



Department of Political Science

Ph.D. Program Handbook

2018

Introduction and Welcome

Welcome to the Ph.D. program in Security Studies in the Department of Political Science at the University of Central Florida. The doctoral degree is the highest academic degree that is awarded, and the department is pleased and honored to offer an advanced graduate program with an emphasis in an area of extreme relevance not just for the United States, but the global community. Only few Ph.D. programs in the country offer a degree with an emphasis on national and international security. The program aims to prepare students for careers in the academic world, but also for positions with governmental agencies and private sector entities that specialize on security issues.

Our Ph.D. program offers a rigorous curriculum for students who have completed a Master's degree. It includes systematic training for students interested in national security, international affairs, world politics, and transnational problems. The program emphasizes considerable flexibility in terms of the theoretical diversity and intellectual breadth that characterizes security studies. International security scholars today offer a broad range of theoretical approaches to a variety of traditional and non-traditional issues, and the program is designed to reflect this diversity in its course offerings. That diversity is also reflected in its broad theoretical and methodological approaches; students are trained in both quantitative and qualitative methods, for instance, as appropriate to their chosen emphasis within security studies. The program is designed to ensure that students graduate with a full range of theoretical tools and methodological skills.

As a Ph.D. student, you will learn from the existing research conducted by others, but you will also contribute to the current scholarship by pursuing your own research. Our Ph.D. students are expected to be active members of the department, and to participate in the intellectual life of the department and the university outside of the classroom. Research colloquia, guest speakers, and conferences provide outstanding opportunities to learn about current research, broaden your understanding of the discipline, and connect with other students and scholars. Conference presentations will enable you to present your research to a broader audience and contribute to the public debate of political science research. You are expected to make the intellectual and personal commitment that is necessary to complete your doctoral degree and to uphold the academic and ethical standards of UCF and the discipline of Political Science.

Welcome to the Political Science Department's Ph.D. program in Security Studies, and I hope you will enjoy the journey as you complete your doctoral degree!

Dr. Kerstin Hamann
Pegasus Professor and Chair

I. Mission Statement

The Political Science Department at the University of Central Florida offers a Ph.D. in Security Studies that is designed to prepare graduates for careers in government, non-profit, and academic settings. To that end, it provides advanced graduate students with quantitative and qualitative research methods skills, exposure to current issues in domestic and international security, as well as electives inside and outside of the department that allow the students to pursue their interest in a specialized area within the field of security studies.

II. Security Studies Ph.D. Program: People

Contact Information:

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Coordinator, Administrative Services
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Graduate Faculty

The following faculty members are available to teach and supervise you throughout your graduate career:

Professors

Terri Fine, Ph.D. University of Connecticut
Terri.Fine@ucf.edu
Research Areas: American, Minorities, Politics & Religion

Kerstin Hamann, Ph.D. Washington University
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Research Areas: Western Europe, Spain, Scholarship of Teaching and Learning

Roger Handberg, Ph.D. University of North Carolina
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Research Areas: Judicial, Space/Defense/Security Policy

Peter Jacques, Ph.D. Northern Arizona University
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Research Areas: Environmental

Michael Mousseau., PhD. Binghamton University
Michael.Mousseau@ucf.edu
Research Areas: Causes of War and Peace

Philip Pollock, Ph.D. University of Minnesota
Philip.Pollock@ucf.edu
Research Areas: Methods, American, Elections

Mark Schafer, Ph.D. Arizona State University
Mark.Schafer@ucf.edu
Research Areas: International, Political Psychology

Gunes Tezcur, Ph.D., University of Michigan,
Jalal Talabani Chair of Kurdish Political Studies
Gunes.Tezcur@ucf.edu
Research Areas: Kurdish politics; Middle East; Comparative Politics

Bruce Wilson, Ph.D. Washington University
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Research Areas: Comparative, Judicial, Latin America

Associate Professors

Thomas Dolan, Ph.D. Ohio State University
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Research Areas: International, War & Conflict, Political Psychology

Martin Dupuis, Ph.D. University of Southern California
Martin.Dupuis@ucf.edu
Research Areas: Congress, Judicial

Aubrey Jewett, Ph.D. Florida State University
Aubrey.Jewett@ucf.edu
Research Areas: American, State & Local, Florida

Myunghee Kim, Ph.D. Binghamton University
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Research Areas: Comparative, Asia

Barbara Kinsey, Ph.D. Washington University
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Research Areas: Comparative, Western Europe, Immigration

Jonathan Knuckey, Ph.D. University of New Orleans
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Research Areas: American, Southern Politics

Drew Lanier, Ph.D., J.D. University of North Texas
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Research Areas: Judicial, Presidency

Eric Merriam, J.D., University of Virginia; LL.M., George Washington University
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Research Areas: National security law and constitutional law

Nickola Mirilovic, Ph.D. University of Chicago
Nikola.Mirilovic@ucf.edu
Research Areas: Comparative, International, Immigration, Diaspora

Jonathan Powell, Ph.D. University of Kentucky
Jonathan.Powell@ucf.edu
Research Areas: Civil-Military Relations, Gender, Africa and Middle East

Houman Sadri, Ph.D. University of Virginia
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Research Areas: International, Middle East, Caspian Sea

Assistant Professors

Konstantin Ash, Ph.D., University of California San Diego
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Research Areas: Civil War, Ethnic Conflict, Counterterrorism

Jacopo Baggio, Ph.D., University of East Anglia
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Ecology and Politics, Networks

Andrew Boutton, Ph.D., Pennsylvania State University
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Research Areas: International, War & Conflict, Counterterrorism

Kyungkook Kang, Ph.D. Claremont Graduate University
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Research Areas: International Relations, Political Economy, Formal & Computational Modeling

Demet Mousseau, Ph.D., Binghamton University
Demet.Mousseau@ucf.edu
Research Areas: Comparative & International, Global Human Rights and Democracy

Kenicia Wright, Ph.D., University of Houston
Kenicia.Wright@ucf.edu
Research Areas: American, Representation of Under-represented Groups, Identity Politics and Intersectionality Research, Social Policy, Public Opinion

Lecturers

Robert Bledsoe, Ph.D., Professor Emeritus, University of Florida
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Research Areas: International Law, Geography, Pre-Law

Barry Edwards, Ph.D. University of Georgia
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Research Areas: American Politics, Public Law, Research Methodology

John Hanley, Ph.D. University of California, Berkeley
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Research Areas: American, Congress

Nathan Ilderton, Ph.D. Texas A&M University
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Research Areas: Judicial, American, Presidency

Daniel Marien, Associate Lecturer, Ph.D. The New School for Social Research
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Research Areas: American Politics and Political Theory

Anca Turcu, Associate Lecturer, Ph.D. University of Texas-Dallas
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Research Areas: Comparative, Immigration

Joseph Paul Vasquez, Associate Lecturer, Ph.D. University of Notre Dame
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Research Areas: International, War & Conflict

Resources and Guidelines Available Online

The *departmental website* is housed at <http://sciences.ucf.edu/politicalscience/>.
General information about graduate studies in the *College of Sciences* at UCF is available at <http://sciences.ucf.edu/graduate/> as well as in the Graduate Catalog at <http://catalog.ucf.edu/index.php?catoid=4>

The College of Graduate Studies information page for graduate students is located at <http://www.graduate.ucf.edu/>

You should browse these pages and bookmark them since they will answer many of the questions that might come up during your graduate career.

III. Advising and Mentoring

Advising and mentoring are two very important elements in a graduate student's career, and it is essential that appropriate advising, supervision, and mentoring be provided to students as soon as they begin the program. PhD students typically receive guidance from two advisors with distinct roles. The program advisor provides guidance on overall academic requirements, and program and university policies and procedures, while the PhD thesis advisor serves more as a mentor providing guidance on research, professional guidance and socialization, and other areas of academic and professional interest.

The PhD Program Advisor and Dissertation Chair

The departmental PhD Program Director serves as the program advisor for all graduate students during their first year in the program, until the formation of their Dissertation Advisory Committee. The program advisor helps students identify which courses to enroll in during their second semester, advises them on their program of study, and is responsible for all program-related matters. The program advisor is the only one who can authorize course substitutions or any other exceptions to the program of study as specified in the graduate catalog. The program advisor needs to be consulted prior to students planning their comprehensive exams and needs to sign all forms relating to completion of the program, such as the Intent to Graduate form. The program advisor needs to be consulted to ensure that the student progresses appropriately through the program of study.

Dissertation chairs supervise the student's progress starting in the spring of year 1 and to completion of the PhD dissertation. Chairs discuss the research necessary to complete the dissertation, and may also be involved in mentoring the student's professional development, for example through attendance at professional conferences. In many ways, the thesis chair serves as the intellectual mentor to the student. Students must select a thesis chair from the departmental faculty; the PhD Program Director can assist them in identifying an appropriate thesis chair if the student so chooses. Generally, dissertation chairs have substantive expertise in the area that the student will write the thesis on. It is essential to think about potential dissertation topics and chairs during their first year in the program.

In some circumstances, the selected dissertation chair may find it impossible to see the student through to completion of the dissertation. In that case, the student, with the help of the PhD Program Director, may select a different dissertation chair.

IV. Degree Requirements

The Ph.D. program admits students who have completed a Master's degree in Political Science, International Studies, or a related field, ensuring that admitted students will have a solid grounding in mainstream political science or international relations and are well prepared to take on the more specialized coursework and research required for a Ph.D. in Security Studies. Students admitted to the program complete 62 hours of course work beyond the Master's degree, including dissertation research, to obtain a Ph.D. in Security Studies.

The course work consists of 15 hours of required core classes on issues and theories of security studies as well as advanced quantitative and qualitative research methods; 15 hours of restricted electives in courses on security; 12 hours of unrestricted electives, which can include up to 6 hours of internship credit; and a minimum of 18 hours of dissertation research. In addition, students are required to complete two 1-credit hour professional development courses that will prepare them for a career in academic and non-academic environments, including questions of research ethics in the field, grant proposal preparation, and teaching preparedness. Student progress is assessed through annual reviews, an oral qualifying exam at the end of the first year, a written candidacy exam prior to enrollment into dissertation hours, an oral defense of the dissertation proposal, and an oral defense of the dissertation.

A. Admissions Requirements

The admission requirements for the proposed degree are consistent with most Ph.D. programs. Admissions will only be made for students starting in the fall semester. Students must have an earned Master's degree or its equivalent in Political Science, International Politics or International Relations, or related discipline with at least 30 hours of Master's level work (including both course work and thesis hours). The Graduate Program Director will evaluate the suitability and applicability of MA degrees in other disciplines for admission purposes. Students must have:

- A competitive score on each of the quantitative and verbal sections of the Graduate Record Examination taken within three years prior to admission to the program;
- Three letters of reference that evaluate the applicant's academic performance and their suitability and potential for undertaking doctoral study, at least one of which must be written by a faculty member at the institution where the master's degree was earned, preferably the thesis advisor for those applicants who wrote a master's thesis;
- A personal statement of 200-300 words describing the applicant's academic and professional experience and goals;
- A writing sample of the applicant's work that is at least 2500 words long and demonstrates ability to complete graduate-level research;

- International applicants whose first language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL) or other equivalent test approved by the Graduate College, unless they hold a degree from a U.S. accredited institution. The TOEFL is strongly preferred. The minimum TOEFL score for full admissions consideration is 90 on the Internet-based test (IBT), 232 on the computer-based test, or 575 on the paper-based test. The minimum IELTS score is 7.0. Applicants should plan to take the appropriate test no later than December to ensure consideration of their applications by the January 1 deadline.

B. Graduation Requirements

The Ph.D. degree consists of 62 hours beyond the Master's degree. Graduation requirements are as follows:

- Fifteen hours of required core course work;
- Completion of two required professional development seminars;
- 15 hours of restricted electives;
- 12 hours of unrestricted electives;
- Completion of written candidacy exams
- Competency in one modern language (four semesters college-level), or extra methods course.
- A dissertation proposal hearing;
- 18 hours of dissertation work;
- Completion and defense of dissertation

C. Annual Academic Review of Doctoral Students

Each student's academic progress is evaluated annually by the department's Doctoral Program coordinator, which receives input from the student's faculty advisor, faculty with whom the student has taken courses, and, once the student is enrolled in dissertation hours, the student's dissertation advisor. The review will be conducted toward the end of the spring semester, thereby permitting appropriate academic planning for the following academic year. The program coordinator may consult with relevant faculty committees and the department chair as part of this process. The Ph.D. program coordinator will communicate the annual academic evaluation to the student in writing. The review will include:

1. Review of the student's academic record including
 - a) checking the overall grade point average;
 - b) addressing any incomplete and/or withdrawn courses;

- c) monitoring overall progress toward completing the coursework phase of the program.
2. Checking on progress in completing or preparing for the candidacy exam.
3. Planning for a timely defense of the dissertation research proposal or prospectus.
4. Monitoring adequate progress in research including timeliness of degree completion.
5. Assessing participation in those events and activities pertinent to the socialization and professional development of the student.

The annual review process may be used as part of the department's evaluation of a student's satisfactory academic process and in funding decisions.

D. Program of Study

i. Required Core Courses and Professional Development (17 hours)

These core courses (3 credit hours each), required of all doctoral students, introduce advanced training in security studies, international politics, and research methods. Along with the student's master's-level training, they provide the research and methodological skills necessary to pursue careers suited to doctoral-level education in academia and in the private and public sectors. The core courses are:

INR 7332 Scientific Study of Security
INR 7139 Issues in Domestic Security
INR 7337 Issues in International Security
POS 7745 Advanced Quantitative Methods in Political Research
POS 7707 Advanced Qualitative Methods in Political Research

In addition to the above courses, students are required to take the following two 1-credit hour courses, which emphasize professional development within and socialization into the field:

POS 7930 Professional Development: Academic Careers in Security Studies
POS 7267 Professional Development: The Practice of Security Studies

ii. Restricted Electives (minimum 15 hours)

All students in the doctoral program must complete a minimum of 15 hours of course work in approved restricted elective graduate seminars. The choice of specific courses will be based on the research interests of students and made in conjunction with their faculty advisor. In this way, students achieve two distinct but related goals: a broad competence in the variety of methodological, theoretical, and substantive approaches to security studies and advanced

proficiency in the areas that are most germane to their research interests. Approved restricted electives include:

- CPO 6038 Political Development
- CPO 6058 Revolutions and Political Violence
- CPO 6307 Issues in Latin American Politics
- CPO 6729 Global Security in the Age of Migration
- CPO 6776 Comparative Rising Powers
- CPO 6785 Political and Economic Inequality in Comparative Perspective
- CPO 6XXX Politics & Security in Africa
- INR 6065 Seminar on War
- INR 6067 Human Rights and Security
- INR 6068 Politics of Civil Wars
- INR 6108 Seminar in American Foreign Policy
- INR 6136 Seminar in American Security Policy
- INR 6228 International Politics of the Caspian Sea Region
- INR 6275 International Politics of the Middle East
- INR 6339 Strategic Warning Analysis
- INR 6346 Politics of International Terrorism
- INR 6356 Environmental Security
- INR 6365 Seminar on Intelligence
- INR 6366 The Intelligence Community
- INR 6726 Political Behavior in International Conflict
- POS 6686 National Security Law
- POS 6743 Geographic Tools for Political Science Research
- POS 6747 Advanced Topics in Quantitative Political Analysis
- POS 6938 Special Topics/Political Analysis

iii. Unrestricted Electives (no more than 12 hours)

The unrestricted electives provide students with an opportunity to further expand their doctoral training beyond the program's core courses and the restricted electives. Unrestricted electives may include regularly scheduled graduate courses in political science, graduate-level courses in programs outside the department, independent study courses, doctoral research courses with a highly focused student/faculty research component, and internships that enable students to gain valuable experience in a non-academic setting. Unrestricted electives may be taken at any point in the student's program of study; however, no more than a total of twelve hours of graduate course work can be from outside of the department, dissertation research, independent study, or internship combined; in addition, no more than a total of six hours can be from either independent study or internship. Students with suitable academic backgrounds may work in areas such as cyber security or science and technology taking courses in relevant departments. A student's faculty advisor and the department's Graduate Program Director must approve all graduate courses taken outside of the department as well as any internships.

iv. Preliminary Advisory Committee Meeting

No earlier than April 1 and not later than June 1, of their first year in the program, students will assemble and meet with a Preliminary Advisory Committee of no fewer than three full-time Political Science faculty members, all of whom should have Graduate Faculty or Graduate Faculty Scholar Status. Prior to this meeting, the student will present committee members with a written statement of their primary research interests. During this meeting faculty members provide feedback on the student's statement of research interests and will identify key literatures that the student will be expected to be familiar with as they pursue their dissertation. Note that college approval for the committee is not required at this time and that students are able to change the composition of their committee at any time (subject to program and college approval). Students will not be permitted to take Candidacy Exam C until they have conducted their Preliminary Advisory Committee Meeting.

v. Written Candidacy Exams

Each student will take the following exams:

1. An exam in qualitative methods, addressing the material taught in INR 7707.
2. An exam in quantitative methods, addressing the material taught in INR 7745.
3. An exam addressing the contemporary literature in security studies.

Students must pass each part of each exam prior to enrollment in dissertation hours. If they fail any part(s) of any exam, they will have a second opportunity to take that part(s). If they fail the exam a second time, the student will be dismissed from the program. Further details regarding the exams are available in Annex 1.

vi. Modern Language Requirement

Prior to enrollment in dissertation hours, students are required to demonstrate proficiency in one modern language (other than English). The language requirement is two years (four semesters) of a single college-level modern language, which should normally be in an area relevant to the student's research. Students may meet the requirement by providing evidence of four semesters of enrollment or by passing a university-administered equivalent proficiency examination. Students have the option of meeting the language requirement by taking an additional methodological course dependent on the student's intended research area as part of the elective course requirements, with the approval of the Graduate Program Director.

vii. Dissertation Advisory Committee

It is the responsibility of the student to secure qualified members of their dissertation committee. The dissertation committee consists of a minimum of four members who are approved members of the Graduate Faculty or Graduate Faculty Scholars. At least three members must be Graduate Faculty, one of whom must serve as the chair of the committee. One member must be from either outside the student's department at UCF or outside the university. Graduate Faculty members must form the majority of any given committee. A dissertation committee must be formed prior to enrollment into dissertation hours.

viii. Dissertation Proposal Hearing

The purpose of the dissertation proposal hearing is to explain the subject under investigation, place it within the existing scholarly literature, and present the planned approach for writing the dissertation. The proposal hearing takes place in the first semester a student is enrolled into dissertation hours; therefore, students may not schedule a proposal hearing with their dissertation committee until they have completed all coursework and exams in their program of study. Students work with their dissertation committee to develop and refine the proposal. Students will present the dissertation proposal in a seminar open to the university community. Immediately after this defense, the student's Dissertation Committee will meet to decide whether the student passed the proposal hearing. A student who passes the proposal hearing then begins the actual research and writing of the doctoral dissertation.

ix. Dissertation (minimum 18 hours)

The dissertation is the culmination of the course work that comprises this research-based degree. It must make a significant theoretical, historical, intellectual, practical, creative, or research contribution to the student's area within the discipline. The dissertation will be completed through a minimum of 18 hours of dissertation credit, which students will use to accomplish original research. Students must maintain enrollment in dissertation hours until the

degree is awarded. Students must successfully defend their completed dissertation in an oral examination, which takes place in an open seminar. Defense dates for the completed dissertation should be set during the first week of the semester in which the defense will take place. This date must be approved by both the student's advisory committee and the Graduate Program Director. Each chapter of the dissertation should be distributed to committee members in a timely fashion. The full dissertation manuscript must be submitted to all committee members at least thirty days before the scheduled defense. The final dissertation must be approved by a majority of the committee. Further approval is required from the Deans of the College of Sciences and of the College of Graduate Studies before final acceptance of the dissertation in fulfilling degree requirements.

x. Participation in additional mentoring, advising, and professional development processes and events.

To ensure that students are adequately advised and socialized as professionals to enter the workforce in academic and non-academic settings, students are expected to participate fully in all processes and events the department will offer to this end. Upon admission to the program, each student will be assigned a faculty advisor to provide guidance about UCF, the department, and the program in conjunction with the Graduate Program Director. All newly admitted students are required to attend an orientation session, led by the Graduate Program Director, prior to the beginning of their first semester. In addition, students will be required to participate in the programs for GTAs offered by the UCF Faculty Center for Teaching and Learning and the College of Sciences as well as UCF's Graduate College, including the mandatory Academic Integrity Training. New graduate students will also meet during the start of their first semester with an assigned faculty advisor to develop an individually-tailored Program of Study. Students are expected to participate fully in all graduate workshops offered or organized by the department, attend brown bag research presentations, job talks, dissertation proposal hearings, dissertation defenses by their peers, and attend lectures organized by other UCF units (e.g. Office of Global Perspectives, Lou Frey Institute) when the topics are relevant to their field of study. Students are also expected to present their research at professional conferences in the discipline. Though participation in these activities is not graded, it will be included in the annual academic review for each student.

See also annex ~~2XX~~, Program Director's Suggested Annual Goals

The Pathways to Success program, coordinated by the College of Graduate Studies, offers free development opportunities for graduate students. You are encouraged to attend these workshops which cover topics such as Academic Integrity, Grantsmanship, Teaching, Personal and Professional Development, and Research. You can register for these workshops through your myUCF Student Center. Visit <http://www.students.graduate.ucf.edu/pathways/> for more details.

xi. Typical course of study for all majors, concentrations, or areas of emphasis within the program

A typical sequence for full-time students enrolled in our PhD program is as follows

Year 1 (19 hours)

Fall:

POS 7707 Advanced Qualitative Methods of Political Research (3)
POS 7745 Advanced Quantitative Methods of Political Research (3)
Elective (3)

Spring:

Written Candidacy Methods Exams in January.

INR 7139 Issues in Domestic Security (3)
INR 7337 Issues in International Security (3)

Whichever is offered:

POS 7930 Professional Development: Academic Careers in Security Studies (1)

or

POS 7267 Professional Development: The Practice of Security Studies (1)

Elective (3)

Preliminary Advisory Committee meeting should take place between 1 April and 1 May.

Overall Total Hours: 19

Year 2 (25 hours)

Summer:

Electives (6)

Written Candidacy Core Exams in August.

Fall:

INR 7332 Scientific Study of Security (3)
Electives (6)

Spring:

Whichever is offered:

POS 7930 Professional Development: Academic Careers in Security Studies (1)

or
POS 7267 Professional Development: The Practice of Security Studies (1)
Elective (9)

Written Candidacy Field Area Exam in May.

Overall Total Hours: 44

Year 3 (18 hours)

Summer:

Students must complete four Academic Integrity/Responsible Conduct of Research Workshops before the fall of their third year. Students who fail to do so will not be permitted by the University, under any circumstances, to enroll in dissertation hours.

Students must have an approved dissertation committee form on file at least one month before the first day of dissertation hours. If the committee will include a non-UCF faculty member, the approval process can take up to two months.

Foreign language or methods requirement must be met prior to enrollment in dissertation hours.

Students who have completed all of their course requirements are considered full-time for fellowship, employment and tuition waiver purposes if they are enrolled into 3 hours of dissertation.

Students who have not completed all of their course requirements and/or have not reached candidacy and entered dissertation hours are considered full-time for fellowship, employment and tuition waiver purposes if they are enrolled into 9 hours of coursework, independent study, or directed research. During the summer term, full-time is 6 credit hours.

Fall:

Dissertation (9)

Dissertation proposal hearing must take place in first semester a student is enrolled in dissertation hours.

Spring:

Dissertation (9)

Dissertation completion and defense.

Overall Total Hours: 62

V. General Policies

A. Student Rights and Responsibilities

The Golden Rule is provided to answer any questions a student may have about the university rules and regulations, as well as outlines a student's rights and responsibilities. The Golden Rule can be found online at <http://www.goldenrule.sdes.ucf.edu/>. In addition, graduate students can find additional information about their responsibilities in the Graduate Catalog, found online at <http://catalog.ucf.edu/index.php?catoid=4> in the section marked Policies > General Policies OR > Doctoral Program Policies. For more information about college and university graduate policies, see also:

Political Science Program Website: <https://sciences.ucf.edu/politicalscience/>

College of Sciences Graduate Website: <https://sciences.ucf.edu/graduate/>

UCF Graduate Studies Website: <https://graduate.ucf.edu/>

B. Satisfactory Academic Performance

Satisfactory performance involves maintaining the standards of academic progress and professional integrity expected in and as judged by the Security Studies PhD Program. Failure to maintain these standards may result in termination of the student from the program. If the student is in violation of any of the rules of professional integrity, the Graduate Committee can make a recommendation to the College of Sciences to revert the student to non-degree status. The university requires that students must maintain a graduate status GPA of at least 3.0 or higher in order to maintain graduate student status, receive financial assistance, and qualify for graduation. The graduate status GPA is the cumulative GPA of graduate courses taken since admission to the degree program. This graduation requirement for a minimum 3.0 GPA in all graduate courses completed since admission into the graduate program cannot be waived. The policy can be found at <http://www.graduate.ucf.edu/currentGradCatalog/content/Policies/> > General Policies > Academic Progress and Performance. Students are also required to maintain a 3.00 GPA in all coursework included in the program of study. Be aware that a B- (2.75) does negatively impact a GPA. While students are allowed to have six hours of C (2.00) grades or lower (including U and I) in their program of study, this is the limit. Grades of D+ and lower will count against the graduate GPA and those courses cannot be used toward completion of the degree requirements.

A program or graduate status GPA below 3.00 at the end of any semester will result in a student being placed on probation. The student is given the next nine hours of their program coursework to improve their GPA to 3.00 or better. While in this status, a student is eligible for tuition support and employment in a graduate position; however, the program may discontinue either of these until the student resolves their status. Exceeding 6 hours of C or lower grades or

a program GPA or 2.00 or lower may result in dismissal from the program. The program of study must include at least 72 credit hours of post-baccalaureate, minimum 42 credits of graduate course work and at least half of the credits in the program of study must be at the 6000 or 7000-level. For a full description of course requirements for a doctoral program refer to the section on Course Requirements in the most current graduate catalog at <http://www.graduate.ucf.edu/CurrentGradCatalog/content/Policies/> > Doctoral Program Policies > Course Requirements.

C. Full Time and Continuous Enrollment

Full-time graduate status is nine (9) hours during the Fall and Spring Semesters and six (6) hours during the summer semesters, until regular program course work is completed. Students who have completed all of their course requirements and are enrolled into three hours of thesis are considered full-time for fellowship, employment and tuition waiver purposes. Once a student has begun work on their thesis, he or she must be continuously enrolled in thesis course work. Requirements that need to be met for federal loan eligibility override graduate full-time requirements. A student may be held to other enrollment requirements, as defined by financial awards, veteran status, employment, or other outside agencies. For further information, refer to the section on Full-time Enrollment at the UCF Graduate Catalog:

<http://www.graduate.ucf.edu/CurrentGradCatalog/> > General Policies > Full-time Enrollment Requirements

D. Seven-Year Rule

The student has seven years from the date of admission (prerequisite, articulation, and foundation courses are exempt) to the doctoral program to complete the degree. For more details, refer to the section on Time Limitation for Degree Completion in the most current catalog at <http://www.graduatecatalog.ucf.edu/content/Policies.aspx> > Policies > Doctoral Program Policies > Time Limitation and Continuous Enrollment.

E. Transfer Coursework

All transfer coursework must be at the graduate level, have a grade of B- or better, and must be approved by the PhD Program Director. Transfer coursework is limited to 9 hours. For more details transfer coursework, refer to the section on Transfer of Credit in the most current catalog at <http://www.graduatecatalog.ucf.edu/content/Policies.aspx> > Policies > Doctoral Program Policies > Course Requirements > Transfer of Credits.

F. Incomplete Grades

An Incomplete grade may be assigned when a student is unable to complete a course due to extenuating circumstances and when all requirements can clearly be completed within a reasonable time. For more details, refer to the section on Incomplete Grades in the most current

catalog at <http://www.graduate.ucf.edu/currentGradCatalog/> > Policies > General Graduate Policies > Academic Progress and Performance > Incomplete Grades.

Incomplete grades are not counted as satisfactorily completed courses and are not recognized as such by Graduate Studies for fellowship purposes nor by Financial Aid. Students on financial assistance must check with the Financial Aid office to see if the receipt of an incomplete grade will affect their financial award. All incompletes in courses included in a student's program of study must be completed before a student can enroll in dissertation hours. Withdrawal Policy

If a student decides to withdraw from a course, they must do so by the semester's withdrawal deadline. In doing so, the student is still liable for tuition and fees for the course.

http://www.graduatecatalog.ucf.edu/content/Registration.aspx#Withdrawal_Policy > Current Students/Registration > Withdrawal Policy

For a semester's withdrawal deadline, refer to the Academic Calendar:

http://www.ucf.edu/info/acad_calendar.php

G. Petitions and Grievances

It is the student's responsibility to be informed of graduate policies and procedures; however, should a student wish to request an exception to a university or program policy, he or she must file a petition that outlines the nature of their request. Normally, petitions are presented to the graduate program's coordinator and/or committee, the college's Director of Graduate Services and the Associate Dean for Graduate Studies, and the Graduate Council for consideration. Should a student wish to file a grievance, he or she should first review UCF's Golden Rule (<http://www.goldenrule.sdes.ucf.edu/>) and the Academic Grievance Procedures in the Graduate Catalog (<http://catalog.ucf.edu/content.php?catoid=4&navoid=201#academic-grievance-procedure>)

VI. Professional Development

Students are encouraged, but not required, to submit their research to political science conferences and to peer-reviewed journals. Students' academic advisors will alert students who have produced particularly outstanding research in their courses or on their thesis to existing opportunities. Students are also encouraged to join the American Political Science Association or International Studies Association and join the subfield sections relevant to their research, which will familiarize them with ongoing trends and discussions in the discipline. Furthermore, students are encouraged to engage in professional development opportunities by writing book reviews for journals. The Department offers a Research Colloquium series where faculty members present ongoing research. All graduate students are encouraged to attend these presentations and discussions. The schedule is available from the Departmental Program Assistant.

A. Travel Support

The Division of Graduate Studies offers a Graduate Travel Award that provides funding for master's, specialist, and doctoral students to deliver a research paper or comparable creative activity at a profession meeting. Students must be the primary author and presenter.

www.graduate.ucf.edu > Current Students > Financial Matters

Graduate Student Travel Funding is available to pay transportation expenses for MA and PhD students who are delivering a research paper or comparable creative activity at a professional meeting. Contact the Student Government Association at 407/823-5648 for more information.

B. Instructor Training and Development

Graduate Studies and the University accrediting body require training before graduate students are permitted to work as Teaching Associates (instructors of record), Assistants, or Graders. All three levels of employment require online training, and Associates are further required to attend a single-day training session face to face (held just prior to the start of the first day of class in every semester). These programs must be completed before the beginning of the semester that a student is assigned work as an Assistant or an Associate. Most students complete Assistant-level training before their first semester. Students who will teach during their third year as a Graduate Teaching Associate may complete the training at any point before the beginning of their first semester as an Associate.

i. Preparing Tomorrow's Faculty Program

Every semester UCF's Faculty Center for Teaching and Learning offers a voluntary program on teaching at the college level, open to all UCF Graduate Students. Students will complete a series on online modules, assemble a first draft of their teaching portfolio, and engage in a learning community facilitated by Faculty Center staff. Texts will be provided, and the program is free to participants. See <http://www.fctl.ucf.edu/Events/GTAPrograms/PreparingTomorrowsFaculty/>.

ii. Career Services and Experiential Learning

<http://www.crc.ucf.edu/home/>

Graduate career development issues are unique and include evaluating academic and nonacademic career choices, discussing graduate school effect on career choices, as well as learning, evaluating, and refining networking and interviewing skills. Whatever your needs, the offices of Career Services and Experiential Learning offer services and resources to aid in the career exploration and job search of Master and Doctoral students in every academic discipline.

iii. Graduate Research Forum

Sponsored by the Division of Graduate Studies, the Research Forum is an opportunity for students to showcase their research and creative projects and to receive valuable feedback from faculty judges. Awards for best poster and best oral presentation in each category will be given and all participants will receive recognition.

iv. College and University Awards

Students can submit a portfolio for nomination for College and University level excellence awards. These are intended to showcase student excellence in academic achievement, teaching, research, leadership, and community service. These awards include the following:

Award for Excellence by a Graduate Teaching Assistant

For students who provide teaching support and assistance under the direction of a lead teacher. This award focuses on the extent and quality of the assistance provided by the student to the lead instructor and the students in the class. (Not intended for students who are instructor of record).

Award for Excellence in Graduate Student Teaching

For students who serve as instructors of record and have independent classroom responsibilities. The focus of this award is on the quality of the student's teaching and the academic contributions of those activities.

See <https://graduate.ucf.edu/awards-and-recognition/>

VII. Financial Support

Depending on available funding, the Political Science Department offers Graduate Teaching Assistantships to students in the PhD program. Graduate Teaching Assistants are generally expected to support faculty members by grading and performing other course-related assignments. Typically, teaching assistantships require 20 hours of work per week during the semester. (Students who are asked to do work that requires more time than they are assigned to do should contact that the graduate coordinator.) Assignments are made by the Graduate Coordinator and may vary by semester. Starting in their third year, Ph.D. students may also be assigned to teach their own course as instructor of record. Most GTAs are funded by university tuition waivers and departmental funds. Occasionally, additional students are funded or partially funded by external grants, and the student on these lines will primarily work with the faculty member holding the grant.

In order to ensure that support is received on time, applicants must apply by the priority deadline and to stay in close contact with the department's Administrative Assistant for timely completion of all necessary paperwork. Students are also encouraged to register early for classes in

time to process tuition waivers. Support from the department will cover no more than the minimum hours required for the students to complete their degree; if the student takes additional hours, no support will be provided for these additional hours.

Students are strongly encouraged to apply to fellowships available from the university as well as from outside sources for financial support (see <https://graduate.ucf.edu/seeking-fellowships/> and <https://graduate.ucf.edu/external-funding/>).

Assistantships and Tuition Waivers

For complete information about university assistantship and tuition waivers, please see the UCF Graduate Catalogue: <http://catalog.ucf.edu/content.php?catoid=4&navoid=238> > Financial Information

To be employed and to maintain employment in a graduate position, the student must be enrolled full time and meet all of the training requirements and/or conditions of employment. To be awarded and continue receipt of a tuition waiver, the student must be enrolled full time and either employed in a graduate position (GTA, GRA, GA), receiving a University fellowship, or (if employed off-campus) employed in a position where payment is processed through Graduate Studies. Masters students can be offered tuition support for a maximum of four semesters excluding summer semesters.

If the student is hired in the position of Graduate Teaching Associate, Assistant or Graders, there are training requirements that must be met in order for the contract to be processed. Associates and Assistants must complete a minimum two-day training and an online GTA Policies and Procedures Module. Associates must also have completed at least 18 hours of graduate courses in the discipline they will be teaching. Students who are employed as Graders are required to complete the online module. These services are offered by the Faculty Center for Teaching and Learning (FCTL) and more information can be found at the following website: <http://www.fctl.ucf.edu> > Events > GTA Programs.

International students who will be hired in GTA positions must be proficient at speaking English. This is determined by successfully passing the **Versant Test with a 58 or better** (Prior to Spring 2018 – 50 on the SPEAK Test). This test (also known as the English Speaking test) is administered by the English Language Institute and takes about 20 minutes. Those who have obtained a degree from a regionally accredited U.S. college or university, from a country where English is the only official language, or from a university at which English is the only official language of instruction, or have received a score of 26 or higher on the Speak portion of the ibt TOEFL, are exempt from having to take the Versant test. Students must register in advance for the Versant Test. Registration is an online process through the [myINTL portal](#). For inquiries regarding the Versant Test please contact the English Language Institute (Global UCF, Suite 200) at 407-823-5515.

GTA Performance Appraisal

At the completion of each semester the student is employed as a GTA, the student's performance will be evaluated by the faculty advisor. These assessments will be used to review strengths and weaknesses in the student's performance in preparation for future employment.

VIII. Forms and Procedures

Included below is information about several forms that will be useful to the student while they are completing their coursework. In addition to websites where the forms can be found, procedures for filing each of these forms are also outlined. Many of these forms can be found on the following websites:

College of Graduate Studies Website: <http://www.admin.graduate.ucf.edu/formsnfiles/>

College of Sciences, Graduate Services: <http://www.cos.ucf.edu/cosgraduate/commonforms.htm>

Transfer Request Form

In order for transfer courses to be requested for use in a UCF degree, the official transcripts from the institution where the courses were taken must be sent to UCF's Division of Graduate Studies. In addition to the form, supporting documentation from the program must include a memo that gives approval for courses to be transferred and where credit should be applied in Program of Study.

Traveling Scholar Form

If a student would like to request permission to enroll in a graduate course at another institution, this form must be submitted to the College of Sciences Director of Graduate Services prior to the start of classes for the semester of enrollment. Once the coursework is completed, official transcripts from the institution where the courses were taken must be sent to UCF's Division of Graduate Studies.

Time Conflict (*College Form*)

If a registration attempt results in a time conflict between two courses, in order for the student to be registered, this form must be completed. This form accompanies the override of the course they are into which they are unable to register. This form is submitted to the College of Sciences Director of Graduate Services for approval and course enrollment.

College of Sciences Graduate Office

In addition to the Graduate Petition Form, the student must supply their program with a clear statement of what exactly is being requested, why it is being petitioned and rationale for support. If at any point the petition is denied, the student is given the option of having the

petition considered at the next level; however, the Graduate Council provides the final decision regarding petitions. Denials at any level are accompanied with a written explanation.

IX. Additional Student Resources

Program Website: <http://www.cas.ucf.edu/politicalscience/main.php?URL=graduate> .

UCF Graduate Catalog (available online only) <http://www.ucf.edu/catalog>

College of Sciences Graduate Website for Students <http://www.cos.ucf.edu/cosgraduate>

UCF Graduate Website for Students <http://www.graduate.ucf.edu>

Academic Calendar: http://www.ucf.edu/info/acad_calendar.php

Library <http://library.ucf.edu/>

Graduate Student Association <http://www.gsa.graduate.ucf.edu/> University Writing Center

<http://www.uwc.ucf.edu/>

The Counseling Center <http://counseling.sdes.ucf.edu/>

Annex 1: Exam Procedures

Written Candidacy Exams and Procedures

The Written Candidacy exam must be successfully completed prior to enrollment in dissertation hours. The exam is broken into four parts:

1. Methods, Qualitative and Quantitative
2. Field, Core and Area

Students failing any part of the comprehensive examination may retake that part one time. If any part of the exam is failed a second time, the student will be dismissed from the program.

Both Methods and the Field Core exams are uniform for each matriculating class of students. The Field Area exam is tailored according to each student's special area.

It is the responsibility of students with disabilities to inform all Written Candidacy Exam Chairs of their need for accommodation.

All exams are taken at home, open-book. The Graduate Program Assistant distributes the exams electronically to students at 9:00AM on the date of the exam.

- For the Field Area Exam, students have 8 hours (4 hours per question) to submit their answers electronically to the Graduate Program Assistant (from 9:00 AM to 9:00 AM).¹
- For the Field Core Exam, two questions are sent at 9 AM on the first day of the exam, with answers due to the program assistant by 5 PM; and one question is sent on the second day of the exam, with the answer due to the program assistant by 1 PM.

The student must work alone and have no contact with other students during the period during the Written Candidacy exam.

Methods Exams

- The Methods Qualitative and Quantitative Exams are normally scheduled for the first Friday of the spring semester of Year 1. Students who do not take POS 7745

¹ For the methods exam the examination period is 9am to 5pm if the student is taking only one part of the two-part exam.

Advanced Quantitative Methods in the fall of Year 1 will take the Quantitative part of this exam the first Friday of the spring semester of Year 2.

- Administered by the instructors of POS 7745 Advanced Quantitative Methods (Chair) and POS7707 Advanced Qualitative Methods.
- Students will have a choice on the qualitative portion of the exam (they will choose to answer one of two questions). There will be a single quantitative question. The Chair compiles the questions and sends to the Graduate Program Assistant.
- The Graduate Program Assistant distributes the exams electronically to students at 9:00AM on the date of the exam. Students have 24 hours (from 9:00 AM to 9:00 AM) to answer both questions.
- Guideline of 2-4,000 words per question, not including references.
- Students submit their answers to the Graduate Program Assistant only: *DO NOT submit to the instructors of POS 7745 Advanced Quantitative Methods and POS7707 Advanced Qualitative Methods.
- To promote anonymity in grading, the Graduate Program Assistant compiles and sends completed exams to the two committee members for grading.
- Committee members grade the questions on a pass/fail basis. Graders first process the answers through Turnitin.com.
- Committee members report individual question results to Chair, who then reports the overall result to the Program Coordinator. To pass, student must pass both questions.
- If the graders of both questions agree, the Chair may report that the student passed with distinction.

Field Core Exam (for students starting fall 2018 and after)

- The Field Core exam is normally scheduled for the week before classes start for the fall semester of Year 2.
- The exam is administered by the instructors INR7337 Issues in International Security, and INR7139 Issues in Domestic Security and a committee chair appointed by the Program coordinator.
- Students are responsible for all material, required and recommended, contained in the syllabi of the Core courses they took in the program (INR7687, INR7337, and INR7139).
- Questions from prior exams will be made available to students for review.
- Each committee member submits one question to the Chair, who compiles the questions and sends to the Graduate Program Assistant.
- The Graduate Program Assistant distributes the exam questions electronically to students at 9:00AM with answers due by 5:00 PM.
- Answers are typically 2-4,000 words per question, not including references.

- Students submit their answers to the Graduate Program Assistant only. *DO NOT* submit to the instructors of INR7687 Theoretical Approaches to Security, INR7337 Issues in International Security, and INR7139 Issues in Domestic Security.
- To promote anonymity in grading, the Graduate Program Assistant compiles and sends completed exams to the Chair, who distributes to committee members for grading.
- Committee members grade the questions on a pass/fail basis. Graders first process the answers through Turnitin.com.
- Committee members report individual question results to Chair, who then reports the overall result to the Program Coordinator. To pass, student must pass all three questions.
- If the graders of all questions agree, the Chair may report that the student passed with distinction.

Field Area Exam

- The Field Area exam tests the student's expertise in their specific research area.
- The Field Area exam is normally scheduled for the last Friday of May of Year 2.
- Administered by the Chair of student's dissertation committee.
- Each of the three internal committee members submits one question to the Chair, who compiles the questions and sends to the Graduate Program Assistant.
- The Graduate Program Assistant distributes the exams electronically to students at 9:00AM on the date of the exam. Students have 24 hours (from 9:00 AM to 9:00 AM) to answer two of three questions.
- Maximum 5,000 words per question, not including references.
- Students submit their answers to the Graduate Program Assistant, who distributes them to committee members.
- Committee members grade the individual questions they submitted on a pass/fail basis. Graders first process the answers through Turnitin.com.
- Committee members report individual question results to the Chair, who then reports the overall result to the Program Coordinator. To pass, student must pass both questions.
- If the graders of both questions recommend, the Chair may report that the student passed with distinction.

Field Area Exam Procedures

1. During the spring semester of their 2nd year in the program each student should arrange a meeting of all internal dissertation committee members. The student will participate in this meeting. The outside reader will not participate.

2. The primary purpose of this meeting is for committee members to discern the student's areas of expertise. This will facilitate the construction of appropriate questions for the Field Area exam.
3. After committee members determine that they have enough information from the student, the student will be dismissed. Committee members then discuss and broadly coordinate the content of the three questions to be drafted, one from each member of the committee.
4. Afterwards, each committee member submits one question to the Chair, who compiles the questions and sends to the Graduate Program Assistant in time for the start of the exam.

Annex 2: Program Coordinator's Suggested Annual Goals

All PhD students are expected to do well in their coursework and make good progress towards completing their degree requirements. Failing to do so will endanger a student's position in the program. Students can maximize their chances of longer-term success, however, by pursuing a set of goals for each year in the program. In almost every case, these goals involve going beyond course and program requirements; these requirements should be viewed as baselines rather than aspirations. Several principles underlay this advice: the importance of developing the ability to produce interesting, high quality research; the usefulness of developing professional networks; importance of professional socialization so that students develop an understanding of what it means to be an academic (and, as possible, a professional in non-academic careers), and the importance of external validation.

Some goals are more important than others. Most PhD students' long-term interests are best served when their work receives external validation by well-regarded authorities. This sends unequivocal signals to possible employers (be they academic institutions or otherwise) that the student has professional-grade skills and abilities and the drive to convert these characteristics into outcomes. For most students, the most important validation will come through publication in well-regarded, peer-reviewed journals. While all students should plan to eventually publish their dissertation, students should submit papers (not necessarily parts of their dissertation) well before their dissertation is complete. When possible, students should identify the strongest, most interesting paper from their first three semesters of coursework, make revisions under faculty guidance, and submit it for publication.

Year-by-year Goals

Year 1:

1. Master core academic skills. Students should develop the ability to construct an effective literature review, identify good research questions, design research appropriately, and review a manuscript.
2. Master core methodological skills. The goal should not be passing courses and exams, but being able to use methods on your own. One strategy for doing this can be (for instance) playing with replication data from articles assigned for class, trying to find relevant qualitative sources that were not leveraged in an article or book, or designing a different kind of study (experiment, ethnography, etc.) to test the same hypotheses in an article.
3. Develop the ability to identify and appreciate theoretical creativity, and begin to develop an ability to express your own creative theoretical ideas. There are many different ways to be theoretically creative and many ways to express theory; use the ones that are appropriate to your interests.
 - a. The importance of theoretical creativity should not be understated. Theoretical creativity often explains why some research is published and other studies are not; and why other projects are accepted by first tier journals, but others struggle to find homes in second or third tier journals. Because it provides concepts and frameworks for thinking about problems, theoretically creative work can be very influential. By example, most of James Fearon's publications do not rely on sophisticated methods (even the game theory in several of his articles (1995, for instance) is not particularly demanding); the influence of the papers is that they help others make sense of what had seemed to be more complicated phenomena.
4. Attend a local or regional conference. Ideally, present a paper of your own at one.

5. Apply for relevant summer training workshops (IQRM, ICPSR, SIPP, SWAMOS, BSS, EITM, etc.), training fellowships, external fellowships for the academic year, identify future funding needs (e.g. for fieldwork) and identify potential sources of external funding, etc.
 6. Identify a dissertation topic. Begin talking, regularly, with faculty members who may serve as advisers for the project.
 7. Develop the habit of being an active, engaged departmental citizen – attend colloquia, job candidate presentations and meetings, attend speaker events, etc.
- *Students should also make sure that they complete the CGS-required Responsible Conduct of Research workshops.

Year 2

1. Submit a paper to a peer-reviewed journal. This may mean developing a paper from a course into a manuscript ready to be submitted to a journal. It may also mean co-authorship with a faculty member or another student.
 - a. Regardless of the origins of the project, students should seek mentorship from an actively publishing faculty member through-out the process. Students should not submit until their faculty mentor believes the paper is ready; they should choose the journal carefully, through consultation with a faculty member; and they should seek faculty advice when they receive a response from the journal. Journals should be selected with future career goals in mind; students seeking non-academic employment might target a different set of journals than students pursuing academic employment.
 - b. Grad students may consider submitting papers written early during their career to second and third tier journals, as their skills are still developing; however, they should be careful to avoid journals on Bell's list of predatory publishers and journals without impact factors.
 - c. Students should prioritize quality over quantity. A single well-executed, polished paper is more likely to be accepted than five poorly thought-out and poorly executed papers.
2. Define a dissertation topic and begin preparing a dissertation proposal. Ideally, students will have a completed dissertation proposal as their second spring semester in the program ends. Reaching this goal will involve continuing engagement with faculty throughout the second year. Under university rules, the proposal MUST be complete by the end of the first semester of dissertation hours; however, waiting this long is undesirable for a variety of reasons.
3. Present a paper at a national conference (APSA, ISA, MPSA, SPSA, Peace Science, ISSS-ISAC, etc.).
4. Students interested in non-academic careers should begin developing a relevant professional network.
 - a. They will likely find it helpful to attend the meetings of relevant professional societies, which can be useful for making contacts and further developing their skills. MORS, the Military Operations Research Society, is an example of the kind of professional society that may be relevant to students pursuing non-academic careers.
 - b. They might also consider graduate student internships with possible employers. [Graduate student internships are not the same as undergraduate internships; be sure that the position is appropriate to your skills, capabilities, and interests.]
5. Identify possible external funding sources for your dissertation research. Once the proposal is complete, apply for them. Note that if you intend to engage in fieldwork as part of your dissertation, you need to have a clear enough idea of what you will earlier in the second year. Fulbright applications, for instance, are due in October of the year before the grant.
6. Be an active, engaged departmental citizen – attend colloquia, job candidate presentations and meetings, attend speaker events, etc.

*Students should also complete the Graduate Associate training so that they will be prepared to teach in their third year.

Year 3

1. Publish a paper in a peer-reviewed journal.
2. Identify the piece of your dissertation that will serve as your calling card on the job market. This could be a “chapter” if they are using the “book” type of dissertation model or one of the essays if they are using the “three essays” model.
 - a. In an academic context, paper is often called the “job market paper.” It should present your most interesting ideas and your best empirical work. If you receive an academic job interview invitation, it will be the basis of your job talk.
 - b. In a non-academic context, this paper will be the keystone of your professional portfolio, and demonstrate your skills and capabilities to prospective professional employers. Students applying for research positions in non-academic settings should be prepared for their work to be examined just as carefully by possible employers as an academic department will examine a candidate for a faculty position’s work.
3. Students should apply for dissertation writing fellowships and “pre-docs” during their third year. If they will complete their dissertation by the end of the third year, they should also apply for post-docs.
4. Students who are teaching should ensure that their course is prepared well before their first semester teaching begins. They should work with their teaching mentor as they prepare and teach the course.
5. Students pursuing non-academic jobs should apply for positions during the third year.
6. Students who are interested in academic positions should pursue opportunities to serve as instructors of record.
7. Students pursuing academic jobs may submit some applications in the fall of the third year. They may also consider applying for visiting positions in the spring market. They should be prepared to submit well-developed applications with a polished job market paper at the end of their third summer.
8. Be an active, engaged departmental citizen – attend colloquia, job candidate presentations and meetings, attend speaker events, etc.