



Public Policy PhD Student Handbook

Updated August 2022¹

This handbook presents the most up-to-date authoritative information on the program and its requirements. Take the time to read this handbook in its entirety as you begin your graduate school career and keep it as a reference for the future. If the Handbook does not adequately answer your questions, see the Program Support Associate (Ms. Jackie Goodmurphy) or Director (Dr. Elizabeth Stearns).

This Handbook is designed as a supplement to the general University Catalog. There is information in the general catalog of relevance to all graduate students at UNCC and you should familiarize yourself with that information. The material in this handbook assumes that you have carefully read the most recent graduate catalog. It can be found [here](#). Please pay very careful attention to the following two sections as they are not re-printed here but are extremely relevant to you:

- [Degree Requirements and Academic Policies](#)
- [University Regulation of Student Conduct](#)

¹ This Handbook is a working document and subject to change. 8/4/22

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General Information

Introduction and Core Principles

The Ph.D. in Public Policy at UNC Charlotte is an interdisciplinary Ph.D. program focusing on the development, implementation, and evaluation of policy solutions to public problems. It stresses the development of skills, tools, and specialties, as well as a theoretical understanding of them, that contribute to our understanding of the structure of institutional systems and sub-systems and of how policy is shaped within political, social, and economic environments. The program stresses the acquisition of skills necessary to design and conduct policy-relevant research and allows students to develop individualized and innovative programs of study tailored to the policy field of their career interest. The program is based on three core principles:

Interdisciplinary Perspective. Effective policy analysis and policy formation is not informed by any single discipline. Rather, it requires an understanding of the social, historical, cultural, political, institutional, geographic, and economic aspects that frame each policy arena.

Applied and Empirical Policy Analysis. Public policy is an inherently applied endeavor that seeks practical solutions and cogent analysis. While all research and analysis are informed by theory, the purpose of policy research is to elevate public discourse and improve public decision-making.

Place-Based Research. To exercise applied policy analysis in an interdisciplinary context, policy research must be place-based. Valid policy analysis, based on real data, applied to actual policy settings is one of the main strengths of the program. Students work with professors in numerous capacities, to develop the practical skills underpinning place-based research.

Mission and Vision

Our mission is to be leaders in public policy scholarship, to achieve excellence in public policy doctoral education and, through both, to advance the design and conduct of public policy application and research in a local, regional, state, national, and international context.

Our vision is that political leaders and engaged citizens will come to the Public Policy Program at UNC Charlotte, the state's urban research university, for scholars who can provide reliable, innovative, non-partisan policy research, training and evaluation on issues of concern to the local, regional, state, national, and international community.

Educational Objectives

Our program offers exceptional training for future public policy scientists. We aspire for our students to achieve the following educational objectives:

- Demonstrate competence in synthesizing and transcending disciplinary perspectives to generate novel, useful, and robust understandings of public policy phenomena.
- Demonstrate competence in planning, conducting, and evaluating public policy research.
- Demonstrate competence in teaching, communicating, and disseminating public policy knowledge to others in an effective and pedagogically appropriate manner.
- Demonstrate competence in collaborating with a diverse group of professionals, students, research participants, and consumers of public policy research and services.

By meeting these objectives, graduates of the program will be prepared to assume leadership roles as public policy researchers, scholars, and educators in academic institutions and as practitioners and policy makers in a wide range of public and private settings. By so doing, our graduating doctoral students will further promote our core mission to advance the design and conduct of public policy application and research in a local, regional, state, national, and international context.

Our Values

- Commitment to openness, honesty, forthrightness, and the highest standards of integrity and ethical professional behavior in all that we do.
- Maintain a professional, collegial, respectful, and inclusive community.
- Promote communication, cooperation, and collaborations among faculty members and between faculty members and students in this interdisciplinary program.
- Promote the application of public policy scholarship and methods to the improvement of policy development, evaluation, and research.
- Support public policy students and faculty in their efforts to study, research, develop, apply, and teach the principles, findings, and methods of public policy scholarship.
- Value all types of high-quality research from various disciplines, be it qualitative, quantitative, lab-based, field-based, micro in orientation, macro in orientation, basic, or applied.
- Maintain and foster our interdisciplinary foundation.
- Commitment to thoughtfulness, reflection, flexibility, and the rigorous scrutiny of ideas

Doctoral Program Preparation for Newly Admitted Students

Students admitted to the doctoral program in Public Policy are from diverse backgrounds with respect to their experience and academic training. We view this diversity as a strength, if not fundamental component, of our program. That diversity also sometimes creates some challenges for students. The PhD in Public Policy from UNC Charlotte requires students to complete two courses in economics for public policy analysis. Further, students take a minimum of three advanced analysis classes (quantitative methods and two others), as well as courses in research design and program evaluation. In preparation for this course of study, we expect that students have taken a preparatory course in microeconomics and one in quantitative analysis. Full-time students who are not prepared for this course work should seek out courses prior to attending or they will have to take additional course work and will then be a year behind since they are unable to take the exams at the end of their first year (see below). Students might consider one or more of the following to strengthen their preparation for the program:

- <https://www.coursera.org/learn/microeconomics> (recommended)
- <https://www.khanacademy.org/math/statistics-probability> (recommended)
- <https://www.khanacademy.org/science/microeconomics>
- <http://ocw.mit.edu/courses/economics/index.htm>.
http://www.openculture.com/economics_free_courses
- https://ocw.mit.edu/ans7870/14/14.01SC/MIT14_01SCF11_rtttext.pdf
- http://www.daviddfriedman.com/Academic/Price_Theory/Price%20Theory-%20D.%20Friedman.pdf

Degree Requirements Students Admitted to the 2021-2022 Cohort or Later

The core curriculum provides the skills needed to pursue varied policy domains, adapt to changing policy environments, and clearly communicate research results to shape policy outcomes. Students become versed in analytical techniques suitable for research and policy analysis to address substantive issues and problems in varied geographic and political contexts.

Beginning with the 2021-2022 catalog, students are given the opportunity to develop their own policy focus. The multidisciplinary nature of the program allows students to develop a cutting-edge policy field

as they work with faculty across disciplines and colleges. Students are provided multiple opportunities to conduct guided research both within and outside of their policy field. Examples of the policy field include, but are not limited to:

- Community Development
- Economic Policy
- Economic Development Policy
- Education Policy
- Election Policy
- Energy Policy
- Environmental Policy
- Food and Nutrition Policy
- Health Policy
- Infrastructure Policy
- Justice Policy
- Peace and Conflict Policy
- Policy Process
- Political Institutions
- Social Policy
- Trade Policy
- Transportation Policy
- Urban and Regional Development

The total number of credit hours is established by the student's advisor according to a plan of study that must be presented after the successful completion of 18 credit hours of coursework. The Ph.D. program requires 29 credit hours of core course credit, at least 6 credit hours of advanced analysis coursework, 18 credit hours of dissertation credit (enrollment contingent on admission to candidacy), and a minimum of 12 credit hours for policy field courses. Students can complete the program with 65 credit hours, but will likely take more. Students progress through the program in five stages:

- Core Courses
- Qualifying Examinations
- Advanced Analysis Coursework and Specialty Policy Field Courses
- Dissertation Topic Defense
- Dissertation Proposal Defense
- Dissertation Defense

Core Courses (29 credit hours)

Professional policy researchers must have a foundation of theoretical and research skills that are transferrable across policy foci. Students are provided a strong foundation in theory and methods.

Nature of the Field Courses (11 credit hours)

Professional policy researchers require a variety of tools to assess policies and develop policy recommendations. All students are required to take courses to understand the nature of the field. Students learn to critically assess the current policy literature (PPOL 8600), design a research study (PPOL 8602), and consider the ethical implications of their work (PPOL 8635). Students also take two

professionalization seminars (PPOL 8690) that assist with career development and help students develop the soft skills necessary for a career in Public Policy.

- PPOL 8600 - Policy Process I (3 credit hours)
- PPOL 8602 - Research Design in Public Policy (3 credit hours)
- PPOL 8635 - Ethics of Public Policy (3 credit hours)
- PPOL 8690 - Seminar in Public Policy (1 credit hour) (taken at least 2 semesters)*

Note: Students in the program develop their appreciation of the varied nature of policy applications and improve their communication skills by participating in at least two seminar series throughout the course of their program. Seminars also serve as a clearinghouse, introducing students to the varied faculty in the program. Students engage in activities aimed at professional development for both practitioners and for those interested in pursuing careers in academia.

Methods of Analysis Courses (12 credit hours)

Public policy researchers and scholars must have a strong foundation in research methods. All students are required to take GRAD 8101 and PPOL 8630 to develop this foundation. Students also complete two studio courses that provide hands-on research experiences. PPOL 8101 (taken before GRAD 8101) will provide hands-on experience with data management and analysis using the R statistical software package. PPOL 8102, taken after GRAD 8101, provides an opportunity for a guided research experience where students complete an independent research project under the guidance of the faculty.

- GRAD 8101 - Linear Regression (3 credit hours)
- PPOL 8630 - Advanced Program Evaluation (3 credit hours)
- PPOL 8101 and PPOL 8102 (6 credit hours)

Economic Analysis Courses (6 credit hours)

A strong foundation in economics is critical for effective policy analysis. Students are required to take 6 credit hours in the economic analysis of public policy.

- PPOL 8640 - Economic Analysis of Public Policy I (3 credit hours)
- PPOL 8641 - Economic Analysis of Public Policy II (3 credit hours)

Advanced Analysis Courses (6 credit hours)

Advanced analytic skills prepare policy researchers to tackle a variety of complex research studies. Prior to defending a dissertation proposal, students must complete at least six (6) credit hours of advanced analysis coursework at the doctoral level. Students are encouraged to choose courses that cover the types of analysis that are prevalent in the student's policy area of interest. Students may select from the following list or take courses in other departments with permission of the Program Director. Students are strongly encouraged to take additional advanced analytic courses, as possible. Expertise in diverse methods is critical for a policy research career.

- BPHD 8120 - Econometrics I (3)
- BPHD 8130 - Econometrics II (3)
- GRAD 8009 - Topics in Graduate Studies (3) (topic in advanced analysis)
- GRAD 8101 - Linear Regression (3)
- GRAD 8102 - Categorical Outcomes (3)
- GRAD 8103 - Classificatory Methods and Time Series (3)
- GRAD 8104 - Spatial Statistics (3)
- PPOL 8622 - Qualitative Methods in Public Policy (3)
- PPOL 8625 - Advanced Seminar in Spatial Decisions Support Systems (3)

Policy Field Courses (12 credit hours)

The Policy Field allows students to select an area of focus that culminates in a dissertation. Students have flexibility in defining this field, in consultation with the director and the advisor. 12 credit hours are required for the policy field. Three of these credit hours must be an independent study in which students develop a reading list, in consultation with the advisor. Three of the credit hours must be a focused research experience. The final six credit hours can include any combination of an independent study, an elective PPOL course, or an elective from any graduate level program across the university with advisor or program director approval. This student-centered approach to creating the policy field allows students flexibility in identifying innovative, multidisciplinary policy expertise. This expertise is complemented by hands-on research in PPOL 8602 and 18 dissertation credit hours. Students are encouraged to take additional courses aligned with their policy field, as relevant.

Required Policy Field Courses (6 credit hours)

- PPOL 8800 - Independent Study (1 to 3 credit hours)
- PPOL 8802 - Independent Study II: Public Policy Research Experience (3 credit hours)

Elective Policy Field Courses (6 credit hours)

Students should choose two additional courses that align with their Policy Field. These courses may include elective courses from any graduate level program across the University with advisor or program director approval. This permits students flexibility in identifying innovative policy fields. Examples of courses in the Ph.D. in Public Policy program that could count toward the elective include, but are not limited to:

- BPHD 8120 - Econometrics I (3)
- BPHD 8130 - Econometrics II (3)
- PPOL 8000 - Topics in Public Policy (1 to 4)
- PPOL 8610 - The Urban Region (3)
- PPOL 8611 - Metropolitan Governance and Administration (3)
- PPOL 8612 - Theory of Urban Development (3)
- PPOL 8613 - Transportation Policy (3)
- PPOL 8615 - The Restructuring City (3)
- PPOL 8616 - Urban Planning Theory and Practice (3)
- PPOL 8617 - Law and Management (3)
- PPOL 8618 - Growth Management Systems (3)
- PPOL 8622 - Qualitative Methods in Public Policy (3)
- PPOL 8625 - Advanced Seminar in Spatial Decisions Support Systems (3)
- PPOL 8636 - The Social Context of Mental Health (3)
- PPOL 8642 - Regional Economic Development (3)
- PPOL 8643 - Rural Development Issues (3)
- PPOL 8644 - Public Budgeting and Financing (3)
- PPOL 8650 - Environmental Policy (3)
- PPOL 8652 - Energy and Environmental Economics (3)
- PPOL 8653 - Urban Air Quality (3)
- PPOL 8655 - Watershed Science Policy (3)
- PPOL 8656 - Earth Systems Analysis: Biogeochemical Cycles (3)
- PPOL 8661 - Social Organization of Healthcare (3)
- PPOL 8663 - Health Policy (3)
- PPOL 8665 - Analytic Epidemiology (3)
- PPOL 8667 - Economic of Health and Healthcare (3)
- PPOL 8669 - Investigating Health and Health Services (3)

- PPOL 8671 - Criminal Justice Policy (3)
- PPOL 8672 - Theories of Crime and Justice (3)
- PPOL 8673 - Law and Social Control (3)
- PPOL 8681 - Race, Gender, Class, and Public Policy (3)
- PPOL 8682 - Stratification and Social Policy (3)
- PPOL 8683 - Population Dynamics and Social Policy (3)
- PPOL 8685 - Aging and Social Policy (3)
- PPOL 8687 - Education Policy (3)
- PPOL 8688 - Political Economy of School Reform (3)
- PPOL 8689 - The Social Context of Schooling (3)
- PPOL 8690 - Seminar in Public Policy (1)
- PPOL 8701 - Advanced Macroeconomic Theory (3)
- PPOL 8703 - Advanced Microeconomic Theory (3)
- PPOL 8705 - Advanced Urban and Regional Economics (3)
- PPOL 8707 - Game Theory and Experiments (3)
- PPOL 8709 - Public Economics (3)
- PPOL 8711 - Monetary and Financial Theory (3)

Dissertation (18 credit hours)

The program requires that the student complete 18 hours of dissertation credit. Enrollment in dissertation credit is contingent on admission to candidacy. The dissertation topic may be proposed after the student has passed the qualifying exams. The doctoral student advances to candidacy after the dissertation proposal has been defended to, and approved by, the student’s advisory committee and reported to the Director of the Ph.D. in Public Policy and the Dean of the Graduate School. The student must complete and defend the dissertation based on a research program approved by the student’s dissertation committee that results in a high quality, original, and substantial piece of research.

- PPOL 8801 - Dissertation (1 to 9)

Degree Total = 65 Credit Hours

Typical Schedule for Full-Time Students Admitted to the 2021-2022 Cohort or Later

	Year 1	Year 2	Year 3 and Later
Fall	Policy Process (3) Econ 1 (3) Studio (3) Seminar (1)	Advanced Program Evaluation (3) Ethics (3) Studio 2 (3) Seminar (1)	<i>Semester 5 and later</i> Dissertation (15) Advanced Analytics course (3)
Spring	Regression Models (3) Research Design (3) Econ 2 (3)	Advanced Analytics (3) Policy Field (3) Research Experience (3)	Students should defend the dissertation topic

Summer	Prepare for Nature of the Field and Economics Qualifying Exams and Complete Independent Reading for Policy Field	Prepare for Quantitative Qualifying Exam and Read in Policy Area	proposal (fall) and dissertation proposal (spring) in year 3
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Special Considerations for Part-Time Students

Part-time students should prepare a program of study that positions them to take the qualifying exams (see below) in a timely manner. Policy Process (Fall) and Research Design (Spring) should be taken in the same year. Economic Analysis of Public Policy I (Fall) and Economic Analysis of Public Policy II (Spring) should be taken in the same year. Linear Regression (Spring) and Advanced Program Evaluation (Fall) should be taken consecutively. Part-time students should also ensure that the program of study allows them to complete the program within nine years as courses expire after nine years.

Degree Requirements for Students Entering Prior to 2021-22

Students progress through the program in five stages:

- Core courses
- Qualifying examinations
- Advanced analysis coursework and specialty policy field courses
- Dissertation topic proposal and dissertation proposal defense
- Dissertation and defense

The total number of hours will be established by the student’s advisor according to a plan of study that must be presented after the successful completion of 18 hours of coursework. The Ph.D. Program requires 26 hours of core course credit, at least 6 hours of advanced analysis coursework, 18 hours of dissertation credit (enrollment contingent on admission to candidacy) and a minimum of 15 hours credit for specialty electives. It is unlikely that students will be able to complete this degree, including mastery of a subject-matter specialty, in 65 hours; 70-75 hours is more likely.

Core Courses (29 credit hours)

Nature of the Field Courses

- PPOL 8600 - Policy Process I (3)
- PPOL 8602 - Research Design in Public Policy (3)
- PPOL 8635 - Ethics of Public Policy (3)
- PPOL 8690 - Seminar in Public Policy (1) (*Students enroll in this course a total of three times*)

Students in the Program will develop their appreciation of the varied nature of policy applications and improve their communication skills by participating in at least three seminar series throughout the course of their program. This seminar also serves as a clearinghouse, introducing students to the varied faculty in the program and their research interests. Students engage in activities aimed at professional development for both practitioners and for those interested in pursuing careers in academia.

Methods of Analysis Courses

- GRAD 8101 - Linear Regression (3)
- PPOL 8630 - Advanced Program Evaluation (3)
- PPOL 8101 – Public Policy Studio I
- PPOL 8102 – Public Policy Studio II

Economic Analysis Courses

- PPOL 8640 - Economic Analysis of Public Policy I (3)

- PPOL 8641 - Economic Analysis of Public Policy II (3)

Advanced Analysis Courses (6 credit hours)

Prior to defending a dissertation proposal, students must complete at least six (6) credit hours of advanced analysis coursework at the doctoral level. These credit hours may also be taken outside the Public Policy program with the approval of the Program Director. Students are encouraged to choose courses that cover the types of analysis that are prevalent in the student's policy area of interest. Students may select from the following list or take courses in other departments with permission of the Program Director:

- BPHD 8120 - Econometrics I (3)
- BPHD 8130 - Econometrics II (3)
- GRAD 8009 - Topics in Graduate Studies (3) (*topic in advanced analysis*)
- GRAD 8101 - Linear Regression (3)
- GRAD 8102 - Categorical Outcomes (3)
- GRAD 8103 - Classificatory Methods and Time Series (3)
- GRAD 8104 - Spatial Statistics (3)
- PPOL 8622 - Qualitative Methods in Public Policy (3)
- PPOL 8625 - Advanced Seminar in Spatial Decisions Support Systems (3)

Policy Application Courses (15 credit hours)

After students have completed the 26 core course credit hours and the 6 advanced analysis course hours, they are prepared to select a substantive application for their dissertation research. Students, in consultation with their advisor, take a minimum of 5 courses (15 credit hours) in a substantive area on which their dissertation will focus. While the core courses prepare students to develop, implement, and evaluate policy, the dissertation research provides the opportunity to put those tools into a substantive context. Public Policy at UNC Charlotte is in Charlotte's Urban Research University, and the program is particularly strong in studying the various aspects of urban policy, including issues of economics, social inequality, education, health, development, criminal justice, and other aspects of urban life locally and globally. Thus, students should, in consultation with their advisor, develop a set of research questions and substantive interest on which their dissertation will focus. Students are encouraged to work with their advisor and the Program Director to design a program of study tailored to their policy interests by combining courses in several of these policy areas. While the particular courses required in each policy area may vary according to prerequisites needed by the student or individual programs of study, the minimum number of required courses in any given policy area is five (5) for 15 credit hours.

Typical Schedule for student admitted prior to the 2022-2023 cohort

<p>Year 1</p> <p><i>Fall</i> PPOL 8600 Public Policy Process (3) PPOL 8640 Economic Analysis I (3) -PPOL 8690 Seminar in Public Policy (1) -GRAD 8990 Academic Integrity (2) PPOL 8101 Public Policy Studio I (3)</p> <p><i>Spring</i> PPOL 8602 Research Design (3) PPOL 8641 Economic Analysis II (3) PPOL 8630 Advanced Program Evaluation (3) GRAD 8101 Regression Analysis (3)</p> <p><i>Summer</i> -Qualifying Examinations (Nature of the Field and Economics)</p>	<p>Year 2</p> <p><i>Fall</i> PPOL 8630 Advanced Program Evaluation (3) Concentration Elective (3) PPOL 8635 Ethics of Public Policy (3) PPOL 8102 Public Policy Studio II (3)- PPOL 8690-002 Seminar in Public Policy (1)</p> <p><i>Spring</i> PPOL 8635 Ethics of Public Policy (3) Advanced Analysis Elective (3) Concentration Elective (3) Concentration Elective (3)</p> <p><i>Summer</i> -Advanced Analysis Course (optional) -Quantitative Analysis Qualifying Examination</p>
<p>Year 3</p> <p><i>Fall</i> Concentration Elective (3) Advanced Analysis Course (3) Dissertation (3)</p> <p><i>Spring</i> Concentration Elective (3) Prepare Dissertation Proposal -Dissertation (6)*</p> <p><i>Spring/Summer</i> -Propose dissertation</p>	<p>Year 4</p> <p><i>Fall</i> Dissertation (6)</p> <p><i>Spring</i> Dissertation Defense (3)</p>

*The student is required to take a minimum of five concentration electives in order to graduate, but is allowed to take more.

Public Policy Qualifying Examinations

After completing the core courses, students are required to take three qualifying exams. The Nature of the Field Exam covers the courses, Policy Process and Research Design. The Quantitative Analysis and Methodology Exam covers the courses, Linear Regression and Advanced Program Evaluation. The Economics Exam covers the courses Economic Analysis I and Economic Analysis II. We call this exam “qualifying” rather than comprehensive to indicate that students who pass them are qualified to pursue the more advanced and specialized research that culminates in the dissertation writing process. Successful completion of these examinations allows students to proceed to their specialty coursework, the dissertation proposal preparation and oral defense stage.

Students typically take the exams in August after their first and second years. The economics exam is a 4-6 hour examination that students take on campus. Students are allowed to bring two 8 ½ *11” sheet of notes. They are not permitted *any* other materials. The quantitative examination is a two-part examination. The first part, administered in the morning, covers quantitative analysis. Student then take a one-hour break for lunch (that they may forgo if desired) and then take the second part of the exam, covering program evaluation, during the afternoon session. Students may use notes and books for this exam but may not consult with others. The third examination is a take-home examination that covers theory and research methods and is the “Nature of the Field” examination. Students receive the examination on a Friday morning and it is due the following Monday morning. All examinations are graded blind. The Director will notify students about the results of the exam as soon as possible after completion.

The exams are graded as High Pass, Pass, Low Pass, or Fail. In some instances, the exam committee may award a conditional pass that requires a student to rewrite one of the answers if the exam is partially acceptable. If a student fails any one of the exams, *it may be repeated once*. Except *under very special circumstances*, students are terminated from the program if they fail to pass an exam on the second effort. The Graduate School Handbook indicates that:

“Each student must complete a qualifying examination.To sit for this examination, the student must have at least a 3.0 GPA and must have removed any conditions upon admission. Qualifying assessments are administered by graduate program faculty. Students who fail a qualifying assessment are subject to termination and should discuss options with their graduate program director. With program approval, a qualifying assessment may be retaken one time. The reexamination may take place no sooner than the beginning of the semester following the one in which the failure occurred. If the student fails the exam a second time, the program may, in rare circumstance and with compelling evidence, allow a student to, within four months, retake the exam (or portion of the exam). In such cases, the program must document the circumstances under which the student is allowed to retake portions of the exam and demonstrate that the student’s committee unanimously supports the decision. Documentation must be submitted to the Graduate School for review prior to the exam date. In no instance will the student be allowed to take the exam (or portion of the exam) a fourth time. Students may only appeal a termination to the Graduate School if their appeal to retake the exam is based on a procedural error or discrimination (please see the Category 2 of the Graduate Catalogue appeal description under Appeal for Academic Termination) and their initial appeal to the program was denied.”

In addition to documenting extraordinary circumstances, students should note the following further requirements specific to the PPOL program. The Public Policy program *will not allow* students who have received more than one C in their coursework to take the exam for the third time. Further, any student

with a GPA below 3.5 in their courses will not have the option to retake any part of the qualifying examination for a third time. Finally, students who fail more than one component of the qualifying examination on the second try will be terminated from the program.

After passing qualifying examinations, students then complete their policy focus courses. Students must enroll continuously until all requirements for the degree are completed, and each enrollment shall reflect as accurately as possible, the candidate's demands on faculty time and University facilities. [From the Graduate Catalogue:] "Students are not required to enroll in any summer terms unless they are using campus facilities or they are completing degree requirements in that term. The continuous registration requirement begins with the semester in which the student first registers for his/her thesis, dissertation project, or directed study. GRAD 9999 (graduate residence) has no fees associated with it (only tuition) and is only a one credit course and is an option only for the term of graduation though the graduate school will let a student register for it twice if necessary. If students are going to have an active dissertation committee and use University resources *doctoral students are to continue to enroll in 3 dissertation credit hours* even though they have completed the 18 credit hours. Doctoral students that are not using University resources and have already defended their dissertation-and have yet to graduate-can register for 1 credit hour of GRAD 9999. Students who have completed their coursework and must remain continuously enrolled but are not using University resources should apply for a leave of absence. Students choosing this option must file a Special Request for a leave of absence that states they will not use University resources during the leave period. If the leave of absence extends beyond one calendar year, the student's matriculation is closed and the student must reapply for active status in the graduate program. International students on F-1 visa/status must remain continuously enrolled until the dissertation is completed. Those international students who wish to apply for a leave of absence are advised to consult with the International Student/Scholar Office prior to filing the Special Request for leave of absence. Students must be enrolled during the term (semester or summer) in which they graduate from the University."

The Dissertation

All Ph.D. students successfully completing their exams and coursework must form a committee, have a *topic approval meeting* and *defend a dissertation proposal*. *The Dissertation Proposal Defense serves as a comprehensive examination*. In an interdisciplinary program, the comprehensive exam does not refer to the entire field of public policy. The concept of a comprehensive exam assumes a well-defined test specification that can be written; that is, that the domain of relevant knowledge can be clearly proscribed. Achieving this consensus is particularly problematic in interdisciplinary programs. In this context, the comprehensive exam refers to the topic on which the dissertation focuses. It signifies a level of accomplishment and skill acquisition necessary to conceptualize, execute and complete a research project in a specific policy field.

An appropriate dissertation provides an *original and significant contribution* to Public Policy research as judged by the candidate's doctoral dissertation committee. The dissertation is the culminating research experience of the PPOL PhD program. "Original contribution" implies that the body of work undertaken and intellectual contribution of the research is the candidate's own. It is expected that the candidate will be an expert in the contributions of other scholars to provide a foundation for his or her original research. "Significant contribution" implies that the result of the dissertation scholarship notably advances a useful area of public policy research as judged by peer scholars. The most meaningful criterion in this regard is that committee judges the research as appropriate as either submission of a book or as two or three manuscripts to scholarly peer-reviewed journals. It is our expectation that

doctoral candidates will be able to demonstrate competent application of research methods that are appropriate to the area of study; research methods include qualitative or quantitative methods, or mixed methods.

Ethical Procedures Approval, Institutional Review Board (IRB): All dissertation-related materials must comply with ethical review guidelines current at the time of review. Students are required to submit all required documents for review and receive formal approval prior to beginning any research involving human subjects.

Dissertation Format:

The dissertation committee will determine the specific format of the dissertation at the dissertation proposal defense. Either of two formats may be used, at the discretion of the dissertation committee (these are *suggestive/illustrative* guidelines). The traditional book-style dissertation has a five-chapter format:

- **Chapter One:** Introduction: A relatively brief statement of the topic, and why it is important.
- **Chapter Two:** Literature Review: A thorough review of all literature relevant to the topic. The literature review should focus on developing hypotheses the research will test and/or research questions the study addresses; the chapter should conclude with the hypotheses and/or questions.
- **Chapter Three:** Methods. A description of all methods the research will use to complete the research. The chapter should describe a conceptual framework if relevant. The research design section includes a discussion of data; what data will the student analyze? Why are these data appropriate? Etc. A second section should indicate and describe all variables, dependent, independent, control, etc. The description of variables should include both the conceptual and operational description. A third component of the research design section describes and explains the analytic approach. Finally, this section indicates how the researcher will address the hypotheses and/or research questions.
- **Chapter Four:** Results. This chapter presents all results. Typically the chapter first presents descriptive findings, followed by bivariate, and then multivariate (if appropriate to the research design). The chapter may organize the results by hypotheses and/or research questions.
- **Chapter Five:** Discussion, Conclusions and Policy Recommendations. This chapter should include a brief summary of the findings with respect to the theory and research questions, the limitations of the research, a discussion of the implications of the research for policy and practice, and suggestions for future study.

The article-style dissertation format includes three complementary articles along with an introduction and conclusion. Students who elect this option will complete Chapter One, as described above. Two or three manuscripts will replace Chapters 2, 3, and 4. Each manuscript must be complete and prepared for submission to a peer-reviewed journal. Each manuscript will include a title page, abstract, introduction, literature review, methods, results, and discussion sections, as well as references, and tables/figures. Appendices to the manuscripts may provide additional detail. The dissertation may include an additional final chapter that briefly summarizes the dissertation findings, and discusses implications for policy and practice, as well research extensions, in greater detail. Specific guidelines for the article style dissertation are available at

<https://graduateschool.charlotte.edu/sites/graduateschool.charlotte.edu/files/media/Thesis-Dissertation-Misc/Three-Article%20Dissertation%202019-2020.pdf>

The Dissertation Process:

1) Select Dissertation Chair. *The Chair must be a member of the PPOL PhD Program Faculty, or a member of the Affiliated Faculty with a co-Chair who is a member of the Program Faculty. Note that even if students have a co-chair, only one faculty member may escort and hood the student at graduation. Students should consult with their faculty advisor and the Program Director as they develop their plans for selecting the dissertation committee chair (who ideally is their faculty advisor), and for forming the dissertation committee. It is important that the Chair of the dissertation committee is actively involved with the selection of the other committee members; having identified a Chair who agrees to serve in that role, the student should work closely with the Chair on identifying other committee members, and typically should approach other faculty about serving on the committee only after consulting with the Chair.*

2) Select Dissertation Committee. It must include at least 4 members. Three must be from the PPOL PhD Program Faculty or Affiliated Faculty (one of whom is the Chair). The fourth committee member is considered the Graduate Faculty Representative. This member's responsibility is to ensure that graduate school policies are upheld. Either the student can recruit the Graduate Faculty Representative or the Graduate School can appoint the 4th member. This member should be in a different department than the chair of the dissertation committee. The Graduate Dean has agreed that since we are a large, interdisciplinary program, PPOL students can have as their "outside" faculty member someone who is in the PPOL Program but who is in a different discipline from the student's chair that the Program Director appoints. The student submits the form, "Appointment of Doctoral Dissertation or Scholarly Project Committee." <https://graduateschool.charlotte.edu/current-students/forms>. This form should be submitted in a timely manner as the graduate school must approve of the committee.

Experts in the University who are not members of the Program or Participating Faculty may be nominated for membership on the committee at the appropriate level. Interested faculty should contact the PPOL PhD Program Director. Experts outside the university who can contribute usefully to the dissertation committee can also be nominated for participation in consultation with the Program Director. All committee members, including any qualified expert from outside the university, must be formally appointed to the Graduate Faculty by the Graduate School. The four members of the dissertation committee will serve as the student's committee for the refinement of the dissertation topic, the development and defense of the dissertation proposal, the development of the dissertation, and dissertation defense.

3) Topic Approval Meeting: The Chair of the dissertation committee and the student together select the dissertation topic. The Chair is responsible to ensure that all members of the committee are actively involved and agree to the direction and the specifics of the proposal (e.g., data, methods). Ensuring this involvement and agreement is a major goal of the *Topic Approval Meeting*. When the Chair approves the topic and approach to the dissertation, the student schedules the *Topic Approval Meeting* with the Dissertation Committee (this meeting should also include the Graduate School Representative who must attend the Proposal Defense). The student submits a 2-3 page description of the dissertation plan to the Dissertation Committee *at least 2 weeks prior* to the *Topic Approval Meeting*. This single-spaced description of the topic includes the following sections:

- Specific Aims and objectives. Is the research exploratory, descriptive or analytical?
- Significance of the problem/topic.
- Justification: This section is not a complete literature review but should state concisely what is known, not known, and how the proposed research fills existing gaps in the literature/research.
- Preliminary data/pilots as relevant (reminder: IRB approval *must* be secured before undertaking any individual level analysis).

- Conceptual diagram that provides a framework for theoretical or empirical analysis.
- Limitations.

The topic approval meeting is not typically open to visitors. Students will present a brief oral summary of: the dissertation topic, the context of related research literature, data and methods, and implications for policy and practice, followed by questions and discussion among the committee and the student. The topic approval meeting may be repeated as needed; this meeting is *not* a graded activity. No form is required after this meeting.

4) Dissertation Proposal Writing Phase: Following the Topic Approval, the student writes the dissertation proposal and prepares for the Oral Proposal Defense. The dissertation proposal typically includes the following sections:

- Specific Aims
- Background and Significance
- Research Design and Methods
- Potential Limitations
- Human Subjects (as relevant)
- Proposed Timeline and Dissertation Structure (book-style or article-style)

All members of the committee must receive the full proposal *at least 2 weeks* before the Proposal Defense. During this phase, students should begin to fill out human subjects forms, as necessary. <https://research.charlotte.edu/departments/office-research-protections-and-integrity-orpi/human-subjects>.

5) Dissertation Proposal Defense: The submission of the proposal is followed by the Oral Dissertation Proposal Defense. *The Oral dissertation proposal defense has replaced the comprehensive examination.* The Oral Dissertation Proposal Defense is NOT a public event; only members of the student's committee and the Director may be present during the Oral Dissertation Proposal Defense. During the Proposal Defense, the committee will ask the doctoral student to respond *not only to questions about their proposed research, but to demonstrate competence in the broader area of Public Policy on which the student has concentrated her/his study and research in coursework and beyond.* Consequently, any committee member can ask a question of the candidate relevant to the candidate's area of specialization or concentration. *In preparation for the Defense, the doctoral student should prepare a summary of all coursework and readings taken in her or his area of concentration and distribute it to members of the dissertation committee.* Before the dissertation proposal, students should make sure they have communicated sufficiently with each member of their committee and committee members should similarly communicate sufficiently with the student so that there is clear agreement about the content and focus of the dissertation.

The student should prepare a presentation approximately 20-30 minutes in length summarizing the research proposal. Following the student's presentation, the committee will ask questions about the research plan, theory, etc. The student will be excused from the meeting to permit the committee to discuss the merits of the proposal, after which the student will return to the meeting to receive the committee's comments and required modifications to the research plan. After successful completion of the Oral Proposal Defense, the student submits the forms "*Proposal Defense Report for Dissertation.*" <https://graduateschool.charlotte.edu/current-students/forms>

Note: Students must not begin the research prior to receiving approval of any required plan for the protection of human subjects. This approval comes from the Institutional Review Board, not from the dissertation committee.

The proposal must be defended at least six months before the degree is conferred.

All members of the committee must be present at the Oral Dissertation Proposal Defense and should submit an *assessment rubric* to the Program Director at the completion of the defense.

A student who fails to complete the *Oral Proposal Defense / Comprehensive Examination* satisfactorily may be given the opportunity to revise components of the research proposal under the direction of the Chair and/or to repeat the Oral Dissertation Proposal Defense, at the discretion of the Dissertation Committee; *a second failure results in dismissal from the PhD program*. The Graduate School does not provide any appeal process for pleading extenuating circumstances in the case of a second failure. Generally, the advisor will not allow students to defend their proposal until there is reasonable expectation that the student will pass.

6) Dissertation Research and Writing Phase: The student conducts the proposed research and writes the dissertation. The student is required to maintain continuous enrollment in dissertation study until the dissertation is completed (see above). The continuous enrollment requirement begins in the semester after the dissertation topic is approved. Students conducting dissertation research should meet regularly with their committee Chair and other members of the committee. At a minimum, the student must meet with the committee Chair once each semester. Students should communicate sufficiently often with all members of the committee so that by the time the student is reasonable certain that s/he is ready to defend the dissertation, there is agreement among all committee members that the project is “defensible.” Students should be cognizant of all relevant deadlines so that they are not in a position of trying to “cram” their dissertation defense into a time –period insufficient for them to complete their work.

By the time a student defends their dissertation, the document should be completed. The only work that should be necessary following a defense is fairly minor editing and responding to *minor* issues that emerge during the defense. To ensure this readiness requires sufficient, candid, and honest feedback among committee members and between the chair and the student. Students should clarify early on in the process, under the guidance and direction of their advisor, the reviewing process. Some committee members will want to be active throughout the writing/analysis process; some will want to read a chapter only after the chair has vetted and the student has completed revisions. Regardless of which process students and their advisors use, they should discuss and clarify it early, and then honor that process. Students must be mindful of the amount of time it takes to review dissertation chapters. Anticipate that committee members will take weeks to review chapters and will typically require the student to do considerable revision before affirming that the project is ready to defend. Students should work backwards from all deadlines allowing more time than they anticipate both for faculty to review and for the student to “revise and resubmit.” Likewise, it is important for faculty to communicate honestly and in a timely fashion to students and for the chair to communicate sufficiently with other committee members so that by the time s/he defends, all are reasonably confident that the project is relatively complete and defensible.

7) Apply for Graduation: When the chair of the dissertation committee agrees that all work on the dissertation, including the defense, is likely to be completed successfully, the candidate completes the

“*Application for Degree*” and submits it to the Graduate School. The application is submitted through Banner Self Service. See the section, “*Deadlines for Form Submission*,” below.

8) **Dissertation Defense:** The Final Examination on the dissertation research, commonly called the Dissertation Defense, is the culminating activity of doctoral studies. Typically the dissertation chair and committee should not schedule the defense until they are reasonably confident that the dissertation is likely to be approved, either as-is or with relatively minor revisions. The Graduate School requires that the dissertation must be submitted to the committee at least three weeks before the date of the final examination in which the dissertation is defended.

The student also must inform the Program Director of the final dissertation title, and the place and time of the scheduled final examination, at least 3 weeks before the final examination. The final examination is a public presentation that is open *only to members of the university community* (in other words, family members and friends, unless they are members of the university community, may not attend. The committee can, if consulted, provide permission to invite an outsider person). In addition to a presentation by the student, dissertation defenses include questions from the faculty and the audience. Questions to the candidate *must be public*. Audience members can ask questions but the timing, both in terms of when in the defense and how much time is allotted, is up to the chair of the committee. After the chair has concluded that the questions are completed, everybody but the committee members is asked to leave so that the committee may deliberate the merits of the dissertation; these deliberations are the only part of the defense that is closed door. At the end of deliberations, the chair invites the student back into the room to discuss with the committee the outcome of the defense. All members of the committee must be present at the Dissertation Defense. In some instances the dissertation committee may not approve the dissertation at the time of the first defense. In keeping with the Graduate School’s regulations, no student is permitted to attempt a dissertation defense more than twice. Guidelines for the preparation of the dissertation are available from the Graduate School and on the Graduate School website.

After the dissertation defense, committee members should complete the dissertation defense rubric https://docs.google.com/forms/d/1_31sFPgVdGae2gSOcFyrfVmW9xiGcmns3SH6gwDI-Cg/edit

After the dissertation defense, the student should initiate the final defense report for dissertation or scholarly project. <https://graduateschool.charlotte.edu/current-students/forms>

The physical form of the dissertation is governed by the University. <https://graduateschool.charlotte.edu/current-students/thesis-and-dissertation/> When the student submits the final dissertation, the student should also complete the Doctoral Dissertation Submission and ETD Form. <https://graduateschool.charlotte.edu/current-students/forms>

Deadlines for Form Submission

Deadlines for submission of various forms, such as for *Admission to Candidacy* and *Application for Graduation* in a particular semester, are available in the Academic Calendar, <https://ninercentral.charlotte.edu/courses-registration/academic-calendar-deadlines>. Students should note that dates for submission of candidacy forms and applications for graduation occur very early in each semester; for May graduation, for example, the date for the *Application for Graduation* and the final date for the *Application for Candidacy* typically occurs in the 3rd week of January. *The Application for Candidacy for a Degree and the Application for Candidacy for Graduate Certificate* forms are paper forms that are available from the “Graduate School Forms” page of the Graduate School Website at:

<https://graduateschool.charlotte.edu/current-students/forms>. Similarly, the last day to file a dissertation with the Graduate School for May graduation typically occurs the second week of April. See the Academic Calendar for exact dates that apply for a given semester.

Graduation

During the semester before the PhD candidate expects to receive the degree, the candidate will review his/her academic record and progress on the dissertation with the chair of his/her dissertation committee. If the chair of the dissertation committee agrees that all work on the dissertation, including the defense, is likely to be successfully completed by the end of the following semester, the candidate will complete the “*Application for Degree*” form on Banner Self Service. The candidate will then be billed by Student Accounts for the Application for Degree fee. Students may order graduation announcements through the campus bookstore. Students may rent or purchase caps, gowns, and hoods through the bookstore. Students should leave a copy of their final title page for program files.

The student signs the form and submits it to the advisor, who verifies that the listed courses fulfill the requirements for the degree. Once all signatures are in place, this constitutes an agreement between the student and the University, guaranteeing that the student will receive the degree if the listed courses are completed satisfactorily. For this reason, the form *must* be completed well in advance of graduation; otherwise graduation may be delayed.

Each student should make application for his/her degree by completing the online Application for Degree through Banner Self Service no later than the filing date specified in the University Academic Calendar. After successful defense of the dissertation, a student will be conferred with the doctoral degree.

Academic Standards, Normal Progress, and Graduation Requirements

The PhD program requires that students make “normal progress” towards completion of the degree within five years by completing the key requirements outlined in the document in a timely fashion. Although the maximum time limit set by the Graduate School allows for a longer timeline, the program expects all full-time students to complete the degree in five or fewer years. The Graduate School guidelines state that the student must achieve admission to candidacy within six years after admission to the program. All requirements for the degree must be completed within nine years after first registration as a doctoral student. No courses older than 9 years may be applied towards the PhD. These time limits are maximums for full-time and part-time students; full-time students are expected to complete the degree requirements in five years or less.

Evaluation of student progress toward degree is made each year as part of an annual evaluation process. Normal progress means meeting all academic standards as outlined in the Graduate Handbook, completing all required coursework, successfully completing the qualifying exams, and successfully defending the dissertation proposal before the end of the fall semester in the student’s fourth year, and completing all parts of the dissertation process before the end of summer semester in the fifth year. A review of performance of assistantship duties is also part of the annual review process and may be considered in evaluating normal progress in the program.

Students who do not meet normal progress guidelines will be notified and must meet with their advisor and Program Director to formulate a plan to remedy any deficiencies. Repeated semesters in which the

student is judged to not be making normal progress may be grounds for terminating assistantship funding and/or dismissal from the program.

Request to deviate from normal progress guidelines, such as needing a longer timeframe to complete the dissertation, must be approved by the Program Director in consultation with the Governance Committee. Documentation of extenuating circumstances may be required for approval.

UNC Charlotte requires that graduate students maintain academic standards as outlined in the Graduate School Bulletin.

- Graduate students must average at least B (3.0 on a 4 point system) over all courses attempted as part of the requirements to qualify to receive a graduate degree.
- Complied with relevant university policies and procedure including:
- Candidacy and Diploma. The timely application and payments of fees for candidacy and for the diploma (See Graduate school website for specific deadlines and fees).

Grades

Doctoral studies typically require excellence in academic performance. The general expectation is that most PhD students will earn “A” grades in most or all of their courses. A student earning a large number of “B” grades as a doctoral student should recognize that these grades may indicate questionable preparation for the dissertation or poor fit with the program. Note that even a single C grade is unexpected in doctoral study. Students should view receipt of a C as a strong signal that their performance is inadequate and predictive of unlikely success. Accumulation of low grades will be considered when evaluating normal progress in the program.

Please consult the Graduate Catalog for university for minimum requirements for continued enrollment in the section “Grading and Related Policies.” Students who fail to maintain satisfactory progress toward their degree or who do not achieve commendable or satisfactory grades in all their graduate coursework are subject to suspension and/or termination from their program of study and/or the Graduate School.

International students on F-1 or J-1 visa status must carry a full course load each academic semester (Some exceptions apply. See International Student/Scholar Office for further information.) Students who are suspended or terminated from their program of study are advised to consult the International Student/Scholar Office for information on maintaining valid F-1 or J-1 status, or reinstatement to valid F-1 or J-1 status.

A suspended student may not register for classes unless approved for reinstatement. If a program does not approve reinstatement, the student is dismissed from the program. The Graduate Catalogue outlines an appeals process that is available to students who have been terminated from a doctoral program.

PPOL Peer Mentor Program

Consistent with our values, mission and vision, and to facilitate the success of students in the Public Policy program, PPOL has a PPOL Peer Mentor Program. Each year, the Director assigns a student to serve as a mentor to a first year student (and where we have an imbalance, some students may have 2 mentors).

Mentoring relationships are two-way relationships, which should be beneficial to both parties. In this setting, mentoring success is based on the willingness of the mentor to provide guidance, time, and feedback to the mentee. The purpose of this mentoring program is to give students a non-faculty person

who is “there for them,” who will listen, give advice, and generally help the mentee succeed in the program. While the Director, faculty, and, ultimately, the student’s dissertation chair also serve those purposes, it helps students to have a peer to play that role as well. Mentors and mentees are encouraged to meet regularly in the mentee’s first year. Mentors can do some of the following:

- take a genuine interest in the mentee’s well-being, including their career progression
- adjust advice and approach to meet the style and content the mentee most needs
- provide program advice to their mentee
- set clear expectations for the mentoring relationship
- follow through on commitments
- be considerate while giving honest feedback

It is important to understand that these communications are confidential; mentors do not “report” to the director unless the mentee gives permission or unless it is a matter requiring direct intervention. The mentorship program is designed to facilitate the success of every student in the program.

Advising/Committees

While the Program Director serves as the *de facto* advisor for each student for the first year, the Program Director will work with the students and faculty to help the student work with a suitable advisor. Once the student is matched with the advisor, they will work closely with that advisor on suggested schedules of classes, research options, and other issues important to success. After approximately one year in the program, each student is expected to have identified the faculty member they would like as a mentor, with the expectation that this mentor would ultimately serve on the student’s committee. Following completion of the policy field courses, students establish their dissertation advisor and form a dissertation committee. The procedures for establishing these committees are in the Student Handbook and are addressed in the Public Policy seminar.

Transfer Credit

The Program will accept up to 6 hours of required program course hours credits in the core curriculum or specialty curriculum as transfer credit from other regionally accredited doctoral institutions, providing that the Admissions Committee determines that these courses are equivalent to those offered in the core or one of the specialty areas. The Program rarely accepts transfer credit for courses tested on the qualifying exam (Policy Process, Research Design, Linear Regression, Advanced Program Evaluation, Economics 1 or Economics 2). The acceptance of transfer credit is subject to the approval of the Graduate School. The grade in these transfer credits must have been A or B. All of the dissertation work must be completed at UNC Charlotte.

Residency Requirement

Students must satisfy the residency requirement for the program by completing 21 hours of continuous enrollment, either as coursework or dissertation credits. Residence is considered continuous if the student is enrolled in one or more courses in successive semesters until 21 hours are earned. All 18 hours of dissertation credit must be earned at UNC Charlotte.

Language Requirement

There is no foreign language requirement.

Funding

Exceptionally qualified full-time students may be offered graduate assistantships. The assistantship provides a stipend (salary), currently \$18,500 per year for a 9-month position with a work commitment of 20 hours per week (excluding university holiday periods). There is possibility that students may also receive summer funding during the 10-week summer session, but the amount varies depending on

budgets. Because summer funding is dependent on a variable budget, it is not guaranteed, and offers will be announced each year in April. Students must declare their interest in summer funding to the Program Administrator by March 15 of each year to be eligible. Students seeking summer funding should plan to work on campus during the time they are funded. Off campus work is not generally permitted except in extraordinary circumstances.

Students with assistantships will assist faculty with research, teaching, and/or service. The PPOL PhD program provides students an opportunity to teach a number of courses in the major contributing departments (most typically in Political Science and Public Administration, Sociology, Economics, Geography and Earth Sciences, Criminal Justice) under the supervision of a faculty member. The PPOL PhD program strives to match student research interests with those of the faculty with whom they are assigned for the graduate assistantship, although this cannot be guaranteed in every instance. Students may work in a lab environment in which they work collectively to provide support to multiple faculty members in the program.

Students awarded assistantships will be nominated for the University's Graduate Assistance Support Plan (GASP). This Plan provides a highly competitive multi-year support package, used to attract and retain top tier graduate students to UNC Charlotte. The award package covers both resident and non-resident tuition (as relevant), and provides coverage under the University's student health insurance program. Other student fees totaling about \$1700 each semester are *not* covered by this award.

The PPOL program attempts to provide full support or help students obtain that support for at least their first three (3) years. Students with assistantships must maintain good academic standing. The program will also attempt to provide full support or help students obtain support for year 4 and, if need, year 5. Support in years 4 and 5 is dependent on the student making normal progress in the program and subject to annual budget availability. The program will not normally provide support to students beyond the fifth year, except in extraordinary circumstances and approval of Program Director in consultation with the Governance Committee.

Students who begin graduate study at UNC Charlotte as non-residents are expected to seek resident status as soon as they can qualify for this status under the policies of the UNC Charlotte Residency Determination Office. PhD students who fail to obtain residency in a timely manner may lose GASP support. The Graduate School states: *"Because North Carolina residents are entitled to substantially lower tuition rates than out-of-state residents, GASP scholars who are non-residents of North Carolina for tuition purposes should make every effort possible to establish North Carolina residency. Students with permanent resident alien status are eligible to apply. However, some students are not eligible to establish NC residency (e.g., international students on J-1 visa). You may find information on eligibility and the requirements to establish N.C. residency on the Residency Determination Office web site: www.resdetermination.uncc.edu. GASP scholars who are eligible to become North Carolina residents for tuition purposes but fail to become reclassified 12 months after first enrolling in GASP may lose their non-resident tuition benefit."*

Professional Responsibilities of Students with Graduate Assistantships

Graduate Assistantships are intended to serve as an extension of the teaching and research mission of PPOL PhD program, by giving students experience in research and teaching. Students with assistantships will also gain experience with fulfilling academic service needs, and in this way will learn more about becoming a productive and successful member of an academic community. While serving in on- or

off-campus graduate assistantships, students are representatives of UNC Charlotte. As such, they will act with total professionalism at all times. Graduate Assistants are expected to provide service to the PPOL PhD program, the College, the University, and the community. Such service can include attending orientation for 1st year PPOL PhD students (for 2nd year students and above), mentoring 1st year doctoral students, attending faculty candidate research presentations, meeting with faculty candidates during times scheduled for students, service as an officer or active member of the GPPA PhD student organization, membership on departmental, College, or University committees, assisting the Program Director with occasional information gathering required by the PPOL PhD program and the College, performing service in the community as a representative of the PPOL PhD program, and so forth. *Although success in the PPOL PhD program is judged primarily by scholarship, the PPOL PhD program takes the student's record of service into consideration when recommending students for fellowships and grants, including travel grants, tuition support, and competitive dissertation-year fellowships at the university.*

With few exceptions, a Graduate Assistant must register for at least nine (9) graduate level semester hours during each semester in which an assistantship is awarded. Graduate Assistants whose tuition support comes from the Graduate Assistance Support Plan (GASP) must register for a minimum of nine (9) graduate credit hours each term. Students with support from the Graduate Assistance Support Plan must maintain at least a 3.0 average to be eligible for continued support. Students must meet academic standards and normal progress guidelines to continue in the position of Graduate Assistant.

If a student does not have an assistantship, the Graduate School does not impose any limitations on either part-time or full-time employment. Students with assistantships are limited to no more than 20 hours of total weekly employment. Thus, students with assistantships of 20 hours per week are not permitted to have additional employment. Students with assistantships who consider taking part-time teaching positions at the University must consult with the Program Director, as in this situation the number of hours devoted to the assistantship must be reduced to limit total weekly work hours to 20. Note that the 20 hour limit excludes non-paid commitments such as involvement in campus leadership roles.

Conference Travel and Research Support through the PPOL PhD Program

After the first year, students should plan on presenting at least one professional conference a year. Professional conferences are important to one's professional development in many ways as we will discuss in Seminar. In addition to finding out about cutting edge research in their areas, conferences provide opportunities for professional socialization and networking that are crucial for one's career.

In a typical budget year, the Director allocates up to \$400 for each graduate student who has completed qualifying exams in the program to support participation in a conference or provide support for approved research expenses (e.g. travel, human subject payments, specialized data resources). Note that this fund does not pay for books or resources that can be obtained through the library or other university resources. Students who have not yet completed qualifying exams may be eligible for support to attend or participate in a conference, but first priority for funding will be given to students who are presenting a solo or co-authored paper (poster or podium are weighted equally). Students in their fourth and fifth years will be considered for additional funding to attend a second professional conference and the amount of support is contingent on available funds.

To obtain a commitment of funding, students must submit a short application for funding describing the purpose of the conference travel or the purpose of the research funds as well.

https://docs.google.com/forms/d/e/1FAIpQLSe05vTKCUr4psvJudQS-DF5hcTrdM_SoJlmM8OMfH_8zqR-sA/viewform

The conference or research proposal must be endorsed by the student's advisor and approved by the Program Director. Funds must be requested in the fall by the established deadline and expended before May 30th except in the case of conferences that occur in June.

Students must notify the Program Administrator of awarded funding no later than April 1. Conference support can include conference registration, air and ground travel, food and lodging. Podium and poster presentations will be given equal priority. All conference travel funding is contingent on University budgets which are subject to change each year.

Individuals seeking PPOL PhD travel support must complete necessary travel documents and submit them to the Program Executive Administrator. For conferences in the spring through the end of the fiscal year, we will reserve travel dollars for students who are awaiting acceptance for submitted abstracts, assuming that the student has provided a copy of the submitted abstract and the conference information to the Program Director and the student has met with the Program Executive Administrator to estimate conference travel costs, submitted proper travel documentation, and completed required travel documents. Students receiving conference travel support are expected to provide all required receipts and evidence of conference attendance (e.g. boarding passes) to the PPOL Program Executive Administrator within one week following their return. Students are expected to seek funding from the UNC Charlotte Graduate & Professional Student Government (GPSG). Students will not be reimbursed for support dollars that would typically be funded by GPSG travel funds. Travel forms are available at <http://gpsg.uncc.edu/treasurer/Forms.asp>

Forms

A set of relevant forms you will need throughout your graduate student career can be found here: <https://graduateschool.charlotte.edu/current-students/forms>

Course Descriptions

GRAD 8101 Linear Regression (CORE) (3) Prerequisites: GRAD 6100 or equivalent. This course will cover linear regression, focusing heavily on regression assumptions and diagnostics.

GRAD 8103. Categorical Outcomes (CORE) (3) Prerequisites: GRAD 8100. This course will cover categorical data analysis. Social scientists often want to explain phenomena that are "limited" in that they are not continuous and/or uncensored. Fortunately, there are alternative estimation techniques for analyzing most models with non-continuous (e.g., dichotomous, nominal, ordinal) and/or censored (e.g., event count or event history) dependent variables. A variety of techniques are examined for estimating models with "limited" dependent variables.

PPOL 8000. Topics in Public Policy. (1-4). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or Permission of the Instructor. Study of selected topics in Public Policy. May be repeated for credit.

PPOL 8101. Public Policy Studio I (3): Data Management and Basic Analytics. (3) Prerequisite(s): Admission to the Ph.D. in Public Policy or Graduate Certificate in Public Policy Research and Analysis. Hands-on data management and analysis skills through project-based learning. Students learn to formulate a data management plan and undertake the steps necessary to ensure that data is properly processed and analyzed. Students also learn how to interpret data and develop policy recommendations. This course prepares students for regression analysis so they clearly understand all steps that must be taken before running a regression, including proper conceptualization and operationalization of variables.

PPOL 8102. Public Policy Studio II: Applied Research and Regression Analysis. (3) Prerequisite(s): GRAD 8101; PPOL 8101; and admission to the Ph.D. in Public Policy or Graduate Certificate in Public Policy Research and Analysis. Provides hands-on research experience through project-based learning. Students conduct guided independent research. They also conduct a literature review to develop research questions and hypotheses; identify a secondary dataset that is appropriate for testing their hypotheses; employ the R statistical software package to manage the entire research process for secondary data analysis; interpret regression analysis; and develop policy recommendations. Each step in the process is completed in the classroom where faculty can work with students. Gaps in knowledge are addressed through short lectures, as necessary.

PPOL 8600. Policy Process I. (3). Pre-requisite: Prior course work or experience relevant to political and legal processes, behaviors, and institutions. Examination of the field of public policy analysis to include both theory and practice. Process includes everything from sources of public problems to feedback mechanisms after policy implementation. Emphasis on the policy process in growing urban regions and the ability to communicate with stakeholders to determine value conflicts and to communicate policy solutions. Examination of the context (legal, institutional, historical, philosophical, social, political, physical and spatial) within which policy is made with sensitivity to gender, race and ethnicity, and class concerns.

PPOL 8602. Research Design in Public Policy. (3). Introduces students to various quantitative and qualitative approaches to doing policy research. Considers such major issues in philosophy of science as causality, measurement, and post-positive approaches to research. Students may use the course to prepare their dissertation proposals or research grant and contract proposals. Students should have completed at least two quantitative analysis courses and one qualitative analysis course before registering for PPOL 8602.

PPOL 8610. Urban Regional Environment. (3). Cross-listed as GEOG 6123 and 8123. Pre-requisite: Prior course work or experience relevant to the nature of urban regions. Examination of the nature of urban regions. The basic factors that shape urban regions as they grow. Impact of: geography; history; social factors; economic factors; concerns about gender, race and ethnicity, and class; and other determinants of the nature of urban regions, their problems, and possible policy solutions.

PPOL 8611. Metropolitan Governance and Administration. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. Introduction of major issues in urban politics and related trends and problems in urban governance and administration.

PPOL 8612. Theory of Urban Development. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. Analysis of urban economics and politics within the context of public policy and planning. Focuses on theory and application to understand the rationale for and effects of urban policy, urban economic development, and planning. Provides basic understanding of the operation of urban real estate markets and the motivation for public sector interventions. Applies theoretical foundations to the study of current urban problems and controversies. Familiarity with introductory microeconomics is required.

PPOL 8613. Transportation Policy. (3). Cross-listed as GEOG 6600 and 8600. Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the instructor. This course examines surface transportation from a broad public policy perspective with a special focus on its institutional components and the changing role of government in transportation policy-making including the evolution of, and relationships among, various federal, state and local policies that affect investment decisions in transportation infrastructure.

PPOL 8614. Colloquium in 20th Century Black Urban History. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. Examination of major and topical monographic works in African-American urban history during the twentieth century. The focus will be on such topics

as” classical urban examinations by black scholars, ghettoization and alternative theories, community and its institutions, riots and urban rebellions, biography, black mayors, and urban policy.

PPOL 8615. The Restructuring City. (3). Cross-listed as GEOG 6210 and 8210. Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. This course places at center stage the causes and consequences of contemporary urban restructuring and evaluates the theoretical, planning, and policy challenges inevitably presented.

PPOL 8616. Urban Planning Theory and Practice. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. Alternative planning theories and application of theories in urban planning practices.

PPOL 8617. Law and Management. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. Constitutional and administrative law issues, including a survey of academic debates over contested issues, and selected areas in constitutional law on civil liberties and civil rights.

PPOL 8618. Growth Management Systems. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. Exploration of growth management programs, legal and planning issues, and legislation to determine their merits, weaknesses and abilities to promote more sustainable development patterns. Will emphasize difficulty of changing traditional procedures of development and land use.

PPOL 8622. Qualitative Methods in Public Policy (3). Pre-requisite: Advanced qualitative methods as applied to analysis and solution of public problems. Use of qualitative methods to analyze public problems; to devise appropriate, effective, acceptable public policies; to evaluate public programs; and to present the results of qualitative analysis to appropriate audiences.

PPOL 8625. Advanced Seminar in Spatial Decisions Support Systems. (3). Cross-listed as GEOG 8625. Pre-requisite: GEOG 5120 or consent of the Instructor. Theoretical aspects of spatial DSS including technical, social, political and psychological considerations; systems design; systems manipulation; and case studies. Three hours of lecture and one-two hour lab per week.

PPOL 8630. Advanced Program Evaluation (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the instructor. Development and application of policy analysis to the evaluation of existing public policies. Particular attention to the use of multiple techniques of analysis and presentation of program evaluations to relevant audiences.

PPOL 8635. Ethics and Public Policy (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the instructor. Ethical questions in the study, formation, implementation, and evaluation of public policies. Ethical dilemmas faced by the public policy analyst, and the importance of use of values analysis. Emphasis on understanding how values are communicated by a variety of stakeholders in policy systems and how communicating public policy solutions involves an understanding of the role of values in successful policy formation and implementation.

PPOL 8636. The Social Context of Mental Health (3). Cross-listed as SOCY 6635, SOWK 6635, and PSYC 8636. Prerequisite: Admission to graduate program or permission of instructor. This course draws upon contributions from the field of psychiatry, psychology, social work, and anthropology. The focus is on mental health and illness in its social context, with an emphasis on the relationship between social structure and mental health/disorder. We will examine the social factors which shape psychiatric diagnosis, the effects of socio-demographic variables on mental health, and the role of social support and stress for different groups. The course also examines the organization, delivery, and evaluation of mental health services, and mental healthcare policy.

PPOL 8640. Economic Analysis of Public Policy I. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the instructor. Economic role of government, efficiency versus equity, externalities, and public goods, market failures and government failures, economics of centralized versus

decentralized decision making, public choice theory, economics of privatization, economic role of non-profits and non-governmental organizations.

PPOL 8641. Economic Analysis of Public Policy II. (3). Pre-requisite: PPOL 8640 or permission of the instructor. Economics of taxation and government borrowing, benefit-cost analysis, regional growth and development, econometric analysis of local and regional public policy issues.

PPOL 8642. Regional Economic Development. (3). Cross-listed as GEEOG 6302 and 8302. Pre-requisite: Full graduate standing in the Ph.D. in Public Policy; PPOL 8610; Intermediate microeconomics; or permission of the Instructor. Course covers classical, neo-classical and contemporary theories of trade, economic geography, and regional development. Topics include theories of urban and regional growth, location theories, human capital, labor force and entrepreneurial contributions to growth. Policy dimensions of urban growth and development are addressed from theoretical and empirical perspectives.

PPOL 8643. Rural Development Issues. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. This course provides research experiences that focus on policy formulation, and demographic, economic and planning issues in rural areas.

PPOL 8644. Public Budgeting and Financing. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. Focus is on the public budget process as a means of policy development, analysis and implementation. It will also address in more depth issues of financing the policies authorized in the budget and for which appropriations are sought.

PPOL 8650. Environmental Policy. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. This course draws upon concepts and tools from economics, geography, law, sociology, political science, and planning to explore the concept of sustainable development, a central tenet of environmental policy. Environmental policy will be analyzed within the federalist framework.

PPOL 8652. Energy and Environmental Economics. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. Economics issues of both energy and environment. Energy issues include the historical development of energy resources, supply and demand considerations, and projections of the future energy balance. Environmental issues are externalities, common property resources, and government regulation. Policy considerations include environmental standards, pollution charges, and property rights. Cost-benefit analysis and microeconomic theory are applied.

PPOL 8653. Urban Air Quality. (3). Pre-requisite: Ph.D. student and permission of instructor. Examination of the relationships between climatic processes and urban air quality with emphasis on trends and patterns. Topics will include health and environmental effects of air pollution, ozone climatology, pollutant transport, transportation related emissions, risk assessment, and air quality management.

PPOL 8655. Watershed Science Policy. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. Examination of the cycling of water and chemical elements within forested, agricultural and urbanized watersheds. Land use regulations designed to protect water quality are examined with respect to hydrologic and biogeochemical process that operate at the watershed scale.

PPOL 8656. Earth Systems Analysis: Biogeochemical Cycles. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. This course examines the Earth's water and major elemental cycles including those of carbon, nitrogen, sulfur, phosphorus and the major crustal elements. Uncertainties in the current state of global elemental cycles are examined. Special emphasis is placed on how these cycles are currently being modified through human activities.

PPOL 8661. Social Organization of Healthcare. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. Focuses on the structures and operations of health care institutions and providers. The topics covered include the socio-historical development of the existing

health care system, health care occupations and professions, professional power and autonomy, professional socialization, inter-professional and provider-client relations, health care organizations, and how change affects the delivery of health care services.

PPOL 8663. Health Policy. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy and a graduate level course providing an adequate introduction to the U.S. health care system such as HADM 6112, MPAD 6172, or permission of the Instructor. This doctoral seminar examines the formulation, adoption, implementation, and evaluation of health policy at national, state, and local levels through extensive readings in relevant health and policy literatures.

PPOL 8665. Analytic Epidemiology. (3). Cross-listed as HCIP6220 and HSRD 8003. Pre-requisite: Full graduate standing in the Ph.D. in Public Policy and a graduate level course such as HPKD 6189 and HADM 6103 or permission of the Instructor. Principles and methods of studying advanced epidemiology, with emphasis on analytical approach. Includes advanced techniques in the establishment of disease causation in groups and communities. Such topics as risk assessment, environmental exposures, stratification and adjustment, and multivariate analysis in epidemiology are covered.

PPOL 8667. Economics of Health and Health Care. (3). Cross-listed as Econ 6260 and HSRD 8004. Pre-requisite: Full graduate standing in the Ph.D. in Public Policy, PPOL 8640 and PPOL 8641 or permission of the Instructor. This course will use economic theory and econometrics to analyze the functioning of the health care sector and appropriate public policy. Topics will include: how markets for medical care differ from other markets, the demand for medical care, the demand and supply of health insurance, the role of competition in medical markets, managed care, managed competition, and the role of the public sector in regulating and financing health care.

PPOL 8669. Investigating Health and Health Services. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy and PPOL 8620 and PPOL 8621 or permission of the Instructor. The emphasis of this course is how to conduct and evaluate research necessary to health policy. Students will be expected to conduct research utilizing a variety of methodologies and will also learn how to access available secondary data sets relevant to health care and policy. The specific topics include: multidisciplinary collaboration, measurement of health related constructs and health care outcomes, and health evaluation (cost, quality, access). Students will be expected to develop their dissertation proposals as one outcome of this class. This class is designed to be a seminar, and active participation in class discussion and activities is essential. (*Fall/Spring*)

PPOL 8671. Criminal Justice Policy. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. Examination of the criminal justice subsystems (law enforcement, courts, corrections) with particular focus on the development of policy and the effectiveness of current policies aimed at reducing crime.

PPOL 8672. Theories of Crime and Justice. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. This course is designed to expose students to mainstream and critical theoretical approaches to crime, justice, and criminal behavior. An emphasis on both broad conceptual orientations allows us to assess the development of criminology within an array of historical and philosophical contexts during the past three centuries.

PPOL 8000. Criminal Justice Management*. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. This course applies generic principles of management and organizations to operational problems confronted by criminal justice agencies with particular attention to decision and policy-making. Students will also be required to complete workshops on decision and policy-making and grant proposal writing.

PPOL 8673. Law and Social Control. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. Examines how the criminal law functions as a powerful tool of social control in our society. Particular emphasis is given to understanding the constitutional limitations placed on construction of law, the elements of criminal offenses, and criminal defenses.

PPOL 8681. Race, Gender, Class and Public Policy. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. This course is designed as an overview of major theories, trends and debates on the topic of gender, race and economic inequality in the contemporary United States.

PPOL 8682. Stratification and Social Policy. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. This course examines (a) structures and processes underlying social stratification in the United States, particularly the inequality that is grounded in social class, gender, ethnicity, and race; and (b) the social policy implications that follow from our analysis of the nature and sources of stratification.

PPOL 8683. Population Dynamics and Social Policy. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. Basic population characteristics, such as age distribution, life expectancy, fertility, and trends in these characteristics are relevant to nearly all social policy. This class is an introduction to basic concepts and tools of demographic analysis and how they may be applied to the study of social policy including family policy, aging policy, and minority groups' policy.

PPOL 8685. Aging and Social Policy. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. This course is designed to utilize the concepts of social gerontology as a springboard for examining social policy for an aging population. Examination of the public policy making process with attention to aging policy. Consideration of determinants of aging policy and institutions and actors in the policy making process and piecemeal development of legislation will be analyzed as factors related to the making of policy for the aged.

PPOL 8687. Education Policy. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. This course examines equity, efficiency, and diversity tradeoffs among alternative systems of delivering K-12 education. The course also examines how to evaluate educational policies and programs.

PPOL 8688. Political Economy of School Reform. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. This course examines business leaders' vision for school reform and the school restructuring movement, the reforms which arise from their construction of the problem, local educational restructuring efforts within the context of the larger national reform movement, and the opportunities and dangers of corporate-inspired educational policies.

PPOL 8689. The Social Context of Schooling. (3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. The purpose of this course is to examine the relationships among certain aspects of the contemporary social structure and educational processes and outcomes. It explores the ways that the social class structure, race, and gender stratification affect the ways individuals experience, understand, and acquire education.

PPOL 8690. Seminar in Public Policy. (1). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or permission of the Instructor. Series of guest speakers giving monthly seminars on a range of policy issues. Designed to increase familiarity with the variety of topics and methods covered by policy making and analysis. Student participation and oral critique of a selected speaker and their topic.

PPOL 8701. Advanced Macroeconomic Theory. (3) Cross-listed as ECON 6201. Prerequisites: Admission to graduate program and permission of program coordinator. Theories of aggregate income determination, inflation, unemployment, interest rates and economic growth; macro-economic consumption and investment behavior; the business cycle.

PPOL 8703. Advanced Microeconomic Theory. (3) Cross-listed as ECON 6202. Prerequisite: Admission to graduate program and permission of program coordinator. Theories of the firm, of the consumer, and of resource owners; determination of prices under different market structures; general equilibrium analysis and welfare economics.

PPOL 8705. Advanced Urban and Regional Economics. (3) Cross-listed as ECON 6250. Prerequisite: Admission to graduate program. Applications of microeconomic theory to problems of cities,

metropolitan areas and regions; methods in regional analysis, location theory, land use planning, measurement of economic activity; transportation, housing, poverty, and growth issues.

PPOL 8707. Game Theory and Experiments. (3) Cross-listed as ECON 6206. Prerequisite: Permission of the graduate program coordinator. The focus of this course will be on game theoretic analysis and the experimental methodology which can be used to test game theoretic models. The primary topics in game theory covered will be static games with complete information, dynamic games with complete information, static games with incomplete information, and dynamic games with incomplete information. Some topics will be introduced by way of an economic experiment, and the experiment will be followed by a rigorous analysis of the game theoretic solution to the game. The latter part of the course will focus on how to design economic experiments as a means of testing the predictions of game theoretic models.

PPOL 8709. Public Economics. (3) Cross-listed as ECON 6256. Prerequisite: MATH 1241 or equivalent, and permission of the program coordinator. Public economics is the study of the way governments choose spending, taxation, and regulatory policy; the ways such policies may affect economic welfare; and mechanisms to evaluate the economic effects of such policies.

PPOL 8711. Monetary and Financial Theory. (3) Cross-listed as ECON 6235. Prerequisites: ECON 6112 or equivalent and either ECON 6201 or 6202. Theory and empirical tests of money supply, money demand, and financial markets; portfolio theory with special attention to portfolio choices of banks; term structure of interest rates; dynamic models of money and economic activity.

PPOL 8800. Independent Study in Public Policy. (1-3). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy and permission of the instructor. Directed study of current topics in Public Policy. May be repeated for credit.

PPOL 8801. Dissertation. (1-9). Pre-requisite: Passage of qualifying examinations, and approval of dissertation topic by the student's advisory committee. In-depth study of a practical problem in public policy. Analysis of the problem, preparation of a policy solution, and presentation of the solution to appropriate stakeholders and the public. Pass/no credit grading. Maximum of 18 hours allowed under this course designation.

PPOL 8802. Independent Study II: Public Policy Research Experience. (3) Prerequisite(s): Permission of instructor and department to be obtained in the semester preceding the semester in which the course is to be taken. Guided research with a faculty mentor. Students gain hands-on research experience and may participate in research at the University or in the broader community under the guidance of a faculty mentor. May be repeated for credit up to 6 credit hours.

GRAD 9999. Doctoral Graduate Residency. (1). Pre-requisite: completed enrollment in 18 hours of dissertation with grade of IP, In Progress. This course is to allow a student who has taken all permissible 18 hours of dissertation to remain in residence to finish work on the dissertation. Pass/no credit grading. Credit for this course does not count toward the degree.

*Needs approval for a new course number because PPOL 8000 is reserved for Topics in Public Policy.