

School of Politics, Philosophy, and Public Affairs

Graduate Student Handbook 2015-2016

The *School of Politics, Philosophy, and Public Affairs Graduate Handbook* was developed to use in conjunction with *Graduate School Policies and Procedures*. Students are governed by the rules and regulations in the academic year they begin graduate work unless they choose to follow the rules put forth in a subsequent handbook. Students are responsible for familiarizing themselves and following the guidelines in both sources. The School of Politics, Philosophy, and Public Affairs will aid students in understanding the rules and regulations in both documents but ultimately the responsibility for compliance rests with each student.

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I. INTRODUCTION AND PROGRAM OVERVIEW

This handbook provides students with the information necessary to navigate through their graduate degree program at WSU. The policies and procedures in this handbook have been approved by our faculty and are consistent with Graduate School regulations. The following introduction provides an overview of the graduate program.

The M.A. degree in Political Science was first awarded in 1932 by the History and Political Science Department at the State College of Washington (renamed Washington State University in 1959). In 1982, the Criminal Justice Department was reorganized into the Criminal Justice Program and was housed within the Political Science Department, with History becoming its own department. For the next twenty-eight years, the Criminal Justice Program was part of the Political Science Department until it left to become a stand-alone department again in 2011. At this point, the Department of Philosophy and the Department of Political Science merged into one school, along with the M.A. Program in Public Affairs in Vancouver. From this, the School of Politics, Philosophy, and Public Affairs was born, a program offering undergraduate majors in Political Science, Philosophy, and Public Affairs, an M.A. in Political Science in Global Justice and Security Studies (which is also a Graduate Certificate Program), an M.A. in Public Affairs, and a Ph.D. in Political Science. The Pullman campus awards the M.A. and Ph.D. in Political Science. The Vancouver campus grants the M.A. in Public Affairs.

Over the years, WSU has granted more than 243 M.A. degrees and over 116 Ph.D. degrees in Political Science, and in an average year, there are approximately 30 political science students on the Pullman campus. In recent years, the graduate program has gone through a great number changes. Responding to the growing number of applicants and the goal of a smaller, higher quality program, we have become increasingly selective. With the competitive student body and research-active faculty, we are enhancing an already strong reputation. The major aim of all of our graduate degree programs is to provide students with a broad and thorough training in the theories and methods of political science so that they can be successful professionals in a variety of applied, educational, and scholarly settings. Our graduate program is explicitly designed to respond to the realities of a highly competitive job market. From 1989 to 2010, we have placed the great majority of our Ph.D. graduates who have been on the market. Faculty members have been selected through a highly competitive process and come from some of the top doctoral programs nationally and internationally. A general overview of the faculty and their interests can be found in Appendix I. Students should also browse through current faculty curricula vitae on the School website. In addition to being highly active in their fields, our faculty works closely with graduate students in teaching, advising, research and publication. Indeed, most of our faculty have co-authored publications with graduate students.

The graduate program is implemented through a committee advising system, in parallel with a comprehensive examination system by departmental committee. Upon entering the program students are able to select a faculty advisor. This faculty member will normally come from the field or area of expressed student interest (e.g. American politics, Global politics, Public Policy/Administration, Philosophy, etc.). Students should rely upon their faculty advisor or on the Graduate Director for advice and direction during their first year in the program. As soon as possible, and before the beginning of their second year, students must select three graduate faculty to serve on their formal advising committee (this may or may not include their original faculty advisor). This committee will help students design their program, prepare for their written and oral exams, and, otherwise aid in their professional development. Our Ph.D. is designed to give students substantive flexibility in mapping out their program of study.

Currently, students choose from one major foundational training area within which they will focus for their preliminary exams (Institutions and Processes; Behavior and Psychology; Theory and Philosophy), as well as a specialization field (American politics; Global politics; Public Policy/Public Administration). The foundational training areas allow students flexibility in structuring the courses they take in order to allow them to take advantage of the areas of particular strength within our department, such as political psychology, global justice and security studies, philosophy, and gender, while building critical skills in research and methodology. We strive to maintain an atmosphere of collegiality, diversity of ideas, respect, and tolerance, and to prepare our students for the rigorous demands of a career in academia or another chosen profession.

II. GRADUATE PROGRAMS IN SCHOOL OF POLITICS, PHILOSOPHY, AND PUBLIC AFFAIRS.

General Program Requirements

Introduction - The following descriptions in this section outline the School's requirements, options, and general expectations for normal progress toward your degree. While faculty advisors, committees, and graduate staff members play consultative and/or oversight roles, students are responsible for following the policies and procedures that govern the completion of their degrees. Additional rules and policies applying to graduate students are contained in the annually published *Graduate School Policies and Procedures*. All graduate students should secure a copy of this from the Graduate School and read it with care – it is found at <http://www.gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/>.

Program Planning: Committee Formation, Program of Study and Departmental Checklists - Students are responsible for planning their own graduate programs, with the advice of their committees, and for following departmental and Graduate School requirements. As soon as possible, and *no later than the end of the second semester in residence, students must form an advising committee*, composed of three *graduate* faculty, one of whom will serve as the chair. The committee chair will be the major advisor throughout the degree work at WSU. Students should meet with their entire committee to plan their program prior to filing the program of study with the Graduate School (see below). Students will be appointed a faculty advisor upon entry to the program - based on their declared interests in their application files - who will serve as the primary advisor until the committee is formally constituted. The faculty advisor provides help and support with committee formation, as well as advice on course selection.

All graduate students must submit a Program of Study to the Graduate School by the end of their second semester in residence. *Revisions to the Program of Study should be made if a student's committee or program changes, but final changes should be made no later than the semester before planned graduation.* Students should obtain these forms from our Academic Coordinator, Bonnie Kemper, who will help students fill them out correctly. All members of the student's committee must sign this Program of Study before it is submitted to the Graduate School. Once all committee signatures have been obtained, students should submit their Program of Study to the School's Academic Coordinator. The Director of Graduate Studies must also approve the program before it is sent to the Graduate School.

Please note that some courses are not always offered on a regular basis. Thus it is vital to check with the Academic Coordinator, the Director of Graduate Studies, or the faculty who

normally offer the course in order to anticipate when courses will be offered. Course requirements for Ph.D. and M.A. students may be altered, within reason, to fit student needs as long as the entire committee agrees to the program changes. These types of changes are unacceptable if all members of the committee have failed to sign-off on them. Students need to file a change of program form for any changes after their initial program is approved by the Graduate School (this is a Graduate School, not a School requirement). These forms are available in the front office on the 8th floor, or on the School's website at: <http://libarts.wsu.edu/pppa/>.

Professionalization Practicum - All Ph.D. students are required to enroll for a one-credit professionalization practicum (PS 539), which is normally taught each spring semester. This course will be graded on a pass/fail basis. Students will be required to attend three in-house sessions on topics such as publishing, how to write a vita or how to make a conference presentation. Students must also complete online training on Discrimination and Sexual Harassment Prevention, and the Responsible Conduct of Research, which is offered by the Office of Research and the Graduate School. Finally, students must complete one other training session offered by the university, such as a teaching workshop or a grant-writing seminar. Students may sign up for 539 at any point during their graduate career. Students must provide proof to the Academic Coordinator that all three training sessions, in addition to those offered in-house, have been included. Only at this point will a grade be entered for the student.

Transfer Credits - In some cases the Graduate School allows students to transfer in credits from other accredited graduate programs. Professional degrees, such as JDs or MBAs, are not normally eligible for credit transfer. Transferred credits may not exceed half of the graded coursework reported on the Program of Study (or up to 17 credits). The School strongly advises students to minimize the number of transfer credits from other universities. Only in a few cases are M.A. students permitted to transfer in credits. The Graduate School must evaluate all transfer credits to determine whether they meet minimum standards. This approval process only occurs after the Program of Study is submitted to the Graduate School and often takes several months. The School must also approve all transfer credits, through both the Director of Graduate Studies and the student's committee. Students should note that transfer courses may not normally serve as replacements for core research tool courses (PS 501, 502, 503, or 504). Requests to count such a transfer course from another institution should be directed to the Graduate Director and the GSC, who will make the final decision.

Independent Readings Criteria - Students may arrange to conduct independent reading with individual faculty members (PS 600) for one to three ungraded graduate credit(s) - pass or fail. Students may use independent readings to 1) pursue special topics of interest, 2) prepare for Ph.D. preliminary exams or 3) substitute for existing courses. Independent readings may not be used to substitute for PS 501, 502 or 503 or 504, except in rare circumstances. Reading courses may only be substituted for regularly offered seminars under extenuating circumstances, e.g., scheduling conflicts. Such reading courses must be for 3 credits and be approved by all members of the student's committee and the Director of Graduate Studies.

Students need to complete the Independent readings forms (available in the front office) with the instructor and select the type of evaluation as well as purpose of the course. Such courses place an additional, non-remunerated burden on faculty and so should be considered only as an option of last resort by students.

Requirements for Masters Degree in Political Science (*Global Justice and Security Studies Certificate Program Option*)

Admission to pursue the M.A. degree in Political Science is only offered to those who want an emphasis in Global Justice and Security Studies (GJSS), which is also a graduate certificate program.¹ This non-thesis, terminal degree is designed to provide students with a *specialized* qualification better suited for the pursuit of professional careers in federal, state, or local government. The GJSS program targets students intending to pursue largely non-academic, governmental careers as practitioners, whether it be in the field of homeland security, law enforcement, not-for-profit organizations, NGOs, or as analysts within the U.S. intelligence or defense communities. The Masters in GJSS is geared towards providing students with maximum of flexibility in constructing their specific areas of specialization, while at the same time providing the common elements needed for a coherent program of study. Faculty work closely with students to tailor the GJSS program of study to best fit their individual professional needs.

Hours: Minimum of 30 hours total credit required. *Of those 30 hours:*

- 26 hours minimum of graded course work, 17 of which must be at the 500-level.
- 4 hours minimum of 702.
- 9 hours maximum of non-graduate (400-level) graded course work.

Program Required Courses

- **Pol S 531** - International Security
- **Pol S 424** – U.S. National Security Policy
- **Crim J 505** – Comparative Criminal Justice Systems
- **Crim J 572** – Seminar in Comparative Policing
- **Fifteen hours of Electives** (selected from among the following courses or ones approved by Director of MA in GJSS program in consultation with student):

Pol S 402, 427, 428, 429, 435, 514, 530, 533a, 533b, 536, 540, & 600.

Crim J 530, 555, 570, 591, 592, & 600

All GJSS Graduate Students are REQUIRED to take the Graduate School and Office of Research Responsible Conduct of Research online training.

¹ Students in the Ph.D. program receive a general M.A. in Political Science after completing sufficient course hours, but it is not a degree that is offered on its own for applicants to pursue. Only the M.A. in Political Science with the GJSS Certificate is open to incoming students as a specific program of study.

Requirements for Graduate Certificate Program in Bioethics

As science expands medical boundaries, society faces tough new questions on such topics as assisted suicide, genetic testing and stem cell research. WSU's online Graduate Certificate in Bioethics program teaches students how to weigh competing social and individual interests using ethical theories. The certificate enhances employment opportunities in three main areas:

- Health care, including the bio-tech industry as well as hospitals, nursing homes, and public health organizations.
- Legal work, including law firms, hospital consulting, bioethics centers, medical societies, international organizations, and non-governmental organizations.
- Academic, including such fields as philosophy, anthropology, biology, history, politics, and sociology.

Required Courses: (15 semester credits)

The Graduate Certificate Program in Bioethics requires a minimum of nine credit hours. Eight of those hours are in the core courses. The additional credit is to be completed by directed study or by additional coursework.

- PHIL 520 - Seminar in Ethical Theory (3 credits)
- PHIL 530 - Bioethics (2 credits)
- PHIL 535 - Advanced Biomedical Ethics (3 credits)
- PHIL 600 - Directed study or graduate course - as approved by departmental advisor (1 or more credits)

Once all courses are completed, students can download the form to apply for the online Graduate Bioethics Certificate.

Requirements for Masters Degree in Public Affairs

Curriculum

The MPA is available only at the Vancouver campus. Our required curriculum includes three theory courses, three methods courses, three concentration courses and a thesis. An internship is also required for students who are designated pre-service. Courses are typically offered on a **three semester rotation** so that students can complete the degree in two years if they are full time or complete all course requirements in three years if they are part time. Our core courses, concentrations and thesis standards are as follows:

Theory

Political Science 502---Seminar in Normative Theory (Democratic theory)
Political Science 514---Seminar in Public Policy (Overview of major theories in Public Policy)
Political Science 540---Proseminar in Public Administration (Overview of major theories in Public Administration)

Methods

Political Science 503---Research Methods (Social Science research design)
Political Science 504---Quantitative Methods in Political Science
Political Science 543---Qualitative Methods in Political Science

Concentrations

Public Administration; Applied Policy Studies; Health Policy and Public Service; Justice Studies; Environmental Policy

Internship

- ✓ Formal internship with an organization connected (ideally) to area of interest
- ✓ Academic component supervised by a core faculty member
- ✓ Typically completed in a regular semester (150 hours of work for three credits, 120 of which are in the field).

Thesis Project

- ✓ Requires a minimum of 4 credits of 700
- ✓ Chair-directed process
- ✓ Requires original, potentially publishable research
- ✓ Requires both proposal and final defense (after completion of course work)

ADDITIONAL INFORMATION IS AVAILABLE IN THE MPA PROGRAM HANDBOOK LOCATED ONLINE AT: <http://cas.vancouver.wsu.edu/public-affairs/mpa-handbook>

Required Coursework for Each of the Five MPA Concentrations:

PUBLIC ADMINISTRATION CONCENTRATION

Should total 12 credits in addition to core course work (only 6 credits at the 400-level can be used on the Program of Study for a thesis master's degree)

Required for Concentration

Two of the following:

- Pol S 443 Administrative Jurisprudence
- Pol S 445 Public Personnel Administration
- Pol S 446 Public Budgeting
- Pol S 547 Seminar in Public Administration

Electives

Two of the following:

- Pol S 417 Voting and Elections
- Pol S 420 Political Parties and Interest Groups
- Pol S 436 Disability, Aging and Public Policy
- Pol S 445 Public Personnel Administration
- Pol S 447 Comparative Public Administration
- Pol S 450 The Legislative Process
- Pol S 495 Topics in Political Science
- Pol S 512 Seminar in American Institutions (variable topics - may be repeated for maximum of 6 credits)
- Pol S 514 Seminar in Public Policy
- Pol S 532 Seminar in International Political Economy
- Pol S 541/Crm J 540 Seminar in Evaluation Research (may not be used as an elective if counted toward the core course work requirements)
- Pol S 542/Crm J 592 Proseminar in Administration, Justice, and Applied Policy Studies (variable topics – may be repeated for maximum of 6 credits – summer workshops limited to 3 credits unless students have written approval)
- Pol S 543 Topics in Public Administration and Policy (variable topics - may be repeated for maximum of 6 credits, the 3 credits earned when the course is taken under the subtitle Qualitative Methods in Public Affairs cannot be counted as elective credit)
- Pol S 544 The Politics of Policy Process
- Pol S 552 Administrative Law and Regulation
- Pol S XXX Organizational Theory and Behavior (currently in development)
- Mgt 501 Management of Organizations
- Mgt 582 Human Resource Management
- Mgt 585 Graduate Seminar in Negotiations
- Mgt 590 Strategy Formulation and Organizational Design
- Mgt 593 Managerial Leadership and Productivity

NOTE: ANY RELEVANT GRADUATE COURSE MAY BE USED AS AN ELECTIVE WITH APPROVAL OF YOUR COMMITTEE

APPLIED POLICY STUDIES CONCENTRATION

Should total 12 credits in addition to core course work (only 6 credits at the 400-level can be used on the Program of Study for a thesis master's degree)

Required for Concentration

Two of the following:

- Pol S 416 Policy Analysis
- Pol S 532 Seminar in International Political Economy
- Pol S 541/Crm J 540 Seminar in Evaluation Research
(may not be used counted as a course required for the concentration if already counted toward the core course work requirements)

Electives

Two of the following:

- Pol S 402 Civil Liberties
- Pol S 404 The Judicial Process
- Pol S 416 Policy Analysis
- Pol S 417 Voting and Elections
- Pol S 420 Political Parties and Interest Groups
- Pol S 432 Comparative Public Policy
- Pol S 436 Disability, Aging and Public Policy
- Pol S 448 Urban Politics and Policy
- Pol S XXX Land Use Policy and Politics
- Pol S 450 The Legislative Process
- Pol S 495 Topics in Political Science
- Pol S 512 Seminar in American Institutions (variable topics - may be repeated for maximum of 6 credits)
- Pol S 513 Seminar in American Political Behavior (may be repeated for maximum of 6 credits)
- Pol S 515 Governmental Policy and Program Analysis
- Pol S 534 Seminar in Comparative Politics
- Pol S 536 Special Topics in Comparative Politics (variable topics - may be repeated for maximum of 6 credits)
- Pol S 542/Crm J 592 Proseminar in Administration, Justice, and Applied Policy Studies (variable topics – may be repeated for maximum of 6 credits – summer workshops limited to 3 credits unless students have written approval)
- Pol S 552 Administrative Law and Regulation

- Pol S XXX Globalization (In Development)
- HPA 501 Health Care Policy and Politics
- Mgt 585 Graduate Seminar in Negotiations

NOTE: ANY RELEVANT GRADUATE COURSE MAY BE USED AS AN ELECTIVE WITH APPROVAL OF YOUR COMMITTEE

HEALTH POLICY AND PUBLIC SERVICE CONCENTRATION

Should total 12 credits in addition to core course work (only 6 credits at the 400-level can be used on the Program of Study for a thesis master's degree)

Required for Concentration

Two of the following:

- Pol S 436 Disability, Aging and Public Policy
- Pol S 446 Public Budgeting
- Nurs 507 Health Care Policy Analysis

Electives

Two of the following:

- Pol S 436 Disability, Aging and Public Policy
- Pol S 443 Administrative Jurisprudence
- Pol S 445 Public Personnel Administration
- Pol S 512 Seminar in American Institutions (variable topics - may be repeated for maximum of 6 credits)
- Pol S 541/Crm J 540 Seminar in Evaluation Research (may not be used as an elective if counted toward the core course work requirements)
- Pol S 542/Crm J 592 Proseminar in Administration, Justice, and Applied Policy Studies (variable topics – may be repeated for maximum of 6 credits – summer workshops limited to 3 credits unless students have written approval)
- Anth 405 Medical Anthropology
- Anth 561 Current Trends in Physical Anthropology: Evolutionary Medicine
- HD 580 Families, Community and Public Policy
- HPA 500 Introduction to the Health Care System
- HPA 502 Law and Ethics of Health Management
- HPA 515 Health Care Management
- HPA 572 Health Care Ethics
- Mgt 582 Human Resource Management
- Mgt 585 Graduate Seminar in Negotiations
- Mgt 593 Managerial Leadership and Productivity
- Nurs 507 Health Care Policy Analysis
- Nurs 447/Nurs 577 Health Care Ethics

- Soc 546 Medical Sociology

NOTE: ANY RELEVANT GRADUATE COURSE MAY BE USED AS AN ELECTIVE WITH APPROVAL OF YOUR COMMITTEE

JUSTICE STUDIES CONCENTRATION

Should total 12 credits in addition to core course work (only 6 credits at the 400-level can be used on the Program of Study for a thesis master's degree)

Required for Concentration

The following course:

- Crm J 530 Criminal Justice: Process and Institutions

One of the following:

- Crm J 400 Issues in the Administration of Criminal Justice
- Crm J 550 Planned Change in Criminal Justice
- Soc 567 Seminar in Crime and Delinquency

Electives

Two of the following:

- Crm J 403 Violence Toward Women
- Crm J 405 Comparative Criminal Justice Systems
- Crm J 420 Criminal Procedure
- Crm J 424 Community Corrections
- Crm J 426 Victimology and Public Policy
- Crm J 427 Crime Prevention Strategies
- Crm J 428 Drug and Alcohol Use and Abuse
- Crm J 450 Senior Seminar: Ethical Issues in Criminal Justice
- Crm J 540/Pol S 541 Seminar in Evaluation Research (may not be used as an elective if counted toward the core course work requirements)
- Crm J 541 Seminar in Corrections
- Crm J 550 Planned Change in Criminal Justice
- Crm J 570 The Police and Society
- Crm J 591 Seminar in the Administration of Criminal Justice
- Crm J 592/Pol S 542 Proseminar in Administration, Justice, and Applied Policy Studies (variable topics – may be repeated for maximum of 6 credits – summer workshops limited to 3 credits unless students have written approval)
- Pol S 402 Civil Liberties
- Pol S 404 The Judicial Process
- Pol S 516 Seminar on Law, Courts, and Judicial Politics
- Pol S 547 Seminar in Public Administration: Gender, Politics and Administration
- Soc 461 Corrections

- Soc 480 Sociology of Race Relations
- Soc 542 Theories of Social Stratification
- Soc 560 Problems of Deviance Theory
- Soc 568 Adolescent Deviance
- Soc 580 Sociology of Race Relations

NOTE: ANY RELEVANT GRADUATE COURSE MAY BE USED AS AN ELECTIVE WITH APPROVAL OF YOUR COMMITTEE

ENVIRONMENTAL POLICY CONCENTRATION

Should total 12 credits in addition to core course work (only 6 credits at the 400-level can be used on the Program of Study for a thesis master's degree)

Required for Concentration

Both of the following courses:

- Pol S 430 Politics of Natural Resource and Environmental Policy
- ES/RP 544 Environmental Assessment

One of the following:

- Pol S 512 Seminar in American Institutions
- Pol S 536 Special Topics in Comparative Politics

Electives

One of the following:

- Pol S 443 Administrative Jurisprudence
- Pol S 512 Seminar in American Institutions (if not already taken as a course required for concentration)
- Pol S 514 Seminar in Public Policy
- Pol S 536 Special Topics in Comparative Politics (if not already taken as a course required for concentration)
- Pol S 541/Crm J 540 Seminar in Evaluation Research (may not be used as an elective if counted toward the core course work requirements)
- Engl 472 Ecological Issues and American Nature Writing
- ES/RP 481 Economics of Environmental Issues
- ES/RP 504 Ecosystem Management
- ES/RP 544 Environmental Assessment
- ES/RP 586 Introduction to Geographic Information Systems
- NATRS 538 Natural Resource Policy and Administration
- Soc 532 Environmental Sociology

Graduate Courses at Portland State University – No more than three semester credits, as approved by advisor (keep in mind that a 3 quarter credit class transfers in as 1.7 semester credits)

NOTE: ANY RELEVANT GRADUATE COURSE MAY BE USED AS AN ELECTIVE WITH APPROVAL OF YOUR COMMITTEE

Requirements for Ph.D. in Political Science

Program Development and Committee Process

Primary responsibility for developing a doctoral program rests with the student and the doctoral advising committee. The primary criterion in the selection of the chair of a student's committee will normally be the student's expressed interest in a particular field of Political Science as the probable area of major concentration; interim committee chairs will be appointed for all incoming graduate students by the Director of Graduate Studies. It will then be the advising committee chair's responsibility, before the end of the student's second semester of residence at Washington State University, to suggest other members of the program committee.

No later than the student's second semester in residence, the student and his/her committee should develop a specific program of study in Political Science. It is the joint responsibility of the student and the advising committee chair to develop the student's program of study and file all necessary paperwork with the Graduate School. **Students who by the end of the third semester equivalent of full time enrollment in residence have failed to form a committee and file a program of study shall normally be denied continuance in any assistantship or other kind of departmental employment**, including work with the Division of Governmental Studies and Services, Extended Degree Program courses, grant projects or related activities.

If the student enters WSU without an M.A. degree in Political Science (or a closely-related field), the student should complete a program of study for an M.A. degree. After obtaining the M.A. degree, the student would fill out a program of study for a Ph.D. Students who enter the program with an M.A. degree in Political Science (or a closely-related field), may bypass the M.A. with the approval of the student's advising committee and the Director of Graduate Studies. In this case, the student would complete a program of study for a Ph.D., but the student would still need to pass the matriculation exam in order to continue study in PPPA at WSU.

All changes in an approved Ph.D. program must be made on forms supplied by the Graduate School or from the Academic Coordinator. Such changes require the approval of the committee chair and the other members of the program or thesis committee. Final approval also requires the signature of the Chair of the School of Politics, Philosophy, and Public Affairs and the Dean of the Graduate School.

A common oversight is failure by students and their advisors to file a dissertation title as a "change of program" where the program originally indicated only the intended general area of the dissertation. Such changes should be officially recorded as soon as the title has become specific and has the approval of the thesis committee. ***Please provide the Academic Coordinator with a copy of all documents submitted or for any changes requested.*** Any later alterations in a formally approved and recorded title must also be treated as a program change and made part of the official record by processing the usual forms.

Credit Hour Requirements:

- 54 hours minimum total credits
- 34 hours minimum from graded courses
- 20 hours minimum 800-level research credits
- 9 hours maximum of non-graduate courses (400-level)

- Note: courses for audit may not be used for the program of study

The fairly limited number of hours required by the Graduate School does not take into account the courses that are required as part of the Ph.D. program in Political Science. Students typically take more than the number of hours that the Graduate School imposes as the minimum. Students should also recognize that training adequately for exams and a career in the field means they should take as many courses as they can in their areas of interest when these are available. At minimum, graduate students must take at least ten credit hours per semester to be considered full time at WSU (usually this takes the form of 3 seminars/courses and 1-2 credit hours of 700 or 800-level credit). All graduate students are required by the Graduate School to enroll in one or two 700 or 800 level credits per semester. Students pursuing a terminal M.A. degree and pursuing a Ph.D. who do not have an M.A. degree in Political Science (or a closely-related field) should register for 700-level research credits. Students who have already obtained an M.A. degree in Political Science at WSU or elsewhere should register for 800-level research credits.

PH.D. IN POLITICAL SCIENCE COURSE REQUIREMENTS

There are three different types of course requirements for the Ph.D. program: Research Tools and Methods Courses; Foundational Training Area Seminars; and Field of Emphasis courses. Students should thoroughly familiarize themselves with the overall structure of the program as well as the specific course requirements of each area before discussing their course plans with the graduate advisor their first semester.

Research Tools and Methods Courses

The Research Tools and Methods courses are intended to provide students with a background in the scope and methods of the social sciences. All Ph.D. students are expected take these classes. These courses form the backbone of the PhD matriculation examination (see below), that is taken by all students in the program during the fourth semester of residence in the program. It is highly recommended that students who do have prior graduate experience complete these research tools at Washington State University, as they will need to be familiar with both approaches and methods utilized by faculty in the School to pass the matriculation examination. Because the Research Tools and Methods courses *are only offered every other year* in a set sequence, it is important that graduate students take these courses when first offered. It is acceptable to be taking one of these seminars during the semester in which the matriculation exam is taken.

Pol S 501 - The Scope of Political Science - Basic issues in social science epistemology, elements of social science theory-building, theoretic frameworks, and intellectual history of political science.

Pol S 502 - Seminar in Political Theory - Students are required to complete Pol S 502, which provides a basic training in normative political theory. However, Pol S 511 may substitute with the approval of the student's advising committee and Director of Graduate Studies. Alternatively, at least two courses in theory and/or epistemology at the undergraduate level or other equivalents may be used to fulfill this requirement upon approval of both the Ph.D. committee and the graduate director.

Pol S 503 - Introduction to Political Science Research Methods - Introduction to general topics in the area of social science research design including: Theories and Concepts, Measurement,

Sampling, Data Sources, Experimental and Quasi-Experimental Designs, Field and Historical Designs, and Survey Research.

Pol S 504 - Quantitative Methods in Political Science - Applied statistical skills and theories of probability, enabling understanding of substantive political and social questions. SOC 521 may substitute for this course. Students who have minimal knowledge of statistics may consider taking a basic statistics course such as Psych 311 or Soc 421 prior to taking PS 504 or SOC 521.

Pol S 539 - Professionalization Practicum - 1 credit Pass/Fail.

Foundational Training Area Seminars

Doctoral students select one Foundational Training Area in which to test in their preliminary exams from among the following three:

1. **Institutions and Processes**
2. **Behavior and Psychology**
3. **Theory and Philosophy**

The courses making up a student’s Foundational Training Area can be selected from specific ‘baskets’ of class offerings falling within broad areas of political science focusing upon: institutional/structural/macro-social approaches to studying politics; behavioral/psychological approaches to studying politics; or on normative/philosophical approaches to studying politics. It is expected that students take at least four 500-level seminars/courses falling within their chosen Foundational Training Area, with the selection of courses being agreed upon between students and their committees. Any 400-level courses taken in these areas should be viewed as supplementing your knowledge of the area, but the material covered will not be subject to examination during preliminary examinations. The flexibility afforded students in selecting courses falling within these Foundational Training Areas allows them to also build expertise in specialized sub-fields (e.g., political psychology within the Behavior and Psychology area).

Foundational Training Area ‘Baskets’ of Courses

<i>Institutions and Processes</i>	<i>Behavior and Psychology</i>	<i>Theory and Philosophy</i>
PS 510 – Intro to American Institutions and Processes PS 512 – Seminar in American Institutions PS 514 – Seminar in Public Policy PS 516 – Seminar in Law and Courts PS 534 – Seminar in Comparative Politics PS 536 – Special Topics in Comparative Politics (Comparative Political Parties) PS 537 – Concepts and Methods in Comparative Politics PS533b – Seminar in Political Leadership and Decision Making PS540 – Seminar in Public Administration PS 429 – Special Topics in Foreign and Defense Policy	PS 510 – Intro to American Institutions and Processes PS513 - Seminar in American Political Behavior PS 530 – Theoretical Approaches to International Relations PS 533a – Seminar in Political Psychology PS533b – Seminar in Political Leadership and Decision Making PS 536 – Special Topics in Comparative Politics (Comparative Political Parties) PS 428 – Intro to Political Psychology PS 429 – Special Topics in Foreign and Defense Policy	PS 502 – Seminar in Political Theory PS 511 – Seminar in American Political Thought PS 530 – Theoretical Approaches to International Relations PS 531 – International Security PS 534 – Seminar in Comparative Politics PHIL 501 – Advanced Logic PHIL 507 – Seminar in Philosophy of Religion PHIL 510 – Seminar in the History of Philosophy PHIL 520 – Seminar in Ethical Theory PHIL 522 - Seminar in Metaphysics PHIL 524 – Seminar in Epistemology PHIL 530 – Bioethics PHIL 532 – Seminar in Business Ethics

<p>PS443 – Administrative Jurisprudence</p>		<p>PHIL 543 – Philosophy of Language PHIL 535 – Advanced Biomedical Ethics PHIL 540 - Ethics and Social Science Research PHIL 570 – Philosophy of Law PHIL 413 – Mind of God and the Book of Nature: Science and Religion PHIL 420 – Contemporary Continental Philosophy PHIL 442 – Philosophy of Mind PHIL 472 – Social and Political Philosophy</p>
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Field of Emphasis Courses

Doctoral students will also select one of the following Field of Emphasis area in which to test during preliminary exams:

1. **American Politics**
2. **Global Politics**
3. **Public Policy/Public Administration**

It is expected that students will take at least four 500-level seminars/courses falling within their chosen Field of Emphasis area, with the selection of courses being agreed upon between students and their committees. Any 400-level courses taken in these areas should be viewed as supplementing your knowledge of the area, but the material covered will not be subject to examination during preliminary examinations. Courses may ‘double-count’ (i.e., count as meeting a requirement in both Field of Emphasis and Foundational Training Areas simultaneously), though students are still expected to fill out these areas with as many courses as possible in meeting their minimum 34 hours of graded credit in the Ph.D. program and 54 hours minimum of total credits required. Recognize that in either area, your ability to successfully answer preliminary examination questions will be driven by how deep your expertise is in these areas (e.g., the variety of courses you have taken), as well as by your mastery of reading lists provided in these areas.

Field of Emphasis ‘Baskets’ of Courses

<i>American Politics</i>	<i>Global Politics</i>	<i>Public Policy/Public Administration</i>
PS 510 – Intro to American Institutions and Processes	PS 530 – Theoretical Approaches to International Relations	PS 514 – Seminar in Public Policy
PS 511 – Seminar in American Political Thought	PS 531 – International Security	PS 533b – Seminar in Political Leadership and Decision Making
PS 512 – Seminar in American Institutions	PS 533a – Seminar in Political Psychology.	PS 540 – Seminar in Public Administration
PS513 – Seminar in American Political Behavior	PS 533b – Seminar in Political Leadership and Decision Making.	PS 541 – Seminar in Research Evaluation
PS 516 – Seminar in Law and Courts	PS 534 – Seminar in Comparative Politics	PS 543 – Topics in Public Administration and Policy
PS 536 – Special Topics in Comparative Politics (Comparative Political Parties)	PS 536 – Special Topics in Comparative Politics (Comparative Political Parties)	PS 544 – The Politics of the Policy Process
PHIL 570 – Philosophy of Law	PS 537 – Concepts and Methods in Comparative Politics	PS 547 – Seminar in Public Administration
PS 402 – Civil Liberties	PHIL 507 – Seminar in Philosophy of Religion.	PHIL 532 – Seminar in Business Ethics
PS 404 – The Judicial Process	PHIL 520 – Seminar in Ethical Theory	PS 404 – The Judicial Process
PS 417 – Elections and Voting	PS 424 – U.S. National Security Policy	PS 416 – Policy Analysis
PS 420 – Political Parties & Pressure Groups	PS 427 – American Foreign Policy	PS 417 – Elections and Voting
PS 424 – U.S. National Security Policy	PS 428 – Intro to Political Psychology	PS 424 – U.S. National Security Policy
PS 427 – American Foreign Policy	PS 429 – Special Topics in Foreign and Defense Policy.	PS 427 – American Foreign Policy
PS 429 – Special Topics in Foreign and Defense Policy	PS 432 – Comparative Public Policy	PS 429 – Special Topics in Foreign and Defense Policy.
PS 434 – American Political Thought	PS 472 – European Politics	PS 430 – Politics of Natural Resources and the Environment
PS 443 – Administrative Jurisprudence	PHIL 420 – Contemporary Continental Philosophy	PS 432 – Comparative Public Policy
PS 448 – Urban Politics & Policy		PS 450 – The Legislative Process
PS 449 – Intergovernmental Administration		PS 445 – Public Personnel Administration

PS 450 –The Legislative Process PS 455 – The Presidency		PS 446 – Public Budgeting
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MATRICULATION EXAMINATION

All students must pass the matriculation examination to continue in the Ph.D. program past the second year in residence. For students admitted without a prior M.A. degree, the matriculation examination will be taken in the fourth semester of the program. For students admitted with an M.A., the matriculation examination may be attempted in either the second or fourth semesters upon advice and consent of the advising committee and Director of Graduate Studies. Continuance in the program is dependent upon successful passage of this examination. The examination will cover material from the four core courses required for all students in the Ph.D. program, Political Science 501, epistemology (including the foundations of the discipline, the formation of research paradigms, etc.); 502, theory (including normative theory, and general theoretical approaches); 503 research methodology/methods; and POL S 504 or SOC 521 (introduction to statistics). The matriculation examination committee (3 members) shall be appointed each year by the Chair on recommendation of the Graduate Director. The committee will consist of three members appointed from faculty who have taught, or are scheduled to teach any course in the four core classes mentioned above. Those intending to take matriculation exams in a given Spring should take PS504/Soc521 the preceding Fall so that they have the seminars completed.

Questions shall be decided upon by the whole committee; the same committee will grade the exams. All students scheduled for the matriculation examination shall sit the examination at the same time and will face the same questions. Matriculation exams take place the week prior to Spring break each year. Students will select one question (out of two possible questions) for each of the four core course areas. Students are not expected to do any additional reading outside of what was covered in their four core courses. The examination is an eight hour exam completed in one full day. Grading will be conducted by the faculty who wrote the exam questions. Students will receive a grade of A, B, B-, or C on each section of the exam. A C is a failing grade. Students who fail more than one section of the exam will be terminated from the Ph.D. program at the end of the semester. Students who fail one of the questions will be allowed to retake that section before the end of the semester. If they pass, they will be allowed to continue in the program; if they fail, they will be terminated from the Ph.D. program. Students who receive a B- for any question must meet with their committees to discuss ways to remediate deficiencies in knowledge of core course material. Students with M.A.s may get a waiver from taking any core courses (501, 502, 503, 504) that they have equivalent training in already (to be determined and approved by the Graduate Director and GSC). Upon satisfactory completion of this requirement, students will be granted continuing status in the Ph.D. program.

Students without an existing M.A. degree in political science will also be granted an M.A. in Political Science, provided all M.A degree requirements have been met. Students who fail the matriculation examination will be cut from the Ph.D. program, though they will be granted a terminal M.A. degree in Political Science provided they have met all M.A. degree requirements.

Ph.D. PRELIMINARY QUALIFYING EXAMINATIONS

Students will be scheduled to take their preliminary exams ("prelims") one year after they take the matriculation exam (this will normally be in the student's sixth semester). In exceptional cases, students may petition the Graduate Studies Committee to delay their preliminary exam for good cause (e.g., the student has a long-term health problem; has taken advanced courses in foreign languages or statistics outside the department, etc.). The examinations include both a written and an oral component, both of which must be satisfactorily completed. Students are responsible for working with the members of their advising committee and faculty in the examination fields in preparation for these examinations. It should be noted that these examinations are *comprehensive*, and, while specific seminars are highly recommended as necessary preparation for them, these seminars alone are not sufficient. Students will want to read additional materials so as to demonstrate a breadth of knowledge that transcends any one seminar. Preliminary examinations are held during the week prior to Spring break each year.

Students will be expected to master the materials covered in one Foundational Training Area (Institutions and Processes; Behavior and Psychology; Theory and Philosophy) and one Field of Emphasis Area (American Politics; Global Politics; Public Policy/Public Administration). It is the responsibility of the advising committee, in conjunction with faculty in preliminary examination field areas, to help students prepare for these examinations. Students are responsible for contacting the members of their prelim fields in preparation for the examinations and to obtain additional reading lists. This should be done at the beginning of the fall semester in preparation for exams in the spring semester.

PRELIMINARY EXAMINATION PROCEDURES

Preliminary examinations are taken over two days and are closed book. Each portion of the questions for the primary examination fields (i.e., the Foundational Training Area and the Field of Emphasis) will be developed by the faculty in these areas and will be common to all students taking preliminary examinations that semester. Students will then be able to select from among this series of questions within each component in writing their prelim essays. No notes may be used during the examination. The answers will be graded by the student's graduate committee, but that committee may request evaluations of the written answers from members of the faculty, who will make written recommendations to the committee as to whether it is a passing/failing answer. Ultimate authority for deciding whether a student passes prelims rests with the student's committee, who will conduct the oral exam. A student must successfully pass both portions of the written examination and the oral exam in order to pass the preliminary examinations.

The Ph.D. aspirant becomes eligible to attempt qualifying ("preliminary") examinations when he or she is in the process of completing the final courses included in his or her Ph.D. program. Only after a student has successfully passed "prelims" does he or she become formally a "candidate for the Ph.D" (or ABD, "All But Dissertation"). Preliminary examinations are normally taken one year after successfully passing the matriculation exam. Preliminary exam schedules must be formally filed with the Graduate School.

Each student will have up to eight hours to complete each of the two days of written examinations. After grading the exam, the student's committee members each give written

feedback to the student at least two days before the oral exam. The oral exam is normally held within three weeks of completion of the written portion. The oral exam lasts two hours. Questions normally focus on the student's written examination but can cover any topic within the student's areas of concentration. The object of the preliminary examination, which is comprehensive and broad in nature, and both written and oral, is to test the student's mastery of and sophistication concerning his/her fields of specialization. It is not designed to reward mere memorization of facts. The student should bear in mind that when a student "sits" for prelims he or she is seeking to be recognized as a peer of the examiners. Therefore, a student must demonstrate an expert level of competence in a field in order to receive a passing grade.

There is no magic way to prepare for prelims. A solid course background is, of course, an indispensable asset. The successful student will also have read substantially beyond course requirements in his or her preliminary exam fields, will have consulted faculty teaching in these fields regarding appropriate reading lists and preparation strategies, and will be thoroughly informed regarding relevant epistemologies and methodologies. The maximum period of time in which to complete both written and oral examinations is 30 days (Graduate School regulation). Under existing University policy, students cannot take any such examinations (prelim or final) unless they are registered for a minimum of two 800 credits and have paid the fees entailed by such registration for the school term in which the examination is scheduled.

If a student fails the prelims, the student may re-take the exams once after a three month waiting period. The School of Politics, Philosophy, and Public Affairs requires that the second prelim attempt be taken no later than October 15 in the fall semester. A second failed attempt will result in termination from the Ph.D. program.

DISSERTATION PROSPECTUS DEFENSE

The next requirement for the Ph.D. candidate beyond the prelims is preparation, under the guidance of a thesis committee, of a dissertation presenting the results of a thorough and systematic investigation of a significant problem related to one of the exam fields of the candidate. The thesis committee will normally be composed of the chairperson and two other members of the Graduate Faculty. The Ph.D. dissertation committee is normally, but not always, composed of the same members as the preliminary examination committee. The subject matter of the dissertation will, of course, have an important bearing on the committee's composition. Students must present, and orally defend, a dissertation prospectus, usually in the semester following successful passage of the preliminary exams. This defense does not need to be scheduled with the Graduate School. The objectives of the proposal are to identify the research topic, and to demonstrate that a feasible and appropriate research strategy has been developed. Normally, the student works with the chair of her/his committee to produce a final draft. Only after the chair has approved the working draft may the student submit the essay to the other members of the committee, remembering that the other members must have the essay *at least 15 work days* prior to the defense date. All committee members must sign-off on the defense date. If these guidelines are not respected by the student, the other members of the committee are not obliged to attend the defense. A dissertation prospectus should present the research problem to be examined after prelims. The prospectus presents the student's preliminary work on the problem, not just a statement of that problem, as well as a discussion of the feasibility and significance of the project. The prospectus should include (not necessarily in this precise format or order):

1. **Project Title.**
2. **Topic or Problem:** Identify the specific focus in researchable terms and place the topic or problem in the literature.
3. **Literature Review:** Describe and critique major approaches to the problem, the relevant findings, theoretical and methodological debates in the literature, and a discussion of how the dissertation will fit in and add to the literature.
4. **Tentative Theoretical Framework:** Describe the theoretical framework with which the problem or topic will be analyzed. This may require an additional literature review if the approach has not been used to examine the problem or topic.
5. **Tentative Hypotheses.**
6. **Approach, Methods and Materials:** Discuss in depth the analytical school or approach or methodology that will be employed.
7. **Tentative Chapter by Chapter Outline.**

The prospectus must be submitted to the student's committee, revised in accordance with committee criticisms, and acceptable to the committee before the final oral exam is scheduled. The oral exam must include a 15-20 minute presentation by the student outlining the project's design. Further revisions may be required after the successful completion of the oral exam.

FINAL ORAL EXAMINATION OF DISSERTATION

The last requirement is the final oral examination, which under existing Graduate School policies cannot be scheduled until the dissertation is ready for presentation to the Graduate School and for submission to the University's dissertation publishing program. The final oral examination usually centers on the dissertation, but, as Graduate School regulations indicate, the student must be prepared to meet questions relating to any of the work he or she has done for the degree. Under existing University policy, students cannot take any such examinations (preliminary or final) unless they are registered for credit and have paid the fees entailed by such registration for the school term in which the examination is scheduled. Normally such examinations can be scheduled to take place only when the university is in session. A minimum of four months must elapse between the successful completion of a preliminary examination and the scheduling of a final examination

Current Graduate School regulations stipulate that: "In all cases, the requirements for the degree should be completed within three years of the date of the satisfactory completion of the preliminary examination." Upon completion of the dissertation, a final bound copy must be submitted to the School of Politics, Philosophy, and Public Affairs conforming to Graduate School requirements. Please refer to the Thesis and Dissertation Final Checklist for all Graduate School requirements and final submission of the dissertation to the Graduate School. This checklist is found at <http://gradschool.wsu.edu/facultystaff-resources/18-2/>. Required documents must be returned to the Graduate School within 5 working days of the defense for acceptance. The Graduate School Policies and Procedures Manual and forms involved can be found on the Graduate School's website. In addition, all dissertations must be submitted to University Microfilms International (UMI)'s ProQuest Dissertations & Theses Database in PDF form **10 days prior to the oral defense**. It must be submitted via the student's university e-mail account. The link is <http://www.dissertations.wsu.edu>.

Students need to be in regular contact with their committee chair with regard to a schedule for completing the dissertation. Students cannot expect committees to suddenly

schedule a defense if they produce the entire manuscript unexpectedly. Student should have an agreed-upon schedule for completing the dissertation with their chairs and should be submitting chapters regularly. The other committee members must be given at least 15 working days to read over the final version, only *after* the chair has approved the dissertation. This process takes time. All committee members must sign-off on a defense date. Students are ultimately responsible for scheduling their defense, reading the Graduate School's requirements for their degree program, and using the checklist and other resources available to them on the Graduate School's website. Students should begin to review the requirements for defense and graduation the semester before they plan to graduate.

TEACHING AND/OR RESEARCH REQUIREMENT

In addition to the course requirements, each student in the Ph.D. program is required to have formal teaching and/or research experience in an institution of higher learning before receiving the Ph.D. degree. Serving as a Teaching Assistant for PPPA satisfies this teaching requirement. Collecting original data also fulfills this requirement.

PROFESSIONAL CONDUCT

All graduate students are expected to behave in a professional manner toward one another, the staff, and the faculty. This includes coming to seminars prepared to discuss course material, attending colloquia, getting paper work done in a timely manner, asking for letter of recommendation and other materials from faculty and staff well in advance of due dates, nondiscriminatory behavior, keeping personal relationships away from the workplace, sharing office space with others respectfully, and avoiding infighting, gossiping, and using social media to undermine other students, staff, or faculty. Students should read the policies and procedures of the Graduate School at <http://gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/> and Student Standards and Procedures at <http://conduct.wsu.edu/> for the official WSU policies.

Graduate students may choose to have a link to their personal websites from the PPPA website. Indeed, it is wise for all scholars to have a presence on the Internet. Graduate students' websites that can be accessed from PPPA's website must maintain professional standards - to include but not limited to accepted norms of civility and collegiality. Additionally, linked websites must be geared toward scholarly research and/or the academic job market, and they must not expose the School, College, or University to liability. The Director of the School or Chair the Graduate Studies Director may choose to remove links from the PPPA website to a graduate student's personal website at any time. Such removals have an indefinite duration and may only be reinstated upon the approval of both (1) the faculty members of the Graduate Studies Committee and (2) the Director of the School.

III. ADMINISTRATION OF GRADUATE STUDIES

The Graduate Studies Committee (GSC) is a committee of faculty responsible for oversight of the School of Politics, Philosophy, and Public Affairs graduate program. The GSC also acts on student requests and petitions and proposes changes in the graduate program. Generally, proposals for policy changes in the graduate curriculum must be approved by a vote of the faculty. Anyone may submit an agenda item for GSC consideration. Please submit them in writing to the Director of Graduate Studies. The committee formally consists of the Director and five faculty representatives (including the Program Leader in Public Affairs from the Vancouver campus), one graduate student representative (non-voting), the Director of the School (ex officio), and the

Academic Coordinator (non-voting).

The Director of Graduate Studies interprets University and Departmental rules and regulations; advises students until they have advanced to form a program committee; acts as counsel and an advocate for graduate students when individuals come forward with issues; organizes the first-year student orientation; organizes the orientation for Teaching Assistants and Graduate Instructors; updates the graduate handbook each year; coordinates the admissions process; coordinates the allocation of teaching assistantships; facilitates the distribution of soft-funding to graduate students; coordinates the assignment of T.A.s to classes; coordinates faculty supervision of graduate students teaching independent sections; and evaluates, with committee chair approval, and informs students who are academically deficient.

The Academic Coordinator is responsible for the administrative details of the graduate program, maintaining graduate files and providing students with information concerning the program, fields, forms, examinations on file, placement information, access to handbooks and generating official letters to graduate students.

The Director is assigned the administrative responsibility for the School and serves as the direct supervisor of departmental faculty and staff. The Director acts as the liaison between the School and other parts of the University, most particularly the Dean.

IV. FUNDING OPPORTUNITIES

Types of Funding

The department has three types of funding for graduate students: permanent assistantships, temporary or “soft” funding, and instructor or part-time grader positions. All students wishing to obtain funding from the department must complete a funding application by February 1st for the following academic year. Decisions on who receives assistantships and other funding is determined by the Graduate Studies Committee and Graduate Director, in consultation with the Director of the School.

Permanent Assistantships — These are year-to-year funded teaching or research assistantships which pay a monthly salary for the academic year and normally have tuition waivers. Assistantships are awarded competitively on the basis of merit. Appointments are made on a yearly basis. Students are expected to work 20 hours per week. Assistantships generally are not available to students in the terminal GJSS M.A. program.

Temporary (or “Soft”) and External Sources of Funding — The second type of departmental funding comes largely from grants obtained by faculty and usually consists of research positions. Typically, approximately two thirds of our graduate students who were not on T.A. appointment were employed by WSU, often working on research for faculty. For the most part, these jobs pay an hourly salary and do not include a tuition waiver. Under some circumstances, students who are employed for at least 20 hours a week, may be eligible for an out-of-state tuition waiver. For many of these positions, students must be work study eligible. This program enables the department to fund more graduate students because for every dollar we put in we get three work study dollars to support employment. Often, these job opportunities extend into the summer. You need to file federal and state forms with the financial aid office to be work study eligible and should do so as soon as possible if you do not have hard-funding. The deadline for these forms is usually March 1st. Only citizens of the U.S. are eligible for work study.

Research Assistant Positions from Faculty Grants within the Department: Work study eligible students will often be employed before those who are not; however, the *final hiring*

decision is made by the individual faculty member on whose project you will be working.

Research Positions in the Division of Governmental Studies and Services (DGSS): DGSS is an applied research unit outside of the School. This unit pursues and administers contracts to conduct a variety of research projects in Washington State. Each year, DGSS employs a number of graduate students to work on research. This work is paid on an hourly basis. Students who work in DGSS are normally work-study eligible. If you are interested, you need to apply for work-study eligibility with the financial aid office and then submit your curriculum vitae to the DGSS main office in Bryan Hall.

Other Employment opportunities outside of the School:

Social and Economic Sciences Research Center--This research unit often employs graduate students.

The Foley Institute for Public Policy and Public Service--The Institute sometimes employs graduate students.

Graduate Professional Student Association--Employs graduate students regularly.

Campus Student and Hourly Employment Office--Ads are posted on a board in French Administration 126.

Writing Center--Our students have worked as writing tutors.

Extended Degree Programs--Graders and instructors are sometimes needed.

Instructor Positions — The third type of funding is teaching for courses. The PPPA Director makes all decisions on teaching in consultation with the Graduate Director and/or pertinent faculty. Instructors are paid a flat rate per course. No tuition waivers are involved. Ordinarily, students will have passed the matriculation exam and will have had experience as a teaching assistant before being given the opportunity to teach an independent course. Graduate students should not be hired as instructors if they are enrolled in any credits. Students who have obtained ABD status, those with teaching experience (either within or outside WSU) and those with expertise related to a specific course's content will be given priority in assigning instructor positions.

Disqualification from Eligibility for Departmental Funding —Graduate students shall not be given aid in the Fall semester if they are carrying a grade of "I" for any course other than 600, 702, or 800 received in a non-contiguous semester (not counting summer semesters). Also, students who by the end of the third semester equivalent of full time enrollment in residence have failed to form a committee and file a program Plan of Study (in the case of the Ph.D.) shall normally be denied continuance in any assistantship or other kind of PPPA employment, such as work with the Division of Governmental Studies and Services.

Travel Funding -- The School has a limited amount of funding available to assist students who are presenting papers at major conferences. The amount of funding available will vary from year to year. Attendance at national or major regional, disciplinary conferences (i.e., APSA, MPSA) is more likely to be funded than attendance at small local or interdisciplinary conferences (although students are encouraged to look for opportunities to travel together to local conferences as the School may fund shared modes of travel and hotel rooms). Funding of conference participation is at the discretion of the Director. The procedure for applying for travel funds varies from year to year. Please check with the Director of Graduate Studies.

V. TEACHING ASSISTANTSHIP AWARDS, ASSIGNMENT, AND DUTIES

Criteria for Teaching Assistant Awards

The awarding of teaching assistantships is a very competitive process. There are two types of T.A.s: support and independent section T.A.s. Support T.A. positions involve assisting a faculty member teaching a large course, usually over 40. Independent section T.A.s teach their own class. These T.A.s generally must have at least an M.A. and significant professional experience. See the next section for more on the specific expectations for both types of T.A.s. The following criteria (not necessarily in order of rank) are used in awarding T.A.ships:

1. Grades - This typically includes overall GPA, but may also focus on grades in more recent years (especially for students whose education covers more years than usual or for students whose grades show substantial change over time) and on grades in the degree area.
2. GRE Scores.
3. Letters of Recommendation for Students Applying to our Program - New students who are interested in receiving a T.A. appointment should encourage their referees to speak to their potential classroom strengths.
4. Faculty Evaluations of Current Students - All Ph.D. students will be evaluated in writing by the Chair of their committee in terms of their performances in the program. Faculty evaluations of T.A.s will also be used.
5. Relevant Course Background - Students who have had a substantial amount of course work in the field of their graduate degree are more likely to receive funding, other things being equal, than are students with little or no relevant course work.
6. Field Distribution Concerns - We try to maintain some degree of balance in the overall distribution of T.A. slots to the distribution of T.A. support needs for courses and to provide some spread of support across Ph.D. fields. We need grading help in a number of fields and if we are particularly shorthanded in a field, a graduate student with some background in that field will have an advantage in competing for funding relative to a student with little or no background in that field.
7. Work Performance - Current T.A.s who have performed well on the job are more likely to be continued than are T.A.s who do not perform well.
8. Special Concerns - Some of the T.A. slots include instructional duties, including teaching independent sections and leading sections of large Pol S 101, 102 or 103 classes. For these slots, previous T.A. or teaching experience is important (particularly for independent sections). In addition, a record of excellent performance in relevant courses is also important, especially for the independent sections. Some effort is also made to assess students' potential for effective performance in the classroom.

Procedures for Application

The deadline for application for departmental teaching assistantships for the following academic year is February 1st. Students may obtain the Department's uniform funding application from the Academic Coordinator.

Assignment of T.A.s to Courses

1. The Director of Graduate Studies will be responsible for preparing initial T.A. teaching assignments. Independent section assignments for the SPRING semester will be discussed in December; assignments for the FALL semester will be discussed in May. Instructional support T.A. assignments cannot be made until final enrollments are available, the Friday before the first day of classes for each semester.
2. Teaching assignments for each semester will be made and submitted for faculty approval before the first week of the relevant semester.
3. Appeals of T.A. assignments should be directed to the PPPA Director who shall have final determination of the matter.
4. Both support and independent section T.A.s are expected to work 20 hours per week for a half-time appointment and 10 hours per week for a 1/4 time appointment. If students are working more than this, the Graduate Director should be contacted. The Graduate School's policy on this issue is as follows:

“The Graduate School strongly discourages graduate assistants from working additional hours beyond their .50% FTE because the additional work often has a negative impact on the student's academic progress and time toward completing a degree. At the same time, the Graduate School realizes that work opportunities often can provide students with professional development, support their specific career goals, and/or provide additional financial resources. Consequently, the Graduate School recommends the following guidelines for programs that have graduate assistants who want to work additional hours beyond the .50% FTE appointment:

- Ideally, the additional work should add to the professional development of students or support their specific career goals.
- More than 5 hours per week is strongly discouraged.
- In cases of more than 5 additional hours per week, the graduate program director should **review and approve the additional work in writing** and routinely screen the student to ensure that he/she is making good progress in the program. The following should be considered in the review process: (1) the student's current status in the department (performance and longevity); (2) the student's timeline for degree completion; and (3) how the work involved contributes to the student's academic work and progress. The program director should ensure, **in written memo to the Dean of the Graduate School**, that if the student does not complete the degree requirements in a timely manner that the department will continue to fund them until they do.”

<http://www.gradschool.wsu.edu/Documents/PDF/PoliciesAndProceduresManual2012-2013.pdf> Chapter 9 p. 88.

5. WSU Political Science graduate students must not evaluate other graduate students in this program.
6. A one-day orientation will be given each Fall for graduate students. Attendance is mandatory.

Evaluation of T.A. Performance

1. All Political Science students who are performing T.A. work for the department, either as assistants in classes or having independent responsibilities, will be evaluated. The evaluation of T.A. work will be based on the completion of agreed upon T.A. responsibilities (see T.A. Contract Appendix III). Evaluation criteria will be specified in an agreement and should include expectations concerning: a) grading; b) attending lectures; c) office hours; and d) guest lecturing. Any changes in T.A. responsibilities will require consultation and agreement between faculty advisor and T.A.
2. Each T.A. will have a faculty supervisor. In the case where the student is assisting in a course, the faculty supervisors will be the course instructor. During the first week of a given term, both the advisor and the assigned T.A. will meet to discuss T.A. responsibilities. At this time, the T.A. and the advisor will agree, in writing (on the Advisor/T.A. Agreement Form) to these duties. Any changes in T.A. responsibilities will require consultation and agreement between the faculty instructor and the T.A.
3. For T.A.s teaching independent sections, prior to the first departmental meeting of the semester, the Director of Graduate Studies will nominate individual faculty members for advisory duties for T.A.s teaching independent sections. The faculty supervisor and the graduate instructor will sign a T.A. Agreement Form. The graduate student will see to it that all educational materials relating to his/her teaching responsibilities are made available to the advisor. The advisor and the student will discuss the minimum teaching expectations and the criteria for evaluation of teaching performance.

The advisor will review the student's teaching materials and will arrange times when he/she can observe the student's classroom/discussion group and/or advising performances. When the T.A. is involved primarily in grading, these opportunities are recognized to be limited. In these cases, advisors are encouraged to have their grading T.A. present at least one lecture and/or have primary responsibility for conducting review/study sessions. At the mid-point of the semester, the student and his/her advisor will meet for an informal session where course progress and teacher development skills should be discussed. This meeting is to be viewed as an informal, "mid-course correction" and not one which results in any official report.

Based on whatever form of feedback the advisor has developed for the assessment of the student's performance, the advisor should give the student a good sense of her/his performance of responsibilities. Suggestions for change or alteration of performance should be a feature of this discussion as well. Students are encouraged to ask faculty for additional help in improving their performance.

4. After the semester is over, the advisor will issue a report on the student's performance of her/his duties and a general evaluation of their potential as classroom instructors. This report will be shared with the student, the student will sign the report to acknowledge having read it and it shall be placed in her/his graduate file. The Graduate Coordinator will be responsible for ensuring that this is done.
5. The student has the right, and will be given the opportunity, to comment on the semester report if he/she wishes. These rejoinder comments will be shared with the advisor and placed in the

student's file as well.

6. TA appointments qualify the student to be an employee of both the university and the state. Students are expected to uphold the standards of professional conduct that is implied by this status. In particular, students should be familiar with policies regarding inappropriate workplace conduct, amorous relationships, and respect for undergraduate students. Unsatisfactory performance of T.A. responsibilities could result in a discontinuation of funding as determined by the PPPA Director in consultation with the Graduate Director and other relevant faculty.

VI. ANNUAL REVIEW OF PH.D. GRADUATE STUDENTS

In compliance with Graduate School policies, at the end of each academic year (Spring Semester) the Director of Graduate Studies will send out the *Graduate Student Annual Evaluation Form* (see Appendix B) to all Ph.D. graduate students to fill out and return to the Graduate Coordinator. This will be given to their Program Committee Chairs to evaluate and comment upon, after which a meeting will be scheduled between students and their Program Committee Chairs to discuss their annual review and progress in the program.

In addition, the Graduate Coordinator reviews all graduate student files each year for academic deficiencies. If any deficient students are identified, the Program Committee Chair will be consulted on whether students should receive a letter of notification. Students who do not have any academic deficiencies will receive a letter that states that they are making satisfactory progress in the program. The first deficient letter a student receives serves as an initial warning and has no impact on the evaluation of student performance if the deficiency is resolved. More than anything else, this letter serves as a heads-up for student and faculty alike. A second warning letter is much more serious, in that it is a result of the student's failure to resolve the deficiency in her/his record. If the student still has not resolved the deficiency in a reasonable amount of time and after consultation with the Chair of the Committee and the Director of the School, he or she may be dropped from the program. All letters will be sent to students and placed in their graduate files, along with their Annual Evaluations.

Your progress will be considered unsatisfactory if you fail to file a program of Study in a timely manner, accumulate or fail to remove "incompletes" from your transcript, fail to complete your dissertation in a timely manner, fail preliminary examinations, fail to enroll or complete required coursework, or receive a grade below B-. In addition, any graduate student who fails to maintain a cumulative grade point average of 3.00 or higher for all course work subsequent to admission to the Graduate School may be terminated from the program and the Graduate School.

VII. FACILITIES FOR GRADUATE STUDENTS

Office Space. All students on appointment as T.A.s, and often R.A.s, are assigned to office space. Those students possessing desk space may also receive building keys.

Mailboxes. All graduate student mail is put into file folders for each student in a Graduate Student file cabinet in the main office. Phone calls for graduate students are received in the main office where messages will be taken.

E-Mail Accounts. All students should sign-up for an e-mail account with Information Technology.

APPENDICES

I. School Faculty

DANA BAKER, Associate Professor and Director, Masters of Public Affairs Program (Ph.D., University of Texas – Austin)

Years at WSU: Fall 2005 – present

Areas of Research Interest: Disability Policy, Health Policy, Agenda Setting, Issue Definition, Human & Civil Rights

JOSEPH CAMPBELL, Professor (Ph.D., University of Arizona)

Years at WSU: Fall 1996 - present

Areas of Research Interest: Epistemology, Metaphysics, Hume

CORNELL CLAYTON, Thomas S. Foley Distinguished Professor of Government and Director of the Foley Institute, (D.Phil., Oxford University)

Years at WSU: Fall 1992 - present

Areas of Research Interest: Law and Courts, American Politics, Normative Theory

MARTHA COTTAM, Professor and Director of the Institute for the Study of Intercommunal Conflict (Ph.D., University of California, Los Angeles)

Years at WSU: 1981-82, Fall 1991 - present

Areas of Research Interest: International Relations, Comparative Politics, Political Psychology, Political Violence

PATRICIA GLAZEBROOK, Professor and Director (Ph.D., University of Toronto)

Years at WSU: Spring 2015 - present

Areas of Research Interest: Ancient Philosophy, Ecophenomenology, Environmental Philosophy, Feminism, Gender & Environmental Policy, Heidegger, International Development, Philosophy of Science & Technology

MICHAEL GOLDSBY, Assistant Professor (Ph.D., University of Wisconsin, Madison)

Years at WSU: Fall 2013 - present

Areas of Research Interest: Philosophy of Science, Bioethics

BILL KABASENCHE, Clinical Assistant Professor (Ph.D., University of Tennessee)

Years at WSU: Fall 2007 - present

Areas of Research Interest: Bioethics, Moral Psychology, Practical Ethics (particularly virtues)

CLAUDIA LEEB, Assistant Professor (Ph.D., University of Vienna and The New School For Social Research, NY).

Years at WSU: Fall 2012 - present

Areas of Research Interest: Contemporary political theory and philosophy, 19th- and 20th-century continental political thought, feminist political theory, Frankfurt School of Critical Theory, psychoanalysis, democratic theory, and history of political thought

CAROLYN LONG, Associate Professor, (Ph.D., Rutgers University)

Years at WSU: Fall 1995 - present

Areas of Research Interest: Public Law, American Institutions

ANTHONY LOPEZ, Assistant Professor (Ph.D., Brown University).

Years at WSU: Fall 2012 – present.

Areas of Research Interest: International conflict, Political Psychology, Evolutionary Theory.

NICHOLAS P. LOVRICH, Professor Emeritus (Ph.D., University of California, Los Angeles)

Years at WSU: Fall 1977 - present

Areas of Research Interest: Public Administration, Public Policy

AMY G. MAZUR, Professor (Ph.D., New York University)

Years at WSU: 1990-91, Fall 1994 - present

Areas of Research Interest: Comparative Public Policy, Women and Politics, Comparative Politics

MICHAEL MYERS, Professor (Ph.D., University of Hawaii)

Years at WSU: Fall 1991 – present

Areas of Research Interest: Philosophy of Religion, Asian and Comparative Philosophy

DAVID NICE, Professor (Ph.D., University of Michigan)

Years at WSU: Fall 1988 - present

Areas of Research Interest: American Institutions, Public Policy, State and Local Government

NATHAN NICOL, Assistant Clinical Professor (Ph.D. Candidate, University of Illinois, Chicago)

Years at WSU: Fall 2008 – present

Areas of Research Interest: Ancient Philosophy, Socrates, Plato, Aristotle, Stoicism, Ethics

THOMAS PRESTON, C.O. Johnson Distinguished Professor (Ph.D., The Ohio State University)

Years at WSU: Fall 1994 - present

Areas of Research Interest: International Relations, American Foreign and Defense Policy, International Security, Political Psychology

TRAVIS RIDOUT, Thomas S. Foley Distinguished Professor of Government and Public Policy (Ph.D., University of Wisconsin)

Years at WSU: Fall 2003 - present

Areas of Research Interest: American Politics, Political Communication, Campaigns

MICHAEL SALAMONE, Assistant Professor (Ph.D., University of California, Berkeley).

Years at WSU: Fall 2012 - present

Areas of Research Interest: Judicial politics, American government, Inter-branch relations

DAVID SHIER, Associate Professor (Ph.D., Wayne State University)

Years at WSU: Fall 1995 - present

Areas of Research Interest: Philosophy of Language, Philosophy of Mind, Epistemology

STEVEN STEHR, Associate Professor (Ph.D., University of California, Berkeley)

Years at WSU: Spring 1994 - present

Areas of Research Interest: Public Administration, Public Policy

MARK STEPHAN, Associate Professor , (Ph.D., Princeton University)

Years at WSU: Fall 2001 - present

Areas of Research Interest: Environmental Policy, Grass Roots Political Movements, and State/Civil Society Relations

MATT STICHTER, Associate Professor (PhD. Bowling Green State University)

Years at WSU: Fall 2007-present

Areas of Research Interest: Ethical Theory, Applied Ethics, Political Philosophy, Philosophy of Law

PAUL THIERS, Associate Professor , (Ph.D., University of Oregon)

Years at WSU: Fall 1999 - present

Areas of Research Interest: Comparative Politics, Chinese Politics, Political Development

II. Learning Outcomes: PhD Program

Graduate Program Learning Objectives	Graduate Student Learning Outcomes	Data Gathered, Sources, When Collected
<p>To prepare students to achieve their professional goals and prepare them to pursue professional careers</p>	<p>Students demonstrate expertise in appropriate concepts, theories and emerging methodologies in political science.</p> <p>Students demonstrate professional skills such as creating high quality curriculum vitae, learning about theories of teaching, ethics associated with human subjects research and how to get published in disciplinary based journals</p> <p>Students present original research in peer-reviewed journals or in conference papers given at regional and national professional association meetings.</p>	<p>Performance on written preliminary examinations, course grades, and instructor comments on performance in PS 501 (The Scope of Political Science) and PS 539 (Professionalization Practicum).</p> <p>Course grades in core methodology seminars, PS 501, 502 (Seminar in Political Theory), 503 (Intro. To Political Science Research Methods), and PS 504 (Quantitative methods in Political Science).</p> <p>Conference presentations and publications by graduate students gathered from vitas.</p> <p>Completion of online training in ethics and human subjects research.</p>
<p>To prepare students to be effective researchers in the disciplines of Political Science or Philosophy.</p>	<p>Students read and synthesize the literature in a variety of subfields in Political Science or Philosophy.</p> <p>Students identify research questions and generate hypotheses that are appropriate to an original research problem.</p> <p>Students gather, organize, analyze, and report data on an original research topic.</p> <p>Students communicate research effectively in both written and oral forms.</p>	<p>Seminar grades and annual evaluations of students.</p> <p>Rubrics that will be filled in by each committee member at student's oral defense.</p>
	<p>Students receive effective mentoring from faculty leading to</p>	<p>Data from student applications (number of applicants, last school</p>

<p>To improve students competitiveness for job placement through program training, quality, and reputation.</p>	<p>successful completion of graduate education in a timely manner.</p> <p>Students are hired into faculty positions in their desired field of study after graduation.</p>	<p>attended, etc.) provided by the Graduate School.</p> <p>Time to degree data provided by Graduate School.</p> <p>Job placement data provided by the Graduate Director.</p> <p>Unit Productivity Report provided by the Director of the School.</p>
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III. Learning Objectives for the Master’s in Global Justice and Security Studies

Graduate Program Learning Objectives	Graduate Student Learning Outcomes	Data Gathered, Sources, When Collected
<p>To prepare students to achieve their professional goals and prepare them to pursue professional careers</p>	<p>Students develop expertise in appropriate concepts, theories and emerging methodologies in Political Science and Criminal Justice.</p> <p>Students develop skills in interdisciplinary social science and its utility in public policy analysis.</p> <p>Students learn the functions of the security system, policy making process, and issues, problems, and consequences of policy implementation both domestically and internationally.</p>	<p>Grades in core courses, PS 531 (Seminar in National Security), CJ 505 (Comparative Criminal Justice Systems); 572 (Comparative Policing) and PS 424, U.S. National Security).</p> <p>Assessment of their preparation during their final oral exam.</p>
<p>To prepare students to be effective researchers in the disciplines of Political Science and Criminal Justice</p>	<p>Students read and synthesize the literature in a variety of subfields in Political Science and Criminal Justice.</p> <p>Students identify research questions and generate hypotheses that are appropriate to an original research problem.</p> <p>Students gather, organize, analyze, and report data on an original research topic.</p> <p>Students communicate research effectively in both written and oral forms</p>	<p>Seminar grades and annual evaluations of students.</p> <p>Rubrics that will be filled in by each committee member at student’s oral defense.</p>
<p>To improve students competitiveness for job placement through program training, quality, and reputation.</p>	<p>Students receive effective mentoring from faculty leading to successful completion of graduate education in a timely manner.</p>	<p>Data from student applications (number of applicants, last school attended, etc.) provided by the Graduate School.</p>

	<p>Students are hired into public policy positions or research analyst positions in domestic and/or international government or private organizations related to global justice and security.</p>	<p>Time to degree data provided by Graduate School.</p> <p>Job placement data provided by the Graduate Director.</p> <p>Unit Productivity Report provided by the Director of the School.</p>

IV. Learning Outcomes, Master's in Public Affairs (Vancouver campus)

<p style="text-align: center;">To lead and manage in public governance</p> <p>Our program embraces a broad definition of public leadership rooted in the models of shared, democratic governance and servant-leadership. As articulated in our mission statement, "our goal is to foster evidence-based reasoning and practice on the part of those working for the public good, including students, community members, legislators, practitioners, scholars and issue stakeholders." We hope that most of our graduates' life's work will be in leading or managing public sector organizations. We expect that all of our graduates will be civically engaged members of their communities and societies. For our program leading and managing in public governance is operationally defined as taking an active, informed interest in public affairs which, along with the professional training provided in our program and beyond, serves as a foundation for reasoned, thoughtful and responsible performance of professional and civic duties.</p>
<p style="text-align: center;">To participate in and contribute to the public policy process</p> <p>Our program operationally defines participating and contributing to the policy process as becoming professionally qualified to engage the policy process at whatever traditionally defined stage of the public policy process our graduates choose. The first sentence of our mission reads "The Washington State University Vancouver Program in Public Affairs brings theory and engaged scholarship to help those serving the public interest." To that end, the theory core of our program includes one course in public policy, one course in public administration and one course in normative, democratic theory. This training, in combination with the area expertise gain through the elective courses and thesis equips our students to become informed actors in the policy process.</p>
<p style="text-align: center;">To analyze, synthesize, think critically, solve problems, and make decisions</p> <p>The Washington State University Program in Public Affairs embraces this competency as a foundational element of our program. The School of Politics, Philosophy and Public Affairs, the unit in which the program is housed, has a long term commitment to problem driven research. One of Washington State University's core learning goals is "reason critically and creatively." Our program primarily operationally defines this competency as the ability to complete, present and defend a Master's Thesis of potentially publishable quality. In addition, engaging public challenges and learning to make responsible, reasoned decisions is a focal point of all course work. As we state in our mission, "the program offers an intersection between rigorous academic research and practical application." This means, to us, that graduates of our program are well equipped to practice and promote the exercise of this universal competency.</p>
<p style="text-align: center;">To articulate and apply a public service perspective</p> <p>Articulating and applying a public service perspective is a competency students in Washington State University's Program in Public Affairs are expected to nurture in themselves (at least) from the moment they apply to our program. Applicants to our program write a letter of intent in which they are specifically asked how they hope to engage in public service. The slogan used most often on our recruitment posters is "Learn to Serve." Even so, faculty and staff in the Program in Public Affairs are enthusiastic about both living and teaching this universal competency. Our operational definition of this universal competency draws heavily from the servant-leadership tradition. We expect those who have been part of our program to have sustained issues in developing society and helping others. We discuss the responsibility of</p>

stewardship of democracy and society frequently with our students and amongst ourselves. As our mission statement explains our core constituency is those "serving the public interest."

To communicate and interact productively with a diverse and changing workforce and citizenry

Our campus community is deeply committed to diversity. One of the primary goals in Washington State University Vancouver's strategic plan is to "Advance Diversity." Given this, and the individual commitment of all our faculty and staff to the principle of diversity, when we state in our mission statement that we "seek to transform students into ethical, engaged and competent professionals" we mean developing an ever-improving ability to "communicate and interact productively with a diverse and changing workforce and citizenry." The operational definition of this universal competency that our program employs is rooted an understanding of the inherent value of the diversity of diversities present in our modern democracy and that engaging this diversity has the general effect of strengthening individuals, communities and societies.

V. GRADUATE STUDENT ANNUAL REVIEW: OVERVIEW AND SAMPLE FORM

All active graduate students are required to complete a **Graduate Student Annual Evaluation Form**. Failure to complete this form could result in loss of funding and/or termination from the graduate program. This form is to be *filled out by the graduate student*, and must be *discussed with the student's program committee chair* prior to submission to the Graduate Coordinator. It will be used for a variety of purposes, including but not limited to:

- 1. Evaluating applications for Teaching Assistantships
- 2. Evaluating applications for instructor positions
- 3. Provision of graduate student travel awards through department funds
- 4. Graduate student excellence awards
- 5. Evaluating student assignments for summer teaching opportunities
- 6. Miscellaneous funding opportunities

The Graduate Student Annual Evaluation in time will become a cumulative assessment tool that incorporates your previous annual review scores and combines them with your most recent score. This allows graduate student performance to be reviewed over an extended period and provides a fair overall assessment of student performance and progress toward degree completion. It should be noted, of course, that both student performance **and** timely progression through the degree program are important elements of the annual evaluation. Consequently, graduate students late in their programs will tend to have an advantage over more recent graduate students. To counterbalance this effect, however, our assessment tool divides the performance scores by the number of semesters a student has been within his or her degree program. Credit for any item of noteworthy accomplishment is given only once. Thus, for example, if a graduate student is given credit for a paper in press, that accomplishment will not be counted again when it is published.

Period: Spring and Fall Academic Year

Date Submitted: _____
WSU ID _____ Name: _____

Number of Semesters completed for current degree: _____

Grade Point Average: _____

Is your Program Of Study filed? Yes ___ No ___

Members of your program committee: _____

If applicable, have you successfully completed the Matriculation Exam? Yes ___ No ____

If applicable, have you passed your prelims? Yes ___ No ____

How many semesters of departmental support have you received up to this point? ____

NOTEWORTHY ACCOMPLISHMENTS FOR: 2013-2014

Grants: List any external and/or internal successful or unsuccessful grant applications; please attach a copy of the award letter corresponding to each successful application.

Publications: List any professional publications (in press or in print). Attach copies of these publications

Professional Meetings: List all papers presented at professional meeting(s). Attach any program/meeting announcement listing your name.

Poster Presentations: List all poster presentations at professional meetings. Attach any program/meeting announcement listing your name.

Other forms of meeting participation (e.g., session organizer, chair, discussant, etc). Attach any program/meeting announcement listing your name.

Colloquia: List all departmental/university presentations (colloquium, brown bag, GPSA research presentation, etc.) during the evaluation period.

Service: List all departmental, university, or community service performed during this review period.

Fieldwork/data sets/archival work: List all field and other research work completed during this review period. Give dates.

Honors: List all scholarships and other awards during this review period.

Progress: Describe in your own words you progress toward degree completion.

Teaching: Describe the courses you have taught, characterize your student and mentor evaluations, and give your own assessment of your strengths and weaknesses as a teacher. Include evaluation summaries.

Internships: Describe the internship location, duration and responsibilities. Provide letter of acceptance.

Program Chair Review and Comments

Students must meet to review and discuss the Graduate Student Annual Evaluation Form with their Program Committee Chair. Faculty comments and goals and expectations for the next year must be recorded here:

Comments:

Goals and Expectations:

Program Committee Chair: _____
(Signature) **Date:** _____

Student's signature: _____
Date:

Certification of Assistantship Duties (if applicable):

If the student served in an assistantship position during the past year, please have the student review and sign below, along with the student's faculty advisor or supervisor.

Student: The graduate assistantship position that you have held during this past year and the related tuition waivers were contingent upon factors as outlined in your offer letter. By signing below you certify you have met the following contingent factors for the preceding semester(s) during which you held an assistantship (circle all that apply: fall / spring / summer / year: _____):

- I remained enrolled full time (at least 10 credits as defined in Graduate School policy manual, chapter 9) during the period of the appointment.
- I maintained a 3.0 cumulative GPA during the period of the appointment.
- I met the service requirement of an average of 20 hours per week for 0.5 FTE as scheduled by my department/supervisor (or based on hours required for partial FTE appointment).

Student Sign/Date

Faculty Advisor/Supervisor Sign/Date

VI. TEACHING/RESEARCH ASSISTANTSHIP CONTRACTS

SCHOOL OF POLITICS, PHILSOPHY, AND PUBLIC AFFAIRS CONTRACT AND GUIDELINES FOR T.A.S ASSISTING FACULTY

Course/Semester:

Student:

Faculty:

Time Commitment:

1/2 Time (20 hours per week for 15 weeks) _____

1/4 Time (10 hours per week for 15 weeks) _____

According to Graduate School guidelines, T.A.s on half-time appointment are expected to work 10 hours per week for 15 weeks. T.A.s on full-time appointment are expected to work for 20 hours per week for 15 weeks. Faculty instructors should meet with their T.A. as soon as they are assigned to discuss their expectations and to fill out this contract. It is also expected that faculty instructors should meet regularly with the T.A. to clarify and update T.A. obligations. This contract formalizes what the T.A. is expected to do during her/his period of employment and what the faculty instructor will be looking for in her/his evaluation of the T.A. The completed form will be checked by the Graduate Coordinator and placed in the student's file. The faculty instructor will also submit a written evaluation of the student's overall performance at the end of the semester. It will be placed in the student's file and be given directly to the student. This evaluation will be used in future appointment decisions. Any questions about this process should be addressed to the Graduate Director, Dr. Martha Cottam

Outline of T.A. Responsibilities (Office Hours, Regular Attendance of Class, Grading, Aid in Course /Assignment Design, Discussion Sections, Other Administrative Duties, etc.)

T.A. Signature _____ **Date** _____

Mentor Signature _____ **Date** _____

Please return this form to Bonnie Kemper, 801 Johnson Tower.

Graduate Director Approval _____ **Date** _____

____ The School of Politics, Philosophy, and Public Affairs certifies that this student has worked 20 hours per week during this 15 week semester.

**SCHOOL OF POLITICS, PHILOSOPHY, AND PUBLIC AFFAIRS
CONTRACT AND GUIDELINES FOR GRADUATE
(G.A.)TEACHING INDEPENDENT SECTIONS**

Course/Semester:

Student:

Faculty Mentor:

The faculty mentor and student should meet at least three times during the semester. First, they should meet in the beginning of the semester to discuss the syllabus and general course issues and to arrange a time to observe the class. The second meeting should consist of the faculty evaluating the graduate student in the classroom. The third meeting should be to discuss the faculty evaluation of student classroom performance. Obviously, these are just the minimum number of meetings. Faculty mentors will be assigned the semester prior to teaching assignments so that students may get faculty feedback on their syllabi and book orders prior to the beginning of the semester. This contract formalizes what the instructor is expected to do during her/his period of employment and what the mentor will be looking for in her/his evaluation of the instructor. The instructor and Mentor should agree upon the responsibilities of the G.A. and the time frame for the meetings between the G.A. and mentor on this form in the beginning of the semester. The completed form will be checked by the Graduate Director and placed in the student's file. The mentor will submit a written evaluation of the student's overall performance at the end of the semester. It will be placed in the student's file and to be given directly to the student. This evaluation will be used in future appointment decisions. Any questions about this process should be addressed to the Graduate Director.

Outline of G.A. Responsibilities (Course Design, Syllabus, Office Hours, Lectures, Grading, etc.)

Time Frame for Meetings Between T.A. and Mentor

T.A. Signature _____ Date

Mentor Signature _____ Date

Please return this form to the Graduate Director.

Graduate Director Approval _____ Date

____ The School of Politics, Philosophy, and Public Affairs certifies that this student has worked 20 hours per week during this 15 week semester.

**SCHOOL OF POLITICS, PHILOSOPHY, AND PUBLIC AFFAIRS
CONTRACT FOR GRADUATE RESEARCH ASSISTANTS (GRA)**

Student:

Faculty Research Supervisor:

Project Name:

Unit (DGSS/ Departmental):

Semester (s) or Time Period:

Estimated Number of Hours per week: Wages: \$ per hour

Faculty and GRAs should use this form to articulate formally expectations for research responsibilities. The precise information to be included in this contract will be determined by the faculty and R.A. involved and obviously will depend on the project, but all GRA's must work 20 hours per week. At the end of the R.A.'s work, the faculty should fill out the checklist below and add any additional comments and share it with the R.A. A copy of this completed contract will be placed in the student's file. Feel free to use additional pages.

R.A. Responsibilities (type of research; tasks and deadlines for completion of research)

Signatures indicate agreement on the above responsibilities.

R.A. Signature _____ Date _____

Faculty Signature _____ Date _____

Please return this form to the Graduate Director

Graduate Director Approval _____ Date _____

Evaluation

I. Overall Performance of R. A.

Excellent _____ Good _____ Average _____ Poor _____

Additional Comments:

2. Ability to Complete Specific Tasks (e.g., making deadlines, attending meetings, etc.)

Excellent _____ Good _____ Average _____ Poor _____

Additional Comments:

3. Quality of Final Research Product (e.g. bibliography searches, literature reviews, collection of data, recording and/or coding of data, analysis of data, archival research, etc.)

Excellent Good Average Poor Additional Comments:

____ The School of Politics, Philosophy, and Public Affairs certifies that this student has worked 20 hours per week during this 15 week semester.

Checklist for Preliminary Exams for Graduate Students

The following checklist should be used by graduate students to figure out their Foundational Training Area and Field of Emphasis ‘baskets’ of courses for preliminary examinations. Understand that while some of the courses you take may be ‘double-counted’ in both Foundational and Field of Emphasis categories – this does NOT reduce the required HOURS you must have in order to obtain a Ph.D. in our program (in other words, hours are NOT double-counted).

- 1.) **Foundational Training Area** – (Select ONE out of the following Three Foundational Training Areas. It is expected that students have **at least four 500-level seminars/courses falling within their chosen Foundational Training Area** – the 400-level classes are considered only supplements).

<i>Institutions and Processes</i>	<i>Behavior and Psychology</i>	<i>Theory and Philosophy</i>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

These courses that can be used to meet these requirements are found in the table below from the Graduate Handbook:

<i>Institutions and Processes</i>	<i>Behavior and Psychology</i>	<i>Theory and Philosophy</i>
PS 510 – Intro to American Institutions and Processes PS 512 – Seminar in American Institutions PS 514 – Seminar in Public Policy PS 516 – Seminar in Law and Courts PS 534 – Seminar in Comparative Politics PS 536 – Special Topics in Comparative Politics (Comparative Political Parties) PS 537 – Concepts and Methods in Comparative Politics PS533b – Seminar in Political Leadership and Decision Making PS540 – Seminar in Public Administration PS 429 – Special Topics in Foreign and Defense Policy PS443 – Administrative Jurisprudence	PS 510 – Intro to American Institutions and Processes PS513 - Seminar in American Political Behavior PS 530 – Theoretical Approaches to International Relations PS 533a – Seminar in Political Psychology PS533b – Seminar in Political Leadership and Decision Making PS 536 – Special Topics in Comparative Politics (Comparative Political Parties) PS 428 – Intro to Political Psychology PS 429 – Special Topics in Foreign and Defense Policy	PS 502 – Seminar in Political Theory PS 511 – Seminar in American Political Thought PS 530 – Theoretical Approaches to International Relations PS 531 – International Security PS 534 – Seminar in Comparative Politics PHIL 501 – Advanced Logic PHIL 507 – Seminar in Philosophy of Religion PHIL 510 – Seminar in the History of Philosophy PHIL 520 – Seminar in Ethical Theory PHIL 522 - Seminar in Metaphysics PHIL 524 – Seminar in Epistemology PHIL 530 – Bioethics PHIL 532 – Seminar in Business Ethics PHIL 543 – Philosophy of Language PHIL 535 – Advanced Biomedical Ethics PHIL 540 - Ethics and Social Science

		Research PHIL 570 – Philosophy of Law PHIL 413 – Mind of God and the Book of Nature: Science and Religion PHIL 420 – Contemporary Continental Philosophy PHIL 442 – Philosophy of Mind PHIL 472 – Social and Political Philosophy
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II.) **Field of Emphasis** - (Select ONE out of the following Three Field of Emphasis Areas. It is expected that students have **at least four 500-level seminars/courses falling within their chosen Field of Emphasis** – the 400-level classes are considered only supplements).

<i>American Politics</i>	<i>Global Politics</i>	<i>Public Policy/Public Administration</i>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

These courses that can be used to meet these requirements are found in the table below from the Graduate Handbook:

Field of Emphasis ‘Baskets’ of Courses

<i>American Politics</i>	<i>Global Politics</i>	<i>Public Policy/Public Administration</i>
PS 510 – Intro to American Institutions and Processes PS 511 – Seminar in American Political Thought PS 512 – Seminar in American Institutions PS513 – Seminar in American Political Behavior PS 516 – Seminar in Law and Courts PS 536 – Special Topics in Comparative Politics (Comparative Political Parties) PHIL 570 – Philosophy of Law PS 402 – Civil Liberties PS 404 – The Judicial Process PS 417 – Elections and Voting PS 420 – Political Parties & Pressure Groups PS 424 – U.S. National Security Policy PS 427 – American Foreign Policy PS 429 – Special Topics in Foreign and	PS 530 – Theoretical Approaches to International Relations PS 531 – International Security PS 533a – Seminar in Political Psychology. PS 533b – Seminar in Political Leadership and Decision Making. PS 534 – Seminar in Comparative Politics PS 536 – Special Topics in Comparative Politics (Comparative Political Parties) PS 537 – Concepts and Methods in Comparative Politics PHIL 507 – Seminar in Philosophy of Religion. PHIL 520 – Seminar in Ethical Theory PS 424 – U.S. National Security Policy PS 427 – American Foreign Policy PS 428 – Intro to Political Psychology PS 429 – Special Topics in Foreign and Defense Policy.	PS 514 – Seminar in Public Policy PS 533b – Seminar in Political Leadership and Decision Making PS 540 – Seminar in Public Administration PS 541 – Seminar in Research Evaluation PS 543 – Topics in Public Administration and Policy PS 544 – The Politics of the Policy Process PS 547 Seminar in Public Administration PHIL 532 – Seminar in Business Ethics PS 404 – The Judicial Process PS 416 – Policy Analysis PS 417 – Elections and Voting PS 424 – U.S. National Security Policy PS 427 – American Foreign Policy PS 429 – Special Topics in Foreign and

<p>Defense Policy</p> <p>PS 434 – American Political Thought</p> <p>PS 443 – Administrative Jurisprudence</p> <p>PS 448 – Urban Politics & Policy</p> <p>PS 449 – Intergovernmental Administration</p> <p>PS 450 – The Legislative Process</p> <p>PS 455 – The Presidency</p>	<p>PS 432 – Comparative Public Policy</p> <p>PS 472 – European Politics</p> <p>PHIL 420 – Contemporary Continental Philosophy</p>	<p>Defense Policy.</p> <p>PS 430 – Politics of Natural Resources and the Environment</p> <p>PS 432 – Comparative Public Policy</p> <p>PS 450 – The Legislative Process</p> <p>PS 445 – Public Personnel Administration</p> <p>PS 446 – Public Budgeting</p>
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All Graduate Students in Designing Their Programs of Study (POS) and Deciding Upon Courses For Their Foundational Training and Field of Emphasis Areas **MUST** Bear in Mind the **Credit Hour Requirements for Ph.D.:**

- 54 hours minimum total credits
- 34 hours minimum from graded courses
- 20 hours minimum 800-level research credits
- 9 hours maximum of non-graduate courses (400-level)
- Note: courses for audit may not be used for the program of study

It should be noted that the fairly limited number of hours required by the graduate school does not take into account the courses that are required as part of the Ph.D. program in Political Science; thus students typically take more than the minimum hours that the graduate school imposes as the minimum graded graduate credit. Students should also recognize that training adequately for exams and a career in the field means they should take as many courses as they can in their areas of interest when these are available. At minimum, graduate students have to take at least ten credit hours per semester to be considered full time at WSU (usually this takes the form of 3 seminars/courses and 1-2 credit hours of 700 or 800-level credit per semester). All graduate students are required by the Graduate School to enroll in one or two 700 or 800 level credits per semester.

I have read and understand the content of the Graduate Student Handbook issued by the School of Politics, Philosophy, and Public Affairs.

Name

Date