



*School of Government & Public Policy*

**Ph.D. Handbook**

**2019-2020**

**v7**

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In this handbook we provide details regarding the rules and procedures relevant to the Ph.D. program in the School of Government & Public Policy (SGPP) at the University of Arizona.<sup>1</sup> It is the responsibility of students to familiarize themselves with the general campus-wide requirements and information on transfer of graduate credit from other institutions, off-campus graduate study, scholastic standards, forms that the student must submit to the Graduate College, and the time limit for the completion of requirements for graduate degrees.<sup>2</sup>

<sup>1</sup> For information regarding other graduate degrees offered by SGPP, including the MPP, MPA, and MA ISS programs, please consult the following website: <http://sgpp.arizona.edu/programs>

<sup>2</sup> Please consult the Graduate College: <http://grad.arizona.edu> and the University General Catalog: <http://catalog.arizona.edu>

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# 1. Program Structure

The Ph.D. program in the School of Government & Public Policy (SGPP) at the University of Arizona is a professional research degree that is designed to produce well-rounded scholars suited for positions in research and education in both the public and private sectors.<sup>3</sup>

The Ph.D. program is designed to be completed in five academic years. Progress towards the completion of the Ph.D. degree is split into two phases—a two-to-three year *pre-candidacy* phase, which culminates with the completion of comprehensive exams, and a two year *candidacy* phase, which culminates with the defense of the dissertation.

## 1.1. The Minimum Requirements of the Program

Students are typically required to complete a minimum of 63 units:

- a minimum of 6 semesters full-time graduate study;
- approximately 18-24 units (+ comps) in a single major concentration within SGPP<sup>4</sup>;
- 12 units (+ comps) in a minor concentration within or outside of SGPP<sup>5</sup>;
- a minimum of 12 units in political methodology;<sup>6</sup>
- a minimum of 18 units in dissertation credits (POL920);
- 3 units of professionalization workshops (POL697A-C);
- a maximum of 6 units of independent study.

<sup>3</sup> Details of job placements for graduates of the program over the past decade can be accessed online: <http://sgpp.arizona.edu>

<sup>4</sup> When completing the online Gradpath plan of study forms, please note that all non-minor credits are considered to be credits towards the major subfield.

<sup>5</sup> You can find details of minors available outside of SGPP here: <http://grad.arizona.edu/programs/>

<sup>6</sup> Students wishing to minor in methodology must take a minimum of two additional courses beyond the core. See Table 1 below for more details.

## 1.2. Concentrations

The program offers expert faculty supervision and specialized course work in five concentrations. Faculty are listed here with their primary concentration affiliation. Naturally, of course, many faculty have areas of expertise that combine or overlap multiple concentrations, so this should only be taken as a guide. Indeed, one of the priorities of SGPP is to cultivate and explore the various intersections between these all-too-often siloed subfields of our disciplines. Students are, accordingly, encouraged to explore these intersections in their course selection and research agendas.

- *American Politics*. This concentration is home to expertise in political psychology, political participation, public opinion and voting behavior, public law and judicial process, congress and legislative process, political decision-making, political parties, state politics, and gender and politics.
- *Comparative Politics*. This concentration is home to expertise in political economy and development, political institutions and elites, democratic theory, public opinion and voting behavior, communist and post-communist systems, Western Europe, Latin America, Middle East, East and South East Asia.
- *International Relations*. This concentration is home to expertise in international conflict and conflict management, civil conflict and terrorism, international structures and integration, international theory, international political economy, and comparative foreign policy.
- *Public Policy & Management*. This concentration is home to expertise in the public policy process, network theory and science, organizational theory, environment and sustainability, collaborative governance, crime and public policy, and public and non-profit management.
- *Research Methodology*. This concentration is home to expertise in econometric methods, measurement, survey methodology, and other formal, quantitative, and qualitative techniques, including experimental methods, network science, geographic information systems, fieldwork, and agent-based modeling.

### 1.3 Minor Concentration Requirements

Table 1 details the requirements for completion of a minor in each of the five concentrations within the School. As noted above, students looking to complete a minor concentration outside of the SGPP should confirm the requirements for that minor with the host unit. Local unit rules and requirements always take precedence.

Table 1: Credit requirements for concentrations

| Subfield                         | Requirements for minor  |
|----------------------------------|---|
| Public Policy & Management (PPM) | POL600 + POL601 + POL602<br>+ 1 additional course from POL603—619<br>+ comprehensive exam   |
| American Politics (AP)           | POL620<br>+ 3 courses from POL621—639<br>+ comprehensive exam                               |
| Comparative Politics (CP)        | POL640<br>+ 3 courses from POL641—659<br>+ comprehensive exam                               |
| International Relations (IR)     | POL660<br>+ courses from POL661—679<br>+ comprehensive exam                                 |
| Research Methodology (RM)        | POL680 + POL681<br>+ POL682 + POL683<br>+ 2 courses from POL684—689<br>+ comprehensive exam |

### 1.4 Tentative Schedule of Course Offerings

Table 2 details a tentative list of Ph.D. courses that we hope to be able to offer in SGPP in the next couple of years. It is highly likely that the final course offerings will deviate a little from this list. We anticipate being able to add extra offerings. However, it is possible that some of the listed offerings will change as research leaves and sabbaticals are confirmed. Nonetheless, it should be possible for students to use this

list to put together their plan of study with their advisors.<sup>7</sup>

<sup>7</sup> see 4.2.1. below for more details of the plan of study.

### *1.5 PhD Courses and Cross-Listings By Concentrations*

Table 3 details a list of Ph.D. courses that are currently on our books. This table also details how courses are cross-listed between concentrations. Cross-listing means that students can elect to complete a class to satisfy core requirements in any ONE of the cross-listed concentrations. Concentrations are denoted as follows: American Politics (AP), Comparative Politics (CP), International Relations (IR), Public Policy & Management (PPM), and Research Methodology (RM).

In addition to these courses, SGPP will be offering a series of *methods workshop* courses each semester. The objective of the workshop is to provide additional methods training to our PhD students. These are one-credit courses meant to supplement the existing methods courses.



Table 2: Schedule

| Subfield | Semester                                 | Course Name (Number; Instructor)  |
|----------|--|---|
| PPM      | Fa 2019                                  | History of Thought in Public Management (602; Milward)                    |
|          | Sp 2020                                  | Energy Policy and Politics (612; Baldwin)                                 |
|          | Fa 2020                                  | Public Policy Process (600; Schlager)                                     |
|          | Fa 2020                                  | Political Network (610; Henry)  |
|          | Sp 2021                                  | Organization Theory (601; Smith)  |
|          | Sp 2021                                  | Federalism in Comparative Perspective (606; Schlager)                     |
|          | Fa 2021                                  | History of Thought in Public Management (602; Milward)                    |
|          | Fa 2021                                  | Technology Policy (614; Boustead)   |
| AP       | Fa 2019                                  | Political Psychology (625; Gonzalez)                                      |
|          | Sp 2020                                  | Political Ideology (627; Weber)   |
|          | Fa 2020                                  | Intro. to American Politics (620; Klar)                                   |
|          | Sp 2021                                  | Political Institutions (622; Westerland)                                  |
| CP       | Fa 2019                                  | Comparative Political Institutions (650; Schuler)                         |
|          | Fa 2020                                  | Intro to Comparative Politics (640; Cyr)                                  |
|          | Sp 2021                                  | Authoritarian Regimes (651; Schuler)                                      |
|          | Fa 2021                                  | Political Elites and the State (646; Willerton)                           |
|          | Sp 2022                                  | Comparative Political Economy (653; Kurzer)                               |
|          | Fa 2022                                  | Intro to Comparative Politics (640; Cyr)                                  |
|          | Fa 2023                                  | Political Elites and the State (646; Willerton)                           |
|          | Sp 2024                                  | Comparative Political Economy (653; Kurzer)                               |
| Fa 2024  | Intro to Comparative Politics (640; Cyr) |   |
| IR       | Fa 2019                                  | Human Rights and Repression (667; Braithwaite, J.)                        |
|          | Fa 2019                                  | Global Political Economy (671; Kucik)                                     |
|          | Sp 2020                                  | Micro-dynamics of Political and Organized Criminal Violence (669; Osorio) |
|          | Sp 2020                                  | Global and Regional Governance (663; Volgy)                               |
|          | Fa 2020                                  | Intro to IR (660; Ghosn)  |
|          | Fa 2020                                  | Scientific Study of Civil Wars (664; Braithwaite)                         |
|          | Sp 2021                                  | Scientific Study of Conflict (663; Ghosn, F.)                             |

Table 2: Schedule (cont'd)

| Subfield | Semester | Course Name (Number; Instructor)  |
|----------|----------|-----------------------------------|
|          | Fa 2019  | Pooled TSCS (685; Osorio)         |
|          | Fa 2019  | Research Design (680; Boustead)   |
|          | Fa 2019  | Quant Methods I (681; Westerland) |
|          | Fa 2019  | Quant Methods III (683; Weber)    |
|          | Sp 2020  | Quant Methods II (682; Gonzalez)  |
|          | Sp 2020  | Causal Inference (684; Bakkensen) |
|          | Fa 2020  | Research Design (680; Boustead)   |
|          | Fa 2020  | Quant Methods I (681; Westerland) |
|          | Fa 2020  | Political Network (610; Henry)    |
|          | Fa 2020  | Quant Methods III (683; Weber)    |
|          | Sp 2021  | Quant Methods II (682; Gonzalez)  |
|          | Sp 2021  | Panel Data Analysis (685; Osorio) |
|          | Sp 2021  | Experimental Design (687; Weber)  |

Table 3: Ph.D. courses

| Course Name   | Cross-listed with? |
|---|--------------------|
| <b>Public Policy &amp; Management</b>                               |                    |
| POL600: Theories of Policy Making                                   | .                  |
| POL601: Organization Theory   | .                  |
| POL602: History of Thought in Public Management                     | .                  |
| POL606: Federalism in Comparative Perspective                       | AP, CP             |
| POL608: Theory & Research on the Non-profit Sector                  | .                  |
| POL610: Political Networks  | RM                 |
| POL612: Energy Policy & Politics                                    | .                  |
| POL614: Technology Policy   | .                  |
| <b>American Politics</b>  |                    |
| POL620: Intro. to American Politics                                 | .                  |
| POL622: Political Institutions                                      | CP                 |
| POL625: Political Psychology  | PPM, IR            |
| POL626: Political Decision-Making                                   | PPM                |
| POL627: Political Ideology  | CP                 |
| POL630: Gender and Politics   | .                  |
| POL631: Race & Ethnicity  | .                  |
| <b>Comparative Politics</b>   |                    |
| POL640: Intro to Comparative Politics                               | .                  |
| POL650: Comparative Political Institutions                          | .                  |
| POL651: Authoritarian Regimes                                       | .                  |
| POL652: Democratization   | IR                 |
| POL653: Comparative Political Economy                               | AP                 |
| <b>International Relations</b>                                      |                    |
| POL660: Intro to IR   | .                  |
| POL663: Scientific Study of Conflict                                | .                  |
| POL664: Scientific Study of Civil War                               | CP                 |
| POL665: Nonviolent Civil Resistance                                 | CP                 |
| POL666: Terrorism & Counterterrorism                                | .                  |
| POL667: Human Rights & Repression                                   | CP                 |
| POL669: Micro-dynamics of Political and Organized Criminal Violence | CP                 |
| POL670: Global and Regional Governance                              | .                  |
| POL671: Global Political Economy                                    | .                  |
| POL673: Regional Analysis in World Politics                         | .                  |

Table 3: Ph.D. courses (cont'd)

| Course Name                         | Cross-listed with |
|-------------------------------------|-------------------|
| <b>Research Methodology</b>         | .                 |
| POL680: Research Design             | .                 |
| POL681: Quant Methods I             | .                 |
| POL682: Quant Methods II            | .                 |
| POL683: Quant Methods III           | .                 |
| POL684: Causal Inference            | PPM               |
| POL685: Panel Data Analysis         | .                 |
| POL686: Qualitative & Multi-Methods | CP                |
| POL687: Experimental Methods        | AP                |

## 2. *The Learning Objectives of the Program*

The Ph.D. program is designed to help students to develop the following:

- *Expertise in the subject matter of one of the subfields covered by the School.* This is demonstrated through coursework, completion of the comprehensive exams, and the dissertation.
- *Comprehension of a minor field of study.* The student may select a minor from among those offered in the School or from any appropriate PhD minor offered at the University of Arizona. The student should work closely with his or her advisor to select an appropriate minor. This is demonstrated through coursework and the completion of the comprehensive exams.
- *Expertise in the research enterprise.* This is developed through a sequence of four methods courses, as well as additional research skills pursuant to the particular dissertation project. This is demonstrated by the second year paper and presentation, as well as by the dissertation.
- *Proficiency in written and oral communication.* This is achieved by completing written assignments for courses, writing and presenting papers at conferences, submitting papers for consideration at peer-review outlets, and by participating in seminars and workshops. This is demonstrated through the second year paper and presentation, the comprehensive exams, the dissertation and dissertation defense.
- *Experience in the design and delivery of teaching.* This is achieved via work as a teaching assistant and an instructor, as well as through participation in School, College, and University-wide training programs. Expertise will ideally be developed across

various platforms, including lectures, discussion sessions, and workshops, and in-person, online, and hybrid formats. This is demonstrated through TA and instructor duties, student evaluations, and peer/faculty review.

- *Professionalism in service to colleagues and the School.* This is achieved through participation in professional activities, including School and College events, conferences and workshops, and through work as teaching and research assistants. This is demonstrated through biannual supervisor and annual faculty evaluations.

## 3. Departmental Satisfactory Academic Progress

Doctoral students are required to make satisfactory progress in order to be considered eligible for funding and to maintain good standing in the program. Maintaining satisfactory progress does not guarantee funding. All such decisions are made contingent upon available funding. The faculty hold an annual evaluation meeting at which time they reach a collective decision as to whether or not each student is making satisfactory progress.

### 3.1. What is satisfactory progress?

The absolute minimum criteria for satisfactory progress include:

- *Maintain a grade point average of no less than 3.50 in all graduate course work. GPA is calculated at the end of each semester.*
- *No final grades below a "B" in major or core methods courses.*
- *Students may not carry more than two "incompletes" at any time.*
- *Successfully complete the research presentation.*
- *Successfully complete both written and oral portions of a comprehensive examination within four years of starting the Ph.D. program. Students must take comprehensive exams no more than 6 months after completing course work requirements.*
- *A formal dissertation proposal must be written, submitted, and approved (by all dissertation committee members). Approval must be gained within 6 months of completing the comprehensive exams.*
- *Satisfactory progress must be made toward completion of the dissertation. If a student has not successfully defended the dissertation within three years of passing the comprehensive exam she or he can be deemed as not making satisfactory progress.*

### *3.2. What is the process for evaluating satisfactory progress?*

Faculty evaluate student performance in classes and in assistantships. They hold a student review meeting at the end of each academic year. Furthermore, relevant committees review students completing their research papers and presentations, completing comprehensive exams and dissertation prospectuses, and those defending their dissertations. The faculty also consider student participation in professional activities, including conference participation, grant submissions, and attendance at colloquia.

Evaluations incorporate all information regarding student progress and performance as required to assess each item listed above. At the conclusion of the spring semester each year, the Ph.D. Committee issues letters to students hoping to continue on the program. Letters indicate the faculty's assessment of the students' work. This review process is used to determine continuing funding decisions.<sup>8</sup>

<sup>8</sup> See section 5.1 below for more details on School funding practices and procedures.

### *3.3. What happens when students are deemed to be not making satisfactory progress?*

An evaluation of "not making Satisfactory Academic Progress" is grounds for removal of funding by SGPP. Students judged to have academic difficulties (e.g., at risk of failing to satisfy program requirements) will receive written notice from the faculty with specific suggestions as to how these problems might be remedied and the date by which such actions must be taken. This notification is copied to the Graduate College. If students are subsequently deemed not to have remediated in the requisite fashion or time, SGPP will recommend to the Graduate college that they be disqualified.

The Graduate College has guidelines which departments must follow in order to disqualify graduate students from programs.<sup>9</sup> Students should familiarize themselves with the steps in this process so they know their rights and responsibilities should such a situation arise.

<sup>9</sup> These guidelines can be found here: <https://grad.arizona.edu/policies/academic-policies>.

If a student wishes to appeal the aforementioned requirements, they should do so in writing to the Ph.D. Program Director. The appeal will be reviewed by an ad-hoc committee of three members of the full SGPP faculty and may include a collective meeting with the student. A decision to accept the appeal will be based on a majority vote. The ad-hoc faculty committee may place additional requirements on the student as a prerequisite for continuing in the program.



## 4. Year-To-Year Guide

GradPath is the online system that manages the creation, routing, and approval of all Graduate College degree certification forms.<sup>10</sup> This system is discussed in detail in the next section of this handbook.

<sup>10</sup> For more details:  
<http://grad.arizona.edu/gsas/gradpath>

In Table 3, we detail an example plan of study for the five years of the Ph.D. program. Students are not bound to follow the structure verbatim. However, this is probably the most efficient pathway through the program. In the remainder of this section, we then discuss the main activities and requirements encountered in each year of the program.

Table 3: Plan of study

| Year   | Semester | Units | Classes taken                   | Landmark activity         |
|--------|----------|-------|---------------------------------|---------------------------|
| First  | Fall     | 10    | POL680; POL681 (4 units); Major | Paired with Advisor       |
|        | Spring   | 10    | POL682; Major; Minor; POL697A   | .                         |
| Second | Fall     | 10    | POL683; Major; Minor; POL697B   | Plan of study             |
|        | Spring   | 9     | Major; Major/Methods; Minor     | Research project          |
| Third  | Fall     | 6+    | Major; Major/Minor              | .                         |
|        | Spring   | 6+    | Major; Major/Minor              | Comprehensive exams       |
| Fourth | Fall     | 6     | POL920                          | Dissertation prospectus   |
|        | Spring   | 7     | POL920; POL697C                 | Research for dissertation |
| Fifth  | Fall     | 3     | POL920                          | Write dissertation        |
|        | Spring   | 3     | POL920                          | Defend dissertation       |

### 4.1. The First Year

#### *4.1.1. Choosing classes*

As depicted in Table 2, students take 3 classes (9 units or credit hours) in each semester in their first year. Under normal circumstances, this will include two methods classes in the first semester (POL680; POL681)<sup>11</sup> and one methods class in the second semester (POL 682). The additional class in the first semester will tend to be taken from the student's proposed major concentration. The final two classes in the spring will tend to be a combination of classes from the major and minor concentrations.

<sup>11</sup> During induction week students should select 3 classes for the 1st semester, to include POL680 and POL681.

#### *4.1.2. Advisor/advisee pairings*

Prior to the start of the first year, the Ph.D. Committee will assign all incoming students a preliminary advisor. In the first year, because incoming students have often not fully developed their research ideas, this advisor serves primarily as a mentor. These mentors provide advice and guidance to the students with a priority on helping the students to settle in to the program as they begin their graduate studies.

Given that student research interests are likely to change through the course of the first year, it is possible for students to request a change in advisor at the end of the first year. Any such changes will first be agreed upon by the student, the old and new advisors in question, and the Ph.D. Program Director. It is the responsibility of the student to maintain frequent contact with their advisor. Moreover, students are strongly advised to cultivate relationships with one or more of the faculty in the period between the 1st year and candidacy; this is especially important for the development and writing of the 2nd year research paper. Students should avail themselves of opportunities to meet with professors during their office hours, or contact them via email to arrange an appointment at a mutually convenient time. Generally speaking, "cultivating a relationship" means staying in good touch with a professor about how the student is progressing on his or her research project(s).

#### *4.2. The Second Year*

The second year sees students encounter the first significant assessment on the program: the second year research project, which

includes completion of a paper and a presentation. As part of this process, students will select a secondary reader with whom to consult in addition to their advisor.

#### *4.2.1. Plan of Study*

During the first semester of the second year, the student (in collaboration with their advisor and the Program Director) is tasked with putting together a plan of study for the remainder of their pre-candidacy program. Units counting toward the Ph.D. requirement must be on the Doctoral Plan of Study form. The Doctoral Plan of Study is available on the GradPath system in the student's UAccess Student page.<sup>12</sup> Upon submission of the form it will be forwarded to the Program Director for review and approval.

<sup>12</sup> Students should familiarize themselves with the GradPath system early and often in the program: <http://grad.arizona.edu/gsas/gradpath>.

At least twenty-two units appearing on a Doctoral Plan of Study must be for courses for which regular grades (i.e., A, B, etc.) are given. No more than six credits of independent study may be counted toward the degree. Earned graduate credits from other institutions can be applied toward the program requirements. Up to six units of transfer credits may be approved by the student's advisor as contributing to a coherent program of doctoral study. Any transfer credits must also be evaluated by the Graduate College for eligibility. This process is initiated via a form on GradPath.

Students must declare a major field of specialization and one or two minor fields. Ph.D. minor fields may be housed in other departments.<sup>13</sup>

<sup>13</sup> Refer to the minor field's policies on comprehensive examinations to determine the number of faculty committee members and procedures for testing.

#### *4.2.2. The Second Year Research Project*

At the beginning of the Fall semester of the second year, the Program Director meets with all second year students to discuss the paper and presentation. All students are encouraged to develop a research project in the Fall semester. This should be done in consultation with primary advisors. In the Spring semester, they will submit a draft of their paper to their advisor and a second reader. Submissions are due by mid-March. They will then receive feedback prior to making a research presentation before the faculty in late March. A final version of the paper is then due to be submitted to the readers by mid-April. The reviews of the paper, the presentation to the faculty, and the students responses to reviews and comments, will collectively weigh in to the evaluation of student performance.

### 4.2.3. *A Master's Degree En-Route*

Any student enrolled in the Ph.D. program that wishes to earn a Master's on the way, may complete the following paperwork so long as they have agreement and approval of their Advisor and the program Director. The first step is to submit the "Change of Program Request" form to the Graduate College.<sup>14</sup> Students should select the 'Adding a second program' box, and enter the degree information and the term in which the new program should be activated. When that form is processed and the new program is active in UAccess Student, the GradPath forms will then be open for the new degree. The student should then go to their GradPath forms and complete the Responsible Conduct of Research form for that plan, and then their plan of study will be initiated. They will submit the plan of study with the minimum units required for the MA (i.e., not all of the PhD coursework; just 30 credit hours are required), and when that form is approved, they'll submit the Master's Committee Appointment form. If they don't have a committee, they verify the advisor on that form. There are separate candidacy fees for the MA and the PhD. Finally, if a student has already earned a Master's in the same or similar field, they may not usually be awarded a second Master's.

<sup>14</sup> This can be found here:  
<https://grad.arizona.edu/gcforms/sites/gcforms/files/page/changeofprogramform.pdf>

## 4.3. *The Third Year*

### 4.3.1. *The comprehensive exams*

Before admission to candidacy for the Ph.D. degree, in addition to completing the degree requirements outlined above, the student must pass the doctoral comprehensive examination. The exam is administered by faculty from the student's major and minor concentrations of study. This examination is intended to test the student's general fundamental knowledge of his or her major and minor concentrations. It shall include written examinations covering the major and minor concentrations, and upon successful completion of these, an oral examination conducted by the student's examination committee.

The comprehensive examination, in both written and oral parts, is the occasion when faculty committee members have both the opportunity and the obligation to require the student to display a firm and substantial grasp of his or her concentration in a broad sense, and

a sophisticated depth of understanding in those more limited areas of the discipline in which specialization has been pursued. As a test of a successful performance, the examining committee will question whether or not the student has demonstrated a qualified knowledge of his or her concentration(s) to such a degree that he/she will soon be welcomed as a professional and an academic colleague.

#### *4.3.2. The comprehensive exam committee*

The major concentration exam committee consists of a minimum of three members. At least half must be faculty of the school. If the student's minor concentration is housed within SGPP, they must include two faculty members from that concentration. If the student's minor concentration is housed outside of SGPP, they must include at least one faculty member from the unit that houses that concentration. For minors taken outside of SGPP, students must follow the minor exam practices established by that outside unit. Students may request special members on their committees (e.g., non-tenure track faculty). Such requests must be approved by the Graduate College.

#### *4.3.3. The construction of the comprehensive exam*

The major field written exam will consist of at least three, but no more than six, sets of two questions. The student must answer one question from each set. The minor exam, if within the School, will consist of two sets of two questions. The student must answer one question from each set. Two of the three sets of major concentration questions will be constructed by faculty from the subfield, and given to all Ph.D. students taking that exam in a given period. One set of the major subfield questions will be constructed by the Ph.D. exam committee. The minor questions are constructed by the subfield, and given to all Ph.D. students taking that minor subfield in a given exam period. The Ph.D. exam committee administers and evaluates both the oral and written exam.

#### *4.3.4. The timing and execution of the comprehensive exam*

The comprehensive exams are to be taken at the beginning of the Spring semester. The written exam takes place across a single week. The student receives the full exam prior to 9:00am on the Monday morning and is required to turn in their final answers by 3:00pm on the Friday afternoon. The written exam is "open-book" and "take-

home.” The exam will begin on the Monday prior to the beginning of classes in the Spring semester. Both written and oral exams should be completed by January 31st.

#### *4.3.5. The evaluation of the comprehensive exam*

The comprehensive examination is considered to be a single examination, although it consists of written and oral parts. Because students are not permitted to undertake the oral examination until they have performed satisfactorily on the written examination, there shall be an initial evaluation of the written examinations followed by a final evaluation of the entire comprehensive examination.

All exam committee members will vote to either pass or fail the student. The student may proceed to the oral exams following a recommendation from the exam committee. A student shall proceed to oral exams so long as no more than two committee members administer a failing mark. If two or more members of the student’s committee recommend failure, the student will be recorded as failing the written comprehensive exam. In the case of a failed first attempt at the written comprehensive examination, the exam committee may request a re-write of part or all of the exam. The re-write will be evaluated by the exam committee. If the committee members are not satisfied with the re-write, then the student is judged to have failed the comprehensive exam. At this point, the Graduate Director will recommend to the Graduate College that the student be disqualified from the program. If the committee members are satisfied with the re-write, the student may progress to the oral comprehensive exams.

In the case of a failed oral examination, the exam committee will recommend one of the two following options:

- If the student is clearly so unqualified that the prospect of passing a second examination is remote, then the student may be advised not to undertake a second attempt. However, a student may repeat a failed examination one time if he or she chooses to do so.
- If the student has a reasonable chance at succeeding in a later examination, then a reexamination will be recommended.

In the case of a failed second attempt at the oral examination, the faculty will proceed a recommendation to the Graduate College that the student be disqualified from the program.

Students who fail the comprehensive examination (for the first time) will be ranked as lower priority for funding. Upon successful re-take

of the examination, the student may be considered as priority for funding. Students who successfully complete comprehensive examination in a timely manner will be given the highest consideration for funding.

Students wishing to appeal the faculty's evaluation of the comprehensive exams must follow the appeal procedures outlined above in section 3.3.

#### *4.4. The Candidacy Phase*

##### *4.4.1. Formation of the Dissertation Committee*

Upon successful completion of the comprehensive examination, students will form a dissertation committee in consultation with their advisor. The Ph.D. dissertation committee consists of three (or more) members. At least two must be faculty of the school. An outside faculty member may be appointed with the approval of the Program Director. Faculty members from other universities may be appointed. They are considered "special members" and must first be approved by the Graduate College.

The Dissertation Committee, chaired by the dissertation advisor, is responsible for advising the candidate on all aspects of the dissertation research and for conducting the dissertation prospectus defense and the final defense of the dissertation.

##### *4.4.2. The Dissertation Prospectus (and Defense)*

Students must formally submit a written copy of their dissertation prospectus to their Dissertation Committee and to the Program Director. An oral presentation of the prospectus will be conducted by the entire Dissertation Committee. This will ideally be scheduled for the Spring of the third year, the Summer between third and fourth year, or, at the latest, the beginning of the Fall semester of the fourth year.

The dissertation may follow one of two general structures. First, students may propose to complete a "traditional" dissertation, which follows the book model, with sections framing the puzzle, reviewing the literature, and theoretically deriving hypotheses that precede any

research design and testing. Second, students may propose to complete a “three papers” dissertation, which includes introduction and conclusion chapters that book-end three, stand alone—though thematically connected—papers. Note that if this second approach is pursued, all members of the student’s committee must be in agreement that all three papers are of publishable quality. In many respects, this alternative approach may be deemed to have a higher bar with respect to the quality of the work required.

#### *4.4.3. The Dissertation Project*

The dissertation is a research product affording students an opportunity to thoroughly investigate a problem and to demonstrate his or her ability to conduct, organize, and communicate original research. Originality is defined broadly to allow the student considerable latitude in the nature of his or her contribution to scholarship. Students write a dissertation under the supervision of a Dissertation Advisor and at least two additional readers.

On a case-by-case basis, students may request that no more than one chapter of their dissertation project be comprised of research resulting from collaborative research with a co-author. It is crucial that students make their committee aware of their desire to include collaborative research in their project at the earliest possible date. It is also necessary, if this path is followed, that the student include a written statement to accompany their dissertation that characterizes the nature of the collaboration and the relative contributions of the authors. In order to satisfy requirements, any collaborative research must be led by the student.

Completed dissertations are defended before the Dissertation Committee as the final step in the fulfillment of the requirements for the doctoral degree. The student is expected to defend all elements of the dissertation and to answer any general questions related to the field(s) of study encompassed by the dissertation. The defense should take place in the Spring or Summer at the end of the fifth year. Typically, the final deadline for defending in the Summer is August 10th-12th.

#### *4.4.4. The Job Market*

All students are expected to be on the job market from the Fall of their fifth—and final—year of funding.







## 5. GradPath “Paperwork”

The GradPath online system makes available nine forms to be completed by students and/or their advisors at key moments in the PhD program.<sup>15</sup> Each form is typically completed by the student, approved by their major and minor advisors, approved by the Director of the PhD Program, and then approved by the Graduate College.

<sup>15</sup> See here for more details:  
<https://grad.arizona.edu/gsas/gradpath>

### 5.1. *Responsible Conduct of Research Statement*

This first form requires students to confirm their program data and certify that they are aware of Responsible Conduct of Research Compliance regulations and Academic integrity requirements and that they will adhere to them in their research. This form should be completed during the student’s first semester on the program.

### 5.2. *Plan of Study*

The Plan of Study is an agreement among the student, their department, and the Graduate College specifying which courses they will count toward the requirements of the degree. The Plan of Study will be routed for approval to the major professor and the department. A doctoral student declaring a minor will also have the Plan of Study routed to the minor advisor and department for approval. Students are encouraged to complete a first version of this form in the third semester of the program. An updated version will then be submitted ahead of the comprehensive exams.

### 5.3. *Comp Exam Committee Appointment Form*

This form is used to identify the faculty who will serve on the student’s oral comprehensive exam committee. Students should complete this form in consultation with their major and minor advisors in the Fall semester ahead of their comprehensive exams. Committees typically include 4-5 faculty from across the major and minor.

#### *5.4. Announcement of Doctoral Comprehensive Exam*

This form is used to schedule a doctoral oral comprehensive exam. The student should enter date and time information on the form. This form should be completed and submitted after the written exam and prior to the oral exam.

#### *5.5. Results of Comprehensive Exam*

The chair of the oral comprehensive exam committee uses this form to report the results of the comprehensive exams. The form will include a summary of the formal vote taken by the oral comprehensive exam committee.

#### *5.6. Doctoral Dissertation Committee Appointment*

This form is used to report the committee for the final oral defense. When the committee has been determined, the student should submit this form for departmental and Graduate College approval. This form must be approved before the student holds their prospectus defense.

#### *5.7. Prospectus/Proposal Confirmation*

This form is submitted by the Director of the PhD Program and is used to report that the student has a prospectus or proposal for the dissertation that has been approved by the committee and has been filed with the department.

#### *5.8. Announcement of Final Oral Defense*

This form is used to formally schedule a final oral defense for the dissertation. Once the committee has agreed on a time and place for the oral defense, the student should enter this information on the form and submit this form to schedule the exam.

#### *5.9. Results of Final Oral Defense*

The Chair of the dissertation committee uses this form to report the results of the oral defense. The form will include a summary of the formal vote taken by the committee.

## 6. Graduate Student Resources

### 6.1. Funding

SGPP makes a financial offer of funding to all accepted applicants. Financial assistance includes a salary of \$15,000+, health insurance, and a waiver of tuition fees (valued at \$15,800+). Students making satisfactory academic progress remain eligible for funding for a minimum of four years but not more than five years. This financial assistance is always contingent on final budgetary approval and does not cover approximately \$500 of fees per semester that University guidelines dictate the student must pay.

### 6.2. Resources for Teaching Assistants

Teaching assistants have numerous resources at their disposal. The College of Social and Behavioral Sciences (SBS) offers a mandatory half-day training workshop at the beginning of the academic year to introduce first-time TAs to the essentials of teaching. Other resources include the Office of Instruction and Assessment (OIA),<sup>16</sup> which has dedicated resources for teaching assistants. First time and returning TA's are expected to make themselves familiar with the manifold resources available through OIA and other groups on campus. In addition, the OIA offers a Certificate in College Teaching<sup>17</sup>, which provides recommendations for practical matters such as effective teaching styles, preparing for class, time-management, and responding to student requests.

<sup>16</sup> <http://oia.arizona.edu>

<sup>17</sup> <http://oia.arizona.edu/project/certificate-college-teaching-program>

### 6.3. Travel Funding

The School hopes to be able to provide some funding each academic year to each student in the Ph.D. program to support eligible research and conference related travel. The precise amount of any such funding depends upon budgetary approval. Students should submit a Travel Funding Request Form to the main SGPP office.

#### 6.4. Office Space

The Department makes every effort to provide office space for all currently enrolled and locally-based Ph.D. students. Office space is available in room 134 of the Social Sciences Building. This is a shared space with no assigned desks. Office space is scarce in the Department, so it should not be used to store large quantities of personal items. Lockable cabinets are available for storage of smaller personal items. Students can initiate a request for keys to access the office by visiting the SGPP reception (room 315).

#### 6.5. Library

All students are encouraged to investigate the availability of personal storage and desk space in the main library on campus.<sup>18</sup> Students currently studying for comprehensive exams are eligible for individual study rooms.<sup>19</sup> Students that have advanced to the candidacy phase are eligible for long-term study rooms.<sup>20</sup>

#### 6.6. Computer Lab

The Data and Software Laboratory<sup>21</sup> is located in room 115A in the Social Sciences Building. Students can request access by completing a TicketDog.<sup>22</sup> This is a dedicated lab for the use of any graduate student in the College of Social and Behavioral Sciences, with access for undergraduates strictly limited. The Department staff and faculty do not tend to use the lab, so any problems with the lab's machines or software should be reported to SBS Tech.<sup>23</sup>

#### 6.7. Graduate Student Mailboxes

Student mailboxes are located in Social Sciences 315.

#### 6.8. Support on the Job Market

The student's advisor and dissertation committee, as well as the Program Director, are all well placed to provide advice and guidance for students as they enter the job market. In addition, students are encouraged to monitor academic job listings via common online services, including APSA's ejobs.<sup>24</sup>

<sup>18</sup> More details here:  
<http://www.library.arizona.edu/services/study-spaces>

<sup>19</sup> More details available here:  
<http://www.library.arizona.edu/services/study-spaces/exam-rooms>

<sup>20</sup> More details available here:  
<http://www.library.arizona.edu/services/study-spaces/long-term>

<sup>21</sup> <http://web.sbs.arizona.edu/college/sbs-computer-labs>

<sup>22</sup> <https://sbs.arizona.edu/project/ticket/>

<sup>23</sup> <https://sbs.arizona.edu/project/ticket/>

<sup>24</sup> [http://www.apsanet.org/jobs\\_search.asp](http://www.apsanet.org/jobs_search.asp).

## *7. Graduate Assistant Responsibilities & Service to SGPP*

Since teaching is an important component of the political science profession, it is a program requirement that Ph.D. students serve as teaching assistants in undergraduate courses at some stage in the course of the Ph.D program. Students may also serve in research positions when specific research budgets allow for this. Students can also be assigned to teach their own courses, as School needs and student experience/expertise allows.

### *7.1. Appointment of Graduate Assistants*

To be appointed as graduate assistants, students must make adequate academic progress, as defined in section 1.4. In the Spring semester of each year, students will have the opportunity to communicate their GA preferences for the following year to the Program Director. While student preferences for assignments are taken into consideration as much as possible, research funding, course offerings, and enrollment numbers may require that students take on a role that was not one of their 2 to 3 top choices or that is outside of their major fields. All assignments are arranged to the mutual satisfaction of students and faculty to the extent possible. All funded assistantships require that students be on campus to begin duties one full week prior to the first day of classes each semester and remain on campus until one full week after examinations are completed.

### *7.2. Responsibilities of Graduate Assistants*

Under the supervision of a faculty member, RA's are typically responsible for completing a number of common research tasks. This includes (but is by no means limited to) accumulation of research materials, proof-reading of written materials, data coding and collection, and data analysis. TA's are responsible for fulfilling all assigned teaching duties, including term-end grading, in a professional and timely manner. TA duties include (but may not be limited to):

- Attending course lectures, TA and professor meetings, or any course-related activities;
- Assisting professors with section enrollment and assignment;
- Participating in the design of exams and other curricular components;
- Grading examinations and papers with appropriate comments / feedback;
- Holding regular office hours and additional meeting times with students unable to attend regular office hours; holding extra hours if needed before exams, term papers, etc.;
- Responding to student emails in a polite and timely fashion;
- Meeting regularly with the professor and other TAs for the class.

The normal workload is twenty hours per week. Graduate assistants must contact faculty prior to the start of the semester to discuss responsibilities and preparation for the course, and to identify any times during the coming semester during which they may have time constraints or research trips that take them out of town.

Failure to professionally and ethically discharge one's obligations as a Graduate Assistant is considered an extremely serious matter. Serving as a graduate assistant is a core element of the program. Accordingly, inadequate performance as a GA is equivalent to failing to satisfy a program requirement, and risks dismissal from the Ph.D. program.

### *7.3. Other Service to the School*

The Department greatly values the input of students on many matters. Examples include:

- Faculty hiring;
- Admitting and recruiting new graduate students;
- Managing space allocated to graduate students;
- Department planning (e.g., curriculum development, computer equipment, online resources).



## *8. Some Final Thoughts on the Program*

### *8.1. Professional Interactions with Faculty*

Faculty are dedicated to the training of Ph.D. students. For us, this is one of the most rewarding aspects of our academic positions. Students can anticipate being able to meet on a fairly regular basis with their advisors—perhaps two to four times a month. Naturally, though, faculty have very busy schedules. In order to maximize the benefit that students receive from faculty, therefore, it is important that they prepare thoroughly ahead of scheduled advisory meetings. Students should plan on emailing drafts of papers and outlines of ideas to faculty ahead of their meetings in order to ensure that the meeting time itself is spent focusing upon making progress rather than simply catching faculty up.

### *8.2. Expectations for Publishing*

Doctoral study in political science, public policy, and public administration entails more than fulfilling course requirements and passing examinations. The doctoral student is broadly engaged in a period of formal training to become a professional scholar. It should be understood by both students and faculty that some elements of professional training, such as conference paper presentation and journal publication, lie outside the scope of specified degree requirements. Such activities are regarded as a critical element of the doctoral training program.

Students are strongly encouraged to develop their research and writing projects in such a way that it is appropriate to seek a professional outlet for them, both through journal publication and conference presentation. The second year research paper required of all students is an excellent vehicle for pursuing this goal, though seminar papers and other work should also be considered. It is also possible to engage in collaborative efforts with other students and faculty members

using seminar papers or other projects as a point of departure.

### *8.3. Professionalization Workshops*

To further encourage professional development of its students, SGPP, acting through the Ph.D. Committee, holds informal workshops on a regular basis dealing with such topics as the publication process, grant opportunities, and job placement. Workshop sessions include presentations by selected faculty members and general discussion of relevant issues. These are typically run in conjunction with the three professionalization classes (POL697A-C).

### *8.4. Departmental Colloquia*

A number of times each semester, SGPP holds a colloquium series at which faculty and outside scholars present their current research. This is typically held at 12pm on Fridays.<sup>25</sup> Graduate students are strongly encouraged to attend colloquia as attendance will be considered during re-funding decisions.

<sup>25</sup> Details of the series are available online: <http://sgpp.arizona.edu/speaker-series>

### *8.5 Conferencing and Networking*

As noted in 8.2 above, students are encouraged to try to present working research projects at professional meetings, conferences, and workshops. These activities provide students not only with the possibility of receiving meaningful feedback on their projects but also an opportunity to build and maintain a professional network of scholars in relevant subfields.