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1. Ph.D. DEGREE PROGRAM OVERVIEW

1.1 Description of the Program

The Ph.D. in Public Administration at North Carolina State University is intended to prepare students for teaching and research in public management and related fields. Secondarily, the degree is also designed to prepare research specialists for governmental agencies and public affairs institutes.

The normal preparation for entering the doctoral program will be the completion of the MPA degree or other relevant graduate degree.

NCSU’s program offers its doctoral candidates a number of important strengths and opportunities, including:

1. A faculty recognized for research productivity
2. A strong graduate program in Public Administration with extensive elective courses
3. Related academic programs on campus and at other local universities, including graduate courses available to Ph.D. students
4. Location in the state capital and near the Research Triangle Park

1.2 General Requirements

1.2.1 Minimum Requirements

The Ph.D. in Public Administration requires the completion of 72 graduate credit hours, including 60 credit hours of coursework and 12 credit hours of dissertation research. Upon recommendation of the student’s Graduate Advisory Committee, between 18 and up to a maximum of 24 hours of relevant graduate credit from a prior Master’s degree may be used to reduce the doctoral requirements to 48 graduate credit hours. Total degree hours must include at least 36 hours at the doctoral level (700- and 800-level credits).

Entering students should have completed a graduate degree, a graduate-level statistics course, a graduate-level course in methodology (covering research design, internal and external validity, sampling, and measurement), coursework in American political organizations or public policy, coursework in microeconomics, and a graduate-level course in public budgeting or management systems. Ph.D. students may complete the
appropriate courses after they enter the Ph.D. program. ST 507 Statistics for the Behavioral Sciences I, PA 508 Political Environment of Public Administration, and PA 515 Research Methods do not count toward the 48 hours of doctoral coursework. (A one-credit independent study covering the required methodology topics may be offered in lieu of PA 515; the independent study would not count toward the 48 hours of doctoral coursework.) Students may receive doctoral credit for PA 511 Public Policy Analysis, PA 509 Applied Political Economy, PA 512 Public Budgeting, and PA 514 Management Systems if they arrange with the instructor to complete alternate or additional assignments appropriate to a doctoral student. These arrangements must be made no later than the second course meeting.

A. Transferring from the MPA program into the Ph.D. program

“An MPA student is eligible to apply to the doctoral program after they have completed 18 hours of core MPA courses.” (Revised 2/26/07)

B. Blending the MPA and Ph.D. requirements

MPA students who wish to consider entering the Ph.D. program may request an advisory opinion from the Ph.D. admissions committee. After completing 9 core credits of MPA coursework a student should send the PA Director of Graduate Programs (DGP) a statement indicating interest in pursuing the Ph.D.. The DGP will forward the statement and the student’s academic records to the Ph.D. admissions committee. Students who are recommended for future admission into the Ph.D. program will work with their advisor to select courses that may be included in the Ph.D. Plan of Work. A full-time NCSU MPA student may request to transfer into the Ph.D. program after completing 18 credit hours if the student has a strong academic record and the student has established a research relationship with a faculty member. Approved additional courses typically will satisfy (1) advanced statistics or methodology course requirements, (2) PA doctoral course requirements, or (3) electives appropriate to the student’s doctoral specialty area. After completing the MPA, the student can transfer 30 graduate credit hours onto the PhD plan of work, reducing the required coursework to 42 graduate credit hours (30 hours in coursework and 12 hours in dissertation research will be required). Total degree hours must include at least 36 hours at the doctoral level (700- and 800-level credits).

C. Pursuing the Ph.D. subsequent to completing the MPA at NC State

A student who received an MPA from NC State within 12 months before enrolling in the Ph.D. program may petition the PA DGP to accept up to 30 additional credit hours of coursework. Approved additional courses will satisfy (1) advanced statistics or methodology course requirements, (2) PA doctoral course requirements, or (3) electives appropriate to the student’s doctoral specialty area. Independent study courses taken at
the 500 or 600 level will not be approved for additional credits. Normally, special topics courses will not be approved. Total degree hours must include at least 36 hours at the doctoral level (700- and 800-level credits).

Section 1.2.1 passed as revised by faculty vote, 10/8/2013.

1.2.2 Time Required to Complete the Ph.D. Program

Students must register for graduate work at NC State for at least six semesters beyond the baccalaureate degree. Full-time students are allowed a maximum of four years from admission to the Ph.D. program to attain candidacy for the degree and part-time students are allowed five years for this purpose, or the second semester after students admitted full-time successfully pass comprehensive examinations, or one semester after taking PA 803 for students admitted part-time, whichever is later, upon penalty of termination. All students are allowed a maximum of eight calendar years (including any time on approved leave of absence) to complete all degree requirements. Passed 5/14/2013.

In addition, the Graduate School requires that a minimum of two residence-credits be secured in continuous residence as a graduate student at NC State University. Summer coursework is not required but can be used in partial fulfillment of this requirement at a rate of $\frac{1}{2}$ the regular semester credit. Residence credit is determined by the number of semester hours of graduate work carried during a regular semester.

<table>
<thead>
<tr>
<th>Semester Credit Hours</th>
<th>Residence Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 or more</td>
<td>1</td>
</tr>
<tr>
<td>6-8</td>
<td>2/3</td>
</tr>
<tr>
<td>less than 6</td>
<td>1/3</td>
</tr>
</tbody>
</table>

Once a student is admitted to the program, he/she is required to maintain continuous registration until he/she has graduated unless the PA DGP and the Graduate School approve an official leave of absence.

1.2.3 Grade Points

The following scale is used to determine the grade point average:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>
1.2.4 Requirements for Graduate Credit

Students who fall below a 3.2 grade point average after completing 12 or more credit hours of coursework in the Ph.D. program will be terminated. To receive graduate-degree credit for a course, a grade of “C-” or higher is required. To graduate, a student must have a minimum 3.2 average on all courses on his/her Plan of Work as well as on all graduate coursework taken at NC State.

1.2.5 Incompletes

According to Graduate School policy, the grade of “IN” (incomplete) may be given in any course at the discretion of the instructor for work not completed because of a serious interruption of the student’s work not caused by her or his own negligence. A student who receives an “IN” must complete the unfinished work to have the incomplete converted to a final grade by the end of the next semester in which the student is enrolled, provided that this period is no longer than 12 months from the end of the semester or summer session in which the incomplete was received.

1.2.6 Post-Baccalaureate Studies (PBS) Credit

A maximum of 6 credits taken at NC State as a PBS student may be applied to the Ph.D. degree. Only 1 required doctoral seminar (PA 761, PA 762, PA 763, or PA 715) may be taken as a PBS student. PBS students may register in a doctoral seminar (PA 761-765, PA 770) only with the consent of the instructor.

1.2.7 Patent Agreement

Students must sign a statement agreeing to abide by the University’s patent policies before their Plan of Work will be approved. The patent agreement can be found at the Graduate School website or from the PA graduate secretary.

1.2.8 Conference Paper / Published Article Requirement
(A adopted 9/10/2013)

Students entering the doctoral program in Fall 2013 or after must satisfy the conference paper / published paper requirement by having accepted and delivering to a professional conference a paper for a conference panel, or by having accepted a paper submitted to a peer-reviewed professional journal. Conference poster sessions, printed Powerpoint presentations, and oral presentations are not acceptable for this
purpose. For published papers, the letter of acceptance is acceptable proof of publication (waiting for actual publication is not required).

Students admitted prior to Fall 2013 may opt to meet the previous “publishable paper” requirement, which allows substitution of a paper deemed publishable by the candidate’s committee. However, it is recommended that students should still present research at academic conferences, and seek publication, as doing so is essential to building a competitive record for future academic employment. Travel funds are normally available to support such travel (see Section 9.2).

1.2.9 No Foreign Language Requirement

The curriculum for the Ph.D. in Public Administration does not include a foreign language requirement.

1.2.10 Termination from the Program

The department conducts an annual review of progress to degree by its doctoral students who have completed course work but have not obtained their doctoral degree. If no progress has been demonstrated for two consecutive semesters, the student is subject to termination from the program. To avoid a finding of no progress, the student must submit to their committee chair’s satisfaction significant and substantial written work on their doctoral prospectus or, after defense of the prospectus, on their dissertation. Passed by faculty vote on 5/14/2013.

2. COURSE REQUIREMENTS

2.1 Prerequisite and Administrative Foundations Coursework Requirements

2.1.1 Prerequisite Coursework Requirements

Entering students should have completed a graduate-level statistics course, a graduate-level course in methodology (covering research design, internal and external validity,
sampling, and measurement) coursework in American political organizations or public policy. Students who lack these courses may apply to and be admitted to the Ph.D. program; they should complete the prerequisites within their first year of doctoral study. Courses taken to fulfill these prerequisites will not count as part of the 42 credit hours of doctoral coursework. Recommended courses to fulfill the prerequisite are:

- ST 507 Statistics for the Behavioral Sciences I (or equivalent)
- PA 508 Political Environment of Public Administration
- PA 515 Research Methods for Public Administration (or equivalent graduate course covering research design, internal and external validity, sampling and measurement)

### 2.1.2 Administrative Foundations Requirements

Entering students should also have coursework in microeconomics and a graduate-level course in public budgeting or management systems. Ph.D. students may complete the appropriate courses after they enter the Ph.D. program. Students should fulfill the prerequisite before taking the doctoral seminar in the same area; e.g., taking Management Systems (PA 514) before taking the Contemporary Public Management (PA 770) seminar. Even if the course prerequisite has been satisfied, students may need to review some aspects of the course as currently offered in order to be prepared for the doctoral seminar.

Courses that will satisfy the Administrative Foundations requirements are:

- PA 511 Public Policy Analysis or PA 509 Applied Political Economy
- PA 512 The Budgetary Process or PA 514 Management Systems

Students may receive doctoral credit if they arrange with the instructor to complete alternate or additional assignments appropriate to a doctoral student. These arrangements must be made no later than the second course meeting.
### 2.2 Required Coursework

Doctoral coursework is divided into: (1) required and elective PA doctoral research seminars; (2) methodology and statistics; and (3) electives that contribute to at least one defined specialty area. The required 72 credit hours are distributed as follows:

<table>
<thead>
<tr>
<th>COURSEWORK</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit for MPA or other Master’s Degree Coursework</td>
<td>18-30 credits³</td>
</tr>
<tr>
<td>Prerequisite requirements or equivalent courses</td>
<td></td>
</tr>
<tr>
<td>ST 507 Statistics for the Behavioral Sciences I</td>
<td>0</td>
</tr>
<tr>
<td>PA 508 Political Environment of PA</td>
<td>0</td>
</tr>
<tr>
<td>PA 515 Research Methods</td>
<td>0</td>
</tr>
<tr>
<td>Administrative Foundation Requirements</td>
<td>0-6 credits</td>
</tr>
<tr>
<td>PA 509 Applied Political Economy or PA 511 Public Policy Analysis</td>
<td></td>
</tr>
<tr>
<td>PA 512 Public Budgeting or PA 514 Management Systems</td>
<td></td>
</tr>
<tr>
<td>Doctoral Research Seminars (Required)</td>
<td>13 credits</td>
</tr>
<tr>
<td>PA 761 Foundations of Public Administration</td>
<td></td>
</tr>
<tr>
<td>PA 763 Organizational Theory</td>
<td></td>
</tr>
<tr>
<td>PA 764 Public Policy Process</td>
<td></td>
</tr>
<tr>
<td>PA 803 Advanced Research Design</td>
<td></td>
</tr>
<tr>
<td>PHI 816 Research Ethics or PA 810⁴ Special Topics</td>
<td></td>
</tr>
<tr>
<td>Doctoral Research Seminars (Elective)</td>
<td>0-9 credits</td>
</tr>
<tr>
<td>PA 764 Budgeting and Financial Management</td>
<td></td>
</tr>
<tr>
<td>PA 770 Contemporary Public Management</td>
<td></td>
</tr>
<tr>
<td>PA 798 Nonprofit Organizations</td>
<td></td>
</tr>
<tr>
<td>Methodology/Statistics</td>
<td>12-15 credits</td>
</tr>
<tr>
<td>PA 715 Quantitative Policy Analysis</td>
<td></td>
</tr>
<tr>
<td>PA 765 Quantitative Research in Public Administration</td>
<td></td>
</tr>
<tr>
<td>PA 766 Advanced Quantitative Research in Public Administration⁵</td>
<td></td>
</tr>
<tr>
<td>At least one additional scheduled⁶ statistics or methodology course appropriate to planned dissertation research</td>
<td></td>
</tr>
<tr>
<td>Electives in Specialty area(s)</td>
<td>11-17 credits</td>
</tr>
<tr>
<td>Dissertation research</td>
<td>12 credits</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>72 credits</td>
</tr>
</tbody>
</table>

³ 36 credit hour maximum for students continuing without break from NC State’s MPA (see section 1.2.1).
⁴ PA 810 (ST) Research Ethics & Professional Development for PA meets the research ethics requirement.
⁵ PA 766 is required of doctoral students entering Fall 2008 or later. (Adopted 2/11/08).
⁶ “Scheduled” indicate that independent study and/or directed readings courses (PA 835) are normally not appropriate for the fo2012-13urth methodology or statistics course requirement. (Adopted 12/4/09)
2.3 Course Policies

2.3.1 Readings and Research (PA 835)

A student is allowed up to six credit hours earned in PA 835 Readings and Research to satisfy coursework requirements. To include more than three credits of Readings and Research on a Doctoral Plan of Work, a student must have the approval of all the PA members of his/her committee. Thus, the student must have a plan of work filed prior to taking a second Readings and Research course.

Independent study and/or directed readings courses (PA 835) are normally not appropriate for satisfying the doctoral program’s methodology or statistics course requirements. (Adopted 12/4/09)

2.3.2 Taking Courses at Other Institutions

Inter-institutional Registration Program: NC State participates in an Inter-institutional Registration program with the University of North Carolina at Chapel Hill, the University of North Carolina at Charlotte, the University of North Carolina at Greensboro and Duke University. A student is permitted to register for classes at these institutions upon approval of his/her advisory committee. Grades earned at any of these universities will be used in the computation of the student’s grade point average. The student registers at the NC State Office of Registration and Records and is billed by the NC State Cashier’s office (see http://www.ncsu.edu/registrar/inter-institutional/index.html).

Cooperating Raleigh Colleges: Students may also take courses at Meredith College as part of the Cooperating Raleigh Colleges program. Students must be registered for at least three credit hours at NC State to be eligible to take a course at Meredith College. Students are allowed to register for only six hours at Meredith College in any given semester. Grades earned at Meredith College are not used in computation of the student’s grade point average.

2.3.3 Directed Teaching (PA 885)

A student teaching a course for the first time or under faculty supervision can register for 3 credit hours of directed teaching. The student will work with a faculty member in developing a course syllabus and other course materials. The faculty member will attend the student’s course at least once during the semester and provide a written evaluation of the student’s teaching style.
2.3.4 Conditions for waiving PA 803 (Adopted 4/18/05)

Students may have PA 803 waived if and only if the student has an accepted dissertation prospectus (indicated by having a copy signed by all committee members in the student’s file).

2.3.5 Academic Integrity

Although students may write on the same topic for more than one course, dual submissions may constitute a violation of the University’s Code of Student Conduct. A student who plans to submit the same paper for more than one course must have the consent of both instructors. A student who is writing a paper that overlaps with a previous paper should consult with the instructor to clarify how the proposed paper will handle the topic differently from the earlier version.

Students are reminded that plagiarism is also a violation of the honor code. Papers detected as plagiarized will at a minimum receive a grade of “0” for the assignment. Material quoted verbatim must be enclosed in quotation marks and accompanied by a citation to authority. Ideas paraphrased from a source must also be attributed to that source in a citation.

Students unsure about the rules that apply to paraphrasing, citation of sources, or anything else that may constitute plagiarism or bring into question the honesty of the work should consult the course instructor.

For further information refer to the PA Policy on Academic Honesty (appendix III).

2.3.6 Ungraded (S/U) courses

Students may not include ungraded (S/U) 500-level or 700-level courses on their doctoral Plan of Work.

3. Fields of Specialization

Each Ph.D. student, in consultation with his/her faculty advisor, will select or develop one or two fields of specialization related to his/her planned teaching fields or dissertation research. The specialization(s) and the related courses are included as part of the Plan of Work.

An approved specialization will consist of nine credit hours of coursework; at least six credit hours must be taken after enrolling in the doctoral program. Readings and directed
studies courses may be included in the specialization. Specialties designed for the MPA program and individualized specialties listed at may suggest courses or an approach a student can use in designing a specialization. 
(See: [http://pa.chass.ncsu.edu/currStud/masterPA/MAspecializations.php](http://pa.chass.ncsu.edu/currStud/masterPA/MAspecializations.php))

The two specialties developed for doctoral students only, Industrial and Organizational Psychology, Organizational Psychology, and Public Management, are described here.

**Industrial and Organizational Psychology**

Two specializations, Industrial Psychology and Organizational Psychology, have been created in cooperation with the Department of Psychology. A student's selecting either of the specializations will result in the Department of Psychology’s guaranteeing that a minor representative will serve on the student's advisory committee.

**Industrial Psychology (12 credit hours required)**
- **PA 731** Human Resources (required)
- **PSY 507** Survey of Industrial/ Organizational Psychology (required) 
- **PSY 760** Tests and Measurements 
- **PSY 765** Vocational Psychology 
- **PSY 766** Job Analysis and Selection 
- **PSY 767** Performance Appraisal and Training

**Organizational Psychology (12 credit hours required)**
- **PSY 507** Survey of Industrial/ Organizational Psychology (required) 
- **PSY 714** Social Psychology – Small Group Research 
- **PSY 768** Organizational Psychology 
- **PSY 769** Work Motivation Theory 
- **PSY 770** Organizational Development and Change

**Public Management**

There is one required course in the public management specialization: **PA 770 Contemporary Public Management.** (Students without an equivalent course in their master’s program will also be asked to take PA 514 Management Systems.)

The purpose of the management specialization is to prepare students for doctoral research on management topics. This suggests that the specialization courses will focus on management concepts and research, rather than on applied management. These courses are often found in such departments as psychology, economics, communication, and industrial engineering, among others. Often these courses in other departments are scheduled during the day, and therefore part-time students may not be able to specialize on public management. Because students begin their doctoral program with different levels of management knowledge and different management interests, they are
encouraged to work with their advisors to choose the appropriate courses.

4. REQUIRED EXAMINATIONS

4.1 Preliminary Written Exams

(Revised 11/04/09)

The successful completion of the Ph.D. degree in Public Administration requires that students demonstrate competence through a comprehensive examination covering four areas:

Day one (4 hours): (1) foundations of Public Administration; and (2) research methodology
Day two (4 hours): (3) organization theory; and (4) public policy

Effective Fall 2010, students are no longer required to complete a preliminary written exam in their specialty area(s).

Students gain the appropriate competencies through coursework in their Plan of Work and through independent preparation utilizing competency guides and sample questions prepared by the primary faculty in each examination area. The necessary competencies are broader than coursework and demand broad understanding of the state of the art in each of the examination fields, as indicated in the competency guides. The competency guide web page is at http://spia.ncsu.edu/pa/current-students/phdpa/competency-guide.html.

All areas in the comprehensive examination will require the student to demonstrate competence in critical thinking, use of theory, integration of research methodology, as applicable, and knowledge of the development of practice and policy for addressing problems and issues associated with the administration of the public sector.

The comprehensive examination may be taken after the student has been in the program for two academic years (irrespective of full-time/part-time status) and completed the required Public Administration seminars (except PA 803) and the required methodology/statistics courses.

Possible grading in each of the areas of the examination includes “pass with distinction,” “pass,” “conditional pass,” and “fail.” The “pass with distinction” is awarded for exceptional performance and is rare. A “pass” indicates the candidate need not retake this section of the exam, even if he or she receives a “fail” in other portions. Students may be retested on any section they have failed no sooner than one month after the written prelim results are released and no later than the next summer examination period. Students may
retake any section up to twice, but receiving three “fail” grades in the same section (the original examination and two retries) shall be cause for termination from the degree program.

A “conditional pass” indicates that an examination will be held within six weeks to allow the student to clarify or expand on some or all answers in the given section(s). The examination will be a face-to-face oral examination conducted by the reader(s) who gave the conditional pass and the chair of the student’s advisory committee. If the committee chair is also the reader another committee member will be asked to participate in the examination.

The written preliminary examination is given once annually, during the summer. The precise timing (i.e., the month, dates, and start time) of the exams and the interval between them will be determined annually by students who have registered to take their written prelims, in consultation with the PA faculty. Experience has shown that a seven-day interval between days one and two of the exam is advisable.

Students may obtain the preliminary examination policies and guidelines, competency guides and previous questions on the departmental web site: (http://spia.ncsu.edu/pa/current-students/phdpa/competency-guide.html). These documents outline the requirements and timetable for the comprehensive examinations. It is the responsibility of the candidate to review these documents well in advance of the examinations and to follow the indicated directions for applying to take the written prelim.

Copies of the written prelims are kept in the student’s file until the student completes the dissertation or terminates doctoral studies.

7 The requirement for a preliminary written exam in the students’ specialty area(s) was eliminated for students entering the Ph.D. program in Fall 2010 or after. Students’ coursework and research (i.e., conference or published paper, dissertation) reflect students’ specialties. Students admitted prior to Fall 2010 may elect to complete a written specialty prelim or a publishable paper. (Adopted 11/04/09)
4.1.1 Use of outside material  
(A dopted 4/18/05)

Students can bring in one 8”x11” sheet of paper with notes (10 point font) on one side of the sheet to each day’s exam. The sheet must be stapled to the day’s exam.

4.1.2 Missed portion of written preliminary exam  
(A dopted 8/25/04)

Students with a verified excuse for not taking all or part of their written preliminary exams may be retested no earlier than 6 weeks after the results are announced. If a student fails the retest, he or she may retake the failed area up to two more times. Receiving three “fail” grades in the same area shall be cause for termination from the degree program.

Students who do not provide a verified excuse for not taking part of their written preliminary exams may be retested no earlier than 6 weeks after the results are announced. The missed area will be treated as a failure. If a student fails the retest, he or she may take the failed area one more time. Receiving two “fail” grades on retests in the same area shall be cause for termination from the degree program.

4.2 Preliminary Oral Exam  
(Revised 8/28/06)

A fter a student has completed all relevant course work and has prepared either the traditional dissertation or the three papers in prospectus form, the student may schedule the doctoral preliminary oral examination. This defense of the preliminary dissertation proposal— which need not be the final dissertation prospectus— satisfies the Graduate School’s requirement for a preliminary oral examination.

N ormally the student will schedule the oral preliminary examination within six months of completing PA 803.

The oral preliminary examination is conducted by the student’s advisory committee (see Section 7) and the Graduate School Representative. It is open to all Graduate Faculty. The primary purpose of the oral preliminary exam is for the student to demonstrate readiness to conduct dissertation research. The student should demonstrate knowledge of the specialty area and the analytical tools needed to conduct sound scholarly research. The student must submit a request to schedule the doctoral preliminary oral exam to the Graduate School two weeks before the scheduled examination. (Downloadable form available at http://www.ncsu.edu/grad/handbook/forms.htm)
A unanimous vote by the members of the advisory committee is required for the student to pass the preliminary oral exam. Failure to pass the preliminary oral exam terminates the student’s program unless the committee recommends re-examination.

The preliminary dissertation prospectus or the three papers in prospectus form should contain the theory involved, hypotheses to be tested and proposed methodology. Guides to writing a dissertation are also helpful; several guides are in the Ph.D. library.

4.3 Candidacy

(Revised 11/04/09)

A student is admitted to candidacy upon passing the preliminary examinations without conditions and, for student admitted in Fall 2010 or after, meeting the publishable paper requirement.

4.4 Approval of Dissertation Prospectus or Electing a Three-Paper Option

(Revised 8/28/06)

A student may elect to write a three-paper option or a traditional dissertation monograph. The process for completing dissertation research using either option is describe below.

Three-Paper Option: With the consent of the student’s Dissertation Committee, a three-paper option may be completed in lieu of the traditional dissertation. The allowable three-paper format is intended for students who are seeking academic careers and must be presented in a publishable format for refereed journals, prior to graduation. For those seeking a tenure-track position, faculty believe that the three-paper format will give students the competitive advantage in the academic job market. As such, a student selecting to choose the three-paper option must satisfy the Dissertation Committee’s judgment that each submission is of publishable quality, even though all of the paper(s) may not have been already published, in press or submitted for review.

For students who elect the three-paper format, the following standards must be met:

1. The three-papers must be thematically linked to the students’ area of specialization. There should be a substantial introductory chapter linking the three papers as well as a brief concluding chapter indicating what was learned;
2. Each of the three-papers must include significant work so that the paper(s) are viewed publishable in a refereed journal; and
3. The papers must not overlap to a considerable degree nor is it necessary that the three papers utilize three different statistical methods.

Traditional Dissertation: Once the student has completed the first chapters of the dissertation which cover the theory to be tested, the review of the literature, the methodology, and a report of a pilot test, the student should arrange a meeting of their entire doctoral advisory committee to present the final dissertation prospectus. If the advisory committee approves the prospectus, each member should sign the title page of the prospectus signifying that they have approved the dissertation prospectus. In exceptional circumstances, such as if the dissertation or three papers change in nature after the orals, then the entire committee must meet and approve the new prospectus. (See Appendix V Guide for Dissertation Prospectus and Appendix VI sample title page). A copy of the signed title page and prospectus should be given to the graduate secretary for the student’s file. Students who fail to receive signed approval for their prospectus risk wasting time on projects that do not meet “highest standards of scholarship.”

4.4.1 Writing the Dissertation
(Adopted 12/4/09)

Students should maintain contact with the chair of their doctoral committee as they work on their dissertation. In consultation with the chair, a student should develop a timeframe for reviewing the literature, collecting and analyzing data, and writing the dissertation chapters.

4.4.2 PA895 and PA899
(Adopted 12/4/09)

To maintain continuous enrollment (Graduate School policy is posted at http://www.ncsu.edu/grad/handbook/sections/3.15-registration-and-residence.html#B), students may enroll in PA895 or PA899 while writing their dissertation. In order to receive credit (S) for these courses, students must remain in regular contact with their chair and must also make discernible progress on their dissertation during the semester.

4.4.3 Termination from PhD program
(Adopted 12/4/09)

Students who fail for make progress on their dissertation for 3 or more semesters may be recommended for termination.
4.5 Final Oral Exam

The final oral exam is scheduled after the dissertation and all required coursework are complete but not earlier than one semester after admission to candidacy.

The Ph.D. dissertation defense should be a professional, polished presentation whereby the student defends the methodology used and the conclusions reached. The defense is conducted by the advisory committee and is open to the university community. The chair has the option to allow visitors to ask questions; however, it is the chair’s responsibility to maintain a scholarly atmosphere and keep the student’s best interest foremost. To assure sufficient time for a presentation of the research and discussion of the findings the candidate should schedule the defense at a time when all committee members can attend for at least two hours.

A unanimous vote of the advisory committee is required to pass the final oral exam.

5. PLAN OF GRADUATE WORK

By the end of the first year or after completing 18 credit hours, whichever comes later, students should have drafted a Plan of Work for the doctoral degree. Prior to drafting the Plan of Work, students should meet with faculty members to clarify the area(s) of specialization, identify appropriate courses, and select members of their advisory committee. Students submit the Plan of Work through the Student Information System (SIS). Information on how to access SIS through “My Pack Portal” and submit a Plan of Work is available at http://www.ncsu.edu/grad/faculty-and-staff/docs/GRAD-SIS-training-manual-students.pdf. Additional information regarding Plans of Work for Doctoral Students is available at: http://www.ncsu.edu/grad/handbook/sections/3.3-plan-of-work.html.

6. REVIEW OF STUDENT PROGRESS

At the end of every year, the Ph.D. faculty will review the progress of all Ph.D. students to identify individuals having difficulties successfully completing the program. As part of the review process, students will be asked to conduct a self-assessment and to complete information for the Ph.D. program's annual report. (See Appendix II for self-assessment and annual activity report forms.)
6.1 Doctoral Program Milestones and Expectations
(Adopted 11/04/09)

In addition to the annual review of student progress, students should keep in mind the following timeline for meeting. The timeline reflects realistic expectations for full-time doctoral students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Work to be completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Coursework, including appropriate core and electives (PA 761 &amp; 715)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Coursework continues (PA 762 or 763 &amp; 765); submit doctoral Plan of Work</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Coursework continues (PA 766)</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Final core coursework; students take their comps in the summer following this semester (PA 762 or 763 &amp; PA 810); produce publishable paper before being admitted to candidacy</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>Students take PA 803 and complete penultimate draft dissertation proposal</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Students defend proposal (i.e., are admitted to candidacy) before the end of this semester; begin dissertation writing; failure to defend proposal in this semester will be noted in the annual review.</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>Continue dissertation work</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Defend dissertation</td>
</tr>
</tbody>
</table>

7. ADVISORY COMMITTEES

The Graduate School administrative handbook states, “The primary function of the [graduate] committee is to advise the student in all aspects of the educational program and to monitor and evaluate the student’s progress toward the degree. Thus, the committee must be very active throughout the student’s program. The committee should provide an intellectually stimulating foundation for the student’s professional and scholarly development.”

The graduate committee will consist of at least four Graduate Faculty members, three of whom must be members of the Department of Public Administration. The committee chair or co-chair must be a full member of the Graduate Faculty. Members of the Graduate Faculties at UNC-Chapel Hill, UNC-Charlotte, UNC-Greensboro, and Duke University may serve as one of the four required committee members.
8. DISSERTATION

The Graduate Catalog states, “The doctoral dissertation presents the results of the student’s original investigation in the field of major interest. It must represent a contribution to knowledge, be adequately supported by data and be written in a manner consistent with the highest standards of scholarship. Publication is expected.”

 Twelve credit hours of PA 895 Doctoral Dissertation Research credit may be applied to the completion of the doctoral degree.

Dissertations must follow a commonly accepted style manual; e.g., the style sheet of the American Society for Public Administration and Public Administration Review which is based on The Chicago Manual of Style.

Graduate School requirements for the dissertation can be found at the Graduate School website or in a publication which can be purchased at the University bookstore.

9. FINANCIAL SUPPORT

9.1 Teaching and Research Assistantships

The program will provide selected full-time students financial aid packages funded through the Graduate Student Support Plan (GSSP), which includes tuition (but not required fees), health insurance, and a teaching assistantship with a minimum $13,500 stipend for the academic year. Normally, all full-time Ph.D. students are eligible for GSSP tuition support. After the 3rd year the PA program will allow a Ph.D. student to teach two undergraduate courses each semester and receive at least $3,400 for each course. Students who received a graduate degree from NCSU are limited to 10 semesters of GSSP funding, under the current plan.

Additionally, graduate students may qualify for a research assistantship (RA). RAs normally receive the same benefits as students funded through the GSSP plan; however, their stipend may vary depending on their skills and experience. Funding for RAs comes from a faculty member who is the principal investigator (PI) of a research grant. RAs are selected by the PI, who also negotiates their stipend.

Students are encouraged to receive outside funding to support their dissertation research.

All first-year TAs are required to attend the teaching effectiveness workshop sponsored
by the Graduate School, which is held before the start of classes each year.

9.1.1 Teaching Opportunities and Policies

Students planning to seek academic jobs will begin with an introductory teaching apprenticeship. The student will be assigned to work with a faculty member who teaches a PS 300, PS 400 or PA 500 level course. The apprenticeship will include discussing course design with the instructor, attending some classes and giving a lecture or leading a class discussion.

Students facilitating a section of PS 201L, Introduction to American Government, must have completed at least two undergraduate courses or one graduate course in American government or PA 508. During their first semester as a PS 201 teaching assistant, the TA must attend all the PS 201 lectures unless the instructor explicitly excuses her/him from a lecture.

Graduate student teachers of all classes are expected to (a) submit a complete syllabus to the Teaching Development (TD) coordinator at least three weeks before the first class meeting; (b) schedule a class visit by the TD coordinator within the first month of the course; (c) conduct a mid-semester written course evaluation and review the results with the TD coordinator; and (d) arrange a short debriefing session with the TD coordinator once the final course evaluations have been released.

Ph.D. students are eligible to teach only undergraduate courses, but Ph.D. students may give lectures to 500 and 600 level classes or team teach a graduate course with a member of the graduate faculty.

9.1.2 TA and RA Workload

For PS 201 – TAs who lead three PS 201 discussions will have no other work assignments. TAs who lead two discussion sections will have five hours weekly of additional teaching or research-related duties. TAs who lead one discussion section will have ten hours weekly of additional teaching or research-related duties. In-service students or unfunded students may lead a PS 201 discussion and register for three hours of PA 885.

For other SPIA courses – TAs who have their own section of a Political Science or Public Administration course will have five hours weekly of additional teaching or research-related assignments.

TAs and RAs should not accept other employment, including part-time assignments, without the written consent of their academic advisor or chair of their doctoral advisory committee, the TD coordinator (for TAs) or the PI (for RAs). Such assignments diminish the quality of the academic performance or lead to unsatisfactory performance as a TA or RA.
## 9.2 Professional Travel

(Revised 8/28/06)

Depending upon the availability of funds, each Ph.D. student may be awarded a travel grant valued up to $500 annually to cover the costs of presenting professional papers. Students who receive conference support from other sources (e.g., a travel grant sponsored by a professional association) may receive up to $500 for uncovered expenses. In addition to departmental/SPIA support, the University Graduate Student Association offers a one-time award (typically $250) to support graduate student travel.

The department chair or DGP will solicit nominations for travel grants annually, no later than September 15th. Students must give the graduate secretary a copy of their conference paper(s), which will be kept in the student’s file.

The Public Administration Department will pay the registration for first time attendees to the Academy of Management Conference, so that the student can attend the doctoral student symposium and some conference sessions. Students may receive a modest and limited stipend to cover transportation and hotel costs—an estimated budget should be submitted by June 1st.

## 9.3 Dissertation Support

(Adopted 2/16/04)

Ph.D. students who have an accepted dissertation proposal may request up to $100 to reimburse or cover expenses involved in preparing their dissertation, e.g., collecting or analyzing data. A memo requesting reimbursement with a description of costs should be given to the DGP.
10. OTHER RESOURCES

10.1 Office Space

Office space has become increasingly scarce on campus. Every effort will be made to ensure that research assistants and teaching assistants working with SPIA faculty have access to functional office space. SPIA currently has one office in Winston Hall (room 116) for Ph.D. students’ shared use. Students are also eligible to use carrels on the 2nd floor of Tompkins (if available). Space assignments may change from year to year. Priority in allocating space will go to students who are responsible for teaching a class, then research assistants, then students who are assisting with a computer-related course. Students working with faculty in other university departments or units should request working space within that unit.

10.2 Computer and Copying Equipment

Most buildings on campus— including Winston Hall— are equipped with wireless networking capabilities. Students may access the wireless network with their personal laptop computers. SPIA and/or CHASS IT may have laptop computers available for students use on a periodic basis. The carrels in Tompkins Hall have computers available for Ph.D. student use. Students should use their own paper when printing materials unless the printing is needed for a class they are teaching or assisting as a TA or as part of their responsibilities as an RA.

Students may use the department’s photocopy machine to prepare materials for a class they are teaching or assisting as a TA or as part of their responsibilities as an RA. Office staff is available to instruct in efficient photocopying or to help with copying problems, but not to do copying.

Students may use the department’s fax machine to send materials related to a class they are teaching or assisting as a TA or as part of their responsibilities as a RA. Directions on how to send a fax are kept to the left of the machine. Students who teach a class should not accept their students’ assignments by fax.

CHASS has several student computing labs that are also available to Ph.D. students for their teaching and research.

10.3 Announcements

The DGP maintains an electronic distribution lists which is used to send out program announcements, job announcements for Ph.D. graduates, and calls for papers. Every effort is made to include descriptive subject headers for easy deletion.
11. DESCRIPTIONS OF DOCTORAL SEMINARS

PA 715 QUANTITATIVE POLICY ANALYSIS. This course will examine the basic quantitative methods used in public administration and public policy analysis. Readings cover topics in probability, sampling, research design and experimentation, as well as inference for distributions and proportions, analysis of variance, and linear and multiple regression analysis. Using U.S. Census data and SPSS software, students will become familiar with the basic theoretical underpinnings of research design and statistics by assessing domestic policies related to affirmative action, social welfare, and the social underclass.

PA 761 FOUNDATIONS OF PUBLIC ADMINISTRATION. This course will examine the foundational research literature that defines the field of Public Administration and underlies the major theoretical perspectives in the field. Readings will illuminate the historical roots, significant developments and controversies, and current research issues in the field.

Students will become familiar with the major contributions to the literature in the field through discussion of assigned readings and book reviews of major works chosen from an additional list of suggested readings. In addition, they will conduct an in-depth analysis of the state of theory and research findings regarding a major topic covered in the course.

PA 762 ORGANIZATIONAL THEORY. The course is designed as a seminar on Organization theory. First, the seminar focuses on the basic tenets of Public Administration research on organizations. It will (1) describe why public organizations exist, along with their relationship to the environment, (2) explain how public organizations manage or administer public policy and programs, and (3) predict what management and administrative techniques will aid public organization in achieving their purposes. Second, the seminar surveys and analyzes the strengths and weaknesses of the theories postulated in response to these fundamental issues. Particular emphasis is placed on how the theories address the public contest of reconciling "bureaucracy with democracy."

PA 763 PUBLIC POLICY PROCESS. This course will examine research on how public policy is made in the United States, with emphasis on the federal level. In the first part of the course, students will examine the constitutional, legal, and political setting of the policy process. In the second part, the actors critical to policy making will be analyzed. Special attention will be paid to formal political and governmental institutions within Washington, but sources of policy influence, such as interest groups and public opinion, will also be studied. Both the agenda-setting and management components of the policy process will be examined. In the third section, students will examine case studies of the policy process in selected substantive areas of public policy.
Students will become familiar with the major contributions to the literature in the field through discussion of assigned readings and book reviews of major works chosen from an additional list of suggested readings. In addition, they will conduct an in-depth analysis of the state of research regarding influences on the formation and implementation of public policy through a case study of a selected area of public policy.

**PA 765 QUANTITATIVE RESEARCH IN PUBLIC ADMINISTRATION.** This course will examine research methods in the field of Public Administration. Readings and homework cover power and significance, data screening, reliability analysis, factor analysis, multidimensional scaling, cluster analysis, partial correlation and regression models, general linear models, log-linear models, logistic regression models, multinomial logistic regression models, and partial least squares regression models.

**PA 766 ADVANCED QUANTITATIVE RESEARCH IN PUBLIC ADMINISTRATION.** This course will examine research methods in the field of Public Administration. Readings and homework cover probit regression, ordinal regression, nonlinear regression, generalized linear models, event history, Cox regression, random effects linear mixed models, hierarchical linear and multilevel mixed models, confirmatory factor analysis, structural modeling, and multigroup modeling within structural equation modeling.

**PA 803 ADVANCED RESEARCH DESIGN.** This course is an advanced study of research methodology in Political Science and Public Administration. The course is designed to be a practicum. The student will present a research prospectus containing the introductory, literature review, and methodology draft chapters of a dissertation. The first half of the course will focuses on validity, acquiring data sources, instrumentation, search and software tools for the literature review, qualitative and quantitative research designs, and theory construction. In the second half of the course, faculty and advanced doctoral students present their own dissertation-writing experiences and advice, after which each class member presents his/her own draft prospectus.

**PA 770 PUBLIC MANAGEMENT.** This course examines current governmental and nonprofit management practices, looking at their theoretical bases and at empirical evidence about their effectiveness. Each week the class reads some management articles that are considered classics, and other more recent articles that empirically test hypotheses about public and nonprofit management. Topics include: recent shifts in public management theory, organizational culture and management, the use of incentives to produce goal alignment, privatization in theory and practice, and empirical evidence on the effectiveness of the “new public management.” The course assumes a working knowledge of performance measurement and strategic planning. Doctoral students without such backgrounds are strongly urged to take PA 514: Management Systems before taking this course.

**PA 771: SEMINAR IN NONPROFIT ORGANIZATIONS.** This course helps students develop a broad background on nonprofit sector research to provide them
a base of knowledge from which to pursue their own research on nonprofit organizations and voluntary action. We will study the historical and philosophical roots of the sector, explore the theories of the sector scholars use to frame their research, as well as look at nonprofits in the community and in the welfare state. Students are expected to assume a leadership role in shaping the content of portions of the course as they discuss their research interests with their peers. An outcome of this course is students will have a paper that is the front end of a research article.

12. FACULTY

All Public Administration faculty members offer graduate courses and doctoral seminars and/or serve on doctoral committees in the Ph.D. program. Additional faculty members in Political Science and other departments have research interests that correspond very closely with the substantive areas covered by the doctoral program.

The Public Administration Program is nationally recognized for its research productivity. In a national ranking of programs published in 1996, North Carolina State University placed in the top ten in four measures of productivity and had no ranking lower than 12th in the other four measures (Administration & Society, February, 1996). The average rank across all eight measures was 9.4. In a replication of a 1987 study also published in 1996 (Public Administration Review, September), which was based on a more limited number of journals, the Public Administration Program moved from 18th to 14th and ranked eighth based on the publications per faculty member.


In addition to publication in scholarly journals, faculty members have written a number of textbooks for various subfields that are widely used in graduate courses across the country. The faculty is also strongly committed to a wide range of service, applied research, and other outreach and engagement efforts. These provide research opportunities for doctoral students and may generate resources for financial support.

For information on individual faculty members, go to http://spia.ncsu.edu/pa/staff.html.
Appendix I: Annual Student Reports

Ph.D. Student Activity Report

Each year, Ph.D. students are required to use The Graduate Student Online Academic Reporting System, or “GSOARS,” to report on their annual progress and activities (e.g., courses taught, papers presented, grants applied for and/or received, publications, etc.). This information is reported in the department’s annual activity report.

Information about the GSOARS system and access to it can be found here: http://www.ncsu.edu/grad/current-students/gsoars-students.html
In addition to the reporting of activities and milestones, the Public Administration Ph.D. program has included additional questions in GSOARS designed to provide faculty feedback about the program that can be used in subsequent advising and curriculum reviews. Current questions include:

In thinking about your progress toward the PhD degree what goals have you set for yourself for the next academic year?
What did you (or will you) take into consideration in selecting or developing a specialty?
Name of specialty area?
Note and comment on electives that you have taken in other departments that you would recommend to other PhD students?
Note and comment on electives that you have taken in other departments that you would NOT recommend to other PhD students
What help would you like from the program, faculty, or your faculty adviser to help you achieve your goals?
If you had to do this academic year over again what changes would you have made in pursuing your PhD?
# Appendix II: Advising Worksheet

<table>
<thead>
<tr>
<th><strong>TRANSFER MASTERS CREDIT</strong></th>
<th><strong>Up to 30 hours</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREREQUISITES COURSES</strong></td>
<td><strong>Masters level</strong></td>
</tr>
<tr>
<td>PA 508 Government and Public Admin</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduate statistics course, e.g., ST 507</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduate methodology course, e.g., PA515 (covering research design, internal and external validity, sampling, and measurement)</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ADMINISTRATIVE FOUNDATIONS</strong></th>
<th><strong>0-9 hours</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 509 Applied Pol. Econ or PA511 Policy Analysis</td>
<td></td>
</tr>
<tr>
<td>PA 512 Public Budgeting or PA514 Mgmt. Systems</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>REQUIRED SEMINARS</strong></th>
<th><strong>15 hours</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 761 Foundations of P.A.</td>
<td>N/A</td>
</tr>
<tr>
<td>PA 762 Organization Theory</td>
<td>N/A</td>
</tr>
<tr>
<td>PA 763 Policy Process</td>
<td>N/A</td>
</tr>
<tr>
<td>PHI 816 Research Ethics or PA 810</td>
<td>N/A</td>
</tr>
<tr>
<td>PA 803 Advanced Research Design</td>
<td>NA</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>RECOMMENDED SEMINARS</strong></th>
<th><strong>0-9 hours</strong></th>
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</thead>
<tbody>
<tr>
<td>PA 764 Budgeting &amp; Financial Management</td>
<td>N/A</td>
</tr>
<tr>
<td>PA 770 Contemporary Public Management</td>
<td>N/A</td>
</tr>
<tr>
<td>PA 598 Nonprofit Organizations</td>
<td>N/A</td>
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</table>

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<thead>
<tr>
<th><strong>METHODS/STATISTICS</strong></th>
<th><strong>15 hours</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 715 Quantitative Policy Analysis</td>
<td>N/A</td>
</tr>
<tr>
<td>PA 765 Quantitative Research in PA I</td>
<td>N/A</td>
</tr>
<tr>
<td>PA 766 Quantitative Research in PA II</td>
<td></td>
</tr>
<tr>
<td>Stat/methodology appropriate to dissertation (3):</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>SPECIALTY AREA</strong></th>
<th><strong>hours</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
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<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
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<table>
<thead>
<tr>
<th><strong>SECONDARY AREA OR OTHER COURSES</strong></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>DISSERTATION (12)</strong></th>
<th><strong>12 hours</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL (minimum 42 excluding prerequisites and prior coursework)</td>
<td></td>
</tr>
</tbody>
</table>
Program Planning Considerations

Committee members: (potential/actual)

1. Dissertation: Potential/actual area or topic of dissertation:

2. Research
   - Papers presented at professional meetings: (potential/actual)
   - Journal articles: (potential/actual)
   - Plans for publications from dissertation

3. Preparation for teaching:
   Teaching preparation activities
   - Effective teaching seminar/University courses on college teaching
   - Teaching assistance in following undergraduate courses:
   - Undergraduate courses taught and areas of teaching interest:

List other prior graduate courses that prepare you for teaching in these areas:
Appendix III: PA Faculty Statement on Academic Honesty
(Adopted 4/5/04)

Public Administration faculty members have observed that some students may be unsure of what constitutes academic dishonesty. The following statement (used with permission) describes a range of behaviors that constitute academic dishonesty.

"Plagiarism, or presenting another’s works or ideas as one’s own, is a form of stealing. The instructor reserves the right to examine any source used by the student before giving a grade on a paper, and to give and “incomplete” in the course if necessary, to allow time to obtain sources. Students should be prepared to show source material to the instructor for the purpose of verifying information. Academic dishonesty will not be tolerated.

Academic dishonesty includes the following offenses:
1) Claiming as your own work a paper written by someone else (including unpublished papers).
2) Turning in a paper that contains paraphrases of someone else’s ideas but does not give proper credit to that person for those ideas.
3) Turning in a paper that is largely a restatement in your own words of a paper written by someone else, even if you give credit to that person for those ideas. The thesis and organizing principles of a paper must be your own.
4) Turning in a paper that uses the exact words of another author without using quotation marks, even if proper credit is given in a citation, or that changes the words only slightly and claims them to be paraphrases.
5) Turning in the same paper, even in a different version, for two different courses without the permission of both professors involved.
6) Using any external source (notes, books, other students, etc.) for assistance during an in-class exam, unless given permission to do so by the professor."

Kendra Stewart et al., Columbia College

Further details on academic integrity are in NC State University’s Code of Student Conduct (http://www.ncsu.edu/student_conduct).

The public administration faculty has agreed that violations of academic integrity must have consequences. Consequently, students who cheat (behaviors cited in point 1 and 6 or similar behavior) may receive at least an F in the course; other forms of dishonesty, similar to those covered in points 2 through 5 may result in at least a 0 for the assignment.
Appendix IV: Public Administration PA 885  Doctoral Supervised Teaching

Teaching Development Coordinator: Dr. Steven Greene

Course Expectations:
Five meetings during the semester (TBA) with Teaching Development Coordinator (the TDC) and other students enrolled in PA 885. If you miss more than one of these meetings without instructor permission, you will not receive credit for the course. Alternate short writing assignments will be made available for students unable to attend particular meetings.

Advanced students who have many semesters of independent teaching can discuss alternate arrangements with the TDC, however it is desirable that these students share their experiences with those new to teaching in this group format.

These meetings will provide an opportunity to discuss teaching-related issues for both students with independent sections and those teaching PS 201L. It is expected that students will prepare for these meetings by reading assigned material (reading assignments will be brief).

Expectations for Students with Independent Course Sections:
In the months before teaching any course for the first time, the student should consult with appropriate faculty about creating a syllabus.
At least one week before the beginning of the semester, you will need to arrange a time to meet with the TDC to discuss your syllabus. You should have a complete and comprehensive draft of a syllabus by this time. The TDC may also discuss this syllabus with appropriate faculty in SPIA.
For students repeating an independent section that they have previously taught, the syllabus only needs to be discussed with the TDC if it has undergone substantial modification.
You will be visited in your course a minimum of two times during the semester by the TDC. At least one visit will be announced and at least one visit will be unannounced. After each course visitation, the TDC will provide appropriate feedback.
For students repeating an independent section that they have previously taught, the number of visits will be arranged by mutual agreement with the TDC. There will be a one-on-one meeting with the TDC at the end of semester to discuss the strengths of your teaching and areas for improvement.
Additional meetings during the semester to discuss teaching can be requested by either the student or the TDC.

**Expectations for Students serving as Teaching assistants for PS 201**

Regular attendance at PS 201 lectures  
Responsibility for grading in accordance with wishes of PS 201 instructor  
Conduct PS 201L sections as directed by PS 201 instructor  
You will be visited in PS 201L a minimum of two times during the semester by the TDC. At least one visit will be announced and at least one visit will be unannounced. After each course visitation, the TDC will provide appropriate feedback.

- For students who have previously taught PS 201L, the number of visits will be arranged by mutual agreement with the TDC.
- There will be a one-on-one meeting with the TDC at the end of semester to discuss the strengths of your teaching and areas for improvement.
- Additional meetings during the semester to discuss teaching can be requested by either the student or the TDC.

**Expectations for students assisting other courses**

The TDC (Prof. Greene) will consult with the faculty member you are working with on a regular basis to ensure that the relationship is mutually beneficial and that you are meeting the agreed upon expectations.
Appendix V: Guide for Dissertation Prospectus

(Approved 8/28/06)

With the consent of the student’s Graduate Advisory Committee, a three-paper option may be completed in lieu of the traditional dissertation. The allowable three-paper format is intended for students who are seeking academic careers and must be presented in a publishable format for refereed journals, prior to graduation. For those seeking a tenure-track position, faculty believe that the three-paper format will give students the competitive advantage in the academic job market. As such, a student selecting to choose the three-paper option must satisfy the Graduate Advisory Committee’s judgment that each submission is of publishable quality, even though the paper(s) may not have been accepted for publication.

For students who elect the three-paper format, the following standards must be met:

4. The three-papers must be thematically linked to the students’ area of specialization;
5. Each of the three-papers must include significant work so that the paper(s) are viewed publishable in a refereed journal; and
6. The research problem, literature review and methods in each of the papers must not overlap, considerably.

The Ph.D. dissertation prospectus is divided into three parts: (1) Research Problem, (2) Literature Review, and (3) Methods.

(1) Research Problem with Theoretical Framework: This part establishes the contextual and theoretical framework justifying the dissertation. First, it states an intellectual problem or a substantive or procedural policy problem (not just a topic area) and documents its significance (along with its general relevance to other problem areas). Second, it introduces a theoretical framework (and perhaps a specific theoretical model) that will guide inquiry into this problem’s solution. The purpose of theory is to identify the factors important to a problem, to postulate their relationship to one another, and to predict the direction and extent of impact of these relationships on one or more dependent variables. A claim must be made to advance the state of the literature with regard to the research problem. This may be done by (1) providing baseline data on the model in a new problem area where none exists; (2) validating that one model fits the data better than another model; or (3) developing new instrumentation or methodologies for measurement related to the research problem and demonstrating their superiority.

(2) Literature Review: This chapter examines preliminarily the academic and practitioner literature, elaborates on the significance of the research problem and develops fully the theoretical perspective to be used. The literature review should incorporate both a brief
overview of competing theoretical frameworks with regard to the research problem and a statement of the reasoning/justification for the one chosen. Focus should be on the research problem without undue digression into related by separate topics in the same topical area. Anticipating the formal presentation of your research variables in the methods section, the review should be organized around the hypotheses associated with the theoretical perspective you have chosen to emphasize. It should not be organized, for example, chronologically or by scholar. The literature review forms the intellectual canvas on which you are painting your own research picture. The literature review needs to be extensive enough to demonstrate your "good grasp" of the conceptual options available. Finally, it is important to place your proposed dissertation within the stream of research literature which your research is amending, adding to, or rejecting.

(3) Methods: This part sets forth the research design by which you intend to test or solve your research problem. First, it identifies how the theoretical factors discussed in the literature review will be operationalized (indicating how these variables are to be measured). Second, it describes in detail the existing data source and its availability; or it describes in detail a feasible means for producing new data (qualitative, quantitative, or mixed; population or sample; statistical, comparative, case study, quasi-experimental, or experimental). Finally the methods section discusses the type of qualitative and/or quantitative analysis appropriate for answering the questions raised by your statement of the research problem. Your methodological approach should be related to the theoretical framework and model you are using and should clarify how you will know the problem has been solved.
Appendix VI: Sample Title Page for Dissertation Prospectus

The Deterrent Effect of the Undercover Compliance Check Strategy to Reduce the Sale of Alcoholic Beverages to Minors in North Carolina: A Quasi-Experimental Design

by

WILLIAM C. CHANDLER

A dissertation prospectus submitted to the Graduate Faculty of North Carolina State University in partial fulfillment of the requirements for the degree of Doctor of Philosophy

PUBLIC ADMINISTRATION

2002

APPROVED BY:

G. David Garson, Ph.D.    Dennis M. Daley, Ph.D.    James E. Swiss, Ph.D.

Richard Clerkin, Ph.D.
Committee Chair
Appendix VII: NCSU PA Program Statement on Case Study Dissertations

(Adopted 5/13/02)

Case study dissertations should represent original research, be analytic, well written, insightful, systematic, and explicitly related to the literature of the field, and should cover their focus in depth. This focus must develop generalizations that are relevant to significant theoretical issues. Theoretical issues may be political theoretic, decision theoretic, economic or market theoretic, or public policy or action theoretic, to name some of the possible dimensions of theory.

The theoretical focus of the dissertation must be articulated in the dissertation prospectus, not developed by inductive methods in the course of the research, although, of course, empirical findings will modify initial theoretical statements. In this way the criteria for acceptable case study dissertations do not differ from those for other types of dissertations. To test propositions derived from theory, one must have some variance in the dependent variable(s) under study, which in turn requires that there be some type of comparison such as might be provided by before-after studies of a policy intervention or by examining a phenomenon in a public compared to a private setting. That is, case study dissertations must have a longitudinal, cross-sectional, or other comparative perspective. In some dissertations, but not all, it may be necessary to study multiple cases to achieve the requisite variance in the object of study.

Non-longitudinal “single shot” case studies of a given organization or policy event do not provide a basis for comparison and testing of propositions and are not acceptable no matter how detailed the description. In fact, description not directly germane to the theoretical concerns of the thesis should be relegated to appendices or dropped from the dissertation altogether. Because case study dissertations seek to provide theoretical or policy insight based on a small number of cases or even on a single case, a “triangulation” approach to validation is strongly recommended. Such a rigorous approach involves a multi-method design in which key constructs and processes are traced using more than a single methodology. Multiple methods may include structured and unstructured interviews, sample surveys, focus groups, narrative analysis, phenomenological research, ethnography, symbolic action research, network analysis, advocacy coalition research (Sabatier), content analysis, participant observation, examination of archival records, secondary data analysis, experiments, quasi-experiments and other methods. Testing the same propositions through data gathered by multiple methods helps address some of the validation problems in case study designs. Methods oriented toward induction must be used to confirm or disconfirm theory-related generalizations proposed in advance and articulated in the dissertation prospectus.

The standard reference for Public Administration and public policy graduate students doing case study research, formally recommended by many programs, is Robert Yin’s
Appendix VIII: SPIA Policy on Grade Appeals

Sometimes a student may feel that he or she has been graded unjustly and may wish to appeal the grade. In most cases, the grade that a student receives is simply a question of the faculty member’s professional judgment. The exercise of professional judgment is not the basis for an appeal. However, a student may appeal a grade on grounds other than a faculty member’s professional judgment by taking the following steps:

Meeting with the faculty member to seek an informal resolution of the complaint.

If the student and faculty member cannot reach a satisfactory informal resolution, the student may submit a written complaint to the department head. The written complaint must state the basis of the student’s complaint. Grounds for an appeal include:

- Prejudice (e.g., racial, religious);
- Capriciousness (e.g., use of inappropriate grading criteria);
- Improper procedures (e.g., unannounced changes in grading policy); and
- Unusual personal involvement in the relationship with the student.

The Department head will investigate the complaint. If it is appropriate and possible, the department head will commission a review of the written materials by a second professional.

The Department head will arrange a meeting involving the student, the faculty member, and the department head to seek a resolution of the complaint.

If a resolution is not reached the Department head will make a determination of the appropriate action to be taken with respect to the complaint. The Department head will recommend a resolution to the instructor.

If the student disagrees with the result of the appeals process, the department head may request the Dean’s office to establish a grievance committee to investigate the complaint further. That procedure, which should be employed only in rare cases, will be governed by the University Administrative Regulations. For a complete list of those regulations, see the NC State web page, [http://www.ncsu.edu/policies/index.php](http://www.ncsu.edu/policies/index.php)
Endnotes

i Three-Paper Option is modeled after UNC-Greensboro (Department of Geography), Cornell University (), University of Iowa (Health Management & Policy), UNC-Chapel Hill (School of Public Health), Harvard (Psychology), and University of Virginia (Curry School of Education).

ii Three-Paper Option is modeled after UNC-Greensboro (Department of Geography), Cornell University (), University of Iowa (Health Management & Policy), UNC-Chapel Hill (School of Public Health), Harvard (Psychology), and University of Virginia (Curry School of Education).