Political Science Graduate Student Handbook
AY 2026-2027



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WELCOME

Welcome to the Political Science Department's graduate program. The Department prepares graduate students for successful careers by training them to become research scholars who discover, create, and disseminate knowledge.

This handbook is intended to clarify departmental policies, procedures, and expectations for graduate students and to provide guidance consistent with the policies and regulations established by the Academic Senate, Graduate Division, the University General Catalog, and other applicable university-wide and campus-wide policies. The handbook serves as a resource for understanding how these policies are implemented within the department and is not intended to supersede or replace university regulations. In the event of any inconsistency between this handbook and policies established by the Graduate Division or the University, the applicable University policies shall take precedence as interpreted by the Dean of Graduate Division and their officers.

The political science program consists of three distinct stages: coursework, qualifying exams, and independent research. The first two years are devoted to completing coursework, which exposes students to research in their areas of interest and provides the basic methodological training needed to consume and produce academic research. Qualifying exams, which are taken before the start of the fall quarter of the third year, are the second component and require students to demonstrate expertise in two fields. Independent research is the third component and consists of the prospectus defense and completion of a dissertation. The prospectus defense should occur no later than the Fall of one's fifth year (i.e., the 13th quarter). Ideally, the dissertation is completed by the Spring of the 6th year.

The PhD program is also designed and offers several opportunities to socialize students to the professional (informal) requirements of the discipline. Students, for example, are required to participate in Colloquium (POSC 230), a weekly meeting that exposes students to the norms of the discipline of political science through a series of seminars on topics pertaining to professionalization as well as a series of student and guest speakers presenting cutting edge political science research. UCR is also the founding home to several mini-conferences such as the Politics of Race, Immigration, and Ethnicity Consortium (PRIEC). The department also encourages students to conduct research outside of formal course offerings and beyond their dissertations.

The graduate program at UCR is designed to grant the PhD degree, with the Master's degree awarded along the way (unless students already hold an *MA in Political Science* from another university, in which case a second MA will not be granted). Requirements for the Master's degree can be found in the University Catalog.

This handbook describes both the requirements and policies of the graduate program and is intended to serve as a guide for students and faculty. Students should read this manual periodically to be familiar with expectations at various stages of the program. If you have further questions, do not hesitate to contact the Graduate Assistant or Director of Graduate Studies (DGS).[1] Course descriptions corresponding with the course numbers included in this document can be found in the UCR Course Catalog at https://registrar.ucr.edu/registering/catalog

[1] "Director of Graduate Studies" or "DGS" is the term we use in the Political Science Department for what is ordinarily called the "Graduate Advisor" or "Grad Advisor" at UCR. This is to avoid confusion between the DGS (Faculty Graduate Advisor) and the Graduate Assistant (Staff Graduate Student Advisor).

PhD PROGRAM REQUIREMENTS

The PhD program consists of four sets of requirements: Coursework, Qualifying Examinations, the Prospectus (i.e., Oral Qualifying Exam), and the Dissertation.

Coursework Requirements

The first two years of the program are devoted to coursework and preparation for the qualifying examinations. Students will ordinarily complete their major field course requirements, which reflect the fields in which they intend to take qualifying exams, during Years One and Two. During this period, students obtain substantive knowledge in the discipline through the completion of three graduate courses per quarter. Coursework, which usually continues beyond the second year, includes the following required components:

1. The Methods Requirement: Complete five total methods courses consisting of three required courses (POSC 201, POSC 202A, and POSC 203) and two additional elective courses. To complete the two elective methods courses, students may take methodology courses in the Political Science Department or in another department. Students who choose to take courses from another department should consult the pre-approved list of courses in Appendix C of this handbook.
2. The Major Field Requirement: Select two major fields of concentration from the five fields listed below and satisfy course requirements for them, which requires a total of eight graduate courses. The major fields may be chosen from among: American Politics, Comparative Politics, International Relations, Mass Political Behavior, and Political Theory.

    American Politics: Students must complete the core course (POSC 249) and at least three additional courses in the field.
    Comparative Politics: Students must complete at least four courses in the field.
    International Relations: Students must complete the core course (POSC 216) and at least three additional courses in the field.

    Mass Political Behavior: Students must complete a core course (either POSC 255 or POSC 256) and at least three additional courses in the field.
    Political Theory: Students must complete the core course (POSC 212) and at least three additional courses in the field.

3. The Distribution (Breadth) Requirement: Take one course in each of the three fields of study not selected as a major field.
4. The Depth Requirement: Take three additional graduate courses in any field of study in consultation with faculty advisors. With permission of the DGS, one or more of these courses may be graduate-level courses outside of Political Science. These three courses must contribute toward knowledge useful for the dissertation. These are essentially “depth for dissertation” courses.
5. Research Colloquium and Professional Development Requirement: Students must be enrolled in POSC 230 during their first year in the program and subsequently during quarters of their choice until completion of 10 units. These units are to be completed by the end of the fifth year. Exceptions are allowed only by permission of the DGS.

The following courses **DO NOT** count toward the Major Field, Distribution Breadth, Depth, or Professional Development requirements: POSC 285, POSC 290, POSC 291, POSC 293, POSC 230, POSC 299 and POSC 302. These courses can, however, be used to help maintain full-time enrollment.
In extraordinary cases, one POSC 290 course may be accepted in lieu of one seminar (with permission of the DGS) if course staffing or scheduling problems require it. A POSC 290 course should only be taken if the material to be covered is not available in a scheduled course. In such cases, 290s require a syllabus and instructor approval. Typically the DGS only approves enrollments in POSC 290 if the student is otherwise unable to complete major field course requirements prior to taking the qualifying exams. In order for POSC 290 to count toward a degree requirement the student must also submit an R'Grad, Directed Studies 290 form.

****PLEASE NOTE THAT YOU MUST CONSULT WITH THE DGS BEFORE ENROLLING IN ANY COURSES OUTSIDE THE DEPARTMENT**[2]**

Written Qualifying Examinations: Purpose, Preparation, Scheduling, and Format

Purpose of the Written Qualifying Examinations

The written qualifying examinations assess students' mastery of the major theoretical approaches, foundational literature, substantive debates, and methodological perspectives within their two designated major fields. Unlike examinations in individual graduate seminars, the written qualifying examinations evaluate students' ability to synthesize and critically engage with a broader body of scholarship, identify connections across different literatures, and develop coherent, well-supported arguments. Successful completion of the examinations demonstrates that students have acquired the breadth and depth of knowledge necessary to conduct independent research and advance toward the dissertation stage of the Ph.D. program.

Preparation for the Examinations

Students are expected to devote the summer months following Year Two to preparing for their written qualifying examinations. Preparation should involve a systematic review of the major field reading lists, including foundational works, contemporary scholarship, and central theoretical and methodological debates. Students should use this period to consolidate knowledge acquired through graduate coursework, identify connections across readings, and practice developing arguments that draw on multiple bodies of literature.
Students are encouraged to consult with faculty in their respective major fields regarding reading lists, examination expectations, and strategies for preparation. Although coursework provides the foundation for the examinations, students are responsible for independently reviewing and mastering the relevant literature during the summer preparation period.

Examination Schedule

Written qualifying examinations in the two major fields are normally administered in September, before the start of Fall Quarter of Year Three.

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[2] This also applies to the "pre-approved" outside methods courses listed in Appendix C. Those courses are pre-approved to count toward the methods certificate; however, actual enrollment in any non-POSC course still requires DGS approval.

Postponement of Examinations
Postponements may be granted only under exceptional circumstances involving a serious, documented issue beyond the student's control that materially affects their ability to take the examination as scheduled. Examples include a severe illness or medical emergency affecting the student or an immediate family member, or a death in the immediate family. Ordinary scheduling conflicts, inadequate preparation, or other circumstances within the student's control do not constitute valid grounds for postponement.
Students seeking a postponement must notify the Director of Graduate Studies (DGS) as soon as they become aware of the circumstances necessitating the request and, whenever reasonably possible, before the scheduled examination. Requests must include appropriate documentation and an explanation of how the circumstances affect the student's ability to complete the examination as scheduled. When advance notice is not reasonably possible, students must notify the DGS as soon as practicable and explain any delay in notification.
Claims of mitigating circumstances must be raised at the time they arise or as soon as reasonably possible thereafter. For example, students who believe a medical condition will impair their ability to complete an examination must notify the DGS before or during the examination whenever reasonably possible. Failure to provide timely notice or appropriate documentation may be grounds for denying a postponement request.
All postponement requests are evaluated by the DGS, who may consult with the relevant field faculty or examination committee. **Postponements are not automatic and require approval by the DGS.**

Examination Format
The department, at the discretion of the faculty, may administer qualifying examinations in different formats, including take-home, in-person, timed or otherwise supervised examinations, and examinations incorporating oral components. Examination formats may be established or revised as necessary to maintain the integrity, rigor, and fairness of the qualifying examination process. The procedures applicable to each major field are described in the Appendix.

Oral Qualifying Exam (Defense of Prospectus) and Advancement to Candidacy
Years Three and Four are typically devoted to preparing the dissertation prospectus through Directed Research (POSC 297) under the supervision of the student's advisor, completing any remaining substantive seminars, and continuing participation in POSC 230. The selection of additional seminars should be made in consultation with faculty advisors and should generally contribute to the distribution (breadth) or depth requirements, although students may take courses beyond those required for the degree.
Students must advance to doctoral candidacy no later than **Fall Quarter of Year Five**.
Advancement requires completion of the following steps in accordance with Academic Senate regulations.

Step 1. Complete All Required Coursework and Pass Both Written Qualifying Examinations
Students are expected to complete all required coursework, including:

- Methods (5 courses)
- Major Field 1 (4 courses)
- Major Field 2 (4 courses)

- Distribution (3 courses)
- Depth (3 courses)

Students must also pass both written qualifying examinations in their designated major fields.

Step 2. Nominate the Dissertation Prospectus Committee

Under **Academic Senate Regulation 4.4.1**, students must satisfactorily complete all preliminary requirements before an Oral Qualifying Examination Committee may be nominated to the Graduate Council for appointment. Students are therefore strongly encouraged to complete all required coursework and must pass both written qualifying examinations before proceeding with the nomination of their dissertation prospectus committee.

Before the oral defense can be scheduled, an R'Grad/GSMS degree audit must be completed, and **Appendix D, the Political Science Degree Checklist**, must be filled out and signed by the student and the Director of Graduate Studies (DGS). The DGS will review the degree audit, identify any outstanding requirements, and communicate the results to the student and their major advisor. The DGS will not approve a routed R'Grad/GSMS petition for the formation of the prospectus committee until this review and discussion have taken place.

The Oral Qualifying Examination Committee must consist of at least five members. The Chair and a majority of committee members must be Academic Senate members affiliated with the student's graduate program. Affiliation includes cooperating faculty and participants in interdepartmental graduate programs. At least one committee member must be an Academic Senate member from outside the student's graduate program. This **oversight member** is responsible primarily for monitoring the fairness of the examination but may also contribute to the student's scholarship and the academic quality of the examination.

Step 3. Pass the Dissertation Prospectus Defense (Oral Qualifying Examination)

Students must successfully defend their dissertation prospectus before their appointed Oral Qualifying Examination Committee. The defense may be conducted in one of three formats:

- **In-Person:** The student and all committee members must be physically present on campus.
- **Remote:** The student and all committee members may participate remotely.
- **Hybrid:** The student must present on campus in a video-enabled room, with at least one committee member physically present. Other committee members may participate remotely.

The student and their advisor should discuss which format is most appropriate given the subject matter and circumstances of the examination, with the advisor making the final determination.

Although students may defend their dissertation prospectus before completing all required coursework, **doing so is strongly discouraged because successful completion of the oral qualifying examination does not automatically result in advancement to candidacy**. Students who choose to defend with outstanding coursework must complete those requirements before they can advance to candidacy.

Step 4. Apply for Advancement to Doctoral Candidacy

Under **Academic Senate Regulation 4.4.2**, students must apply for advancement to candidacy at the beginning of the term in which they expect to complete their coursework requirements for the degree. Pursuant to **Academic Senate Regulation 4.4.3**, students are formally advanced to candidacy by the Graduate Council following successful completion of the qualifying examinations and certification by the Dean of the Graduate Division that all formal requirements have been satisfied.

Important: Passing the dissertation prospectus defense does not guarantee advancement to candidacy. Students must satisfy all coursework and examination requirements before advancement can be certified by the Graduate Division. Students who defend with outstanding coursework left to do will not advance until those additional course requirements have been completed. Any resulting delay, including failure to meet the Fall Quarter of Year Five deadline, will affect the student's ability to make satisfactory progress toward the degree and eligibility for employment.

Dissertation Research and Completion

Following advancement to candidacy, students begin work on their dissertations. While the length, structure, and expectations may vary across fields and advisors, dissertations generally follow one of two formats: a book-style dissertation or an article-style dissertation.

Book-Style Dissertation

A book-style dissertation typically consists of five to six chapters organized around a central research question or argument. These generally include an introduction, a theoretical chapter, three chapters presenting original research and findings, and a conclusion. The chapters are interconnected and collectively develop and support the dissertation's central argument.

Article-Style Dissertation

An article-style dissertation typically consists of five chapters, including an introduction, three substantive chapters structured as independent journal articles, and a conclusion. Unlike the book-style dissertation, the substantive chapters are designed to stand alone as scholarly articles while remaining thematically connected through a broader research agenda.

Dissertation Expectations and Completion

Students should consult with their dissertation chairs and committees to determine the format most appropriate for their research. Regardless of format, the dissertation must demonstrate an original contribution to the discipline and meet the scholarly expectations established by the dissertation committee and the Graduate Division.

Dissertations typically take between one and a half and two and a half years to complete. The Ph.D. is awarded upon acceptance of the dissertation by the candidate's dissertation committee and fulfillment of all applicable university degree requirements. Normative time to degree completion is six years.

Political Science Norms

The mission of the PhD program is to produce productive research scholars. The faculty strive to help students succeed on the academic job market and to have productive and fulfilling professional careers. While the preceding sections articulate the formal program requirements, it is often difficult for students to appreciate that there are many unwritten norms and expectations that foster success both within and beyond the program. While the formal requirements emphasize completing coursework, examinations, and the dissertation, it is equally important to gain hands-on experience conducting research, build professional relationships with faculty and fellow students, develop strong methodological and analytical skills, and learn to produce original, publishable scholarly work. These expectations help ensure that students develop sufficient expertise in their fields of interest, acquire the research tools necessary to conduct independent scholarship, and establish an academic record that will position them for success upon graduation.

An essential part of graduate education is taking ownership of one's academic and professional development. Students are expected to familiarize themselves with the requirements, policies, and procedures governing their degree and to take responsibility for ensuring that they make satisfactory academic progress. This includes understanding the curriculum, monitoring their progress toward completing degree requirements, meeting relevant deadlines, and identifying and addressing any deficiencies in their academic preparation or degree progress. Students are also responsible for initiating and completing any necessary petitions, course substitutions, waivers, or other administrative processes in a timely manner and obtaining the required approvals. While faculty, graduate advisors, and departmental staff are available to provide guidance and assistance, students are ultimately responsible for understanding and fulfilling their degree requirements. Graduate education requires students to be proactive in seeking guidance, anticipating challenges, and taking the necessary steps to remain in good academic standing.

Students are also expected to approach their coursework and research with a high level of intellectual commitment and academic discipline. This means attending classes regularly, completing all assigned readings, arriving prepared to engage with the material, and participating actively and thoughtfully in classroom discussions. Graduate coursework is not simply an exercise in acquiring information or completing assignments. Rather, it is an opportunity to develop the intellectual habits and scholarly skills necessary to become an independent researcher. Students should use their coursework to strengthen their ability to read scholarly literature efficiently and critically, evaluate theoretical arguments and empirical evidence, develop methodological expertise, and formulate their own original research questions and ideas. Equally important is the development of strong scholarly writing skills. Writing is an iterative process that requires sustained practice, revision, and editing. Students are expected to devote considerable time to improving their writing, learning to construct clear and persuasive arguments, incorporating feedback, and developing their own scholarly voice. Throughout their graduate education, students are expected to uphold the highest standards of academic integrity,

intellectual honesty, and ethical research practices in all aspects of their coursework, research, writing, and professional activities.

Students are also expected to conduct themselves with professionalism, respect, and collegiality in all academic and departmental settings. These expectations extend to interactions with fellow students, faculty, staff, visiting scholars, and other members of the university community, both inside and outside the classroom. Graduate education depends on an intellectual environment in which individuals can exchange ideas, challenge arguments, and engage in substantive disagreements while maintaining mutual respect. Students are expected to treat others with courtesy, communicate professionally, respect differing perspectives, and contribute to a constructive and inclusive academic environment. Intellectual disagreement and critical debate are essential to scholarly development, but they should be conducted with professionalism and respect for others. These expectations apply to classroom discussions, research collaborations, teaching responsibilities, departmental events, electronic communications, and informal professional interactions. Professionalism and collegiality are essential components of scholarly development, and all members of the Department share responsibility for maintaining a respectful and intellectually productive academic community.

Graduate school in an academic field is somewhat different from graduate school in a professional field insofar as the tools and skills it cultivates are directed not simply toward preparation for a specific occupation, but toward the creation and dissemination of knowledge through research and teaching. The investment students make is an investment in themselves and their ability to contribute to the accumulation of knowledge on a wide range of political science topics. Consequently, many of the most valuable opportunities presented in graduate school come not from the formal requirements but from the extracurricular activities that occur in an intellectually vibrant department and university. In large part, students' experience in a PhD program is enriched through engagement with guest speakers, participation in departmental colloquia and workshops, sustained conversations with faculty and fellow students, the development of meaningful professional relationships, and the cultivation of research ideas and collaborations that emerge from those interactions.

While it may be possible to earn a degree by completing the minimum requirements articulated above, doing so does not necessarily provide the intellectual preparation, professional experience, or scholarly record necessary for a successful academic career. Students are therefore expected to participate actively in the intellectual life of the Department, seek opportunities to engage in research beyond their coursework, and take initiative in developing themselves as scholars. Regular presence in and around the Department is an important part of this process, as it creates opportunities for informal intellectual exchange, mentorship, collaboration, and professional development that cannot be replicated through coursework alone.

In short, training to become a scholar requires sustained effort, intellectual curiosity, personal initiative, and an extraordinary commitment to one's academic development. Successful graduate students recognize that doctoral education extends well beyond the classroom and the formal completion of degree requirements. All told, the successful graduate student typically spends 60–80 hours a week on their studies, including coursework, reading, research, writing, professional development, and participation in the intellectual life of the Department. This estimate reflects the substantial time and effort often involved in developing as an independent scholar rather than a formal hourly requirement. Ultimately, students who take full advantage of the opportunities available to them, assume responsibility for their intellectual development, and

consistently invest in improving their scholarly skills will be best positioned to succeed in the program and in their subsequent professional careers.

A Timeline To Success: Synthesizing Formal And Informal Expectations

Year One of the PhD program is designed to familiarize students with the discipline of political science and begin to provide the tools needed to both consume and eventually produce academic research. Students also begin taking coursework with special emphasis on taking courses in fields in which they are likely to take their qualifying exams.
Students typically begin to work as Teaching Assistants (TAs) during their first year and sometimes reduce their course loads slightly to accommodate this the first time they do so. TA work should take no more than 20 hours a week. If students find that their responsibilities routinely exceed this threshold, they should speak to the course instructor to address the situation. If the issue continues, students should meet with the Department Chair or DGS. Graduate student workload is governed by the union contract.

Informally, the student's primary goal during Year One should be to identify their major fields and to take as many courses as possible in those fields. Students should especially focus on taking substantive courses that help prepare them to take their qualifying exams in addition to completing the required methods courses. Moreover, this is the first opportunity students have to begin to build relationships with faculty. Students might use the summer between their first and second years to continue to build relationships by seeking out faculty in their areas of interest to work with them on their research. Finally, students can plan their course schedules for the following year when the preliminary course schedule is released, which usually occurs by mid-July.

The Graduate Admissions Director, working with the DGS, will pair each first-year student with a faculty mentor. Faculty mentors should meet periodically with pre-prospectus students to assess their progress. It is the student's responsibility to make sure they meet regularly with their mentor to ensure that they are on the right track in terms of fulfilling all program requirements and progressing appropriately toward the dissertation phase. Students are of course fully encouraged to choose their own faculty advisors/mentors when they feel ready to do so.
During **Year Two**, students should complete their major field course requirements and make progress toward their breadth and depth requirements. Less formally, students should also begin to identify and develop a more specific research focus in one of their major fields. Once this is accomplished, students can begin thinking about working on research projects with an eye toward publication. Because qualifying exams are administered before the fall of Year Three, it is important that students begin preparing for them by learning what is expected. Appendix B describes the procedures for taking exams (the requirements and expectations vary across fields).

The summer between Year Two and Year Three should be used to work on independent research projects and prepare for qualifying exams. Students often use this time to begin writing their first academic paper for presentation at conferences the following year.

Just prior to **Year Three**, students take qualifying exams. Year Three is typically when students finish remaining coursework and take any additional methods courses they think might help them with their research interests. It is critical that students keep track of their coursework

progress with the degree audit checklist and their online degree audit. Once students pass their exams, they should quickly turn to developing a dissertation prospectus, which should be defended no later than the fall of their fifth year (i.e., 13th quarter). Students should seek out faculty with whom to work on a dissertation topic and participate in a pre-prospectus workshop as well.

Year Three is a transition year in which students gradually transition from being consumers to producers of political science research. In practice, this occurs as students begin to write the prospectus and continue to conduct independent research, as these activities often overlap. Independent research papers often become students' dissertation topics. Research skills are also obtained by writing and presenting work in one's area of interest at academic conferences. The summer between the third and fourth year is usually focused on writing the prospectus and working on research that relates to the dissertation.

In consultation with their Dissertation Chair, students should finalize their Prospectus Committee in **Year Four**. The Prospectus Committee must consist of five members, the majority of whom must be affiliated with Political Science. At least one member must be from a department outside Political Science. This outside member is called the Oversight Member, and their primary role is to monitor the fairness of the prospectus defense ("oral qualifying exam") itself. Additionally, the Oversight Member may enhance the scholarship of the student and contribute to the academic benefits of the defense. For further information on Graduate Division's rules and regulations regarding the nomination of a Prospectus Committee, please see https://graduate.ucr.edu/regulations-and-procedures#nomination-for-qualifying-exam. Applications for advancement to candidacy must be made through the Dean of the Graduate Division with the recommendation of the department or group concerned and must contain a statement of the studies upon which the application is based. Application for advancement to candidacy shall be made at the beginning of the term in which it is expected that the course requirements for the degree will be completed. Students must complete all required coursework, pass their qualifying examinations, and successfully defend their prospectus no later than the Fall quarter of their fifth year. Earlier completion is encouraged. **Students can only advance to candidacy once they have completed all required coursework, passed their written qualifying examinations, and successfully passed their oral qualifying exam (e.g. defended their prospectus).**

Following advancement to candidacy, students focus on dissertation research, including presenting their work at conferences and preparing research for publication. Students must establish a Dissertation Committee consisting of at least three members. Students may retain their prospectus committee in its entirety, including all five members if their prospectus committee has five members, or establish a smaller committee, provided that the minimum membership requirement is met. Students are encouraged to retain prospectus committee members who can continue to provide valuable guidance and support throughout the dissertation process. Committee composition should be determined in consultation with the student's advisor and in accordance with applicable Graduate Division requirements.

In **Year Five** and **Year Six,** students focus on writing their dissertations. While the time it takes to complete the dissertation varies by field and subfield, students should be in regular contact with their advisors informing them of their progress and seeking advice and feedback on their work. Students should also be thinking about how to best prepare themselves for the job market. Typically this means submitting and revising papers for publication. Students should also present their work at conferences and make sure their academic profiles enhance their

marketability. In addition to publishing, they should think about their teaching profile and seek to gain experience teaching or working as a TA for courses that might help broaden their appeal as teachers.

Each student will receive an annual evaluation letter assessing their performance at the end of each academic year. This letter is written by the student's faculty mentor and is typically generated in the Spring Quarter, employing some combination of detailed commentary on the student's performance in graduate seminars (where applicable) and an assessment of the student's dissertation progress by their advisor (where applicable). These evaluations are shared with each student and submitted to Graduate Division with the intent of monitoring students' progress so that any issues with the students' performance can be addressed as they arise or so that students can be given guidance on how to further enhance their performance. Addressing any issues that arise in these evaluations, and carefully working with the suggestions contained in them, play a key role in students' success in the program.

Guidelines for Enrolling in Courses

Students should review program and course rules, both of which are in the General Catalog, before selecting courses each quarter. Beyond the need to decide how to meet various substantive course requirements, there are not many difficulties in enrolling in a full-time schedule during the first two years, when students take most of their substantive courses.
The three broadest guidelines are these:

1. You need to maintain **full-time status** at all times.
2. You may take up to 4 units per quarter of Teaching Practicum (**POSC 302**) while you are working as a TA.[3]
3. If you are changing your enrollment it needs to be done by Week 2 Friday deadline by midnight, routed and fully submitted with all signatures. After this you must use the Enrollment Adjustment Petition, and that is due Week 3 by Friday at Midnight. See all deadlines on graduate division website to confirm.

Things become procedurally more tricky in Year 3 and afterward. Rules 1 and 2 still apply. Here are some of the things for more advanced students to keep in mind:

1. **Qualifying Exams and POSC 291**: When you are preparing for your qualifying exams, you may enroll in units of POSC 291 if needed (repeatable, with no quarterly or overall cap on the number of units). Most students will be preparing for qualifying exams during the summer after the second year, so typically no enrollment will be required during this time. For this course, students must choose a particular faculty member with whom to enroll. The Department's staff Graduate Assistant can assist further with this. Be sure to inform the professor with whom you are enrolling, and be sure to be clear about requirements and expectations. These units cannot be used to substitute for coursework requirements.
2. **Prospectus Preparation and POSC 297**: When preparing the prospectus, students should enroll in units of POSC 297, which is repeatable but with a maximum of 6 units per quarter. For this course, students must choose a particular faculty member with whom to enroll. Students must inform the professor that they are enrolling with them and inquire about requirements and expectations. These units cannot be used to substitute for coursework requirements.
3. **Dissertation Work and POSC 299**: After defending the prospectus -- that is, when researching and writing the dissertation -- students should enroll in units of POSC 299 as needed (repeatable, with no quarterly or overall cap on number of units). For this course, students must choose a particular faculty member with whom to enroll. Students must inform the professor that they are enrolling with him or her and inquire about requirements and expectations. These units cannot be used to substitute for coursework requirements.

[3] or, during your first quarter as a TA, a combined total of 4 units of POSC 302 plus POSC 301.

4. **Summary and Elaboration**: In Year 3 and after, a combination of non-degree units (such as POSC 291, 297, 299, and 302) may be taken in order to maintain full-time status, to prepare for your prospectus defense, to write your dissertation, and for teaching.

Department Resources

In addition to fellowships and TAships, the department provides support for students' research activities through the following programs.

Conference Travel Awards

The department provides funding for students to participate in academic conferences. Students are typically funded up to $800 annually toward their expenses (department finances permitting). The $800 allocation can be distributed across conferences in any manner, per the student's choice. Funding is in the form of reimbursements for itemized expenses (receipts are required). Travel details must be communicated to CHASS Travel and entered into Concur prior to travel: https://www.concursolutions.com/travelhome.asp **All requests for graduate student travel funding must be approved prior to travel.**
In general, funding is awarded to those who present papers or serve as discussants at academic conferences, although in extraordinary circumstances other forms of participation may be approved upon consultation with the DGS. Students must also provide evidence that they have also applied for funding from the Graduate Student Association (GSA); however, departmental funding is not contingent on being awarded funding from the GSA. For details and forms, please consult with the Graduate Assistant and the GSA: https://gsa.ucr.edu/ctg/ **Note that GSA travel grant applications are due BEFORE the first day of the previous month in which your conference ends.** Apply early. **First-year graduate students** are not eligible for departmental Conference Travel funding. Conference Travel requests should be submitted to the Graduate Student Advisor. Plan early to avoid out-of-pocket expenses.

Gabbert Awards

The Department periodically puts out a call for proposals for research support awards of up to $2,000. Only students who have passed qualifying exams are eligible for these funds. The Department is particularly interested in supporting dissertation research. The graduate committee selects award winners. Applicants submit a 1-to-2-page proposal describing their project, how the funds would be beneficial to their research, and how the funds would be spent. The funds may be used to pay either for a graduate student's research stipend, for relevant training that cannot be obtained at UCR, or for aspects of research, such as: travel to field sites or archives, purchasing data or other materials, hiring research assistance, copying, mailing, or other reasonable research expenses. Students submit their proposal along with a budget sheet and a timeline for the expenditure of the funds. Funds must be expended and reported per university guidelines.

Grants to attend ICPSR and IQRM for Supplementary Methods Training

The Department invites requests for support to attend the Inter-university Consortium for Political and Social Research (ICPSR) Summer Program in Quantitative Research at the University of Michigan and the Institute for Qualitative Research Methods (IQRM) summer program at Syracuse University. The department typically provides support for one student to attend each of these programs by funding tuition and travel.

Applicants typically submit a one-page application explaining why they want support and how attendance supplements previous coursework, supports their research agenda, and facilitates completion of the PhD. Students should also include a curriculum vitae. Applicants who have passed their qualifying exams are preferred. Applications are typically due by email to the Graduate Assistant in early January.

University Resources

As students are enrolled through the Graduate Division, they are required to familiarize themselves with Graduate Division policies. These can be found at https://graduate.ucr.edu/regulations-and-procedures

The Graduate Student Association and Graduate Division offer various forms of support for travel and research. In addition, students may also find the following resources helpful:

GradSuccess

GradSuccess provides a variety of services to meet the needs of UCR's diverse graduate student population. Housed in the Graduate Division, GradSuccess offers programs, workshops, seminars, and consultations by appointment and drop-in. GradSuccess supports graduate students at every stage of study and is concerned with helping students become successful professionals. Please visit: http://graduate.ucr.edu/success.html

The Writing Center

The Graduate Writing Center offers writing support and instruction to all UCR graduate students through free workshops and writing consultations. They provide writing assistance at all stages of the writing process (e.g., abstracts, grant applications, developing journal articles, CV and resume basics, etc.) Trained consultants meet with students to develop their confidence and skills. This is not a proofreading or editing service. Rather, the GWC works with graduate students to help identify areas for improvement in their writing and to help navigate expectations for specific writing endeavors. See: https://gwc.ucr.edu/

Graduate Quantitative Methods Center (GradQuant)

GradQuant is dedicated to improving UCR graduate students' training in quantitative methods. GradQuant offers training in probability and statistical inference, statistical software and computing, math for statistics, data management, and professional ethics in the management and analysis of data. The educational support ranges from remedial and introductory methods to advanced, specialized training. See: https://gradquant.ucr.edu/

Counseling and Psychological Services

UCR's Counseling And Psychological Services (CAPS) provides a range of programs to promote mental health, emotional resilience, and wellness throughout the campus community. Clinical services include individual counseling, couples counseling, and group therapy, as well as

psychiatric services. All services are free, confidential, and provided by a diverse professional staff. Please visit: http://counseling.ucr.edu
The professional clinicians offer outreach and consultation to faculty, staff, and students across campus. They also provide training and education on a variety of mental health and wellness topics, specifically focusing their efforts on working with distressed, suicidal, and disruptive students on campus. Please call the CAPS front desk at 951-827-5531, option 2, for scheduling.

Student Disability Resource Center

UCR works to ensure that students with disabilities have equal access to educational programs and can fully participate in all aspects of campus life. SDRC is the unit designated to receive requests for accommodations, approve services, and coordinate support for students with disabilities to ensure access to the university's educational programs. Please visit: https://sdrc.ucr.edu/

Appeal Procedures for Graduate Students

While appeals are rare, occasionally students wish to appeal academic or administrative decisions that impact their academic progress. The procedures for doing so can be found at: https://graduate.ucr.edu/regulations-and-procedures#appeal-procedures-for-graduate

Teaching Assistantships: An Overview

Each quarter, the Department issues a call for Teaching Assistants (TAs) that is distributed by the Staff Graduate Assistant about six to eight weeks before the beginning of the quarter. Students are asked to list in order of preference the courses they would like to TA.
TAships are assigned in two stages. A list of TAs is determined by identifying those students who are guaranteed TAships and then by ranking those students who have not been guaranteed employment for that quarter, according to the Department's criteria. This produces the initial TA offer list. Once the initial list of TAs is determined, the DGS matches students to courses based on their own preference rankings and preferences submitted by instructors. The Graduate Assistant then prepares offer letters. Sometimes additional positions become available after initial assignments are made, as students on the initial list are offered support outside the department (e.g., in other departments, the Writing Program, or as a GSR). In such cases the rankings are used to determine who is offered the additional positions.
Each new TA must attend the Teaching Assistant Development Program's (TADP) Orientation before they are allowed to teach. See: https://tadp.ucr.edu/ta-training/orientation
Additionally, any student whose native language is not English must pass an English language competency exam before performing duties as a TA. For more information, see: https://graduate.ucr.edu/graduate-student-employment#english-language-proficiency
In the Political Science Department, Teaching Assistants typically oversee three sections of 22-27 students per section. TAs are limited in their work to an average of 20 hours per week. While exact duties are negotiated with the faculty, TAs are typically required to:

- Attend all lectures, teach weekly discussion sections, and grade papers, exams, and/or other assignments. [*Note that TAs are **not** meant to lecture during discussion sections. The purpose of a discussion section is for the students enrolled in the course to be able to **discuss** and debate the material with each other while the TA facilitates.*]
- Consult with the professor as to grading policies, course content, and procedures.
- Properly and thoroughly prepare for each class, lab, or discussion section for which they are responsible.
- Assign appropriate work and read and grade the work thoroughly and as rapidly as possible.
- Post at least one office hour per week per section and hold those office hours without fail.
- Report grades accurately and on time to the instructor in charge of the course.
- Give grade books to the instructor in charge at the end of the quarter and as needed.
- Maintain a professional attitude toward all students at all times.

Graduate students who receive fellowships (either intramural or extramural) will not be guaranteed a Teaching Assistantship in the Department for the duration of their fellowships. Students who receive stipend-only fellowships may have their tuition and fees paid by the Graduate Division. In general, only students with comprehensive academic student employment (ASE) positions can have their tuition and fees paid for that quarter.

Graduate Student Employment Eligibility Requirements

Graduate students must meet UCR Graduate Division requirements and program standards to be eligible for employment. Employment eligibility is based on academic standing, progress toward the degree, length of employment, and the requirements of the specific appointment.

1. Academic Eligibility Requirements

Students must meet the following minimum academic requirements to hold a graduate student employment appointment.

Grade Point Average (GPA)

- Students holding Graduate Student Researcher (GSR), teaching (Teaching Assistant, Associate Instructor, or Teaching Fellow), and Reader appointments must maintain a minimum cumulative GPA of 3.00.
    - Exceptions are not granted for teaching appointments.
    - For GSR and Reader appointments, an exception may be requested from the Graduate Dean before the appointment. Requests must include a memo of support from the Graduate Advisor or Department Chair.
        - Exceptions, if approved, are normally limited to one quarter. Students are expected to restore their GPA to the required minimum during that quarter.

Incomplete Grades

- Students may not have more than seven units of Incomplete (I) grades to be eligible for employment.
- No exceptions are granted.

2. Length of Service and Employment Eligibility

Graduate student employment is subject to two separate sets of limits: (1) ASE teaching appointment limits, based on the number of quarters a student has held a teaching position, and (2) overall employment eligibility, based on the total number of quarters enrolled in the graduate program.

A. ASE Teaching Appointment Limits

For students making appropriate academic progress, the standard limit for Academic Student Employee (ASE) teaching appointments is 12 quarters. This limit applies to Teaching Assistants (TAs), Associate Instructors (AIs), and Teaching Fellows. Graduate Student Researcher (GSR) appointments do not count toward this teaching appointment limit.

Additional teaching employment may be permitted through exceptions approved by the Graduate Dean upon written request from the academic program.

- **12 quarters:** Standard teaching appointment limit.
- **Beyond 12 through 15 quarters:** Additional employment requires an exception written by the DGS and approved by the Graduate Dean for each additional quarter.
- **Beyond 15 quarters:** An additional exception request is required.
- **18 quarters:** Absolute maximum for combined teaching appointments (TA, Teaching Fellow, and AI). No student may exceed this limit. These limits are based on quarters of teaching employment, not total quarters enrolled in the graduate program.

For additional information, visit the UCR Graduate Division ASE webpage:
https://graduate.ucr.edu/academic-student-employee-ase

B. Overall Employment Eligibility: Academic Progress and Time to Degree

All graduate student employment, including TA, Teaching Fellow, AI, and GSR appointments, is subject to academic progress and time-to-degree requirements. These limits are based on the total number of quarters enrolled in the graduate program, regardless of employment history.

Advancement to Candidacy (Ph.D. Students)

- Students are expected to advance to candidacy by their 13th quarter of enrollment.
- Students who have not advanced by their 13th quarter must submit a timetable outlining their plan to complete the Ph.D. Oral Qualifying Examination and advance to candidacy.
- Students may submit timetables for the 14th and 15th quarters to document their continued progress toward advancement.
- Students who have not advanced after 15 quarters are no longer eligible for any UCR employment. No employment exception is available, regardless of whether a timetable has been approved. A timetable extending into the 16th quarter does not permit continued employment.

Degree Completion

Students who have not completed their degree by their 21st quarter of enrollment are no longer eligible for UCR employment.

3. Teaching Effectiveness and Eligibility

Teaching Assistants (TAs) must meet minimum standards of teaching effectiveness, as measured by student evaluations.

- TAs receiving an overall teaching effectiveness score of 4.00 or lower must attend workshops or other required instructional development activities to improve their teaching.

- TAs who receive a score of 4.00 or lower for three quarters are no longer eligible for TA appointments.

4. Filing Fee Status

Students on Filing Fee status are not registered for academic units and do not pay regular registration fees. They are not eligible for graduate student employment appointments, except for Reader and Tutor positions.

Additional information is available on the UCR Graduate Student Employment webpage: https://graduate.ucr.edu/graduate-student-employment

5. Leave of Absence (LOA)

Students on an approved Leave of Absence are not eligible to hold graduate student employment appointments, including Teaching Assistant, Graduate Student Researcher, Reader, Tutor, or other student employment positions.

6. Continued Enrollment Without Employment

Students who exceed the applicable academic progress or time-to-degree employment limits may continue in their graduate programs, subject to academic standing and program requirements. However, they are no longer eligible for UCR employment, including TA, Teaching Fellow, AI, or GSR appointments.

Students who continue their studies without employment must make alternative financial arrangements to cover their tuition, fees, and other educational expenses.

Important: ASE teaching appointment limits (12, 15, and 18 quarters) are based on the number of quarters a student has held a teaching appointment. Overall employment eligibility limits (15 quarters for advancement to candidacy and 21 quarters for degree completion) are based on the total number of quarters enrolled in the graduate program. These requirements apply independently, and meeting one set of requirements does not guarantee eligibility under the other.

For additional information, visit **https://graduate.ucr.edu/graduate-student-employment#graduate-student-appointment-t**

Graduate Student Records and Degree Progress
R'Grad and Graduate Student Management System (GSMS). R'Grad is the University's graduate student management system used to track degree milestones, submit petitions, and manage graduate student academic processes. R'Grad will remain operational during the 2025–2026 academic year and is scheduled to be replaced by the Graduate Student Management System (GSMS) during the 2026–2027 academic year. GSMS will serve as the University's centralized platform for managing graduate student records, degree milestones, teaching

assistantships (TAships), petitions, and related academic and administrative processes. Until the transition is complete, students are expected to continue using R'Grad for all applicable processes. Students are responsible for regularly monitoring their records, submitting required petitions, and completing administrative requirements by established deadlines.

R'Web and Banner. R'Web is the University's student portal, providing access to Banner and other academic services. Through Banner, students can review their degree audits, academic transcripts, course registrations, and other academic records. R'Web also provides access to graduate student applications and related university services. Students are expected to regularly consult R'Web to monitor their academic progress, verify the accuracy of their records, and ensure they are meeting degree requirements and applicable deadlines. Any discrepancies should be promptly brought to the attention of the Graduate Student Affairs Officer or Graduate Advisor.

Appendix A. Political Science Courses by Field

Courses in blue are required for all students. Courses in red are required for that major.

Methods (POSC 201 and 202A and 203 + 2 others)	**American Politics** (POSC 249 + 3 others)	**Comparative Politics** (4 courses)	**International Relations** (POSC 216 + 3 others)	**Mass Political Behavior** (POSC 255 **or** 256 + 3 others)	**Political Theory** (POSC 212 + 3 others)
POSC 201	POSC 208*	POSC 217	POSC 206*	POSC 208	POSC 212
POSC 202A	POSC 249	POSC 227	POSC 214	POSC 220	POSC 213
POSC 203	POSC 250	POSC 263	POSC 215	POSC 253	POSC 268
POSC 202B	POSC 252	POSC 266	POSC 216	POSC 255	POSC 280
POSC 204	POSC 254	POSC 271	POSC 231	POSC 256	POSC 281
POSC 205	POSC 259*	POSC 272*	POSC 262	POSC 257*	POSC 283
POSC 207	POSC 261	POSC 273*	POSC 263	POSC 258	POSC 267*
POSC 209		POSC 274	POSC 264	POSC 259*	
POSC 210		POSC 275	POSC 267*	POSC 260	
POSC 211		POSC 276	POSC 268		
POSC 225*		POSC 278	POSC 269		
		POSC 279	POSC 218		
		POSC 282			

** Course may count toward that field depending on the particular instructor and content. See Appendix G for an explanation about how to get a course to count for a different area. Course categories are subject to change. For further questions regarding counting a course for credit across fields, please contact the Director of Graduate Studies.*

Appendix B. Qualifying Exam

B.1 Procedures

Students take qualifying exams in each of their two major fields just prior to the Fall of their third year. These exams are typically administered over an approximately ten-day period in September in order to minimize conflict with other responsibilities. The department can assign the exams as either take home or in person. Precise exam procedure and dates are typically determined by the Graduate Committee in late Spring or early Summer and relayed to students at that time. Exam results are typically reported by the Graduate Assistant or DGS on a field-by field basis within 2-4 weeks after the exam. These results are also reported to Graduate Division.

Procedures for Taking the Qualifying Exam in American Politics

Students taking the exam in American politics answer one general question about American Politics that requires knowledge of research in all areas of the field. In addition, students answer one question from each of two subfields (of their choice) from the below list. Responses are limited to 14 pages for the general question and 8 pages for each of the subfield questions.

Subfields:

National institutions
Public policy
Subnational politics
Parties and interest groups
Race, ethnicity and identity politics

Students may take exams in other subfields upon approval of the American Politics Field Chair. Two exam readers (graders) are selected from among faculty in the American politics field by the Field Chair. The Field Chair will solicit faculty comments about the exam, and write and file the grade evaluation to reflect the graders' recommendation. Should the two faculty make conflicting recommendations about whether an exam is passing, the Field Chair will appoint a 3rd reader to grade the exam. In a meeting or by email, the American politics faculty will approve or modify this proposal.

Procedures for Taking the Qualifying Exam in Comparative Politics

Students will answer two breadth questions and one depth question.

For the *breadth questions*, students must prepare in two subfields within Comparative Politics, typically aligned with two seminars they have taken. Preparation involves the course syllabus, though students must consult with instructors to confirm if additional readings are required. Because students choose different combinations of subfields and instructors, each student's reading list will vary, though there will be some overlap. To accommodate this variation, the exam will be organized as a menu of options: there will be several thematic sections, each offering two alternative questions. Students must select one question from two different sections. Selecting two questions from the same section is not permitted.

In addition to the breadth questions, students will answer one *depth question* focused on a specialized area of their choice (e.g., populism in Europe, immigration attitudes, the politics of Central Banks). This area may stem from a seminar or from independent interest. The goal is to allow students to conduct a focused review of a topic related to potential dissertation research.

The depth question will be more research-oriented than the breadth questions, potentially asking students to outline a research design or discuss a prospectus idea in light of the existing literature. The specific format will depend on the faculty member writing the question and the student's background knowledge.
By week 5 of Spring Quarter (Year 2), students should contact the Comparative Politics field chair to propose a depth topic and receive a referral to a faculty member with relevant expertise. In consultation with that faculty member, the student will prepare a reading list of 25 books/articles by the end of that Spring Quarter.
As far as grading goes, we usually assign one faculty member to be a coordinator. That person then determines which other faculty need to be involved in grading. We tend to lean on the faculty with expertise in a given subfield to do the most careful reading of that exam, but whoever is assembled as part of the team for the exam is expected to read all answers to the questions. The team will never be fewer than two faculty members but may involve more. We then compare notes and decide collectively on a final grade for the exam.

Procedures for Taking the Qualifying Exam in International Relations
In International Relations, the qualifying exam consists of three sections, and students must answer one question from each section. The first section tests students in their general knowledge of international relations theory. The second section focuses on international political economy. IR majors are strongly advised to take either POSC 214 (Political Economy of International Trade) or POSC 215 (Political Economy of International Finance) in preparation for the IPE portion of the exam. The third section is an elective section, which is tailored around additional IR coursework that the student has completed prior to taking the exam. In recent years, students have chosen questions related to elective courses in human rights and humanitarianism, ethics and international politics, international property rights, transnational labor, international migration, or conflict and conflict resolution. Thus, students are expected to demonstrate breadth of knowledge within the field as well as depth of knowledge in relation to emerging areas of interest and areas covered more intensively in coursework. Students are typically allowed to choose from a list of 2-3 questions within each section. Each of the three essays is expected to be approximately 10 pages double spaced, including citations. The exams are reviewed by International Relations faculty members, and each essay is read by at least two professors.

Procedures for Taking the Qualifying Exam in Mass Political Behavior
Students taking exams in Mass Political Behavior answer three questions that require knowledge of research in all subfields of mass behavior. Typically, these consist of one broad question and two more narrow questions. The broad question requires a no more than 14 page (double spaced) answer, while the narrow questions require no more than 8 page (double spaced) answers each (excluding reference lists). The exam is written collaboratively by all of the field faculty. Students select two readers (an exam coordinator and a reader) who grade the exam. The exam coordinator writes the evaluation after consultation with the reader.

Procedures for Taking the Qualifying Exam in Political Theory
It is strongly recommended that students complete the four major field course requirements in Political Theory before taking the exam. In cases where students are impacted by a lack of course offerings beyond their control, exceptions may be made for them to take the exam, having taken a minimum of three Political Theory courses. However, in such cases, the student must

contact the Political Theory field chair no later than the beginning of the spring quarter prior to the exam in order to request such an exception.

In Political Theory, the qualifying exam is based on the graduate coursework taken by the students being tested in a given year. Each student answers three questions, in essay form, each essay about 7-8 pages. The faculty write a set of questions that (a) encourages the students to cover a wide range of material, both in preparation and in actual writing, and (b) gives them some choice, especially so that no one has to answer a question pertaining to course material they haven't covered. Students should make sure that each essay has an argument or thesis; that it addresses the question directly; and that it does not simply summarize literature. The time period and related formalities are, of course, the same as for all Political Science qualifying exams. After completion of exams, each essay is read by two professors. The individual essay grades are combined to produce an overall grade for the exam.

B.2 Qualifying Examination Failure and Retake Policy

Committee Decisions and Authority. Each subfield examination committee is responsible for evaluating its respective examination and may: (1) assign a passing grade, including superior pass, pass, or marginal pass, where applicable; (2) assign a failing grade and recommend a retake; or (3) assign a failing grade without recommending a retake. Retakes are granted only upon the recommendation of the examining committee and are not automatic.

Eligibility and Limits on Retakes. Students are permitted one initial attempt in each of their two major fields and a maximum of one retake overall. A retake is permitted only in the subfield examination the student failed and for which the examining committee recommended a retake. Students may not retake both examinations or switch subfields to circumvent this limitation.

Consequences of Examination Failure. Students must pass both major field examinations to continue in the PhD program. A student who fails one examination and is not recommended for a retake, or who fails an authorized retake, is subject to dismissal. A student who fails both examinations is also subject to dismissal because the limit of one retake makes it impossible to satisfy both examination requirements. However, a student who fails both examinations may be permitted to retake one, upon the recommendation of the corresponding examining committee, for the sole purpose of satisfying the examination requirements for a terminal master's degree. Such a retake does not restore eligibility to continue in the PhD program.

Format of the Retake. The examining committee determines the format of the retake, which may differ from the original examination, including the use of an oral examination. Regardless of format, the retake must assess substantially the same subject matter and competencies as the original examination. Students completing a written retake normally have ten calendar days to submit their examination.

Timing and Extensions. Retakes are normally administered during Winter Quarter of the same academic year, approximately 90 calendar days after notification of the failed examination, and must be completed by the end of Winter Quarter. An extension into Spring Quarter may be granted by the Graduate Studies Committee upon written petition documenting significant mitigating circumstances beyond the student's control, such as serious illness or a death in the immediate family. Students who fail to complete an authorized retake by the established deadline, absent an approved extension, are subject to dismissal from the PhD program.

Appendix C. Methods Certificate

This appendix provides additional information regarding courses that will fulfill the elective component of the methods requirement and provides information about the Methods Certificate.

Political Science PhD students may earn a Methods Certificate by completing six methods courses that together constitute a coherent program of study. The program may be tailored to each student's research interests and methodological needs.

For the Quantitative Methods Certificate, students must complete four required courses and two elective courses. Students may request to substitute one or more of the required courses with other appropriate methods courses, including courses offered by other departments. Substitution requests must include a justification explaining how the proposed course contributes to the student's methodological training and program of study. All substitutions require approval from both the Director of Graduate Studies (DGS) and the Quantitative Methods Coordinator. Students may also request approval to count elective methods courses that are not included in the list below. Such requests are subject to the same justification and approval requirements.

Sample Qualitative Methods Certificate Tracks

Comparative Politics sample track:
201, 202A, 203, 210, 211, SOC 204A, or any pre-approved course listed below
International Relations sample track:
201, 202A, 203, SOC 200, HIST 251A, HIST 251B, or any pre-approved course listed below
Political Theory sample track:
201, 202A, 203, 210, HIST 254, language courses, or any pre-approved course listed below

Sample Quantitative Methods Certificate Tracks:

American Politics/Mass Behavior sample tracks:
Required: POSC 201, POSC 203, POSC 202A, POSC 202B, POSC 202C
Optional: POSC 205, POSC 207, POSC 300, or any pre-approved course listed below

Comparative Politics sample track:
Required: POSC 201, POSC 203, POSC 202A, POSC 202B, POSC 202C
Optional: POSC 205, ECON 244, POSC 300, or any pre-approved course listed below

International Relations sample track:
Required: POSC 201, POSC 203, POSC 202A, POSC 202B, POSC 202C
Optional: POSC 204, POSC 225, POSC 300, or any pre-approved course listed below

Pre-Approved List of Qualitative Methods Courses[4]

The list below represents qualitative methods courses that can be taken to fulfill the elective methods requirements as described in this handbook. Any course on the list below has already been approved by the Political Science faculty. If a student wants to use a course not on this list, they must have it approved (before enrolling) by the DGS.

[4] The outside courses listed here are pre-approved to count toward the methods certificate; however, enrollment itself still requires DGS approval.

Language Courses – Students may replace one of the required courses for the methods certificate with intensive language training that is relevant for the student's dissertation. Students should consult with their advisor and the DGS before pursuing this option.
POSC 210 Qualitative-Interpretive Research Methods (4) Seminar, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Introduction to the use of formal theory in political science. Covers interpretive methods used in social science including interviews, ethnography, participant-observation, archival research, and research ethics. Provides practical experience with the major steps of interpretive research including project design and implementation, data analysis, writing and publishing. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and DGS.

POSC 211 Comparative Historical Analysis – Course in Development. POSC 211 Comparative Historical Analysis 4 Seminar, 3 hours; individual study, 1.5 hours; written work, 1.5 hours. Prerequisite(s): POSC 203 with a grade of C- or better; graduate standing; or consent of instructor. Offers advanced training in methods of comparative historical analysis (CHA) in the social sciences. Topics include intellectual history of CHA, temporal analysis, path dependence, historical institutionalism, data collection, mixed-methods research, and publishing. Focuses on creating and critiquing research designs and undertaking major CHA projects. Assumes background in qualitative methodology. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor.

ANTH 210A Description and Inference in Anthropology(4) Seminar, 3 hours; outside research, 1 hour; individual study, 1 hour; extra reading, 1 hour. Prerequisite(s): graduate standing or consent of instructor. An examination of the modes of defining concepts and relations, developing and framing theories, and relating data to theory in anthropology; analysis of representative attempts to describe and explain behavior; and practice in carrying out simple analyses.

ANTH 251 Theory and Method in Mexican Ethnography(4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Focuses on the basic issues of theory and method in Mexican ethnography. Major streams of thought framing the substance and approaches of rural and urban ethnographies of Mexico are examined.

ANTH 260 Ethnographic Field Methods(4) Seminar, 3 hours; field, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Introduces ethnographic field methodologies and research techniques through theoretical and practical application. Examines historical and contemporary models of fieldwork practices and ethics. Topics include fieldwork preparation; participant observation; ethnographic responsibilities; data collection techniques; interviews; gendered dynamics of field research; historical and visual methods; and violence in the field. Course is repeatable.

ETST 203 Research Methods in Ethnic Studies(4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing; consent of instructor. Examines some of the foundational theories and methods employed in the field of ethnic studies. Provides basic knowledge in designing and implementing a research project utilizing multiple methods. Course is repeatable as content changes to a maximum of 12 units.

HIST 250 New Directions in Historical Research(4) Seminar, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Frontiers of research in major historical periods. Explores emerging theories and innovative methods and considers their relevance to the future of the discipline. Discusses the methods and kinds of research which are most fruitful in the assigned instructor's particular specialty. Course is repeatable as topics change to a maximum of 12 units.

HIST 251A General Research Seminar in History(4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. A general research seminar in history including European, continental European, British, Russian, ancient, and Latin American history. Includes a major research paper based on extensive use of primary source material. Graded In Progress (IP) until HIST 251A and HIST 251B are completed, at which time a final grade is assigned. After completing both HIST 251A and HIST 251B, students may repeat the sequence once for credit; total credit for each course may not exceed 8 units.

HIST 251B General Research Seminar in History(4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): HIST 251A; graduate standing; or consent of instructor. A general research seminar in history including European, continental European, British, Russian, ancient, and Latin American history. Includes readings in archival and research methods. Also includes a major research paper based on extensive use of primary source material. After completing both HIST 251A and HIST 251B, students may repeat the sequence once for credit; total credit for each course may not exceed 8 units.

HIST 254 Reading Seminar in Historical Theory and Methods(4) Seminar, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing; consent of instructor; consent of advisor if repeating the course. Studies the evolution of the discipline of history by exploring theories, philosophies, and methods that are used in historical explanation. Concentrates on how some particular body of theory has influenced the writing of history. Course is repeatable to a maximum of 12 units as topics change.

HIST 287A Research Seminar in Nature, Place, and Space: Environmental and Spatial Approaches to History(4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Surveys historical literature and methodologies involved in spatial and environmental analyses of the past. Examines technical and methodological issues involved in using spatial documents (maps). Discusses applications of historical research to environmental remediation. Includes work on a research paper. May be taken as a one- or two-quarter course (HIST 287A, HIST 287B). Graded In Progress (IP) until the last quarter is completed, at which time a final grade is assigned. After completing both HIST 287A and HIST 287B, students may repeat the sequence once for credit; total credit for each course may not exceed 8 units.

HIST 287B Research Seminar in Nature, Place, and Space: Environmental and Spatial Approaches to History(4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor; HIST 287A. Surveys historical literature and methodologies involved in spatial and environmental analyses of the past. Examines technical and

methodological issues involved in using spatial documents (maps). Discusses applications of historical research to environmental remediation. Students discuss and critique each other's research. After completing both HIST 287A and HIST 287B, students may repeat the sequence once for credit; total credit for each course may not exceed 8 units. Course is repeatable to a maximum of 8 units.

PBPL 212 Qualitative Social Science Methods (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Introduces the qualitative methods widely used in the social sciences and their use in analyzing policy formulation, policy implementation, and policy effects. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and DGS.

SOC 200 Research Design (4) Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Provides basic training in research design for sociologists. Begins with strategies for deriving theoretically informed empirical questions. Proceeds with discussion of how to collect and analyze date most appropriate to answer such questions. This course is required for both the M.A. and PhD in Sociology. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and DGS.

SOC 204A Qualitative Methods I (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing; or consent of instructor.
An overview of the uses of qualitative methods in sociology. Topics include epistemological questions, ethnography, interviewing, historical and comparative methods, and research ethics. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and DGS.

SOC 204B Qualitative Methods II (4) Seminar, 3 hours; extra reading, 2 hours; outside research, 2 hours. Prerequisite(s): SOC 204A, graduate standing or consent of instructor. Designed to develop skills in conducting qualitative research. Emphasizes with the organization, interpretation/analysis, and presentation of textual data. Students who take this course to meet Sociology M.A./PhD requirements receive a letter grade; other students may be graded Satisfactory (S) or No Credit (NC) with consent of the instructor.

SOC 208 Proseminar in Qualitative Sociology (2) Seminar, 1 hour; extra reading, 3 hours. Prerequisite(s): graduate standing in Sociology or consent of the instructor. Discusses sociological works in the qualitative tradition. Emphasizes developing and refining skills in qualitative methods. Normally graded Satisfactory (S) or No Credit (NC), but students may petition the instructor for a letter grade on the basis of assigned extra work or examination. Course is repeatable to a maximum of 12 units.

SOC 244 Institutional Analysis (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. The comparative and historical analysis of human social institutions, with emphasis on: (a) the emergence and development of the basic institutional systems of economy, polity, kinship, religion, law, and education; (b) the structure and process of these institutions in varying types of societies; (c) the interrelation of these institutions to each other and to other structuring processes. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and advisor.

SOC 261 World-Systems Analysis (4) Seminar, 4 hours. Prerequisite(s): graduate standing or consent of instructor. Focuses on social evolution, world-systems analysis, and globalization. Students who take the course to meet specialization requirements receive a letter grade; other students receive a letter grade or Satisfactory (S) or No Credit (NC) grade.

Pre-Approved List of Quantitative Methods Courses[5]

The list below represents quantitative methods courses that can be taken to fulfill the elective methods requirements that are described earlier in this handbook. Any course on the list below has already been approved by the Political Science faculty. If a student wants to use a course not on this list, they must have it approved (before enrolling) by the DGS and the quantitative methods field chair.

POSC 202B Survey of Quantitative Methods (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): POSC 201 or consent of the instructor e. Covers data analysis for political science applications. Topics include regression analysis, multivariate methods, and linear and generalized linear models.

POSC 202C Theory and Methods of Causal Inference and Causal Analysis (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): POSC 202a and POSC 202b. Covers quantitative causal modeling and causal analysis in political science. Topics include difference-in-difference, instrumental variables, and related topics.

POSC 204 Mathematical Modeling in Political Science (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Survey of basic mathematical tools relevant to research in political science and other disciplines of the social sciences, with an emphasis on concepts and applications. Topics include sets, matrix algebra, comparative-static analysis, optimization problems, exponential and logarithmic functions, equality constraints in optimization, and integration.

POSC 205 Advanced Regression Analysis (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): POSC 202B. Introduction to the use of advanced techniques in regression analysis. Topics include model specification, measures of goodness of fit, two-stage least squares, and models with binary dependent variables.

POSC 207 Advanced Quantitative Analysis (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): MATH 005, POSC 202B; or consent of instructor. Introduction to the use of advanced techniques in quantitative analysis. Topics include maximum likelihood, sample selection bias, simultaneous equations.

POSC 209 Advanced Political Methodology. (4) Units, Lecture, 3 hours; written work, 1.5 hours; term paper, 1.5 hours. Prerequisite(s): POSC 202A, POSC 202B; or equivalent; graduate

[5] The outside courses listed here are pre-approved to count toward the methods certificate; however, enrollment itself still requires DGS approval.

standing; or consent of instructor. Introduces advanced methods in modern quantitative political science. Topics vary by quarter and may include machine learning for text, image, audio, and video analysis; LLMs for measurement and simulation; predictive modeling; mixed-effects and latent variable models; and clustering, dimension reduction, and advanced causal inference. Emphasizes theory and contemporary applications. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and graduate advisor. Course is repeatable as content or topic changes to a maximum of 16 units.

POSC 225 Formal Analysis (4) Seminar, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Introduction to the use of formal theory in political science. Covers the basics of game theoretical analysis and applications to substantive issues in the discipline. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and DGS. Course is repeatable to a maximum of 8 units

POSC 300 TBD. Advanced Topics in Political Methodology (4) Lecture, 3 hours; research, 3 hours. Prerequisite(s): POSC 202a and POSC 202b. Covers advanced empirical modeling. Topics include machine learning approaches for analyzing unstructured data such as text, images, audio, and video, and LLMs as tools for measurement.

ECON 205A Econometric Methods I (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ECON 104A; ECON 105A; MATH 009A;MATH 009B; STAT 100B; or equivalents. Examines econometric methods for the analysis of economic data and the construction of econometric models with applications to microeconomics and macroeconomics. Covers the linear regression model and related techniques of matrix algebra. Also addresses statistical estimation and inference.

ECON 205B Econometric Methods II (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ECON 205A or equivalent. Examines econometric methods covering extensions of the basic regression model, nonlinear models, and limited dependent variable models.

ECON 205C Econometric Methods III (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ECON 205B or equivalent. Examines econometric methods for the analysis of economic data and the construction of econometric models with applications to time- series macroeconomics. Covers univariate time- series models, volatility models, simultaneous equation models, and dynamic econometric models.

ECON 244 Empirical Research Methods (4) Lecture, 3 hours; tutorial, 1 hour; written work, 2 hours. Prerequisite(s): ECON 205B or equivalent. Introduction to empirical techniques used in modern applied economics, with a focus on identification strategies. Topics include natural experiments, instrumental variables, regression discontinuity, and panel data. Emphasis is on practical application of techniques and solutions to problems empirical researchers encounter.

EDUC 214C Educational Research: Experimental Design (5) Lecture, 3 hours; laboratory, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 214B or consent of instructor. Focus is on common designs used in education, including higher order factorials, hierarchical designs,

and repeated measures. Emphasis is on design application and appropriate statistical analysis for education. Covers ANCOVA.

EDUC 215C Structural Equation Modeling (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): EDUC 215A or equivalent. Introduction to structural equation modeling (SEM) techniques. Emphasizes theory, application, and interpretation of techniques. Addresses development in the use and interpretation of specialized software. Topics include confirmatory factor analysis, covariance structure analysis, structural regression models, and latent change analysis. Considers model definition and specification, identification, estimation, and testing.

EDUC 215D Multilevel Modeling (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 214C or consent of instructor. Covers the processes involved in conceptualizing, conducting, interpreting, and composing multilevel analyses. Includes ANOVA and ANCOVA with random effects, means-as- outcomes, random-coefficients, intercepts and slopes as outcomes, and growth models. Also addresses model building and assessment, centering, estimation, hypothesis testing, contextual and compositional effects, and other related topics.

EDUC 215E Advanced Applications of Multilevel Modeling (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): EDUC 215D or consent of instructor. Recent developments and advanced applications of multilevel modeling for research in education and the social sciences. Topics include mediation, cross-classified, mixture, multivariate, nonlinear, multiple group, and growth models. Also covers Bayesian estimation, causal inference, and other new or advanced topics related to multilevel modeling. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and DGS.

EDUC 215F Causal Modeling in Education (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): EDUC 214B; graduate standing. Overview of methods for estimating causal effects in social research. Topics include randomized experiments, regression discontinuity, interrupted time series, difference- in-differences, instrumental variables, matching, and fixed effects. Focuses on statistical theory, data requirements, and appropriate applications. Students gain experience applying methods through assignments analyzing real data.

EDUC 242A Educational and Psychological Measurement and Evaluation (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 214B; consent of instructor. Examines topics in measurement and evaluation including classical test theory and program evaluation design. Focus is on application in educational and psychological settings and critical examination of norm-referenced and criterion- referenced testing.

EDUC 242B Advanced Educational and Psychological Measurement and Evaluation (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 242A or equivalent or consent of instructor. Examines advanced topics in measurement and evaluation including generalizability theory and item response theory. Emphasis is on the statistical basis of these theories and their application in educational and psychological settings.

EDUC 242C Applied Measurement in Education (4) Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 242B or equivalent or consent of instructor. Examines applications of advanced topics in measurement and evaluation including generalizability theory and item response theory. Emphasizes qualitative and quantitative approaches to examine measurement properties that should be considered when designing instruments for use in educational and psychological settings.

PSYC 213 Experimental Design and Analysis of Variance (4) Lecture, 3 hours; discussion, 2 hours. Prerequisite(s): graduate standing in Psychology, PSYC 211; or consent of instructor. Experimental design and analysis of variance including repeated measures and mixed designs, with special attention to exploratory data analysis, nested designs, interactions, and contrasts.

PSYC 243 Multivariate Statistics (3) Lecture, 3 hours; laboratory, 1 hour. Prerequisite(s): PSYC 211, PSYC 212, PSYC 213. Introduces students to multivariate statistical methods, including multivariate analysis of variance, analysis of covariance, repeated measures analysis of variance, cluster analysis, discriminant function analysis, multivariate regression, principal components analysis, exploratory factor analysis, and confirmatory factor analysis. Focuses on the theoretical and practical applications of each method. Graded Satisfactory (S) or No Credit (NC).

PSYC 259 Topics in Quantitative Methods (3) Lecture, 3 hours. Prerequisite(s): graduate standing in Psychology or consent of instructor. A study of selected advanced topics in quantitative methods specifically for behavioral research, especially multivariate analysis. Graded Satisfactory (S) or No Credit (NC). Course is repeatable as topics change.

SOC 203B Quantitative Methods II (4) Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing in Sociology; SOC 203A or equivalent or consent of instructor. Covers generalizations of the general linear model to limited dependent variables. Also covers mixed models for data arising from nested, time-series, and pooled cross-sectional and time-series designs. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and DGS.

SOC 205 Categorical and Survival Data Analysis (4) Seminar, 3 hours; laboratory, 1 hour; extra reading, 2 hours. Prerequisite(s): SOC 203B, graduate standing; or consent of instructor. Introduces the analysis of limited dependent variables in social science and epidemiologic research. Covers in detail survival analysis including recent advances and emerging controversies. May be taken Satisfactory (S) or No Credit (NC) with consent of instructor and DGS.

STAT 202A Regression, ANOVA, and Design (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 170A or equivalent, graduate standing; or consent of instructor. Topics include Linear Regression Models, Correlations, Fitting and Prediction, Diagnostics, Transformations, Collinearity, and Influential Observations, Model Selection, Subset Selection, Bayesian Model Selection, Regularization, Shrinkage Methods, Nonparametric and Semi-parametric Regressions.

STAT 202B Regression, ANOVA, and Design (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 170B, STAT 202A or equivalents, graduate standing; or consent of instructor. Topics include Fixed Effects Models with or without Interactions, Types 1- 4 ANOVA, Multiple Testing, ANCOVA, Mixed Effects Models, ML and REML Estimation Methods, BLUP, Multiple Crossed and Nested Factors, Analysis of Longitudinal Data, General Linear Mixed Models, Parametric Models for Covariance Structure, Bayesian ANOVA.

STAT 202C Regression, ANOVA, and Design (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 170B, STAT 202B or equivalents, graduate standing; or consent of instructor. Topics include Basic Principles of Experimentation, Clinical Trials, Completely Randomized Design, Power and Sample Size, Randomized Block Design, Latin Square Design, Factorial Experiments, Response Surface Experiments, Case Control Studies, Matched case-control studies, Choice Experiments, Bayesian Design of Experiments.

STAT 203A Bayesian Statistics I (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160C or equivalent. Subjective probability, Renyi axiom system, Savage axioms, coherence, Bayes theorem, credibility intervals, Lindley paradox, empirical Bayes estimation, natural conjugate priors, de Finetti's theorem, approximation methods, Bayesian bootstrap, Bayesian computer programs.

STAT 203B Bayesian Statistics II (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 203A. Assessing priors, nonparametric density estimation for expert group judgements, Bayesian regression, Bayesian analysis of variance, Bayesian regression with correlated disturbances and heteroscedasticity, Bayesian inference in time series models, Bayesian classification, Bayesian inference in spatial statistics, Bayesian factor analysis, disputed authorship.

STAT 204A Advanced Design and Analysis of Experiments (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 202C or equivalent, graduate standing; or consent of instructor. Topics include block, row-column, crossover and repeated measure designs; factorial experiments; confounding; fractional factorials; response surface designs; method of steepest ascent; canonical representation; rotatable, minimum bias, variance, and mean square error designs.

STAT 204B Advanced Design and Analysis of Experiments (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 204A or equivalent, graduate standing; or consent of instructor. Topics include mixture experiments; split-plot; optimum design theory; locally optimal designs; binomial experiments; dose response experiments; group sequential and time sequential design and analysis for failure time end points; adaptive designs.

STAT 205 Discrete Data Analysis (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160A, STAT 160B, STAT 160C or equivalents; or consent of instructor. Contingency tables, log-linear models, information theory models, maximum likelihood estimation, goodness of fit, measures of association, computational procedures.

STAT 216A Time Series Analysis (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160A, STAT 160B, STAT 160C, STAT 161, or equivalents. Topics include stationary processes, autoregressive--moving average (ARIMA) processes, trend, seasonality, model building, estimation and forecasting, and spectral analysis and estimation.

STAT 216B Time Series Analysis (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 216A or consent of instructor. Topics include spectral analysis and estimation, higher-order spectral analysis, Kalman filtering and prediction, and nonlinear, nonstationary, and non-Gaussian time series.

STAT 217 Mixture Models and Their Applications (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 170A, STAT 171, STAT 201C or equivalent. An introduction of mixture models (also known as latent class models or unsupervised learning models). Includes expectation-maximization (EM) algorithm, mixtures of regression models, and their applications such as clustering and density estimation.

STAT 220A Multivariate Analysis (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160A, STAT 160B, STAT 160C, or equivalents; familiarity with matrix algebra. Topics include algebra and calculus of vectors and matrices, special multivariate distributions (Normal, Wishart, Hotelling's T-squared, multivariate T, multivariate log-normal, etc).

STAT 220B Multivariate Analysis (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 220A or consent of instructor. Topics include categorical dependent variable regression, loglinear models, inference in the multivariate normal distribution, multivariate multiple regression, hypothesis testing, likelihood ratio tests, multivariate analysis of variance and covariance, principal components analysis, factor analysis, and classification and discrimination models.

STAT 230 Sampling Theory (4) Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): STAT 160C. Covers the theory of stratified, ratio, and regression methods of estimation and cluster and double sampling. Includes the concept of sufficiency and its applications from finite populations, non-sampling errors, estimation of response bias and of optimum number of interviewers, and sampling inspection.

STAT 240 Nonparametric Methods (4) Lecture, 3 hours; consultation, 1 hour. Prerequisite(s): STAT 160A, STAT 160B, STAT 160C. Theory of distribution-free statistics, ranking statistics, rank correlation, U-statistics. Nonparametric point and interval estimation. Empirical distribution function methods. Combinatorial problems; runs, matching, occupancy; limiting distributions.

Appendix D. Political Science Degree Audit Checklist

Political Science Degree Audit Checklist

I. Major Field Requirements

Major 1 Quarter Faculty Member Notes

1. POSC
2. POSC
3. POSC
4. POSC

Major 2 Quarter Faculty Member Notes

1. POSC
2. POSC
3. POSC
4. POSC

II. Distribution (Breadth) Requirement

Quarter Faculty Member Notes

1. POSC
2. POSC
3. POSC

III. Depth Requirement:[6]

Quarter Faculty Member Notes

1.
2.
3.

IV. Methods Requirement:

Quarter Faculty Member Notes

1. POSC 201
2. POSC 202A

[6] With permission of the DGS, one or more of these courses may be graduate-level courses outside of Political Science.

3. POSC 203
4. (elective)
5. (elective)
6. (optional for certificate)

V. Colloquium Requirement:

Quarter Faculty member Notes

1. POSC 230
2. POSC 230
3. POSC 230
4. POSC 230
5. POSC 230
6. POSC 230
7. POSC 230
8. POSC 230
9. POSC 230
10. POSC 230

VI. Qualifying Exams

Major Field 1:
Date Exam Passed: _____ (MM/DD/YY)

Major Field 2:
Date Exam Passed: _____ (MM/DD/YY)

VII: Signatures: Required Before Approval of Oral Qual Examination:

DGS Signature _____ Date:_____

Student Signature: _____ Date:_____

Appendix E: Prohibition of Overlapping Degree Requirements

Purpose and Scope

The Ph.D. curriculum in Political Science consists of distinct and cumulative degree requirements, including Major Field Requirements, Distribution Requirements, Depth Requirements, Methods Requirements, and Professional Development Requirements. Each requirement is intended to provide a distinct component of graduate training, and students must independently satisfy each requirement to complete the degree. To preserve the integrity of the curriculum, courses may not be double-counted (also referred to as double-dipping) across degree requirements.

1. Course Requirements and Degree Certification

Students are expected to complete a minimum of **19 distinct courses**, distributed as follows:

- 5 Methods courses
- 4 courses in Major Field 1
- 4 courses in Major Field 2
- 3 Distribution courses
- 3 Depth courses

Students must also complete **10 units of Colloquium** as part of the Professional Development Requirements.

For purposes of degree certification and degree audits, each course may be applied toward only one degree requirement. Once a course has been assigned to a particular requirement, it may not simultaneously satisfy another requirement.

Although a course may be eligible to satisfy more than one requirement category or graduate field, eligibility does not authorize a student to apply the same course toward multiple requirements.

2. Prohibition of Double-Counting

A course applied toward one degree requirement may not simultaneously be applied toward another. Specifically:

- A course applied toward a Major Field Requirement may not also satisfy a Distribution, Depth, or Methods Requirement.
- A course applied toward a Distribution Requirement may not also satisfy a Major Field, Depth, or Methods Requirement.
- A course applied toward a Depth Requirement may not also satisfy a Major Field, Distribution, or Methods Requirement.
- A course applied toward a Methods Requirement may not also satisfy a Major Field, Distribution, or Depth Requirement.

The same principle applies to courses that are eligible for more than one graduate field under Appendix G. A course may receive approval to count toward a field other than the one in which it is ordinarily listed, but it may only be applied toward one field and one degree requirement for an individual student.

3. Course Classification and Requirement Assignment

Courses may address substantive material relevant to multiple graduate fields or degree requirements. Such overlap does not permit a course to satisfy more than one requirement simultaneously. A course's eligibility for multiple requirement categories does not alter the minimum number of distinct courses required for the Ph.D. Students must complete the full curriculum regardless of how individual courses are classified or assigned. Students should consult the Director of Graduate Studies when there is uncertainty about how a course may be applied toward their degree requirements.

Appendix F: Various Course Related Policies

F.1 Graduate Course Waiver Policy

Consistent with Graduate Division guidance and standard operating procedures, the Department of Political Science permits graduate course waivers on a course-for-course basis using comparable graduate-level coursework completed at another institution before entering the student's current UCR graduate degree program. A successful waiver petition would allow a student to satisfy a specific course obligation within a degree requirement based on prior academic coursework, but does not transfer units or grades to the student's UCR transcript.

1. Eligibility for Course Waivers

Students may file a course waiver petition request based on previous comparable academic coursework, subject to all of the following conditions:

- The coursework must have been completed at an institution other than UCR.
- The coursework must have been completed before the student entered their current UCR graduate degree program.
- The coursework must be graduate-level and academically comparable to the specific UCR course for which the waiver is requested.
- The student must provide sufficient documentation to establish academic equivalency.

UCR graduate courses may not be used to waive other UCR graduate courses, regardless of when the coursework was completed, or if completed for another department for a different degree.

2. Course-for-Course Waivers and Academic Equivalency

All waivers must be made on a course-for-course basis. A student may request a waiver of one specific UCR course based on comparable graduate-level coursework previously completed at another institution. That is we must have an equivalent course in our catalogue that matches to the previous course you are using from a prior institution.

Course waivers apply to individual courses that satisfy degree requirements, rather than to entire categories of requirements. Under departmental policy, students may not petition to waive an entire category of coursework, including:

- Methods requirements.
- Field 1 and Field 2 requirements.
- Distribution/Breadth requirements.
- Depth requirements.
- Other categories of coursework established by the graduate program.

For example, a student may request a waiver of a specific methods course based on comparable graduate-level methods coursework completed at another institution. However, a student may not request a general waiver of the five-course Methods requirement itself. Individual approved waivers may satisfy specific course obligations within that requirement.

There is no numerical limit on the number of individual course waivers a student may request, provided that each waiver independently meets the academic equivalency standards established by the Department and is approved through the University petition process.

The prior coursework must be academically comparable to the specific UCR course being waived and fulfill substantially similar educational objectives. Completion of coursework covering related subject matter does not, by itself, establish academic equivalency.

3. Application and Documentation
Although Graduate Division does not establish a formal deadline for course waiver petitions, the Department expects students to submit any waiver requests at the beginning of their graduate program, preferably during the first quarter of their first year. All petitions must be submitted and processed before advancement to candidacy.
Students must submit the Petition to Waive Course Work through R'Grad/GSMS.
Each petition must include:

- **Degree requirement to be waived:** Identify the specific UCR course for which the waiver is requested, using the exact wording of the applicable requirement in the student's degree audit.
- **Basis for the waiver:** Identify the institution, course number, and term in which the comparable graduate-level coursework was completed.
- **Academic justification:** Provide a detailed explanation of how the previously completed coursework is academically comparable to the specific UCR course being waived and fulfills substantially similar educational objectives.
- **Supporting documentation:** Provide the syllabus for the previously completed course and other relevant materials sufficient to evaluate academic equivalency, including course content, learning objectives, readings, assignments, and academic level.

Students must also ensure that an official transcript from the previous institution has been submitted directly to Graduate Division, if one is not already on file.

4. Review and Approval
All course waivers must be reviewed by the Staff Graduate Advisor, DGS and approved by the Graduate Dean in accordance with University and Graduate Division requirements.
The Director of Graduate Studies (DGS), in accordance with the Department's graduate petition procedures, will evaluate each request based on the comparability of the prior coursework, the documentation provided, and its consistency with the educational objectives of the graduate program. The DGS may request additional documentation when necessary to establish academic equivalency.
Approval of a course waiver may satisfy a specific course obligation within a degree requirement but does not reduce the minimum number of units required for a master's degree.
Following Graduate Division review, the student and Graduate Program Coordinator will be notified of the petition decision by email. Approval is not automatic, and prior completion of comparable coursework does not guarantee that a waiver will be granted. This policy supplements, and does not supersede, UCR Graduate Division regulations. In cases of conflict, university regulations take precedence

F.2 Credit by Examination Policy
Consistent with Graduate Division guidance, standard operating procedures, and Academic Senate Regulation 1.4, the Department of Political Science permits Credit by Examination only for students admitted to the terminal Master of Arts (M.A.) degree program. Credit by Examination is not permitted for students enrolled in the Political Science Ph.D. program. Students who are terminal master's degree students seeking credit by examiniation must submit the Petition through R'Grad/GSMS.

1. Eligibility for Credit by Examination

Credit by Examination is available only to students admitted to the terminal M.A. degree program. All requests are subject to applicable University requirements, including:

- Student eligibility under University regulations.
- Eligibility of the specific course for Credit by Examination.
- Participation and approval of the course instructor.
- Approval by the Director of Graduate Studies (DGS).
- Approval by the Graduate Dean.

Meeting these conditions does not guarantee approval of a request for Credit by Examination.

2. Restrictions for Doctoral Students

Credit by Examination may not be used to satisfy, substitute for, waive, or reduce any degree requirement in the Political Science Ph.D. program, including:

- Required graduate coursework.
- Methods requirements.
- Field 1 and Field 2 requirements.
- Distribution/Breadth and Depth requirements.
- Qualifying examination requirements.
- Any other requirements established for advancement or completion of the doctoral degree.

This restriction applies regardless of whether a course would otherwise be eligible for Credit by Examination under University regulations.

3. Policy Application

Credit by Examination is intended to provide an approved mechanism for earning course credit toward the terminal M.A. degree, subject to University regulations. It does not provide an alternative means of satisfying the coursework, examination, or other academic requirements of the Political Science Ph.D. program.

Approval is not automatic and remains subject to applicable University and Graduate Division requirements. This policy supplements, and does not supersede, UCR Graduate Division regulations. In cases of conflict, university regulations take precedence

F.3 Course Substitution Policy

Consistent with Graduate Division guidance and standard operating procedures, the Department of Political Science permits graduate course substitutions on a course-for-course basis. A student may request that a graduate-level course taken at UCR be substituted for another specific course that satisfies a degree requirement, provided that the proposed substitute is academically comparable and fulfills substantially similar educational objectives. Course substitutions are intended to address legitimate academic or curricular circumstances and do not alter the requirements of the graduate program.

1. Grounds for Course Substitution

A course substitution must be justified by a valid academic or curricular circumstance that prevents a student from reasonably completing the designated course. Appropriate grounds for substitution may include:

- The course is not offered with sufficient frequency to allow the student to complete the degree within the expected timeframe.

- A curricular change has affected the availability or applicability of the course.
- The course is no longer offered.
- Another documented curricular circumstance prevents the student from completing the designated course, and the issue cannot be resolved through a catalog or degree-audit correction.

Course substitutions are not intended to provide alternatives based solely on student preference, scheduling convenience, or the completion of other academic work related to the requirement. Students must submit the Petition through R'Grad/GSMS.

2. Course-for-Course Substitutions and Academic Equivalency

All substitutions must be made on a course-for-course basis. A student may petition to substitute one specific graduate-level course for another specific single course that satisfies a degree requirement. Substitutions apply only to individual courses, not to the degree requirements themselves.

A substitution may not be used to waive, reduce, or otherwise modify the number of courses required within Methods, Field 1, Field 2, Distribution/Breadth, Depth, or any other category of coursework established by the graduate program. For example, a student may petition to substitute an academically comparable graduate-level methods course for another specific methods course, but may not petition to substitute a course or combination of courses for the five-course Methods requirement itself. Students must still complete the prescribed number of courses in each category.

A course approved as a substitute may only be counted once toward degree requirements and may not be used to satisfy multiple requirements.

The proposed substitute must be academically comparable to the specific course being replaced and fulfill substantially similar educational objectives. Students must provide syllabi for both courses sufficient to demonstrate equivalency, including course content, learning objectives, readings, assignments, and academic level. The completion of a course covering related subject matter does not, by itself, establish academic equivalency.

3. Eligible and Ineligible Coursework

Courses proposed as substitutes must consist of substantive graduate-level coursework delivered through a seminar, lecture, or comparable instructional format with identifiable academic content, defined learning objectives, and an established syllabus.

POSC 290 courses may be considered for substitution when they have a substantive reading syllabus and coursework comparable to the specific course being replaced. For example, a POSC 290 organized as a graduate-level methods seminar may be considered as a substitute for a specific methods course when academic equivalency can be demonstrated. Such substitutions require prior approval from the Director of Graduate Studies (DGS).

Courses consisting primarily of qualifying examination preparation, teaching practicum, colloquium participation, independent research, prospectus preparation, dissertation work, or similar activities are not eligible for substitution. Ineligible courses include POSC 230, POSC 291, POSC 297 (Prospectus Preparation), POSC 299 (Dissertation), and POSC 302.

4. Petition and Approval Process

All course substitutions must be reviewed by the Staff Graduate Advisor, DGS and approved by the Graduate Dean in accordance with University and Graduate Division requirements.

Students must submit the Petition to Substitute Course Work through R'Grad/GSMS.
Each petition must include:

- **Degree requirement to be satisfied:** Identify the specific course and degree requirement for which the substitution is requested, using the exact wording in the student's degree audit.
- **Proposed substitute course:** Identify the specific UCR graduate-level course that would be used to satisfy the requirement.
- **Academic justification:** Explain how the proposed substitute is academically comparable to the course being replaced and fulfills substantially similar educational objectives.
- **Reason for the substitution:** Explain why the student could not reasonably complete the originally approved course, including any relevant academic or curricular circumstances.
- **Supporting documentation:** Provide syllabi for both the course being replaced and the proposed substitute, including relevant information about course content, learning objectives, readings, assignments, and academic level.

The Director of Graduate Studies (DGS), in accordance with the Department's graduate petition procedures, will review each request to determine whether it meets the academic and curricular standards established in this policy. The Department may request additional documentation when necessary to establish academic equivalency or substantiate the reason for the substitution.
Once submitted, the petition will proceed through the University's electronic review and approval process. The student will be notified by email when a decision has been made.
Approval is not automatic and remains subject to applicable University and Graduate Division requirements. This policy supplements, and does not supersede, UCR Graduate Division regulations. In cases of conflict, university regulations take precedence

F.4. Graduate Student Transfer of Academic Units Policy

This policy establishes the procedures for evaluating requests to transfer graduate coursework completed at another institution toward a UCR Political Science graduate degree. All transfers are subject to UCR Graduate Division regulations and final university approval.

1. Eligibility and Transfer Limits

Graduate coursework may be eligible for transfer if it meets the following requirements:

- The coursework was completed in graduate standing.
- The student earned a grade of B or better.
- The coursework was not used to satisfy the requirements of a previously awarded degree.
- The coursework meets applicable Graduate Division requirements.

Transfer limits depend on the institution where the coursework was completed:

- **Non-UC institutions:** Generally, up to eight quarter units. Transferred units receive Satisfactory (S) credit and do not affect the UCR GPA.
- **Other UC campuses:** Up to one-half of the total units required for the applicable master's degree, subject to Graduate Division regulations. Grades and units are treated according to applicable UC policies.
- **UCR Extension concurrent enrollment:** Eligible graduate coursework completed before formal admission may be transferred, subject to university limits and requirements.

Coursework used toward a previously awarded degree is generally ineligible for formal unit transfer.

2. Transfer Request and Approval Process

a. Preliminary Consultation

Before submitting a formal petition, students must consult with the Director of Graduate Studies (DGS). Students should provide course syllabi, descriptions, and transcripts for review. The DGS will assess the academic equivalency and eligibility of the proposed coursework and advise whether the student should proceed with a formal petition.

b. Formal Petition

If the DGS determines that the proposed transfer is appropriate for consideration, the student may submit the Petition to Transfer Course Work through the R'Grad portal. The student must provide:

- Complete course syllabi, including readings, assignments, and course topics.
- An unofficial transcript documenting the coursework and grades.
- Any additional documentation requested by the DGS or Graduate Division.

Students must also arrange for an official transcript to be sent directly from the previous institution to Graduate Division.

c. Departmental and University Approval

The electronic petition follows this approval sequence:

1. **Graduate Program Staff:** Reviews the submission for completeness and supporting documentation.
2. **Director of Graduate Studies:** Reviews the coursework for academic equivalency and provides departmental approval or denial.
3. **Graduate Division:** Conducts the final review of eligibility, transfer limits, transcripts, and compliance with university regulations.

Graduate Division makes the final determination and, if approved, processes the transfer on the student's UCR academic record.

3. Deadlines

Students must initiate transfer requests during their first quarter of enrollment at UCR, consistent with Graduate Division deadlines. Students are responsible for consulting the DGS and providing documentation sufficiently in advance to allow time for departmental and university review.

4. Departmental Authority

The DGS is responsible for evaluating the academic equivalency of proposed transfer coursework and determining whether the Department supports the request. Final approval of formal unit transfers rests with Graduate Division.

This policy supplements, and does not supersede, UCR Graduate Division regulations. In cases of conflict, university regulations take precedence.

Appendix G: Graduate Course Field Designations

Because many areas of political science overlap substantively, certain graduate courses may be eligible to satisfy course requirements in more than one graduate field. Although courses are ordinarily listed under a particular field, their substantive content may also address the literature, theories, concepts, and debates of another field. This policy is intended to recognize these areas of intellectual overlap while preserving the substantive integrity of each graduate field.
Courses marked with an asterisk (*) may be eligible to count toward an additional graduate field, subject to the approval procedures outlined below. Eligibility does not guarantee that a course will satisfy the requirements of another field, and course designations are subject to change.

Step 1: Course Eligibility and Field Chair Approval
For a course to be eligible to count toward a field other than the one in which it is ordinarily listed, the course must receive approval from the Field Chair of the field for which credit is sought. As a general guideline, at least 40 percent of the course content must be clearly situated within the substantive literature, theories, concepts, or debates of that field.
The Field Chair's determination establishes whether the course is eligible to satisfy requirements in the additional field. Once approved, the course may be recognized as eligible for that field in subsequent offerings, provided its substantive content remains substantially unchanged. The Field Chair may reconsider eligibility if significant changes are made to the course content or the requirements of the field.
Approval of course eligibility does not automatically authorize an individual student to count the course toward that field. Individual students must also satisfy the final project requirements outlined below.

Step 2: Final Project Requirements
To receive credit toward a field other than the one in which a course is ordinarily listed, a student's final project (e.g., research paper, research design, or equivalent culminating assignment) must be substantively situated within the field for which credit is sought. The project must engage the relevant literature, theories, concepts, debates, or research questions of that field. Meeting the course-content guideline alone is insufficient if the student's final project does not address the substantive area of the field.

For example, a course on African Politics may be eligible to count toward either Comparative Politics or Mass Political Behavior. A student seeking credit toward Mass Political Behavior must complete a final project focused on topics such as political behavior, public opinion, voting, or elections. A student seeking credit toward Comparative Politics must instead complete a project centered on comparative political institutions, state development, democratization, or other substantive questions within the comparative politics literature.
Similarly, a course on International Political Economy may be eligible to count toward either International Relations or Comparative Politics. A student seeking credit toward International Relations must complete a project addressing questions grounded in the international relations literature, such as interstate cooperation, international organizations, trade, or security. A student seeking credit toward Comparative Politics must instead complete a project examining domestic political institutions, political economy, governance, or other questions situated within the comparative politics literature.

The Field Chair of the field for which credit is sought must determine whether the student's final project satisfies the substantive expectations of that field. This determination is

separate from the general eligibility of the course and must be made for each student seeking credit toward an additional field.

Step 3: Approval and Documentation

Approval of a course's eligibility to count toward an additional field and approval of an individual student's field credit are two distinct decisions.

Course Eligibility Approval: The course instructor must contact the Field Chair of the proposed additional field to request a determination of course eligibility. The instructor must provide sufficient information about the course content, including the syllabus or other relevant materials, to establish that the course meets the substantive expectations outlined in Step 1. Once approved, the course may remain eligible for that field in subsequent offerings, provided its substantive content remains substantially unchanged. The approval must be documented in writing and communicated to the Graduate Assistant.

Individual Student Approval: Students who wish to count an eligible course toward an additional field must consult the course instructor well in advance of enrollment to ensure that their planned final project can satisfy the requirements of the proposed field. The instructor must coordinate with the relevant Field Chair to confirm that the student's final project meets the substantive expectations outlined in Step 2. The Field Chair must approve the student's field designation before the course may be applied toward the student's field requirements.

All individual approvals must be documented in writing and submitted to the Graduate Assistant before the student's degree audit or field requirements are adjusted. Students may not assume that a course will count toward an additional field solely because the course has received general eligibility approval.

A graduate course may count toward **only one graduate field** for an individual student. Although a course may be eligible to satisfy the requirements of multiple fields, an individual student may apply that course toward the requirements of only one field.

For questions regarding graduate course field designations, students and faculty should consult the Director of Graduate Studies.

Appendix H: Artificial Intelligence Use Policy

Purpose and Scope
Artificial intelligence (AI) is increasingly used in political science research, policy analysis, and professional practice. While these technologies may support academic work, their use must not replace the intellectual skills central to graduate training in political science, including developing research questions, evaluating evidence, analyzing texts, constructing arguments, and producing original scholarly work.
This policy establishes departmental expectations regarding the use of generative artificial intelligence and other automated content-generation tools in graduate coursework, examinations, and independent research.

1. Qualifying and Comprehensive Examinations
The use of generative artificial intelligence or other automated content-generation tools is prohibited on departmental qualifying and comprehensive examinations unless expressly authorized in the examination instructions.
Students must independently develop their responses, demonstrate command of the relevant literature, and construct their own arguments and analyses. Unauthorized use of AI during examinations may constitute academic misconduct under applicable University policies.

2. Graduate Coursework
Instructors determine the permissible uses of AI in their courses and assignments. Students are responsible for understanding and complying with the policies established by their instructors. Permission to use AI in one course or assignment does not establish permission to use it in another. When an instructor's policy is unclear, students should seek clarification before using AI-generated content in their academic work.

3. Independent Research, Prospectus, and Dissertation
For independent research, prospectus preparation, and dissertation research, students must comply with applicable University research integrity requirements and expectations established by their faculty advisor or dissertation committee.
AI tools may assist with certain research activities when their use is consistent with these requirements. However, students remain responsible for the intellectual contributions, methodological decisions, interpretation of findings, and scholarly arguments presented in their work.
Faculty advisors and dissertation committees may establish additional expectations regarding the permissible use and disclosure of AI tools in research and writing.

4. Academic Integrity and Responsibility
Regardless of whether AI use is permitted, students remain responsible for the accuracy, originality, and integrity of all academic work they submit.
Students are responsible for verifying the accuracy of AI-assisted content, including citations, quotations, factual claims, data, and references. The fabrication or material misrepresentation of sources, evidence, data, citations, or research findings may constitute academic misconduct under applicable University policies.

The use of AI does not diminish a student's responsibility to demonstrate independent scholarly judgment, accurately represent their research, and comply with applicable standards of academic integrity.

Appendix I: Graduate Studies Committee Authority and Review Procedures

The Director of Graduate Studies (DGS) is responsible for the day-to-day administration, coordination, and oversight of the Political Science graduate program. In carrying out these responsibilities, the DGS may independently resolve routine administrative matters for which established departmental policy provides clear guidance.
The Graduate Studies Committee (GSC) serves as the departmental body responsible for reviewing and making determinations on graduate program matters referred to it by the DGS. The purpose of this review process is to ensure that matters involving policy interpretation, academic judgment, exceptions to established requirements, or significant consequences for students are considered collectively and resolved in a consistent and equitable manner.

1. Matters Subject to Graduate Studies Committee Review
The DGS may refer matters to the Graduate Studies Committee when they involve:

- Ambiguity or uncertainty in the interpretation or application of departmental graduate policies or requirements.
- Petitions for exceptions, waivers, or other departures from established departmental requirements.
- Sensitive or consequential student matters, including those affecting academic standing, degree progress, or continuation in the program.
- Competing or potentially conflicting departmental policies or requirements.
- Questions that may establish a precedent for future students.
- Significant changes to graduate program requirements, procedures, or academic standards.
- Curriculum or course matters requiring broader academic judgment.
- Issues affecting multiple students, graduate fields, or faculty members.
- Recurring issues that suggest a need to clarify or revise departmental policy.
- Matters for which consistency and equitable treatment across cases are particularly important.
- Any other matter that the DGS determines would benefit from collective review and determination by the Graduate Studies Committee.

2. Authority of the Graduate Studies Committee
When a matter is referred to the Graduate Studies Committee, the Committee is authorized to review the relevant departmental policies, academic requirements, circumstances, and supporting information necessary to reach a determination.
Within the scope of its departmental authority, the Committee may:

- Interpret and clarify existing departmental graduate policies and requirements.
- Review and approve or deny petitions for exceptions or waivers of departmental requirements.
- Determine how departmental policies apply to individual circumstances.
- Resolve questions involving conflicting or ambiguous departmental requirements.
- Establish consistent interpretations of departmental policies to guide future decisions.

- Recommend revisions to departmental graduate policies, procedures, or requirements when existing provisions are unclear, inadequate, or inconsistent.

Committee determinations must be consistent with applicable university regulations, Graduate Division policies, and other governing requirements. The Committee may not waive or override requirements established by higher university authorities unless such authority has been expressly delegated to the department.

3. Review and Determination Procedures

The DGS is responsible for referring matters to the Graduate Studies Committee and providing the relevant information necessary for its review. The Committee may request additional documentation, clarification, or consultation with relevant faculty or university offices before reaching a determination.

Committee determinations shall be made by a majority vote of participating, non-recused members, provided that the Committee's applicable quorum requirements are satisfied. Members with a conflict of interest in a particular matter must recuse themselves from the determination.

The Committee's determination must be documented in writing, including the decision and, where appropriate, the policy basis or rationale supporting it.

Once a determination has been reached, the DGS is responsible for communicating the decision to the relevant parties and coordinating its implementation.

4. Relationship Between the DGS and Graduate Studies Committee

The DGS retains responsibility for the routine administration of the graduate program and may independently resolve matters for which established departmental policy provides clear guidance.

Referral to the Graduate Studies Committee is not required for every administrative decision, student request, or question involving graduate requirements. The DGS exercises discretion in determining when a matter warrants Committee review. When a matter has been referred to the Graduate Studies Committee for determination, the Committee's decision constitutes the departmental determination within the scope of its authority. The DGS is responsible for implementing that determination and may not independently reverse or modify it. Any subsequent reconsideration must be referred back to the Committee or addressed through an applicable university review or appeal process.

5. Policy Consistency and Precedent

The Graduate Studies Committee should consider relevant prior determinations when reviewing similar matters to promote consistency and equitable treatment across students and cases. Individual determinations do not automatically amend departmental policy or establish a generally applicable exception. When a determination identifies a recurring ambiguity, inconsistency, or gap in existing requirements, the Committee may recommend that the department formally clarify or revise the relevant policy through established departmental procedures. This policy is intended to preserve the DGS's ability to administer the graduate program efficiently while ensuring that ambiguous, sensitive, consequential, precedent-setting, and other significant matters may receive collective review and determination by the Graduate Studies Committee.