The home of the A. Gary Anderson Graduate School of Management

University of California, Riverside

The Interdepartmental Graduate Program in Management (IGPM)

Graduate Student Handbook

2016-17 Academic Year

Note: AGSM has been reorganized into one department as of July 1, 2011. The Graduate Student Handbook is subject to changes following modifications to the IGPM bylaws.

For additional advice and recommendations, please consult your Faculty Advisor.
1. STATEMENT OF PURPOSE AND OBJECTIVES

The Interdepartmental Graduate Program in Management (IGPM) at the A. Gary Anderson Graduate School of Management (AGSM) aims to train graduate students in the design and execution of original research in management, specifically in the major fields of 1) Marketing and 2) Strategic Management and Organizations (SMO). The program has the following objectives:

(a) Impart mastery of the techniques necessary for creative study and research in management.
(b) Train students to analyze problems in an independent and critical manner.
(c) Provide supervision of the student’s study and research.
(d) Require demonstration of the student’s ability to originate and conduct research of high quality in the domain of management.

To achieve these objectives, a combination of rigorous coursework and close faculty mentoring of research leading to publication in top academic journals will allow Ph.D. students to develop into independent researchers capable of developing and sustaining ongoing programs of research.

Ph.D. students will concentrate their courses and research program either in the major field of Marketing or in the major field of SMO. Within each major field, a flexible menu of courses will allow students to adopt a particular emphasis of study.

1.1. Special Features

There are a number of distinctive features of the IGPM:

1) Cross Disciplinary. The IGPM has a strong cross-disciplinary focus, over and above the multi-program structure of AGSM. It requires Management Ph.D. students to gain a strong disciplinary background in a core supporting area of study, such as Economics, Psychology, Sociology, or Statistics. This requirement produces in-depth knowledge of supporting disciplines that create theoretical and methodological breadth and depth.

2) Mentoring Model. The relatively small size and uniformly high research activity
level of the Management and Marketing program at AGSM creates a personalized research-active environment ideal for a mentoring model. Ph.D. students are required to attend field colloquia until they pass their dissertation proposal defense and advance to Ph.D. candidacy. The field colloquia consist of presentations by a number of leading scholars, program faculty, and program doctoral students. A central objective of the field colloquia is to integrate the Ph.D. students into the intellectual life of the school. In addition, a required sequence of four field seminars taken in the first two years provide for close one-on-one mentoring. Last, the required first year research paper is a shared commitment between program faculty and doctoral students to generate publishable research co-authored by Ph.D. students, as early as possible during their academic careers.

3) **Infrastructure.** AGSM has a state-of-the-art research laboratory with 32 connected terminals, and excellent technical support, which is used to experimental research of AGSM faculty and Ph.D. students.

4) **M.A. Component.** The IGSM awards students an M.A. degree en route to the Ph.D. A formal M.A. degree, awarded upon successful completion of the comprehensive core/field examination, is a distinguishing feature of the program; it helps to clearly orient the transition of the student from classroom and seminar-based education to the role of independent scholar.

### 1.2. Relationships with Other Programs

Specific important relationships of the Ph.D. program to existing programs on campus are summarized below:

**Economics (Microeconomics).** The IGSM is related to the university’s Ph.D. program in economics. In particular, microeconomic theory plays a critical role in explaining competitive strategy and consumer behavior. Game Theory, which is critical to microeconomic theory, also has numerous applications in strategic management and marketing, because it is focuses on market and non-market cooperation and competition. And of course, many theories of consumer demand are based on micro-economic theories,
since that is a central feature of the economic paradigm, i.e., the study of markets (both the demand and supply sides).

**Economics (Econometrics).** Interest in management and marketing remains high at both AGSM and other departments across the UCR campus. Specifically, as the two business disciplines of Marketing and Management both have close academic ties to the field of Economics and Econometrics, the Ph.D. program leverages UCR faculty resources in these departments. Within Economics, Econometrics is concerned with the combination of economic and computer techniques in the analysis of economics and business problems such as forecasting, demand and cost analysis, model building, and testing empirical applications of theories. The IGSM complements and provides the opportunity for inter-programmatic collaboration between faculty and graduate students in Economics and Marketing/SMO.

**Psychology.** The discipline of psychology provides theoretical and methodological support for consumer and organizational behavior research. Within the UCR psychology department, the areas of social/personality, quantitative psychology, cognitive psychology, and systems neuroscience provide significant opportunities for collaboration between psychology faculty and IGPM graduate students. Coursework in statistical inference, multiple regression, experimental design, and psychometrics provides the fundamental research core sequence for both consumer behavior students in marketing, as well as organizational behavior students in SMO. Behavioral graduate students in marketing and SMO will benefit considerably from interaction with UCR psychology faculty in the social/personality and cognitive psychology areas, as the UCR psychology department has significant expertise in social perception and cognition, emotional regulation, nonverbal interaction, personality assessment and prediction of performance, group interaction, categorization, and memory.

**Sociology.** The discipline of sociology provides the theoretical underpinning for organization theory, including theories of social control and authority. The UCR graduate sociology program includes a specialization in the sociology of organizations and institutions, offering students an integrated view of macro-societal processes with a global
reach. The program enables students to appreciate the constraints imposed on the rationality of organizational behavior by the power, values, and cognitive expectations of organizational actors, as well as the interdependent role of institutional and organizational processes. These theories form much of the foundation on which management theorists and practitioners understand and design organizations for optimal performance.

**Statistics.** The discipline of statistics provides the theoretical foundations and methods for the empirical work across most areas in marketing and strategic management and organizations. For example, behavioral research in marketing draws heavily on experimental design and several statistical techniques, such as linear models, multivariate analysis, and structural equation models with latent variables. Similar techniques are used in the field of strategic management and organizations. Quantitative empirical modeling in marketing is based on advanced statistical methods. Indeed, an important and growing stream of research in marketing is based on and has made substantial contributions to recent developments in Bayesian statistics. Last, statistical methodology for data mining holds considerable relevance for problems in Internet marketing involving massive databases of clickstream data from Web users.

### 2. PROGRAM OUTLINE

AGSM expects each of its graduate students to complete doctoral students in no more than 5 years. These may be roughly divided into three parts:

1. Beginning research with supervision, core curriculum, and teaching.
2. Continuing research, qualifying examinations, and advancement to candidacy.
3. Final research including data collection and write up, and defense of the dissertation.

#### 2.1. Research

Research is an integral part of the entire Ph.D. program; it must not be overshadowed by the course requirements in Years 1 and 2. All students are required to begin research in Year 1 (i.e., first year research paper) and are expected to be engaged in research throughout the program culminating in the dissertation research.
2.2. Course Work

See below.

2.3. Teaching Experience

Students are requested to serve as TAs for 1-2 quarters each year starting with Year 2. They work with faculty members in the undergraduate classes by reading and grading assignments, preparing examinations, and conducting laboratory sessions. Regulations governing the responsibilities of the TA appear separately. The TADP of the Graduate School manages the formal training of TAs during the first quarter of their teaching.

Students are usually not assigned TA duties during Year 1. Students supported by fellowships are not assigned TA duties until they terminate their fellowship.

3. GRADUATE REQUIREMENTS

3.1. Undergraduate Preparation and Admission Requirements

Applicants admitted into the IGPM are expected to have completed a bachelor’s degree at a four-year accredited college or university and to have attained an undergraduate academic record that satisfies the standards established by the Graduate Division at UCR. In addition to the following requirements, all applicants must meet the general requirements as set forth in the Graduate Studies section of the General Catalog.

A prior business degree is not a requirement. However, if a student has no business coursework, he/she must consult with the Graduate Advisor about whether any coursework in his/her major field area would be necessary, on a case-by-case basis, at the discretion of the Graduate Advisor.

3.2. Foreign Language Requirement

There is no foreign language requirement. However, per UCR Graduate School requirements, in order to serve as a TA all international students whose first language is not English have to demonstrate proficiency in spoken English by securing a “clear pass” score on the SPEAK test. A clear pass is needed in order to have a TA appointment without enrolling in ESL classes. Students are encouraged to complete this requirement within their
first year of residence at UCR.

3.3. **Unit Requirements**

For the M.A. degree, 36 quarter units of graduate-level coursework are required, plus successful completion of the comprehensive examination at least at the M.A. level.

For the Ph.D. degree, students must satisfy all requirements for the M.A. degree, complete their Ph.D. course requirements, fulfill the university residency requirement, and pass the Ph.D. qualifying exam, and successfully defend their dissertation.

3.3.1. **Required and Recommended Courses and Required Research Paper**

Required and elective courses fall under the following categories, and with the exception of the Field Colloquium, can be completed in the first two years of the program. However, because of scheduling considerations or in order to free up additional time for independent research, it may be desirable for a student to shift some elective and/or basic discipline courses to the third year.

- **Required Research Methods Courses** (5 courses)
- **Required Field Seminars** (4 seminars)
- **Basic Discipline Courses** (3 courses)
- **Electives** (4 courses)
- **Field Colloquium** (required until the student advances to Ph.D. candidacy)
- **First Year Research Paper**

This program consists of a total of 16 quarter courses (17.75 quarter courses if the seven quarters of the field colloquium taken until the student advances to candidacy are included).

Each of these requirements is detailed below.

3.3.1.1. **Required Research Methods Courses (5 courses)**

The required research methods courses are intended to provide the student with a strong foundation in research methodology. Regardless of the major field area, all students will choose from the same pool of potential core research courses. Waiver of program requirements are recommended by the Graduate Adviser but made by the
Graduate Dean. The student typically takes one or two courses covering traditional statistical methods, and two or three courses covering more advanced topics, such as multivariate methods, econometrics, and structural equation modeling.

Students who are interested in econometrics should be encouraged to take the entire core econometrics sequence (ECON 205A/B/C); they are expected to maintain the same B-average sequence requirement imposed by the Economics department on its own graduate students.

The pool of required research method courses includes:

- **ECON 205A**  Econometric Methods I
- **ECON 205B**  Econometric Methods II
- **ECON 205C**  Econometric Methods III
- **ECON 244**  Empirical Research Methods

- **PSYC 211**  Statistical Inference
- **PSYC 212**  Multiple Regression and Correlation Analysis
- **PSYC 213**  Experimental Design and Analysis of Variance
- **PSYC 243**  Multivariate Statistics
- **PSYC 259**  Topics in Quantitative Methods

- **SOC 201A**  Research Perspectives: Quantitative Methods
- **SOC 201B**  Research Perspectives: Qualitative Methods
- **SOC 203A**  Descriptive and Multivariate Statistics
- **SOC 205**  Categorical and Survival Data Analysis
- **SOC 203B**  Multi-equation and Measurement models

- **STAT 209A**  Statistical Data Mining
- **STAT 209B**  Statistical Data Mining
- **STAT 200A**  Advanced Design and Analysis of Experiments
- **STAT 200B**  Advanced Design and Analysis of Experiments
- **STAT 220A**  Multivariate Analysis
- **STAT 220B**  Multivariate Analysis
- **STAT 230**  Sampling Theory
3.3.1.2. Required Field Seminars (4 seminars)

Ph.D. students are required to complete a set of four field seminars in their major field area (either Marketing or SMO). For each major field area, two field seminars are taught each year. A given field seminar is taught every other year. Thus, in the first two years of study, a Marketing or SMO Ph.D. student would take all four field seminars in their area of study.

The research interests of faculty members will influence who would teach a particular seminar. Senior faculty will take the lead in teaching doctoral seminars, for the first few years of the program.

The four field seminars are listed below, by major field area:

**Marketing Field Seminars**
- MGT 288A    Behavioral Research in Marketing
- MGT 288B    Quantitative Research in Marketing
- MGT 288C    Special Topics in Marketing—Behavioral
- MGT 288D    Special Topics in Marketing—Theoretical

**SMO Field Seminars**
- MGT 289A    Micro Organizational Theory
- MGT 289B    Macro Organizational Theory
- MGT 289C    Strategic Management
- MGT 289D    Designing Organizational Theory

3.3.1.3. Basic Discipline Courses (3 courses)

Students are required to complete three graduate-level courses from a department outside of AGSM. While it is most likely that the outside department would be Economics, Psychology, Sociology, or Statistics, other departments such as Computer Science, Industrial Engineering, or Political Science might also be appropriate for a given student.

Courses eligible for the basic discipline course requirement include:

a) any of the research methods courses not taken to meet the research methods requirement,
b) any of the courses listed as an approved elective, or

c) any other graduate-level course or independent study approved by the Graduate Advisor.

3.3.1.4. Electives (4 courses)

Four additional graduate-level elective courses are required. Courses eligible as electives include:

a) any of the research methods courses not taken to meet the research methods requirement,

b) any of the courses listed below as an approved elective,

c) field Seminar in a different major field area, or

d) any other graduate level course or independent study approved by the Graduate Advisor.

Approved electives are listed below.

MGT 286 (E-Z) Special Research Topics in Management (Special topics in marketing may include decision making, managerial marketing, Internet marketing, and behavioral decision theory. Special topics in strategic management and organizations may include theories and research pertaining to organizational adaptation and organizational change, international management and globalization.)

ECON 200A-C Microeconomic Theory
ECON 202B Topics in Economic Theory: Applications
ECON 283 (E-Z) Advanced Microeconomic Theory
ECON 285E Advanced Econometric Methods
ECON 285F Topics in Econometrics
ECON 285G Applied Econometrics
ECON 285J Nonparametric Econometrics

POSC 203 Social Science, History, and Qualitative Methodology
POSC 205 Advanced Regression Analysis
POSC 207 Advanced Quantitative Analysis

PSYC 203A-C Experimental Psychology
PSYC 207C     Processes of Cognitive Development
PSYC 225     Theories and Concepts of Social Psychology
PSYC 226     Theories and Concepts of Personality Psychology
PSYC 227     Research Methods in Social Psychology
PSYC 228     Research Methods in Personality
PSYC 231     Mathematical and Computational Models in Cognitive Science
PSYC 233     Research Methods in Cognitive Science
PSYC 234     Data Analysis in Cognitive Sciences
PSYC 255     Seminar in Social Psychology
PSYC 257     Seminar in Personality Psychology
PSYC 270     Current Research in Quantitative Psychology
PSYC 271     Current Issues in Cognition

SOC 202A     History of Sociological Theory
SOC 202B     Contemporary Sociological Theory
SOC 244     Institutional Analysis
SOC 245     Large-Scale Organizations
SOC 255 (E-Z)     Topics in Large-Scale Organizations
SOC 257 (E-Z)     Topics in Institutional Analysis

STAT 203A     Bayesian Statistics I
STAT 203B     Bayesian Statistics II
STAT 205     Discrete Data Analysis
STAT 207A-B     Statistical Computing
STAT 215     Stochastic Processes
STAT 240     Nonparametric Methods

3.3.1.5. Field Colloquium (required until advancement to the Ph.D. candidacy)

It is essential that Ph.D. students actively participate in the intellectual life of the school.
To facilitate this, field colloquia will be offered each quarter, and Ph.D. students will be required to formally participate in these field colloquia for course credit until they pass their dissertation proposal defense and advance to Ph.D. candidacy. It is also expected, though not required, that students continue to participate in the field colloquia on non-credit basis. The field *colloquia* are distinct from the required field *seminars* offered within each major field area. The field colloquia consist of formal presentations by a number of leading scholars, program faculty, and program doctoral students, as well as informal sessions whereby participants discuss and critique work-in-progress.

MGT 287 E. Colloquium in Management (Marketing Colloquium series)
MGT 287 F. Colloquium in Management (Strategic Management and Organizations Colloquium series)

### 3.4. First Year Research Paper

Ph.D. students must complete a research paper of publishable quality during their first year. The paper is due before the beginning of the Fall quarter of the second year. The paper should demonstrate the student’s abilities in problem formulation and execution of original research. The student’s Faculty Advisor works with the student to develop the research topic, set expectations, and provide feedback. A three-person committee consisting of the student’s Faculty Advisor, plus two additional program faculty appointed by the Graduate Advisor, evaluates the submitted paper. This evaluation provides an important input to the review of the student’s progress. The student is expected to formally present their First Year Research Paper in the Field Colloquium during their second year in the program.

### 3.5. Field Examinations: “Comprehensive Examination”

The comprehensive examination serves as a major field examination as well as an examination of topics covered in core research courses. The comprehensive examination will be held late in the spring quarter of every year, but may be offered more frequently. To maintain satisfactory progress toward their degree, the exam should be taken during the spring quarter of the student’s second year; it must be passed by the end of the spring quarter of the student’s third year (6th quarter of enrollment). Performance on the major field examination is an important indicator of a student’s intellectual competence and
capacity for successful completion of the degree.

Subsequent to the comprehensive examination, the Graduate Examination Committee will issue a grade of passing at the Ph.D. level, passing at the M.A. level, or failing. Students who pass the comprehensive examination at the Ph.D. level may receive an M.A. in Management (if they do not already hold an M.A. in Management), and will be permitted to continue with the Ph.D. program. Students who pass only at the M.A. level will be recommended for a Master’s Degree (if they do not already hold an M.A. in Management), and will not be permitted to continue with the Ph.D. program.

If, in the first attempt, a student fails the comprehensive examination or passes at the M.A. level, he or she may retake the examination at the next scheduled comprehensive examination date. No more than two attempts to pass this examination are allowed.


When all requirements are completed, students take their oral qualifying exam, which is a defense of the dissertation proposal. Conducted by the Ph.D. Qualifying Committee, the exam is based upon the student’s dissertation proposal, and includes a broad inquiry into the student’s preparedness to conduct research and provides an opportunity to discuss the proposed dissertation. After completing the oral qualifying examination successfully, the student is formally advanced to candidacy. To maintain satisfactory progress to their degree, students are expected to advance to candidacy by end of the fall quarter of their third year (7th quarter of enrollment).

3.7. **Dissertation**

The dissertation culminates the student’s academic endeavors. Of substantial magnitude, the dissertation should make a significant contribution to the advancement of knowledge in the chosen field of study. It should be of sufficient originality and quality to merit publication, either in whole or in part in top-tier professional journals. The dissertation serves as the primary positioning of a student in his or her chosen discipline and shows others in the field what the content and quality of an individual’s research is likely to be. The dissertation is defended at a final oral examination.
3.7.1. Final Examination: “Dissertation Defense”

A candidate for the Ph.D. degree will defend his or her dissertation in a public, oral presentation at a time announced to members of the University community. Upon the candidate’s successful defense of the dissertation, the Ph.D. Dissertation Committee will make a recommendation to the Graduate Division that the Ph.D. degree be conferred.

3.8. Requirements above Graduate Division Minimum

For the M.A. degree, 36 quarter units of approved graduate-level coursework are required. Upper-level undergraduate courses will not be counted to the M.A. degree in Management.

3.9. Relationship of Master’s and Doctor’s Programs

Students are admitted into the Ph.D. program. An M.A. degree may be earned en route to the Ph.D., but students are not directly admitted into the M.A. program. Students who pass the comprehensive examination at the Ph.D. level will be permitted to continue with the Ph.D. program. Students who pass the comprehensive examination at the M.A. level will be recommended for a Master’s Degree, and will not be permitted to continue with the Ph.D. program.

Also, please note that students are admitted into the Ph.D. program, and not the existing AGSM MBA program which is distinct from the M.A. degree. It is not possible to earn an MBA degree as part of the Ph.D. program.

Students in the AGSM MBA program who wish to join the Ph.D. program must go through the regular application procedure.

3.10. Special Preparation for Careers in Teaching

Unless a student has two years teaching or teaching assistant (TA) experience at another institution, a student who will serve as a TA is required to complete an orientation and training with the TADP in the Graduate Division. It is recommended that this requirement be completed in the Fall and Winter quarters of the second year. Credit for this training will be awarded as part of the requirements of MGT 302.
3.11. Sample Program

Students will concentrate in a particular major field area, but will further specialize within this major field according to their substantive interests and backgrounds. Combined with the student’s choices of Research Methods, Basic Discipline, and Elective courses, no two students will likely have exactly the same program of study. Having said this, there are some commonalities in that all coursework required to prepare the student for the comprehensive examination should be completed in two to three years.

As Marketing and SMO can each be further subdivided into sub-disciplines, a student’s program of study can be tailored according to that aspect of the major field area that they wish to emphasize. For example, students in Marketing might emphasize consumer behavior or marketing models, while students in SMO might emphasize economics, entrepreneurship, organizational behavior, or organizational theory. Thus, a student’s research methods courses, basic discipline courses, and electives would depend upon their area of emphasis within their major field area.

A generic sample program is shown in Table 1a. Tables 1b and 1c show sample programs for Marketing Ph.D. students who wish to emphasize consumer behavior and marketing models. Tables 1d and 1e show sample programs for SMO Ph.D. students who wish to emphasize strategy and organizational behavior. The sample program in Table 1b shows how a student may defer a few elective courses to the third year in order to accommodate additional units of MGT 297 in the second year. The sample program in Table 1d explicitly lists a five-year program that would be typical of a student whose dissertation required an extensive period of archival data collection, or a longitudinal field survey. All of the other sample programs reflect the possibility of completing the Ph.D. program in either four or five years.
<table>
<thead>
<tr>
<th>Pre-Candidacy Coursework</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall Quarter</td>
<td>Winter Quarter</td>
<td>Spring Quarter</td>
<td>Summer Quarter</td>
</tr>
<tr>
<td>Field Seminar</td>
<td>Field Seminar</td>
<td>Methods Course</td>
<td>Complete first year research paper.</td>
<td></td>
</tr>
<tr>
<td>Methods Course</td>
<td>Methods Course</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Discipline</td>
<td>Basic Discipline</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Colloquium</td>
<td>Field Colloquium</td>
<td>Field Colloquium</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall Quarter</td>
<td>Winter Quarter</td>
<td>Spring Quarter</td>
<td>Summer Quarter</td>
</tr>
<tr>
<td>Field Seminar</td>
<td>Field Seminar</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods Course</td>
<td>Methods Course</td>
<td>Field Colloquium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Discipline</td>
<td>Elective</td>
<td>MGT 297 Directed Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Colloquium</td>
<td>Field Colloquium</td>
<td>Comprehensive Examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall Quarter</td>
<td>Winter Quarter</td>
<td>Spring Quarter</td>
<td>Summer Quarter</td>
</tr>
<tr>
<td>Field Colloquium</td>
<td>Field Colloquium</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT 297 Directed Research</td>
<td>MGT 299 Dissertation</td>
<td>MGT 299 Dissertation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall Quarter</td>
<td>Winter Quarter</td>
<td>Spring Quarter</td>
<td>Summer Quarter</td>
</tr>
<tr>
<td>MGT 299 Dissertation</td>
<td>MGT 299 Dissertation</td>
<td>MGT 299 Dissertation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* If a fifth year is needed, the sample program would incorporate additional dissertation hours.
### Table 1b
Sample Program for a Marketing Ph.D. Student in Consumer Behavior*

<table>
<thead>
<tr>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Summer Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT288A Consumer Behavior</td>
<td>MGT288D Special Topics - Quantitative</td>
<td>MGT286E Special Research Topics</td>
<td>Complete first year research paper.</td>
</tr>
<tr>
<td>PSYC 211 Statistical Inference</td>
<td>PSYC 213 Experimental Design</td>
<td>PSYC 212 Regression and Correlation</td>
<td></td>
</tr>
<tr>
<td>PSYC 255 Seminar in Social Psychology</td>
<td>PSYC 227 Research Methods in Social Psychology</td>
<td>PSYC 226 Personality Psychology</td>
<td></td>
</tr>
<tr>
<td>MGT287E Field Colloquium</td>
<td>MGT287E Field Colloquium</td>
<td>MGT287E Field Colloquium</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-Candidacy Coursework</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 243 Multivariate Statistics</td>
<td>SOC201B Qualitative Methods</td>
<td>MGT287E Field Colloquium</td>
<td></td>
</tr>
<tr>
<td>MGT297 Directed Research</td>
<td>MGT297 Directed Research</td>
<td>MGT297 Directed Research</td>
<td></td>
</tr>
<tr>
<td>MGT287E Field Colloquium</td>
<td>MGT287E Field Colloquium</td>
<td><strong>Comprehensive Examination</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT288B Quantitative Research in Marketing</td>
<td>MGT288C Special Topics - Behavioral</td>
<td>PSYC 255 Seminar in Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSYC 243 Multivariate Statistics</td>
<td>SOC201B Qualitative Methods</td>
<td>MGT287E Field Colloquium</td>
<td></td>
</tr>
<tr>
<td>MGT297 Directed Research</td>
<td>MGT297 Directed Research</td>
<td>MGT297 Directed Research</td>
<td></td>
</tr>
<tr>
<td>MGT287E Field Colloquium</td>
<td>MGT287E Field Colloquium</td>
<td><strong>Comprehensive Examination</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT287E Field Colloquium</td>
<td>Independent Study in Dual Process Theories</td>
<td>MGT286F Special Research Topics</td>
<td>Job interviews at August American Marketing Association Meetings</td>
</tr>
<tr>
<td>MGT297 Directed Research</td>
<td>MGT299 Dissertation</td>
<td>MGT299 Dissertation</td>
<td></td>
</tr>
<tr>
<td><strong>Dissertation Proposal Defense</strong></td>
<td>MGT299 Dissertation</td>
<td>MGT299 Dissertation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT299 Dissertation</td>
<td>MGT299 Dissertation</td>
<td>MGT299 Dissertation</td>
<td></td>
</tr>
<tr>
<td>Fly-outs for invited job talks.</td>
<td>MGT299 Dissertation</td>
<td>MGT299 Dissertation</td>
<td></td>
</tr>
</tbody>
</table>

*If a fifth year is needed, the job search would be delayed for one year, and sample program would incorporate additional dissertation hours.
<table>
<thead>
<tr>
<th>Table 1c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Program for a Marketing Ph.D. Student in Marketing Models</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Summer Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Candidacy Coursework</strong></td>
<td></td>
<td></td>
<td>Complete first year research paper.</td>
</tr>
<tr>
<td>STAT220 A Multivariate Analysis</td>
<td>MGT288 B Quantitative Research in Marketing</td>
<td>MGT286 E Special Research Topics</td>
<td></td>
</tr>
<tr>
<td>ECON 205 A Econometric Methods I</td>
<td>ECON 205 B Econometric Methods II</td>
<td>ECON 205 C Econometric Methods III</td>
<td></td>
</tr>
<tr>
<td>MGT288 C Special Topics – Behavioral</td>
<td>ECON 285 F Topics in Econometrics</td>
<td>STAT209 A Statistical Data Mining</td>
<td></td>
</tr>
<tr>
<td>MGT287 E Field Colloquium</td>
<td>MGT287 E Field Colloquium</td>
<td>MGT287 E Field Colloquium</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td>Prepare dissertation proposal.</td>
</tr>
<tr>
<td>MGT288 D Special Topics - Quantitative</td>
<td>MGT288 A Behavioral Research in Marketing</td>
<td>ECON 285 F Topics in Econometrics</td>
<td></td>
</tr>
<tr>
<td>ECON 285 E Advanced Econometrics</td>
<td>ECON 285 J Nonparametric Econometrics</td>
<td>MGT287 E Field Colloquium</td>
<td></td>
</tr>
<tr>
<td>STAT200 A Advanced Design and Analysis of Experiments</td>
<td>STAT209 B Statistical Data Mining</td>
<td>MGT297 Directed Research</td>
<td></td>
</tr>
<tr>
<td>MGT287 E Field Colloquium</td>
<td>MGT287 E Field Colloquium</td>
<td><strong>Comprehensive Examination</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td>Job interviews at August American Marketing Association Meetings</td>
</tr>
<tr>
<td>MGT287 E Field Colloquium</td>
<td>MGT299 Dissertation</td>
<td>MGT299 Dissertation</td>
<td></td>
</tr>
<tr>
<td>MGT297 Directed Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dissertation Proposal Defense</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT299 Dissertation</td>
<td>MGT299 Dissertation</td>
<td>MGT299 Dissertation</td>
<td></td>
</tr>
<tr>
<td>Fly-outs for invited job talks.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* If a fifth year is needed, the job search would be delayed for one year, and sample program would incorporate additional dissertation hours.
### Table 1d
Sample Program for an SMO Ph.D. Student in Strategy

<table>
<thead>
<tr>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Summer Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Candidacy Coursework</strong></td>
<td></td>
<td></td>
<td>Complete first year research paper.</td>
</tr>
<tr>
<td>MGT289 A Organization Behavior</td>
<td>MGT289 B Organization Theory</td>
<td>MGT286 K Special Research Topics</td>
<td></td>
</tr>
<tr>
<td>Econ 205 A Econometric Methods I</td>
<td>Econ 205 B Econometric Methods II</td>
<td>Econ 205 C Econometric Methods III</td>
<td></td>
</tr>
<tr>
<td>Econ 202 B Topics in Economic Theory: Applications</td>
<td>SOC 202 A History of Sociological Theory</td>
<td>PSYC 226 Social Psychology</td>
<td></td>
</tr>
<tr>
<td>MGT287F Field Colloquium</td>
<td>MGT287 F Field Colloquium</td>
<td>MGT287 F Field Colloquium</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td>Prepare dissertation proposal.</td>
</tr>
<tr>
<td>MGT289 C Strategic Management</td>
<td>MGT289 D Research Design</td>
<td>MGT286 L Special Research Topics</td>
<td></td>
</tr>
<tr>
<td>PSYC 211 Statistical Inference</td>
<td>PSYC 212 Regression and Correlation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 245: Large-scale organizations</td>
<td>Independent Study in Strategic Management Theories</td>
<td>Comprehensive Examination</td>
<td></td>
</tr>
<tr>
<td>MGT287 F Field Colloquium</td>
<td>MGT287 F Field Colloquium</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td>Extensive data collection effort.</td>
</tr>
<tr>
<td>MGT287 F Field Colloquium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT299 Dissertation</td>
<td>MGT299 Dissertation</td>
<td>MGT299 Dissertation</td>
<td>Extensive data collection effort</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT299 Dissertation</td>
<td>MGT299 Dissertation</td>
<td>MGT299 Dissertation</td>
<td></td>
</tr>
<tr>
<td><strong>Fifth Year</strong></td>
<td></td>
<td></td>
<td>Job interviews at August Academy of Management Meetings</td>
</tr>
<tr>
<td>MGT299 Dissertation</td>
<td>MGT299 Dissertation</td>
<td>MGT299 Dissertation</td>
<td></td>
</tr>
<tr>
<td>Fly-outs for invited job talks.</td>
<td>Fly-outs for invited job talks.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 1e
Sample Program for an SMO Ph.D. Student in Organizational Behavior

<table>
<thead>
<tr>
<th>Pre-Candidacy Coursework</th>
<th>First Year</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MGT289 A Organization Behavior</td>
<td>MGT289 B Organization Theory</td>
<td>MGT286 K Special Research Topics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSYC211 Statistical Inference</td>
<td>PSYC213 Experimental Design</td>
<td>PSYC212 Regression and Correlation</td>
<td>Complete first year research paper.</td>
</tr>
<tr>
<td></td>
<td>MGT287 F Field Colloquium</td>
<td>MGT287 F Field Colloquium</td>
<td>MGT287 F Field Colloquium</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT289 C Strategic Management</td>
<td>MGT289 D Research Design</td>
<td>MGT286 L Special Research Topics</td>
<td>Prepare dissertation proposal.</td>
</tr>
<tr>
<td>PSYC243 Multivariate Statistics</td>
<td>SOC 201B Qualitative Methods</td>
<td>SOC 255 Topics in Large-Scale Organizations</td>
<td>MGT297 Directed Research</td>
</tr>
<tr>
<td>SOC 245 Large-scale organizations</td>
<td>MGT287 F Field Colloquium</td>
<td>MGT297 Directed Research</td>
<td></td>
</tr>
<tr>
<td>MGT287 F Field Colloquium</td>
<td>MGT287 F Field Colloquium</td>
<td>Comprehensive Examination</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT287 F Field Colloquium</td>
<td>MGT297 Directed Research</td>
<td>MGT299 Dissertations</td>
<td>Job interviews at August Academy of Management Meetings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-Candidacy Dissertation Research</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT299 Dissertations</td>
<td>MGT299 Dissertations</td>
<td>MGT299 Dissertations</td>
</tr>
<tr>
<td>Fly-outs for invited job talks.</td>
<td>Fly-outs for invited job talks.</td>
<td></td>
</tr>
</tbody>
</table>

*Proposed new course offering  
**If a fifth year is needed, job search would be delayed one year, and sample program would incorporate additional dissertation hours.
4. EVALUATION

4.1. Grading

The Graduate School requires that the student earns a “B” average or higher to maintain the status of “satisfactory progress.” In courses taken on a satisfactory/No credit (S/NC) basis, an “S” is required.

To qualify for and retain a Teaching Assistantship (TA), a 3.00 GPA is required; for a Research Assistantship (RA), a 3.00 GPA score is required; for a Fellowship, a 3.50 GPA is required.

4.2. Teaching Assistantship Evaluation

Teaching Assistants are evaluated by the students who are enrolled in their section. The Teaching Assistantship Development Program (TADP) records and tabulates these scores, and distributes them to the TA, the TA’s Faculty Advisor, and the Graduate Advisor. *Please retain as you may need them when applying for a teaching position.*

4.3. Annual Evaluation

As requested by the Graduate School, the departmental faculty evaluates each year each of its graduate students. The steps involved in this evaluation are:

1. Revision of the summary sheet of requirements, and its distribution to the Faculty Advisors.
2. Discussion of the Evaluation Rating Form with the student.
3. Faculty discussion of the progress of each student. Preparation of a draft evaluation letter.
4. Review of the draft evaluation letter by all the faculty members.
5. A final version of the evaluation student form is distributed to the student, student’s Faculty Advisor, and the Graduate School.
5. ADMINISTRATION OF THE PROGRAM

Following the guidelines of the UCR Graduate Council, the program is administered by the Graduate Program Director, a Graduate Advisor, and a Graduate Program Executive Committee. Supporting ad-hoc committees include ad-hoc Graduate Examination, Ph.D. Qualifying, and Ph.D. Dissertation committees.

5.1. Graduate Program Executive Committee

The Graduate Program Executive Committee is chaired by the Graduate Program Director; it includes the Graduate Advisor. Three additional members of the Executive Committee will be elected. The full set of IGPM program faculty who are from AGSM will elect one committee member from each of the three AGSM program areas to a two-year term. All IGPM program faculty members who are from AGSM will be eligible to run for election. Two-year terms for elected members were adopted to allow for greater stability in executive committee membership in the first six years of the program, as the Graduate Program Director and/or Graduate Advisor could change after the first three years.

The Graduate Program Executive Committee is responsible for overseeing courses, curricula, admission, degree requirements, administration of student assistantship awards, and other policy matters.

Per IGPM bylaws, the Graduate Program Executive Committee must approve any additions or deletions to the major field areas offered by the IGPM.

Specific responsibilities include:

- All duties and responsibilities of a membership committee will be vested in the executive committee.
- Reviewing and recommending action on proposed new Ph.D. courses.
- Recommending any changes in Ph.D. requirements and progress requirements to the program faculty.
- Designating committees to review applications for admission and making admission recommendations to the Graduate Division at UCR.
- Recommending candidates for graduate fellowships.
- Reviewing TA evaluations from students, and faculty.
5.2. Graduate Program Director, Graduate Advisor and Ph.D. Program Assistant

Assisted by the Ph.D. Program Assistant, the Graduate Program Director and the Graduate Advisor administers the IGPM under the policies established by the Ph.D. Program Executive Committee.

5.2.1. Graduate Program Director

The Graduate Program Director is an AGSM faculty member elected by AGSM faculty. The Graduate Program Director is responsible for the overall organization and leadership of the IGPM, and serves as Chair of the Graduate Program Executive Committee. The Program Director administers the faculty effort in support of the Ph.D. program. The normal term of the Graduate Program Director’s appointment is three years. Appointment of the Graduate Program Director is detailed in the bylaws.

5.2.2. Graduate Advisor

The Graduate Advisor is a member of the program faculty who is appointed for a three-year period. The Graduate Advisor is in charge of recruiting students and overseeing their progress. The Graduate Program Director nominates the Graduate Advisor to the Graduate Program Executive Committee, which sends the nomination to the Graduate Dean for approval.

If only one AGSM program area offers the Ph.D. degree, then the Graduate Program Director and the Graduate Advisor will both be members of that program. When two or more AGSM programs have major field areas in the IGPM, the faculty member nominated as Graduate Advisor by the Graduate Program Director should be from a program that differs from the Graduate Program Director’s department.

Additional responsibilities of the Graduate Advisor include:

- Approving recommended appointments for Graduate Examination Committees, Ph.D. Qualifying Committees, and Ph.D. Dissertation Committees, and transmitting these to the Dean of the Graduate Division.
- Coordinating advising sessions for Ph.D. students.
- Holding orientation sessions for incoming Ph.D. students on various aspects of Ph.D. study.
- Recommending temporary faculty advisors for new Ph.D. students.
• Counseling students on selecting faculty advisors;
• Appointing and supervising graduate teaching assistants.
• Ensuring completion of annual reviews of student performance.

5.2.3. Ph.D. Program Assistant

The Ph.D. program assistant is a part time administrative position in support of the IGPM. This position will be funded by AGSM.

5.2.4. Faculty Advisors

Faculty advisors are AGSM faculty who advise students on curricular planning, research, examination preparation, and provide Ph.D. dissertation supervision. The Graduate Advisor generally assigns each incoming student a temporary faculty advisor after consultation with faculty members. It is expected that within the first year of study each Ph.D. student will select a permanent faculty advisor for his or her Ph.D. degree program. The faculty advisor will typically chair the student’s Ph.D. dissertation committee – but changes to a student’s faculty advisor can be made in consultation with the Graduate Advisor.

5.3. Graduate Examination Committee

The responsibility of the Graduate Examination Committee is to administer the written comprehensive examination for the M.A. and Ph.D. degree. Specific duties are:

• Determining appropriate subject matter for the examination;
• Preparing questions for the examination;
• Administering the examination;
• Evaluating student responses to the examination questions;
• Determining the outcome (Pass at Ph.D. level, Pass at M.A. level, or Fail) for each student taking the examination.
• Recommending remedial actions for Ph.D. students who do well overall in the written examination but show deficiencies in specific subject areas.

Due to the heterogeneity of Ph.D. student interests, a Graduate Examination Committee will be designated for each Ph.D. student. Each Graduate Examination Committee will consist of a minimum of three (3) program faculty members: a chairperson (the student’s Faculty Advisor), and at least two additional program faculty members. Graduate
Examination Committee members are appointed by the Graduate Advisor. All Graduate Examination Committee members must be voting members of the Academic Senate.

5.4. **Ph.D. Qualifying Committee**

The Ph.D. Qualifying Committee administers the oral *Ph.D. qualifying exam*. Following successful passage at the Ph.D. level of the comprehensive examination, a Ph.D. Qualifying Committee will be formed to evaluate a student’s readiness for advancement to candidacy. The Ph.D. Qualifying Committee is responsible for reviewing the student’s Ph.D. dissertation proposal and administering an oral exam which serves as the dissertation proposal defense. Based on the written proposal and oral defense, the Ph.D. Qualifying Committee will make a recommendation to the Graduate Division regarding advancement to candidacy.

A Ph.D. Qualifying Committee consists of the student’s Faculty Advisor and four (4) additional members who are nominated by the Graduate Advisor, in consultation with the student and program faculty (particularly the student’s Faculty Advisor), and approved by the Graduate Dean. A majority of the Ph.D. Qualifying Committee are program faculty.

One member of the Qualifying Committee, designated the “outside member”, must be from outside the program faculty, but must be a voting member of the UC Academic Senate. Exceptions must be qualified for a UC faculty appointment, and must be supported by a memo of justification from the student’s Faculty Advisor and approved as an exception by the Graduate Dean. After review of the nominations, the Graduate Dean appoints the Ph.D. Qualifying Committee on behalf of the Graduate Council.

5.5. **Ph.D. Dissertation Committee**

The Ph.D. Dissertation Committee administers the oral *dissertation defense*.

The responsibilities of the Ph.D. Dissertation Committee are:

- Supervising dissertation research;
- Reviewing and approving the written dissertation;
- Administering and evaluating the oral dissertation defense;
- Recommending to the Graduate Division whether or not a Ph.D. degree should be conferred.
A Ph.D. Dissertation Committee consists of a minimum of three UCR Academic Senate members who are program faculty in the IGPM, including the student’s faculty advisor who chairs the committee. All committee members should be in a position to offer guidance and be able to judge the scholarship of the dissertation work. Membership of a Ph.D. Dissertation committee should be nominated by the student’s faculty advisor, approved by the Graduate Program Committee, and appointed by the Dean of the Graduate Division.