. A minimum graduate GPA of 3.2
2. Minimum coursework required depending on the internship tasks
3. 8-10 hours of field work for the duration of the semester required for SOC789.3

4. 3-5 hours of field work for the duration of the semester required for SOC789.1
5. Submission of an Internship Application Form to MA Program Director
6. A supervisor's evaluation of your performance at the end of the internship
7. Short report submitted to the MA program Director at the end of the internship

## ASSISTANTSHIPS

Assistantships are learning experiences in which the student works as an apprentice to a departmental faculty member on a research or administrative project. Faculty members participate in apprenticeships voluntarily, and students have no entitlement to be eligible for them. Apprenticeships can be taken for one to three credits, depending on the number of weekly hours the student is expected to dedicate to the project.

To enroll in an apprenticeship, the sponsoring faculty member must submit a request to the Program Director on behalf of the student. When permission is granted to the student, he or she may enroll in SOC 792.1/792.2/792.3 by asking the department's administrators.

## TEACHING ASSISTANTSHIPS

The MA program offers a limited number of teaching assistantships in quantitative undergraduate courses in the Sociology Department of Queens College. Graduate students have served as teaching assistants to faculty teaching SOC212 (Sociological Analysis) SOC205 (Social Statistics) and SOC334 (Social Science Research Methods). These courses are structured so that the teaching faculty offers a weekly lecture and the teaching assistant (TA) teaches a weekly lab based on the curriculum determined by the faculty. The TA's responsibilities include attending the professor's weekly lecture, teaching the weekly lab session and correcting student assignments/exams under the supervision of the teaching faculty. The application of teaching assistantships can be found at http://qcbigdata.org, "For Current Students."

### TA Application Requirements

1. A minimum graduate GPA of 3.5
2. Completion of at least SOC710
3. Submission of a TA application form to be approved by the MA Program Director
4. Interview/approval by the faculty teaching the undergraduate course (teaching faculty may request additional documentation)
5. Approval by the Department Chair

Students will be matched to courses on the basis of the coursework they have completed and an interview with the faculty teaching the course of interest. Applicant's teaching preferences will be taken into consideration as much as possible. Teaching Assistants receive a stipend as determined by the Sociology Department.

## INDIVIDUAL PROJECTS

In an individual project, a student writes a full research paper that is not their Master's thesis, and cannot be used as part of their Master's thesis. A student's eligibility to engage in an individual project will be determined by the Program Director, and should be proposed by emailing the program director with the proposed project and a timeline at least one month prior to the beginning of the semester in which this project will take place. After receiving permission, students may enroll in SOC 791.

## TRANSFER CREDITS FOR PAST COURSEWORK

If you are transferring to Queens College from another graduate program, you may be able to transfer some credits toward your degree at Queens College.

To qualify for such transfers, student should schedule an appointment with the Program Director and bring the following to that meeting:

- A form requesting credit transfers, available from the Office of Graduate Admissions
- A syllabus for each of the classes for which the student wants to receive credit

The eligibility of transfer credits is made at the discretion of the Program Director.

## GRADUATION REQUIREMENTS

To graduate you must satisfy the following course requirements:

- ✓ Three credits in *Sociological Theory* (SOC 701 *or* SOC 702) or an equivalent substantive course

- ✓ Eight credits in our Quantitative Research Sequence
  - o *Basic Analytics* (SOC 710)
              *and*
  - o *Advanced Analytics* (SOC 712) (Pre-req: SOC 710)

- ✓ Six credits in our Applied Social Research Sequence
    - ○ *Research Methods I* (SOC 754)
                    *and*
    - ○ *Research Methods II* (SOC 755) (Pre-req: 754)

- ✓ Three credits in Advanced Research Methods
    - ○ *Qualitative Methods* (SOC 711) or *Topics in Research Methods* (SOC 765)

- ✓ Three credits in *Professional Writing and Communications for Social Research* (SOC 716)

- ✓ Six to nine elective credits (depends on track)

- ✓ *Thesis* (SOC 793)

## REGISTERING FOR CLASSES

To view the schedule of classes:

- go to https://home.cunyfirst.cuny.edu/oam/Portal_Login1.html
- log on with your CUNYFirst username and password
- under "Self Service," choose "HR/Campus Solutions"; then choose "Self Service"
- choose "Class Search" under the "Search" folder
- you will be directed to the CUNY schedule of classes page where you can select your college and semester (Queens College, or any other CUNY school you have permit to take courses in)
- select course career: Graduate. There you will find a comprehensive list of courses offered, course descriptions and required prerequisites.

Before registering for courses, it is usually smart to speak to your advisor (one of the MA Program Directors). They can help you make sure you are on track for graduation. In most cases, if you have completed prerequisite courses, however, you can register for courses yourself on CUNYFirst.  You will need your CUNYFirst Student ID # as well as the six digit codes of the courses for which you wish to register.

Using CUNYFirst, students can also drop a class during the drop period as well as withdraw from a course.

## CUNYFIRST AND THE ONE STOP SERVICE CENTER

CUNYFirst is CUNY's online system for registration, grades, billing, and other matters. Once you have confirmed that you are coming to the MA program and paid your tuition, you should claim your QC email account and CUNYFirst account, so that you can use the system:
http://www.qc.cuny.edu/cunyfirst/Pages/default.aspx

The One Stop Service Center (Dining Hall Room 128; Mondays, Tuesdays and Thursdays 8:30 a.m.-5:30 p.m., and Wednesdays at 8:30 a.m.-7:00 p.m. when classes are in session) is a new service to help students with any questions or problems they have regarding financial aid, registration, student records, or student financials. A customer service area representing the Office of the Registrar, Bursar, and Financial Aid, it is staffed with personnel from all three areas. They can quickly assess your problem or situation, and either help you on the spot or refer you to the appropriate resource for more information or processing:
http://www.qc.cuny.edu/StudentLife/services/onestop/Pages/default.aspx

## THE THESIS

### WHAT IS THE THESIS REQUIREMENT?

Every student in the MA in Data Analytics and Applied Social Research degree program is required to write a Master's thesis. The thesis consists of an original, independent empirical research project conducted by the student, which culminates in a thesis document or research report. The thesis represents the capstone project of the graduate program and utilizes many of the research skills students are expected to master during their course of study.

The length of the document varies according to the type of data collection and data analysis, but it is expected to be longer than a typical graduate paper. The thesis is generally 20-40 double-spaced pages and typically resembles a scholarly article in a social science journal, although the format may differ depending upon the kind of research conducted.

During the writing phase of the thesis, students should take SOC 793. This is a 3-credit course, and the final grade is the grade on the thesis. Satisfying the thesis requirement involves filling out the thesis form, with the signature of your thesis advisor or the Program Director. This form then gets filed with the Dean of Graduate Studies and the Registrar's office.

## RECOMMENDED STEPS AND TIME LINE

Although the thesis' completion marks the end of one's work in the MA program, getting ready for the thesis should be a focus of students' efforts immediately upon entry into the program. Here are some recommended steps towards the completion of the thesis. The sooner you begin thinking about it, the more rewarding your educational experience.

## STEP ONE: IDENTIFYING AN INTEREST

The first step in completing a thesis is to identify a *research interest*, a broadly-defined topic upon which you will concentrate in your studies. Students should strive to identify at least a general research interest in their first month in the program. There is no single way to find and define one's research interests. Allow me to propose four methods:

***Choosing Career-Relevant Skills.*** If you are coming to the MA program to advance in a pre-determined industry, field or job, then find out which areas of expertise are valued in that industry and concentrate on developing some subset of them. If you don't know which skills are valuable in your intended industry, ask someone, like a current practitioner or an HR officer at a company for which you'd like to work. If you are not interested in developing the kinds of skills that are valued by your intended career, consider the possibility that you might not actually enjoy doing that kind of work.

***Choosing the Intersection of Conventionally-Defined Sub-Fields.*** Sometimes, we have a sense of what interests us, but can't put it into words. Box 1 (left) lists the many sub-sections in the American Sociological Association. Often, people describe themselves as being interested in the intersection of three or four fields.

***Choosing a Particular Issue.*** Alternatively, you can describe yourself as interested in the social factors associated with a particular phenomenon. For example:

ASA Sub-Sections:

- Aging and the Life Course
- Alcohol, Drugs and Tobacco
- Altruism, Morality & Social Solidarity
- Animals in Society
- Asia & Asian America
- Body and Embodiment
- Children and Youth
- Collective Behavior & Social Movements
- Communication & Information Technologies
- Community & Urban Sociology
- Comparative & Historical Sociology
- Consumers & Consumption
- Crime, Law and Deviance
- Culture
- Development
- Disability and Society
- Economic Sociology
- Education
- Emotions
- Environment & Technology
- Ethnomethodology & Conversation Analysis
- Evolution, Biology & Sociology
- Family
- Global & Transnational Sociology
- History of Sociology
- Human Rights
- International Migration
- Inequality, Poverty & Mobility
- Labor & Labor Movements
- Latino/a Sociology
- Law
- Marxist Sociology
- Mathematical Sociology
- Medical Sociology
- Mental Health
- Methodology
- Organizations, Occupations & Work
- Peace, War & Social Conflict
- Political Economy of the World System
- Political Sociology
- Population
- Race, Gender & Class
- Racial and Ethnic Minorities
- Rationality & Society
- Religion
- Science, Knowledge & Technology
- Sex & Gender
- Sexualities
- Social Psychology
- Sociological Practice & Public Sociology
- Teaching & Learning
- Theory

X → ??          **Factors Associated with Something**

> Ex.  What factors are associated with poverty?  Consumerism?  Divorce?  Being a minority?

?? → Y          **Explanatory Factors of Something**

> Ex.  Why are people racist?  Unwilling to have children?  Rich?  Healthy?

***Choosing a Role Model.***  Sometimes, our desire to move on to graduate school is partly motivated by the great inspiration reading a particular book or person's work.

However you do it, try to get some idea of where your interests lie.  It will help guide you through the next steps.

## STEP TWO: RECRUITING AN ADVISOR

The next step is recruit an advisor, a professor in the Department of Sociology who shares at least some of your research interests.

By default, the Program Director is your advisor.  However, the PD's areas of expertise are limited, as is his/her capacity to guide you in work that lies outside of these areas will be limited.  Likewise, the PD has less time to dedicate to individual students, as he or she generally has many more theses to supervise.

To find a professor to supervise your thesis, consult the faculty listing, which outlines the professor's interests.  Read what these professors have written, and see if you like or admire their work.

Then, contact the professor via e-mail and request a meeting.  Meet the professor face-to-face, and try to determine whether or not the fit is good.  Remember, you can talk to any faculty members and seek advice from multiple sources when developing your project.  It is best to develop a rapport with as many faculty as possible.

Remember, faculty members are not compelled to serve as thesis advisors.  When you approach them, do it with respect for them and their time.

Once you have selected an advisor, meet with him or her to discuss your ideas for a thesis.

Thesis questions are very specific compared to research interests. Whereas research interests could involve a lifetime of exploration, your thesis question must be one that can be answered (or at least sufficiently addressed) within the confines of one semester's research and writing.

Be as specific as possible, and focus on questions for which you will be able to find data to answer it.

I recommend that students compile a list of about ten questions that interest them, and bring that list to their advisor to discuss which ones are most practical, interesting and likely to support their future plans.

A good way to phrase your research questions is as follows:

1. **Is_____ linked to _____?**

          race                          probability of being offered a predatory loan

          religiosity                  teen's propensity to have sex

          education                people's attitudes towards the status of women

2. **What are the consequences of _____?**

          too much television

          living at home after 30 years of age

          going to private school

3. **What factors explain _____?**

          anti-immigrant attitudes

          impulse purchases at the supermarket

          people to become angry at their work supervisors

Format (1) is the best. Formats (2) and (3) are a start, but you'll eventually have to reduce them to Format (1).

*A note on causal inference*: It is often tempting to formulate questions that explore causal relationships between the factors under investigation. You should generally refrain from questions investigating effects or causes unless you are prepared to use experimental data or

specific statistical techniques designed to establish causal relationships with observational data (such as data derived from surveys).

## STEP FOUR: GETTING PROJECT APPROVAL

Once you and your advisor agree on a question, you will have to get formal approval. If your thesis does not involve collecting primary data, you should secure approval at least two weeks before the beginning of the semester in which you plan on completing it. If your thesis involves primary data collection, you must submit your proposal to the PD at least six weeks before the semester begins.

The thesis proposal is due to be submitted at least two weeks before the beginning at the semester if a thesis does not involve collecting primary data. If the student intends to collect primary data, the proposal is due to six weeks before the semester's start.

The proposal is a typed, double-spaced document of up to 5 pages. I recommend using the following format:

1. *Title Page.* A one-page title page that provides the student's name, thesis title, date of proposal submission and advisor's name.
2. *Abstract.* A 300 word abstract on its own page
3. *Question.* An explanation of the thesis' question, and its relevance to other published research, or real-world professionals (approx. 500 words).
4. *Hypotheses.* The study's dependent variable, and at least six independent variables that will be examined in this study. Each independent variable should identify previous published research that has examined this relationship in some way, and present a comprehensive explanation explaining why one might expect the independent variable to be associated with the dependent variable. (approx. 1500 words)
5. *Methods.* Identify your data sources. Explain how your variables will be operationalized. Describe the composition of your sample. Explain which analytical methods you will use to examine the data. Identify potential biases in your research design (approx. 1000 words).
6. *Time Lime.* Explain what you will accomplish in each week of the semester in which you are enrolled in the thesis class.

## STEP FIVE: INSTITUTIONAL REVIEW BOARD (IRB)

As soon as you receive notice that your project is approved by your advisor, you must file for institutional review. Projects that are doing secondary analysis of public-use datasets generally do not require IRB approval. Contact the **Office of Research & Sponsored Programs** at KY309.

If you will be collecting your own data, file for institutional review as quickly as possible through the IRB. http://www.qc.cuny.edu/about/administration/Provost/ORC/Pages/IRBOverview.aspx

Federal Guidelines information: http://www.hhs.gov/ohrp/

## STEP SIX: EXECUTING YOUR STUDY

Once you have secured IRB approval (if necessary), you may begin your study. While you wait for IRB approval, you should continue your lit review and prepare for data collection and analysis as much as possible.

There are three phases to this stage:

1. **Data collection**: Get the data into a format that you can analyze
2. **Analysis**: Analyze the data you have collected
3. **Reporting**: Write up your research report

As you go through this process, contact your advisor if you have problems. Approach your advisor with questions that are as specific as possible, as these can be answered quickly and easily. As your questions become more general, tend towards "I'm lost!" or effectively ask your advisor to teach you new skills or re-teach you things that you have already studied, you will have to wait until he or she has time. The thesis is an independent project, designed to simulate the task of leading a research project once you leave school.

Do not wait until the end of the semester to execute the study and write it up. If you try to "cram" your study, do not be surprised if your advisor is unavailable to respond to your questions as quickly or frequently as you want. This project should be done over at least four months, preferably longer.

The final report should imitate the format of a peer-reviewed journal like the *American Sociological Review* or *American Journal of Sociology*. Submissions should conform to the *ASA Style Guide*, 2010 edition published by the American Sociological Association.

Professor Weinberg offers a good overview of how the thesis should be divided, and what it should discuss:

*The thesis should resemble an article for scholarly publication. You and your thesis advisor will tailor the format of the thesis to your project. However, in general, theses have the following components:*

- *Introduction and Background*
- *Literature Review*
- *Methods*
- *Findings*
- *Discussion*
- *Bibliography*

### Introduction and Background

*This section introduces your research topic and contextualizes its broader significance. Here, you briefly describe your topic, why your research is important, and what you intend to do in your paper. This section is generally 1-4 pages.*

### Literature Review

*The literature review provides information about the research already conducted in this area. It is meant to set the stage for your own research. Using previous research, you will describe the phenomenon you want to study and what previous research tells us about it. Strategically, this section will build to a justification of the research you plan to do.*

*It might help to work backwards and start with your research question and then structure this section of the paper so that your research seems like a natural and logical choice given what has and has not been done. The easiest way to do this is to arrange the literature review you have already done, not around individual articles, but around particular points or themes. This section is generally 3-5 pages, and usually involves more than 10 scholarly, peer-reviewed publications. Often, students find the literature review to be the most challenging portion of the thesis to write. The literature review is usually 4-10 pages long.*

### Methods

*This section explains how you will do the research you propose. What data will you use? What does it contain? What will you be looking for – how will you identify or operationalize the factors you need to study? What method will you use to analyze the data, and what models or themes will you analyze? The methods section is usually 2-5 pages long.*

### Findings

*In the findings section, you will present the analysis you have done of your data. You have a lot of freedom to structure this section, but is should be tightly structured around your research question, one or more propositions, or one or more hypotheses. In this section, you are exploring or examining what you said you planned to explore or examine in your introduction section, and you are using the methods you said you would use in your methods section. The findings section is usually 2-6 pages long, including tables.*

### Discussion

*The findings section brings the different elements of your paper together. In this section, you summarize your results from the findings section, relate these findings back to the literature you reviewed, describe the limitations of your study, and make a broader concluding statement about the importance of your findings. The discussion section is usually 3-5 pages long.*

### Bibliography

*All of the works cited should be referenced in your bibliography. The bibliography must follow ASA style.*

## STEP SEVEN: GETTING THE PROJECT APPROVED

The student's thesis advisor grades the thesis. Once the student has been notified of their grade, they should request a thesis approval form from the department's administrator, ask their advisor to fill it in, and submit it to the **Office of Graduate Studies.**

## GRADING THE THESIS

The student's final grade in the thesis is determined by his or her thesis advisor, and advisors are free to set their own grading criteria so long as their conduct confirms to university and college regulations.

Students whose theses are supervised by the Program Director will be judged by the following criteria:

| Grade | Criteria |
|---|---|
| A+ | Student overcame a range of intellectual and analytical challenges that would be considered difficult by many academy-grade researchers. |

| | |
|---|---|
| **A** | Student produced a work whose depth and quality is commensurate to an early-career academy-grade researcher. |
| **A-** | Student produced a work whose depth and quality is commensurate to an early-career industry-grade researcher. |
| **B+** | Overall strong thesis, but lacked some level of polish, depth, sophistication or decision-making impact.  Student shows excellent command of skill set imparted in coursework, and his or her flaws were minor. |
| **B** | Average MA thesis.  Student showed much command over much of the skill set imparted in his or her coursework.  Project concept, design, execution or presentation has some flaws.  Student skill shows the capacity to make significant strides in career as a researcher. |
| **B-** | Passable quality of work with several flaws, but one that makes some reasonable contribution to ongoing societal discussion.  Project demonstrates serious barriers to becoming a research professional. |
| **C** | Minimally passable work |
| **F** | Unsatisfactory work |

The Program Director's policy is that he or she will review and provide written comments on a thesis draft once during the last four weeks of the semester.  Always submit polished work if you want feedback.  Students should always submit short, specific questions, and can seek extended help during the PD's office hours.


## FILING FOR GRADUATION

The procedure whereby a student receives a degree or a certificate must be initiated by the student.

The student declares an intention of candidacy for a degree or certificate by filing a Graduation Application with the *Office of the Registrar* by the following deadlines:

- Fall (February 1) graduation: on or before the preceding November 1
- Winter (February 15) graduation: on or before the preceding January 1
- Spring (May/June) graduation: on or before the preceding March 1
- Summer (September 1) graduation: on or before the preceding July 1

For further information, please refer to the Queens College web site (http://www.qc.cuny.edu/registrar/graduation/Pages/default.aspx).

Graduation Applications may be obtained at the Office of the Registrar or printed from the college's web site or filed online in CUNY First. Candidates are encouraged to file their Graduation Application at the time they register for their anticipated final semester. Students should file as long as they are reasonably certain that all degree requirements will be satisfied by the end of the semester preceding the graduation date. If the requirements are not completed, a new application must be filed. Students whose applications are received after the deadlines will be asked to refile for a future semester.  This may involve payment of a fee for maintenance of matriculation also.

## LEAVES/RE-ENTRY

### ACADEMIC LEAVE OF ABSENCE

A leave of absence is permitted only during the Fall and Spring semesters. For Summer Sessions, a withdrawal from all courses is not a leave of absence, and follows the procedures outlined for course withdrawals. (See Course Withdrawals, below.) Students who wish to request a leave of absence should contact the College Counseling & Resource Center, Counseling Services (718-997-5420; http://www.qc.cuny.edu/StudentLife/services/counseling/Pages/default.aspx) beginning with the fourth week and until the end of the fourteenth week of the Fall or Spring semester.

There will be an exit interview with a counselor from the Office of the Vice President for Student Affairs. The grade of W will be entered on the student's record. Students granted a leave of absence may register for the next semester without filing a Reentry Application. Students who are on academic probation may request a leave of absence in the same way. However, students on Continuing Probation who officially withdraw from all of their Spring classes, or take an official leave of absence during the Spring term, may not register for the following Summer Session or Fall term, but may apply for reentry for the following Spring term on Continuing Probation. Reentry information and applications may be obtained through the Admissions Office website: http://www.qc.cuny.edu/admissions/Pages/default.aspx. There is no refund for an approved withdrawal from all classes or approved leave of absence beginning with the fourth week of the semester.  Consult the Graduate Bulletin for further information and details about leave:

http://www.qc.cuny.edu/Academics/Documents/Adm_GradBulletin_2014_15.pdf

There is no *official* leave of absence classification for graduate students; students who do not register for a semester are considered inactive. Such status is not noted on student records and does *not* extend the time limit for the degree or certificate. Inactive students who wish to return to the college within the same program must choose Reentry as your admissions application type.

Following are the deadlines to reenter:

* August 1 for fall admission
* December 15 for spring admission

A nonrefundable reentry application fee of $20 is required. Please send a check or money order, payable to Queens College, and return it with your Payment Voucher to the Office of Graduate Admissions.

**Note:** All requirements for the Master of Arts, Master of Arts in Liberal Studies, Master of Arts in the Social Sciences, Master of Fine Arts, Master of Library Science, or Master of Science degree must be completed within a period of four years. The Master of Arts in Teaching or the Master of Science in Education degree must be completed within a period of five years. Graduate courses taken beyond these time periods cannot be counted toward the degree without permission of the Office of Graduate Studies (Kiely Hall, Room 139A; 997-5190). It is advisable for reentering students to inform their departments and make an appointment with a graduate advisor prior to registration.

## WITHDRAWLS/INCOMPLETES

### GRADUATE WITHDRAWALS

During the first eight weeks of the semester, no special approval is required for course withdrawal; students may withdraw from courses using the web.  Beginning with the first day of the ninth week of the semester, students must complete an Evaluated Withdrawal Form (Graduate Students), which is posted on the Registrar's website, and may also be obtained at the Office of the Registrar (Jefferson Hall 100) or the Office of Graduate Studies (Kiely Hall 139A). The form must be signed by the instructor of the course and by the Graduate Advisor of the student's program.  Beginning with the fourteenth week of the semester, the approval of the Dean of Research and Graduate Studies is also required.  In both cases, the instructor must indicate whether the student is passing or failing as of the date of the withdrawal.  An

indication of failure results in the grade of WF, which has the same effect on the student's grade point average as an F grade. Course withdrawals are permitted up to the last day of class.

Full details on all grading policies and procedures are given in the College Bulletin. The Undergraduate Scholastic Standards Committee Website also provides helpful information, as does the Graduate Admissions website.

## GRADUATE INCOMPLETES

The grade of **Incomplete** (INC), a temporary grade, must be requested by the student and may be given by the instructor to indicate that a student has a satisfactory record in course work, but for a valid reason is unable to complete the course during the regular time period.  A graduate student receiving this grade must complete the work of the course by the end of the next two regular semesters.  Requests for extensions of time must be addressed to the Dean of Graduate Studies and Research.  If the course work is not completed, the **Incomplete** grade remains on the record without penalty.

Full details on all grading policies and procedures are given in the College Bulletin. The Undergraduate Scholastic Standards Committee Website also provides helpful information, as does the Graduate Admissions website.

For information about grades, academic probation and dismissal and re-entry, please consult the Graduate Bulletin:
http://www.qc.cuny.edu/Academics/Documents/Adm_GradBulletin_2014_15.pdf

## OTHER INFORMATION

## PARKING

Queens College offers on campus parking but students must obtain a parking permit prior to the beginning of the school semester. The 2016-2017 cost per year is $250.00 and students can purchase permits at the *Security Office* in Jefferson Hall room 204.
http://www.qc.cuny.edu/about/security/Pages/ParkingAndTrafficRegulations.aspx

## COUNSELING AND ADVISEMENT

Balancing school and work, staying on top of assignments and course selection can become difficult for some students, and Queens College offers a counseling and resource center to help students enjoy a successful and pleasant academic career. **The College Counseling & Resource Center** exists for the purpose of providing students with individualized services that will assist them in successfully negotiating the hurdles of college life and establishing their life and establishing their personal identities. They attempt to enhance students' feelings of connectedness to themselves the world and the campus by helping them explore their options and make decisions about their present and future lives. They can also assist students who are dealing with trauma or loss.

The Advisement Center also offers Minority Student Affairs and Pre-professional Advising. Finally, there is peer advisement available. These services include concerns about college adjustment, college requirements, student services, selecting a major, and personal issues. Services are confidential and free of charge.

To schedule an appointment for any of these programs please call 718-997-5420

http://www.qc.cuny.edu/studentlife/services/counseling/Pages/default.aspx

## OFFICE OF CAREER DEVELOPMENT & INTERNSHIPS

The **Office of Career Development & Internships** offers career counseling, internship, and placement services to Queens College students and recent alumni. The Office has many invaluable resources to assist students in making sound academic and career decisions. It serves as a vital link to the academic, business, and professional worlds, and helps students to make realistic connections between education and the world beyond college.

http://www.qc.cuny.edu/studentlife/services/advising/career/Pages/default.aspx

## FINDING A JOB

Students completing our program are very qualified to obtain positions in the private and public sectors and are eligible for positions within federal government agencies.

To get a guide on how to search and look for internships and positions go to (this guide may be updated periodically):

[http://qcbigdata.com/wp-content/uploads/2014/04/Job-Search-Update-2014-HR-edits.pdf](http://qcbigdata.com/wp-content/uploads/2014/04/Job-Search-Update-2014-HR-edits.pdf)

## WRITING CENTER

A Master's degree in Sociology involves term papers, research proposals, literature reviews and, of course, the thesis. Therefore, it is necessary that your writing skills be up to par with graduate level studies. Many college students have difficulty with organizing their thoughts and producing academic papers, especially those for whom English is a second language. Queens College offers a *Writing Center* where students can get in-person or online tutoring in writing.

The aspects of writing to be covered will be decided by the student and the tutor or by instructor recommendations. This individualized work is geared to remedying specific writing problems and reinforcing writing strengths. To apply for tutoring, come to the Writing Center during the first week of classes to ensure that you will be assigned a tutor.

For more information visit: [http://writingatqueens.qc.cuny.edu/the-writing-center/](http://writingatqueens.qc.cuny.edu/the-writing-center/)

## POLICY ON GIFTS FOR FACULTY

In some other cultures, it is not uncommon for students to give gifts to their teachers. However, the faculty members at CUNY and Queens College are public employees and may not accept gifts from students.  If you are appreciative of your professors' time and guidance, it is probably best to thank them with a written note or email message.

## STAYING IN TOUCH AS AN ALUM

We love to hear from our alumni, so please do keep in touch and let us know how you are doing.  Join our LinkedIn group and feel free to continue to be a member of our Google Group to get job listings and program updates.

We also frequently invite alumni to come back to talk with students about career advice, to give guest lectures or just for networking.  If you are interested, please let the program director know.  Alumni are great resources for the program and students love to meet them!  And you might meet your next intern or work colleague by networking with our students.