

PhD PROGRAM MANUAL

DEPARTMENT OF PUBLIC ADMINISTRATION AND POLICY

ROCKEFELLER COLLEGE OF PUBLIC AFFAIRS AND POLICY

UNIVERSITY AT ALBANY

STATE UNIVERSITY OF NEW YORK

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THE PhD PROGRAM IN PUBLIC ADMINISTRATION AND POLICY

The PhD program in public administration and policy at the University at Albany consists of a pre-candidacy stage and a candidacy stage. The pre-candidacy stage consists of (1) a series of core courses common to all students in the program; and (2) additional courses and requirements specified by the student's concentration. The candidacy stage consists of (3) satisfactory presentation of a dissertation prospectus; and (4) satisfactory completion of a dissertation.

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MISSION STATEMENT AND LEARNING OBJECTIVES

Mission Statement: The PhD program in Public Administration and Policy at the University at Albany prepares students for successful research careers, primarily in academia, by providing advanced education and mentoring in theory-driven interdisciplinary social science research. Our doctoral program develops students who create and implement rigorous research designs, use quantitative and qualitative methods, inform the development of theory, contribute to improving practice in the public and nonprofit sectors, maintain high ethical standards in research, and consider public values such as equity and justice. As a faculty we recognize there is the need for scholars who can both produce original research on systemic public problems and train future public service professionals to address practical challenges.

Learning Objectives:

1. Content Knowledge
 - a. Demonstrates substantive mastery of the academic literature in public administration and policy
 - b. Demonstrates substantive mastery of the academic literature in a specialized area of research within public administration and policy that draws upon the broader social science literature
 - c. Shows a foundational understanding and ability to evaluate diverse quantitative and qualitative methods in public administration and policy research
2. Independent Research
 - a. Makes an original contribution to the field
 - b. Competently and rigorously applies at least one quantitative or qualitative method in public administration and policy research
 - c. Articulates a coherent argument in an article-length paper that links research question(s), theory, results and implications for theory and practice
 - d. Articulates the relevance of the research
 - e. Demonstrates an emerging scholarly identity
3. Engagement in Public Affairs Community
 - a. Effectively communicates research results to scholarly, practitioner and student audiences orally and in writing
 - b. Involved in the broader public administration and policy scholarly community

STRUCTURE OF THE PHD PROGRAM

The pre-candidacy phase of the PhD program in public administration and policy at the University at Albany consists of 60 credit hours comprising: (1) five four-credit courses and four one-credit professional development seminars that are common to all students in the program; (2) two additional semester-length advanced research tools courses; and (3) a field concentration involving at least five courses selected in consultation with a field advisor.

Core Courses

All students in the PhD program are required to have a basic proficiency at the doctoral level in public affairs scholarship, broadly defined. Proficiency is demonstrated by satisfactory performance in coursework and the candidacy requirements.

Students achieving less than a “B” average (GPA = 3.00) in the PhD core are not eligible to continue in the program.

For students entering with a Master in Public Administration, a Master in Public Policy, or other equivalent degree, the department will transfer in credit for two preparatory courses at the introductory Masters level completed in the past eight years where students earned satisfactory grades. These courses will be in the areas of public administration, public policy, economics, and/or basic statistics and should be equivalent to: PAD 500, PAD 501, PAD 503, PAD 505, PAD 506, PAD 540, and/or POS 517.

The doctoral core: All students in the PhD program are required to take the five four-credit courses and four one-credit seminars that comprise the core of the doctoral curriculum:

PAD 702	Scholarly Foundations of Politics and Administration
PAD 704	Research Design
PAD 705	Advanced Quantitative Analysis
PAD 709	Scholarly Foundations of Public Administration
PAD 526	Policy Field Seminar (cross-listed as POS 513)
PAD 881-884	Seminars in Doctoral Research and Professional Development

In addition to the five required 4-credit core courses, students are required to register for the PAD 881-884 Series: Seminars in Doctoral Research and Professional Development, a two-year series of one credit S/U courses.

Field Structure

The Department of Public Administration and Policy offers three fields of concentration for the PhD: Public Management; Public Financial Management; Public Policy.

A field of study is composed of at least five graduate courses, not to include PhD core courses, chosen in consultation with the faculty adviser.

Participation in the Life of the Department

In addition to coursework, students are expected to participate in the life of the department. This includes attending the Rockefeller Brown Bag seminar series and faculty job talks (during years that a search is being conducted). You are expected to attend these events if they do not conflict with your academic schedule. They are a great opportunity to hear about cutting-edge research, learn about challenges faced at different phases of the research cycle, and see expectations for job interviews and conference presentations. The college occasionally offers supplemental statistical computing workshops and other seminars, and you are strongly encouraged to attend. When available, sign up for opportunities to meet outside speakers. Some concentrations or sub-fields may offer readings groups and you should attend the ones that are relevant to your area of study. You are also encouraged to attend seminar series in other departments. Advanced students may have opportunities to participate in important service activities such as being a Rockefeller Brown Bag organizer. In addition to making a contribution to the department, these will help you learn more about academia and can be included on your curriculum vitae.

Continuous Registration of Doctoral Students

All students must maintain continuous registration for each fall and spring session (except for approved leaves of absence). Minimum registration consists of three credits of approved work, unless the student has advanced to candidacy. PhD candidates may fulfill the continuous registration requirement by taking one credit hour of PAD 899 during the fall term and another credit hour of PAD 899 during the spring term. These are S/U “load credits” that are taken with the student’s adviser. Summer sessions cannot be accepted in lieu of registration for fall and spring sessions.

The continuous registration requirement applies to students working on their degrees away from the University at Albany campus. As long as the student is making progress toward the degree by, for example, collecting or analyzing data or writing dissertation chapters, the University requires continuous registration as defined above.

A student who fails to register for a fall or spring semester and has not been granted a formal leave of absence is subject to termination. A recommendation to separate a student for failure to maintain continuous registration may be initiated by the PhD Director. The recommendation is forwarded by the PhD Director and/or the Department Chair to the University’s Office of Graduate Education. The formal decision to terminate a student’s degree program is made by the Office of Graduate Education.

Note: The Office of Graduate Education may separate students who fail to maintain continuous registration without giving prior notice to the Department or the student.

Statute of Limitations

All requirements for a doctoral degree must be completed within eight years of the date of initial registration in the program. These statutes apply equally to students who enter with or without advanced standing and to students who formally change their areas of specialization after admission and study in one advanced program.

A student may apply to the faculty for an extension of the statute of limitations. The application should include a realistic plan and time line for finishing the degree and be signed by the student and the student's advisor (if pre-candidacy) or dissertation chair (if post-candidacy). Extensions of the statute must be approved by a majority vote of the Departmental faculty.

Periods of authorized leave of absence prior to candidacy are not counted as part of the statute of limitations for completion of degree requirements.

Residency and Advanced Standing

Each student must satisfactorily complete two semesters of full-time study beyond the master's degree or equivalent at the University. A year of full-time study in residency is required in order to insure a sustained period of intensive intellectual growth. For students who have offsite employment who find it difficult to enroll in full-time study, these do not need to be consecutive terms. For more information, refer to the Graduate Bulletin:

https://www.albany.edu/graduatebulletin/requirements_doctoral_degree.htm

The requirement for one year of full-time study in residence may be waived in special cases. The Department of Public Administration and Policy considers a waiver only for those PhD students (i) who are currently engaged in a program of research in public administration or public policy, as evidenced by preparation of research reports, presentations at professional meetings, or other scholarly activities; (ii) who have maintained a consistent effort to involve themselves in meetings and activities of the doctoral program over the course of at least a year, including such activities as the Rockefeller Brown Bag lunch presentations or similar activities within the student's field concentration; and (iii) who have established and maintained a mentoring relationship with a Department faculty member for at least two years. Waivers must be approved by a majority vote of the Departmental faculty.

Of the required 60 credits beyond the baccalaureate, at least 30 must be completed in residence at this University.

Applicants who have completed graduate courses or programs at the University or elsewhere may apply for admission with advanced standing and be allowed a maximum of 30 transfer credits for courses applicable to a PhD.

Students who have been admitted with the maximum advanced standing permitted must complete the remaining advanced course work, seminars, and research in residence study at Albany including at least one year in full-time study.

ACADEMIC HONESTY, CODE OF CONDUCT, AND GRIEVANCES

Statement on Academic Integrity

Academic honesty is something this Department takes very seriously. Violations of academic integrity in any form will not be tolerated and can result in course failure or even dismissal from the program. These violations include but are not limited to plagiarism, cheating on examinations, multiple submissions, and unauthorized collaboration. Students are required to be familiar with the university's academic honesty policies (found in the University's Graduate Bulletin: http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity). Students are also required to comply with course-specific guidelines and requirements, as outlined in course syllabi. Ignorance does not excuse dishonest behavior.

Code of Conduct

In all matters, faculty and graduate students will communicate and otherwise deal with one another and with staff members in a manner that is appropriate for a professional academic program. Students are expected to exhibit due respect for their fellow students' and professors' dignity, sensibilities, responsibilities and authority. Behavior and communications of any type that can reasonably be interpreted to constitute an abuse of authority, egregious nuisance or intimidation, or that systematically interfere with the fair opportunity for others to express their views, or that persistently disrupt the educational process, are not acceptable and will be subject to sanction by the Department of Public Administration and Policy and/or the University at Albany. Offensive behavior or communication that in a single instance may not rise to the level of being actionable can do so if it is persistent.

Specifically, the Department of Public Administration and Policy expects students to practice:

- Respect for all members of our community and for the space we share.
- Professionalism in all things, including the pursuit of intellectual and academic excellence.
- The recognition of the value of different opinions in our "free marketplace of ideas."
- Individual accountability for actions inconsistent with this Code of Conduct.

Members of the Rockefeller College community have a personal responsibility to integrate this code into all aspects of their experience.

Human Subjects Research

All research involving human subjects must be approved by the University's Institutional Review Board (IRB). This includes the pre-candidacy empirical paper, the dissertation, pilot data collection and analyses conducted to prepare the prospectus, and other "side projects" with faculty and/or other students. Students should be prepared to make available their IRB submissions and approvals to the PhD Director at any time. Failure to abide by the IRB guidelines can lead to the rejection of your dissertation by the Dean of Graduate Education and/or Provost. Students should work closely with their advisers to complete their IRB submission **prior** to collecting and analyzing data.

Procedure for Grievances

Rockefeller College has established a grievance procedure to handle disputes between members of our academic community. “Grievances” are complaints made by students against faculty or against other students, complaints by faculty against other faculty or against students, and complaints by students or faculty against administrative officers of the College or its constituent departments and units.

A “grievance” shall include, but not be limited to: matters of academic honesty (such as plagiarism and cheating) and professional ethics; grades assigned for courses; and improper treatment on the grounds of age, color, creed, disability, marital status, veteran status, national origin, race, sex, or sexual preference.

The Rockefeller College grievance procedures are available from the College website (http://www.albany.edu/rockefeller/gateway_docs/2016/Grievance%20procedures_FINAL%20final%202014.pdf)

Admission of Persons with Prior Felony Convictions

State University of New York (SUNY) policy prohibits University at Albany, SUNY admission applications from inquiring into an applicant’s prior criminal history. After acceptance, the College shall inquire if the student previously has been convicted of a felony if such individual seeks campus housing or participation in clinical or field experiences, internships or study abroad programs. The information required to be disclosed under SUNY policy regarding such felony convictions shall be reviewed by a standing campus committee consistent with the legal standards articulated in New York State Corrections Law.

Students who have previously been convicted of a felony are advised that their prior criminal history may impede their ability to complete the requirements of certain academic programs and/or to meet licensure requirements for certain professions. Students who have concerns about such matters are advised to contact the dean's office of their intended academic program.

TRACKING STUDENTS' PROGRESS

Academic Standards and Good Academic Standing

Doctoral students must earn a minimum grade point average of 3.0 in all resident graduate courses to maintain good academic standing during the course of study.

A passing grade for a core course is a grade of "B" or higher. Students earning less than a "B" in a core course are permitted to retake the course once. Students taking resident graduate courses graded as Satisfactory/Unsatisfactory must receive a grade of "S" for the course to count towards the degree. Concentration courses completed with grades of "C" or higher or an "S" (if graded on a pass/fail basis only) may be applied to doctoral course requirements.

Candidacy Requirements

In addition to coursework, all students must successfully complete comprehensive examinations in public affairs, an empirical research paper, and an outline of the dissertation proposal. Additional guidance on the dissertation outline proposal will be provided by the PhD Director.

The comprehensive exams will be offered at a common time each semester and will be graded by a central committee of faculty. If a student fails a comprehensive exam the student may only re-take the exam once. If a student fails the comprehensive exam a second time the student will not be eligible to continue in the program.

The empirical research paper and dissertation proposal outline will be reviewed and approved by a faculty committee of the student's choosing. The committee must contain three members, and typically at least two are from the department. This committee does not need to be the same as the future dissertation committee.

Annual Departmental Review

In the Department of Public Administration and Policy, the progress of all doctoral students is evaluated annually in a meeting of the full faculty. A letter is sent by the PhD Director to each doctoral student reflecting the faculty's evaluation of their progress in the previous calendar year. The purpose of the annual review and follow-up letters is to help students stay on a timely path leading to successful completion of the degree.

Annual report: To facilitate the process of evaluating students in the program, each student is required to submit an annual report in the approved form. Instructions on the annual report process will be emailed to students during the spring semester.

The annual report is a cumulative record of the student's efforts to complete the PhD Program, a summary of their efforts during the preceding year, and a roadmap to completing field and program-wide requirements in order to complete their PhD. The annual report will also include information on students' participation in the life of the department (e.g., frequency of attendance at the Rockefeller Brown Bag) and other professional development activities (e.g., conference participation). Both the student and advisor must sign the Progress Report in order for it to be

valid. Annual reports are usually due at the end of the spring semester. The PhD Director will announce the due date each year.

Students are advised that the information in the annual report will be discussed by the full faculty. If there are issues the student does not wish to share with the full faculty, the student should communicate them to the PhD Director or the Director of Student Affairs in a separate communication.

The annual report will become part of the student's permanent record. For this reason, students are advised that knowing omissions or falsifications in the annual report constitute academic misconduct and will be subject to Departmental and/or University sanctions.

Criteria Used for Review:

A variety of criteria are used to assess annual progress. In descending order of importance, these include but are not limited to:

1. Efforts to complete the core and field courses.
2. Progress toward completion of field requirement (i.e. empirical paper) as appropriate to their tenure in the program.
3. Progress toward completion of the dissertation, as appropriate to the student's tenure in the program.
4. Participation in the life of the Department, College, and University (i.e., in brown bags, seminars, workshops, symposiums, study groups, dissertation review groups, etc.).
5. Participation in conferences and professional meetings, as deemed appropriate for their tenure in the program.
6. Publication in appropriate professional journals and outlets, as deemed appropriate for their tenure in the program.
7. Experience with teaching (both inside and outside the University), as appropriate to their tenure and teaching opportunities in the program.
8. Service to the Department, College, and University.

Grounds for Formal Termination of a Student's Degree Program:

There are at least six grounds for dismissal from the PhD program:

1. Failure to maintain good academic standing, which is defined as an average of B (GPA = 3.00) in all graduate courses.
2. Failure of comprehensive exams and/or successful completion of field requirements.
3. A grade of U or Z in dissertation load credits (PAD 899) or pre-dissertation load credits (PAD 697, PAD 897).
4. Failure to maintain continuous registration for fall and spring terms until completion, except for formally granted leaves of absence.
5. Exceeding the statute of limitations of the degree (eight years plus formally granted leaves of absence).
6. Failure to make sufficient yearly progress toward completion of the degree, as assessed by the faculty each year.

A recommendation to separate a student formally from the program may be initiated by the PhD Director upon her or his assessment that one or more of the grounds for dismissal can be established from the student's record. To separate a student, the PhD Director will make a formal motion to the Faculty, which is then automatically tabled until the next faculty meeting. The student will then be given at least one month to respond to the motion and provide any documentation deemed appropriate to rebut the PhD Director's motion. A motion for separation carries if at least half of the faculty votes in the affirmative. The recommendation of the faculty is forwarded by the PhD Director and Department Chair to the University's Office of Graduate Education. The formal decision to terminate a student's degree program is made by the Office of Graduate Education.

Tentative Degree Program (TDP)

All students must submit a Tentative Degree Program for approval by the Department by the end of the first year. The TDP is an essential planning document for a student's program, mapped out with the assistance of the advisor, field chair, and Director of the PhD program. The Program will be developed in consultation with the student's advisor and field chair. The initial version is subject to later revisions as approved by the Department. There is a standard form for submitting the tentative degree program available online.

The Tentative Degree Program is intended to confirm a mutual understanding between the student and the faculty with respect to how the student's individual needs will be met in conformity with the requirements and guidelines established for the doctoral program. Any instance in which the waiver of a requirement by petition to the faculty has been granted or will be sought should be indicated specifically in the Tentative Degree Program.

Department approval of the Tentative Degree Program (and changes therein) will be based on the recommendation of a committee including the student's advisor as a chair and the field chair

Upon final signature of the Tentative Degree Program by the adviser, field chair, and Department chair, one copy is maintained in the student's permanent file, one copy is provided to the PhD Director, one copy is returned to the student's advisor, and one copy is kept by the student for their personal records.

Completed Degree Program (CDP)

After the completion of the core and field requirements and before nomination for admission to candidacy, each student must submit a Completed Degree Program for approval by the Department. The CDP form is available online.

The CDP lists all courses the student has taken in the program and details the courses, papers, and other requirements completed to meet the student's field requirements. The CDP must be signed by the student's advisor and the field chair, as well as by the PhD Director and Department chair. The CDP ensures that students have fulfilled their field requirements before being admitted to candidacy and is used by the University to clear the student for their degree.

Research Tools

The University at Albany requires demonstrated competence in appropriate research tools for all doctoral degrees. The basic requirement for demonstrated competence in in public administration and policy usually will be met by satisfactory completion of PAD 704, PAD 705, and the core requirement of at least two additional research tools courses. There is no foreign language requirement.

Minimum Credits Required

Students must complete a minimum of 60 credits of coursework before advancing to candidacy. These courses may be either letter-graded or graded Satisfactory/Unsatisfactory, but may not be graded “Load.” Students may transfer no more than 30 credits. Advisor approval is required to count a masters-level course towards the required 60 credits.

Admission to Candidacy

A student will be admitted to candidacy for the degree of Doctor of Philosophy upon the following:

1. Satisfactory record in all coursework and candidacy requirements including the empirical paper and comprehensive exams;
2. Satisfactory completion of the professional development requirement;
3. Satisfactory completion of the research tool requirement;
4. Completion of the full-time study in residence requirement;
5. Satisfactory completion of the core and field requirements.

Only upon admission to candidacy can a student register for doctoral dissertation load credit (PAD 899). The University requires a doctoral student to be admitted to candidacy at least one term before acceptance of the dissertation and completion of the degree. Thus, if a student plans to graduate in December, admission to candidacy must occur by the end of the previous spring semester.

As students complete requirements for candidacy, they must file a “Completion of Candidacy Requirements” form. The form must be signed by their academic advisor and must be filed with Director of Student Affairs for inclusion in the student’s record. Students are encouraged to keep copies of these forms for their own records.

Admission to candidacy is approved officially following nomination by the student’s faculty advisor, field chair, PhD program director, and the department chair. When the student has completed all of the requirements for candidacy, they must file a Nomination of Doctoral Student for Admission to Candidacy form with the Director of Student Affairs.

THE DOCTORAL DISSERTATION

Each doctoral student shall be required to write a dissertation after advancement to candidacy. The dissertation requirement will be satisfied by the formulation and completion of a major piece of original research.

The Dissertation Committee

Doctoral students must have a dissertation or research committee to guide their dissertation project or research and to approve each stage of project. Each dissertation committee must have a University at Albany, State University of New York, full-time faculty member as chair. The Department strongly encourages students to select a member of the Departmental faculty to be their dissertation committee chair. The University at Albany requires that the dissertation committee consists of a minimum of three members, two of which must be from the student's school/college (in this case, the Rockefeller College of Public Affairs and Policy), and at least one of these must be from the student's major department (Public Administration and Policy). Departments are encouraged to include at least one committee member external to the Department. Ordinarily, only those with an earned doctorate and/or those who hold a full professorship are eligible to participate formally in dissertation advisement and the approval of a dissertation. In special cases, it is permissible to include an external member from another institution.

When the student has a topic and research design ready for consideration by the faculty, the student chooses the membership of the dissertation committee and fills out the Dissertation Committee Declaration form (available online). In practice, the student will be working with one or more faculty members already, who will form the core of the student's committee, provided its composition conforms to the University requirements stated above.

Presentation of a Prospectus

The candidate presents the proposal at the Prospectus Defense, a formal meeting of the dissertation committee, for criticism and agreement. In order to encourage student and faculty attendance, at least ten days prior to the Prospectus Defense the dissertation proposal must be made available to the faculty, and the time and place of the defense of the prospectus must be posted by the chair of the committee. Normally the Director of Student Affairs works with the student and committee chair to publicize the time and date of the defense.

The purpose of the oral Prospectus Defense is to assure the Department that: (a) the approach to the dissertation topic is sound, (b) the student is academically prepared to research the topic, (c) the topic is significant for the field of public administration and policy, and (d) the candidate can demonstrate a sophisticated grasp of the theoretical and substantive issues involved while defending the research orientation and the candidate's professional identity. Once the oral examination has been passed, the candidate is considered a departmental scholar involved in significant research and dissertation development.

Depending upon the criticisms, the committee may authorize the student to proceed with the dissertation. A majority vote of this committee is sufficient to permit a student to proceed. If it is agreed that the topic or method proposed is not feasible, the student must satisfy the committee with another or a modified proposal. If the student changes the topic, a new committee may be appointed.

The committee that evaluates the dissertation proposal becomes the dissertation committee for the student. The chair of the dissertation committee becomes the student's principal advisor.

Functions of Dissertation Committee, Chair, and Student

The dissertation committee will supervise the research and writing of the dissertation. It is the student's responsibility to keep the dissertation chair informed of all progress. It is the committee chair's responsibility to be accessible to the student, to keep other members of the committee informed of the student's progress, and to arrange for on-going evaluations of the student's work at those points of completion which in the chair's judgment require such evaluation. It is desirable that serious objections be raised and communicated to the student during development of the project and research. However, final approval can be given only to a complete document.

When the candidate has completed a final draft of the dissertation that has been approved by the committee of three, the candidate requests the Department chair to announce the dissertation defense. The candidate must provide each of the members of the committee with a copy of the dissertation sufficiently in advance of his oral defense for it to be read—normally at least two weeks.

General Regulations Governing the Submission of a Doctoral Dissertation

Detailed guidelines and procedures governing the PhD dissertation at the University at Albany are contained in a publication called "General Regulations Governing the Submission of a Dissertation in Partial Fulfillment of the Requirements for a Doctoral Degree." Each student entering the dissertation process should review these guidelines and download a copy of the publication from the Graduate Education Website: <http://www.albany.edu/graduate/dissertation-thesis-submission.php>.

The doctoral dissertation is subject to the general regulations outlined in the current graduate bulletin of the University, as well as the "General Regulations" pamphlet. The following paragraphs summarize these more detailed and more official University guidelines.

The University's "General Regulations Governing the Submission of a Dissertation" pamphlet states that the doctoral dissertation must conform to accepted scholarly standard for format, style and general writing procedure. It goes on to prescribe specific standards for the abstract, margins, pagination, and so forth. It is imperative that students follow these guidelines closely. The committee and student should establish clear guidelines for the reference style to be used in the dissertation.

Research Away from Albany Campus

Research conducted away from the Albany campus will be performed under the procedures outlined above. If for some unusual reason exceptions are essential, as in a research project requiring supervision or participation of another academic institution, a petition must be submitted to and approved by the Department that specifies the alternate procedures for which approval is being sought. In all instances, a member of the University faculty must be involved in guiding the project.

It should be noted, however, that research away from the University at Albany does not qualify for a leave of absence. As long as a student is making progress toward the degree, by, for example, collecting data or writing, the student is required to be registered for a minimum of three credits per term for the fall and spring semesters, if admitted to candidacy, one credit per term. See the section of this Handbook on Continuous Registration, Residency, and Statutes of Limitation.

Defense of Dissertation

The completed dissertation must be presented and defended at a public meeting of the dissertation committee. In order to encourage student and faculty attendance, the time and place of the defense must be posted by the chair of the committee at least ten calendar days in advance of the presentation. Normally the Director of Student Affairs works with the students and committee chair to publicize the time and date of the defense.

Final approval of the dissertation is the jurisdiction of the dissertation committee before which the candidate defends the dissertation. It is not necessary that this committee be unanimous. An affirmative vote of a majority of the committee and a majority of members from the Department is necessary for approval.

It is wise to have prepared in advance of the defense the required dissertation signature page (see “General Regulations Governing the Submission of a Dissertation”) and to have it at the defense so the committee, if it is ready, can sign at that time.

Final Approval and Submission of the Dissertation

Upon approval of the dissertation by the committee, the student prepares and submits two error-free and clean copies as required in the University’s pamphlet “General Regulations Governing the Submission of a Dissertation.” Forms for submission of the dissertation and supporting documents are available from the PhD Director and from the Rockefeller College website. The Rockefeller College of Public Affairs and Policy receives one of these copies, bound by the University, for its Departmental collection.

Applying for Graduation

A student nearing completion of the dissertation must apply for graduation during the session in which the degree is expected. Degree applications are filed online through the MyUAlbany web portal and must be filed before the deadline established for each graduation conferral—either May, August, or December of each year. If a degree is not awarded, a new Application must be filed during registration for the session in which the degree award is expected.

OTHER RESOURCES

PhD Forms

All forms may be downloaded from the Rockefeller College website at http://www.albany.edu/rockefeller/user_current_graduate_students_3tabs.shtml.

Frequently Asked Questions

Students are encouraged to consult the Frequently Asked Questions section of the website at http://www.albany.edu/rockefeller/pad_faq_phd.shtml for answers to their routine program- and department-related questions.

Electronic Communications with the PhD students

The vast majority of communication between students and the College will occur via electronic mail. To facilitate communication with PhD students, the Department maintains the PADOCSERV. *Students are expected to be subscribed to this LISTSERV during their tenure in the PhD program.* Students are strongly urged to subscribe their most regularly used e-mail address to this list. Contact the PhD Director for subscription instructions. Please note that most notices of deadlines and program changes will be made via the PADOCSERV and will not be made via postal mail.

All official University communication (including registration deadlines, financial aid information and emergency notifications) will occur through the student's UAlbany email address. Students are required to check this email address often.

Official Leave of Absence/Medical Withdrawal from a Graduate Program

Students may be granted an official leave of absence for an appropriate academic or personal reason. A leave of absence must be approved by the Department. Normally, a leave of absence will be granted for a period of up to one year. Under compelling justification, a leave may be extended for another year. The period of authorized leave of absence is not counted as part of the statute of limitations for the completion of degree requirements.

Students who are on leave of absence are not entitled to use university facilities and faculty resources exclusively afforded to students.

A student making progress toward the doctoral degree, by, for example, collecting or analyzing data away from the University at Albany campus, is not eligible for a leave of absence.

Withdrawals from the University due to medical/ psychological reasons must be recommended by the University Health Center or University Counseling Center upon review of documentation supplied by a licensed health care practitioner or treatment facility. In order for action to be taken on an application for readmission submitted by a student who withdrew for medical/psychological reasons, clearance must be granted by the University Health Center or University Counseling Center.

Applications for Leave of Absence and Medical Withdrawal can be found on the Graduate Education website at <http://www.albany.edu/graduate/graduate-forms-publications.php>.

FIELDS OF CONCENTRATION

PUBLIC MANAGEMENT

Jennifer Dodge, Chair
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Faculty and Interests

Mitchel Y. Abolafia - organization theory, bureaucratic politics, regulatory systems
Susan Appe - nonprofit/nongovernmental organizations (NGOs); government-nonprofit relations; civil society, foreign aid and development; nonprofits and (self) regulation
Jennifer Dodge - deliberative democracy, citizen participation, nonprofit organizations and democratic governance, environmental policy and politics
Mila Gasco-Hernandez - government information strategy and management, transparency and open government, co-production and collaboration
J. Ramon Gil-Garcia - government information strategy and management, inter-organizational collaboration and information sharing, smart cities and smart governments, adoption and implementation of emergent technologies, information technologies in organizations, digital divide policies
Stephen Holt- performance management, representative bureaucracy, and public service motivation
Hongseok Lee – representative bureaucracy, workforce diversity, workplace inclusion, and organizational theory and behavior
Luis Lunas-Reyes – dynamic modeling and simulation of socio-technical systems, government information strategy and management
Theresa A. Pardo - government information strategy and management, information science, technology and policy
R. Karl Rethemeyer - social and organizational networks, network management, government information strategy and management
Ellen V. Rubin – public human resource management, workplace fairness, performance management
Elizabeth Searing - nonprofit organizations and management, financial management
Edmund Stazyk - bureaucracy, employee motivation and performance, public human resource management
Jeffrey D. Straussman - governance, leadership, management of public policy

Overview of Concentration

Public and nonprofit management draws on multiple fields of knowledge and methodological approaches to understand how public policies are implemented effectively, efficiently, and equitably through institutions across multiple sectors. Public and nonprofit management considers how managerial techniques and technological innovations can be applied to achieve policy goals. Furthermore, public and nonprofit management evaluates how organizations work with partners, stakeholders, and networks to influence policy outcomes. Larry Lynn (2005, pg 28), who has written extensively on the development of the sub-field of public management, defines its study in the following way: “[Public management] broadly encompasses the organizational structures, managerial practices, and institutionalized values by which officials enact the will of the sovereign authority, whether that authority is prince, parliament, or civil

society.”¹ Increasingly, scholarship in public and nonprofit management is taking on a comparative perspective, assessing results, stakeholders, and partnerships across multiple national settings.

Doctoral students in public management at UAlbany study the management challenges within public and nonprofit organizations and the challenges and opportunities presented by multi-sector policy implementation. We aim to prepare future scholars who will use theory-informed empirical research to advance academic inquiry and practice. Our orientation to public and nonprofit management assumes that public organizations operate in an environment that is distinct from private, for-profit organizations. The interdisciplinary character of public and nonprofit management is reflected in the diverse theories and methods used by our faculty and students. Research conducted here is intentionally built on foundations from the fields of political science, sociology, psychology, economics, organization behavior and theory, and information sciences.

Course Requirements

There are currently no prerequisite courses.

Required Field Courses

We encourage students concentrating in Public Management to take RPAD 708: Organizational Behavior and Theory.

All doctoral students are required to take two research methods courses in addition to PAD 704 and 705. The courses can be offered in our department or anywhere else in the university. Students concentrating in Public Management should consult with their advisor to identify methods courses that best fit your research interests and that prepare you to study some aspect of public management.

Field Electives and Tracks

Students concentrating in Public Management must complete at least five elective courses that prepare them theoretically and substantively to study some aspect of public management in their dissertations. (*Students may need to take significantly more than five electives to meet the minimum requirement of 60 credits to complete the Ph.D.*)

The following tracks exemplify the strengths of our department’s faculty. Students should work closely with their advisers to select appropriate electives, even beyond those listed here. Because of the interdisciplinary nature of public and nonprofit management students are encouraged to take courses in other schools or departments around the university, including, but not limited to: political science, sociology, psychology, information systems, and economics.

In addition to the tracks listed in detail below, students may develop other tracks in close consultation with their advisers that fit their research interests in public and nonprofit management. Some possibilities include, but are not limited to:

- Leadership in public and nonprofit organizations

¹ Lynn, L. (2005). Public management: A concise history of the field. In Ferlie, E., L. Lynn, and C. Pollitt (Eds.), *Oxford Handbook of Public Management* (27-49). London: Oxford University Press.

- Organizational performance management
- Public health management
- Homeland security management
- Local government management
- Intergovernmental management

Public Sector Management

PAD 708	Organizational Behavior and Theory (highly recommended as a foundation)
PAD 636	Cultural Analysis of Organizations
PAD 671	Managing Public Sector Performance
PAD 737	Contemporary Organizational Theory
PAD 637	Social and Organizational Networks
PAD 625	Bargaining and Negotiation
PAD 614	Managerial Leadership in the Public Sector
PAD 615	Strategic Planning and Management
PAD 618	Public Personnel Administration
ECO 530	Economics of the Public Sector
PSY 730	Attitudes and Social Cognition
PSY 751	Work Motivation
PSY 641	Survey of Organizational Psychology
PSY 753	Psychometric Theory and Research
SOC 654	Complex Organizations and Bureaucracy
SOC 666	Selected Topics in Sociology (Economic Sociology)

Nonprofit Management and Policy

Note: The nonprofit faculty recommend that students in this track balance course selection between theoretical foundations and substantive knowledge. They have a longer list of recommended courses. Please consult with your adviser.

PAD 720	Theory and Research on Nonprofit Organizations & the Nonprofit Sector (Required)
PAD 612	Nonprofits and Public Policy
PAD 607	Nonprofit Governance
PAD 640	Financial Management for Nonprofits
PAD 604	Inequality and Public Policy (cross-listed with POS 604)
PAD 561	Urban Community Development (cross-listed as PLN 523)
PAD 636	Cultural Analysis of Organizations
PAD 737	Contemporary Organizational Theory
POS 509	Citizen Participation and Public Policy
SOC 654	Complex Organizations and Bureaucracy
SOC 661	Political Sociology
SSW 791	Managing Systems in Human Service Organizations
SSW 793	Leadership in Human Service Organizations
SSW 792	Community Building
SSW 794	Community Economic Development
ALBLAW	The Law of Social Entrepreneurship and Exempt Organizations

Government Information Strategy and Management

Our Government Information Strategy and Management (GISM) specialization focuses on public policy and management innovations that are the consequence of rapidly changing information and communication technologies (ICTs) and dramatic changes in the nature, amount, and availability of information in government and society.

PAD 750	Seminar on Social Perspectives of Information Technology in Public and Private Organizations (Required)
PAD 550	Foundations of Government Information Strategy and Management
PAD 570	Comparative Digital Government
PAD 650	Enabling Innovation in the Public Sector
PAD 652	Seminar on Government Information Strategy and Management
PAD 655	Information Policy (cross-listed as INF 724)
PAD 699	Urban Innovation and Creative Problem Solving
PAD 545	Principles and Practices of Cyber Security
PAD 569	Cyber Threats and Intelligence
PAD 614	Managerial Leadership in the Public Sector
PAD 615	Strategic Planning and Management
PAD 624	Simulating Dynamic Systems
PAD 637	Social and Organizational Networks
PAD 671	Managing Public Sector Performance
PAD 737	Contemporary Organizational Theory
PAD 526	Field Seminar in Public Policy (cross-listed as POS 513)
INF 720	Managing Information and Technology in Organizations
INF 721	Information and Society
SOC 654	Complex Organizations and Bureaucracy
COM 520	Theories and Research in Political Communication
MGT 750	Seminar in Leadership and Managerial Skills

Public Human Resources Management

PAD 618	Public Personnel Administration
PAD 651	Labor Relations in the Public Sector
PAD 636	Cultural Analysis of Organizations
PAD 671	Managing Public Sector Performance
PAD 737	Contemporary Organizational Theory
PAD 625	Bargaining and Negotiation
PAD 614	Managerial Leadership in the Public Sector
PAD 615	Strategic Planning and Management
PAD 526	Field Seminar in Public Policy (cross-listed as POS 513)
PSY 751	Work Motivation
PSY 752	Personnel Psychology
PSY 753	Psychometric Theory and Research
PSY 754	Training and Development in Organizations
PSY 757	Performance Appraisal
PSY 641	Survey of Organizational Psychology
SOC 654	Complex Organizations and Bureaucracy

PUBLIC FINANCIAL MANAGEMENT

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Faculty and Interests

Gang Chen – public budgeting and finance
Erika Martin – health policy, resource allocation, program and policy evaluation
Elizabeth Searing – nonprofit financial management and social enterprise
Lucy Sorensen – education finance
Jeffrey D. Straussman —public expenditure management
Stephen E. Weinberg—public finance, health economics, psychological economics

Public finance can be broadly understood as the application of theories, concepts, and methods from a variety of disciplines to the evaluation of the operations and outcomes of government and nonprofit programs and the understanding of major public sector and organizational resource allocation processes. In the managerial finance subfield, it also includes the study of how public and nonprofit managers plan for, acquire, and manage resources. Specific disciplines important to the field are economics, finance, accounting, and political science.

Research in this area typically is published in applied economics, government finance, nonprofit and policy analysis journals such as the *National Tax Journal*, *Public Finance Review*, and *Public Budgeting and Finance* and in specialized policy-oriented journals such as *The Journal of Education Finance* and *Health Services Research*. Albany faculty are drawn from a number of disciplines and conduct research in a broad range of areas, including health, education and welfare policy, public budgeting, and nonprofit financial management.

Doctoral study in public finance is oriented towards the acquisition of both substantive expertise and appropriate methodological and analytical skills. Students will acquire basic competence in microeconomics and econometrics. Additional skills may be required for some substantive areas.

For the dissertation, students may choose to apply economic and financial theories and methods to the study of major public policy problems or they may choose to examine major public resource allocation processes, including budgeting and policy implementation. Current faculty research interests are in education finance, income security policy, health care finance and policy, and nonprofit finance. Current or recent doctoral dissertations in this area have investigated such topics as equity issues in the allocation of resources to individual schools in the New York City school system, Medicaid spending for home care services, nursing home reimbursement under Medicaid, the implementation of welfare reform legislation, and the consequences of Medicaid growth for state finances.

Career Opportunities in Public Finance. Public Economics and Finance graduates are generally in high demand as faculty in public administration programs. Our graduates hold academic

appointments at Indiana University-Bloomington, the University of Arizona, the University of Minnesota-Minneapolis, the University of Nebraska-Omaha, the University of Maine, Cal State-Bakersfield, and Yonsei University in South Korea, among others.

Course Requirements

Prerequisites

The two basic prerequisites for doctoral study in this area are intermediate statistics and economics through intermediate microeconomics. Students who choose to focus on the more technical aspects of public economics or market finance will also find quantitative coursework to the level of linear algebra and calculus-based optimization helpful. In addition, people choosing to concentrate their studies on financial management will need an understanding of managerial finance at the level of PAD 501 to prepare them for advanced study. Students without this level of preparation may acquire it through independent study, by auditing courses, or by registering for courses. Appropriate courses may be taken at the University or elsewhere prior to beginning doctoral study or as early as possible in their graduate career. Students with limited background in areas relevant to their course of study will be expected to complete appropriate masters-level course work in these areas prior to undertaking more advanced study.

Because not all courses are offered every year, students must consult with their advisors while planning their schedules.

Required Field Courses

In addition to the core doctoral courses, students are required to complete courses in two areas: (1) advanced method courses and (2) field courses. Students must consult with their advisors about the choice of courses. Students should be careful to count their total credit hours to ensure they have met the minimum requirements.

Research Methods:

Students are required to take:

RPAD 688 Statistical Programming Workshop (1 credit satisfactory/unsatisfactory)*

RPAD 725 Applied Quantitative Methods (prerequisites: RPAD 688, RPAD 705)*

* Students may substitute another appropriate advanced, doctoral-level methods course under the discretion of the Concentration Chair and the student's advisor based on the student's overall program of study. Note that RPAD 688 does not count as a full methods course for the purposes of the overall program requirements of at least four methods courses at the doctoral level.

Additional methods courses include:

AECO 519 Economic Surveys and Forecasting

ASOC 626 Survey Design and Analysis

CRJ 687/690 Statistical Techniques in Criminal Justice Research II and III

ECO 520/521 Quantitative Methods

ECO 525 Time Series and Forecasting

ECO 620/621 Quantitative Methods

RPAD 624 Business Dynamics: Simulation Modeling

RPAD 636	Cultural Analysis of Organizations
RPAD 724	Simulation for Policy Analysis & Design
RPOS 618	Qualitative Research Methods
HPM 635	Economic Evaluation in Health Care

In addition to the methods courses listed above, students may also take other methods courses that focus on specific methods for their dissertation work. Students must consult with their advisors before enrolling in courses to ensure they fulfill requirements.

Field Electives: Doctoral students in this area, in consultation with an advisor, develop a further plan of study that provides expertise in a chosen substantive area. This plan may include independent readings courses and appropriate graduate courses in other departments or schools such as economics, political science, business, social welfare, and public health. The public-finance specialization at Rockefeller College offers two major areas of study – public economics and managerial finance. Students will typically focus their elective course work within one of these areas but may, with the approval of their advisors, combine elements of each to form a customized field of study.

Public Economics courses may include:

PAD 643	Economics of Government Programs
PAD 644	Health Care Finance
PAD 645	Psychological Economics in Public Policy
PAD 648	Economics of Government Revenues
PAD 654	Economics of Health Policy: Your Money or Your Life
PAD 658	Readings in Public Finance
HPM 500	Health Care Organization, Delivery, and Financing
ECO 530	Economics of the Public Sector

Managerial Finance courses may include:

PAD 532	Performance Measurement and Contracting in Government
PAD 631	Cost Management for Government and Nonprofit Organizations
PAD 640	Nonprofit Financial Management
PAD 641	Government Accounting
PAD 642	Public Budgeting
PAD 647	Capital Markets, Risk & Governments
PAD 658	Readings in Public Finance
PAD 659	Managing Public Service Organizations
FIN 608	Capital Markets, Financial Intermediation, and Investment Analysis

PUBLIC POLICY

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Faculty and Interests

Victor Asal—national security, political discrimination, international relations, comparative politics

Zsofia Barta - comparative public policy and political economy, fiscal policy, sovereign debt

Shawn Bushway – criminal justice policy, sentencing and background checks

Jennifer Dodge—nonprofit organizations and democratic governance, public and social change leadership, environmental policy and politics

Ashley Fox – Global health policy and politics, comparative policy analysis

J. Ramon Gil-Garcia—government information systems, information policy, data analytics

Stephen Holt- Education policy, management and policy

Matthew Ingram—judicial politics, justice reform, comparative law and policy

Rey Koslowski—immigration policy, global governance

Erika Martin—public health policy, policy analysis

Brian Nussbaum – national security, homeland security, cybersecurity

R. Karl Rethemeyer—network analysis, policy networks, organizational behavior and theory

David Rousseau—foreign policy, economic policy, qualitative and quantitative methods for policy evaluation

Elizabeth Searing – nonprofit organizations and management, financial management, program evaluation

Lucy Sorensen- education policy, human development, applied econometrics

Patricia Strach—American public policy, political sociology, mass politics

Stephen Weinberg—public finance, health economics, psychological economics

The Public Policy field is concerned with appropriately using substantive quantitative and qualitative analyses to understand public policy problems and support decision making on important applied public policy issues. Due to its close proximity to one of the largest U.S. government centers, Rockefeller College provides an ideal laboratory setting for doctoral students to study critical public policy issues and work with government actors and data. Research methods include applied statistics, qualitative analysis, program evaluation, network analysis, economic analysis and simulation modeling. Students electing this concentration are expected to gain familiarity with research design, data collection and interpretation, and relevant software tools, and to develop special competency in at least one method, a disciplinary area, and a substantive policy area. Students are strongly encouraged to work closely with affiliated research centers and government agencies to gain practical experience in applied policy research projects. Students will be trained to design and manage policy research projects in diverse academic, private, or government settings.

Course Requirements

In addition to the core doctoral courses, students will take the Economics of Government Programs (PAD 643) to develop an orientation to economic thought. The remaining electives will be distributed into three areas: (1) methods classes, (2) a disciplinary field, and (3) a substantive area. Through advanced methods courses, students are encouraged to develop a proficiency in at least one methodology. Additionally, through requirements to take courses in both a disciplinary field (sociology, economics, or political science) and substantive area (e.g., health, education, criminal justice, environment, etc.) students will become grounded in that particular orientation.

Students should be careful to count their total credit hours to ensure they have met the minimum requirements. As described in more detail below, some courses may count toward multiple categories (methods, discipline, or substantive area) although taking those courses would not reduce the total number of credit hour required for their degree. Students should also note that although many Rockefeller College courses are 4 credits, semester-length courses in other departments may be 3 credits.

Required Field Courses

RPAD 643 Economics of Government Programs (prerequisites: 503 or equivalent prior microeconomics coursework)*

RPAD 688 Statistical Programming Workshop (1 credit satisfactory/unsatisfactory)*

RPAD 725 Applied Quantitative Methods (prerequisites: RPAD 688, RPAD 705)*

*Students are required to take 643, 688 and 725 but may substitute other appropriate advanced, doctoral-level microeconomics or methods courses under the discretion of the Concentration Chair and the student's Advisor based on the student's overall program of study.

In addition to these required field courses (and their prerequisites), students are required to take the following to meet the concentration requirements (see below for more details/guidelines):

5 Methods Courses in Total (3 courses will include PAD 704, PAD 705, and PAD 725)

At least 2 Disciplinary Courses

Additional Substantive Policy Area Courses

Field Electives in Research Methods

Apart from the required field methods courses listed above (i.e., PAD 725), students must complete at least two advanced methods courses, beyond the PhD core courses (704 and 705) for a total of 5 full-semester length methods courses. For students in the policy concentration, students are encouraged to broaden their methodological skill set by taking courses on research methods outside their primary methodological focus. For example, students with a primary focus in econometric modeling could take a course on qualitative research methods, or students interested in health policy could take an epidemiology course. An applied content course that makes heavy use of research methods may be suitable as a secondary methods course with the adviser's permission. We strongly encourage ALL students to take at least one qualitative methods course. Where appropriate, students may consider taking two of the advanced methods courses in a sequence (such as social network analysis, spatial analysis, simulation modeling or interpretive policy analysis) to ensure strong proficiency in a specific method. Students must consult with their advisers before enrolling in courses to ensure they fulfill requirements.

Research Methods courses may include:

Statistical Techniques

AECO 529	Forecasting in the Public Sector
AECO 620	Econometrics I
AECO 621	Econometrics II
AECO 525	Time Series and Forecasting
APSY 511	Statistics and Experimental Methods II
APSY 613	Multivariate Analysis
ASOC 602	Research Issues in the Sociology of Crime and Punishment
ASOC 622	Selected Topics in Multivariate Analysis
ASOC 708	Selected Topics in Methodology
ITM 604	Databases and Business Intelligence
HEPI 601	Topics in Epidemiologic Methods
RCRJ 689	Statistical Techniques in Criminal Justice Research II
RCRJ 690	Statistical Techniques in Criminal Justice Research III
RCRJ 788	Special Methods Seminars

Social Network Analysis

RPAD 637	Social and Organizational Networks in Public Policy, Management, and Service Delivery: Theory, Methods, and Analysis
RPAD 777	Advanced Topics in Social Network Analysis

GIS and Spatial Analysis

AGOG 596	Introduction to Geographic Information Systems (cross-listed with APLN 556)
AGOG 597	ARC/INFO Practicum (advanced GIS, after AGOG 596)
AGOG 692	Seminar in Geographic Information Systems (cross-listed with APLN 656)
HEPI 621	GIS and Public Health
RCRJ 693	Geographic Information Systems in Criminal Justice
RCRJ 694	Spatial Data Analysis in Criminal Justice

Mathematical Modeling

AGOG 518	Ecological Modeling (cross-listed with IINF 508)
RPAD 624	Business Dynamics: Simulation Modeling
RPAD 724	Simulation for Policy Analysis & Design
RPAD 824	Advanced Topics in System Dynamics

Other Quantitative Methods and Research Design

AECO 519	Economic Surveys and Forecasting
ASOC 626	Survey Design and Analysis
HEPI 501	Principles and Methods of Epidemiology I (a 2-course sequence with HEPI 502)
HEPI 502	Principles and Methods of Epidemiology II
HEPI 514	Computer Programming for Data Management
HHPM 635	Economic Evaluation in Health Care
RCRJ 688	Research Design in Criminal Justice II

Qualitative Analysis

AANT 624	Seminar in Linguistics
ASOC 535	Qualitative Research Techniques
ETAP 777	Qualitative Research Methods

ETAP 778	Qualitative Research Field Methods (a companion course to ETAP 777)
RPAD 636	Cultural Analysis of Organization
RPOS 618	Qualitative Research Methods

Field Electives in Disciplinary Areas

Students will take two or more courses in one disciplinary area to ground themselves in the general concepts of a discipline used to study their policy area. Currently supported disciplinary areas are: economics, political science, and sociology. Students should consult with their advisers before enrolling in courses.

Economics courses may include:

AECO 505	Game Theory
AECO 510	Mathematics for Economists (or else ECO 610)
AECO 600	Microeconomics
AECO 700	Microeconomics II

Political Science courses may include:

RPOS 604	Inequality and Public Policy (cross-listed with RPAD 604)
RPOS 509	Citizen Participation and Public Policy
RPOS 541	Field Seminar in Public Law
RPOS 550	Field Seminar in Comparative Political Systems
RPOS 570	Field Seminar in International Relations

Sociology courses may include:

ASOC 510	Sociological Theories I (a 2-course sequence with ASOC 511)
ASOC 511	Sociological Theories II

Field Electives in Substantive Areas

In consultation with an advisor, students will develop an expertise in a *substantive* policy area (such as health policy, environmental policy, education policy, criminal justice policy, information policy, or security policy), which will become the area of study for the dissertation. The empirical research paper for candidacy should be related to the substantive area. Students are encouraged to take graduate courses in other departments and schools to fulfill this requirement. Courses taken in other departments may be counted toward multiple methods, disciplinary, and substantive requirements. For example, a political science course on homeland security policy could count toward the disciplinary focus (political science) and substantive area (homeland security), or else a two-course epidemiology sequence could count toward the methods requirement (observational studies) and substantive area (health). Note that courses that count toward multiple areas (methods, discipline, or substantive) do not reduce the total credit requirement.