

Public Policy
Graduate Student Handbook
2009-2010

Department of Public Policy
University of Maryland Graduate School, Baltimore
University of Maryland, Baltimore County
1000 Hilltop Circle
Public Policy Building, 4th floor
Baltimore, MD 21250
Telephone: (410) 455-3201
Fax: (410) 455-1172
<http://www.umbc.edu/pubpol>

**GRADUATE STUDENT HANDBOOK
2009-2010**

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Department of Public Policy Graduate Student Handbook 2009-2010

Introduction

Mission

Our mission is to provide quality education for a diverse range of high quality students (both full time and part time) with a variety of aspirations and career goals related to public policy. These include:

- students who have recently completed their undergraduate education and are interested in pursuing careers in policy analysis, management, or research;
- in-service (mid-career) professionals who want to improve their abilities and qualifications;
- students who have already completed a master's degree in public policy, public administration, planning, or a related discipline and wish to pursue additional education;
- individuals who are interested in teaching or research positions in public policy related fields at academic institutions.

Faculty

Teaching and research in the Master's and Ph.D. programs are carried out by a distinguished and nationally recognized full-time core faculty in Public Policy and other related social science departments on the UMBC campus. Many of the faculty members have had substantial experience in public policy positions during their careers.

Public Policy faculty consists of members of the Department of Public Policy, and members of other

departments who teach courses regularly in the program and regularly serve on thesis and dissertation committees for Public Policy students. A listing of Program Faculty can be found on pages 20-22.

Relationships with Other University System of Maryland Campuses

Public Policy students are encouraged to take courses on other campuses of the University System of Maryland when this will help achieve their educational objectives. When added to the regular program curriculum, the courses offered in the University of Maryland at Baltimore (UMB) School of Social Work and School of Law and in the University of Maryland at College Park (UMCP) School of Public Affairs, School of Education, School of Business Administration, and Community Planning Program create a comprehensive opportunity for policy study.

Description of courses and schedules may be obtained from the relevant school. Students desiring to take such courses should be certain they meet prerequisites and should have the permission of their Public Policy advisor. They also must submit an *Application for Intercampus Enrollment* to the Graduate School.

Students from other campuses of the University of Maryland System are welcome to register for appropriate courses in Public Policy with the permission of the instructor.

ACADEMIC INFORMATION

Degrees Offered

M.P.P.

The Master of Public Policy (M.P.P.) degree requires 40 course credits, and the writing of a policy analysis paper. A thesis may substitute for three track credits and the policy analysis paper, but requires an additional six credits of thesis research. Students may transfer up to six hours of prior graduate coursework if it is relevant and was obtained during the past five years.

Ph.D.

The requirements for the Doctor of Philosophy, Public Policy (Ph.D.) degree include the successful completion of the equivalent of 48 hours of course work, passing a core comprehensive examination and a field qualifying examination, registering for 18 hours of dissertation research, and writing and successfully defending a dissertation.

Previous graduate coursework, if it is relevant, and taken within the past five years, may lead the advisor to recommend a *reduction* in the 48 course credit hours the Program requires for the Ph.D. The maximum reduction is 24 credits. In addition, a previously taken course may make a required course redundant. In this case the student may ask to be *exempted* from the requirement. Exemptions *do not* reduce the total number of credits necessary but they do give the student more flexibility in taking advanced courses and electives.

Combined B.A./Master's in Public Policy (Accelerated Pathway Program)

The Accelerated Pathways Program provides a way for UMBC undergraduates with strong academic records to begin taking graduate level courses toward the M.P.P. degree in their senior year. Through careful planning in conjunction with the student's undergraduate and Public Policy advisors, a student may be able to apply up to five graduate level courses taken as an undergraduate toward the M.P.P. degree. By taking advantage of this option, a UMBC undergraduate can reduce the time to obtain the M.P.P. by as much as a year.

UMBC undergraduates interested in enrolling in the B.A. /M.P.P. combined program, should apply for admission by the second semester of their junior year. Contact the Public Policy office or Department e-mail for other details. The M.A. Program in Economic Policy Analysis, offered jointly with the Department of Economics, also has an Accelerated Pathways joint degree option. For more information, contact the director of the M.A. Program in Economic Policy Analysis program in the Department of Economics, David Mitch (econ-masters@umbc.edu).

Dual Degree Programs with the Schools of Law

Programs leading to the J.D. /M.P.P. or J.D. /Ph.D. degrees are offered by the University of Maryland School of Law and the Public Policy department. A comparable J.D. /Ph.D. program also exists with the University of Baltimore School of Law. Those who hold both degrees may expect to find their training useful in policy making positions in federal, state, or local government, in business, and non-profit organizations, as well as in teaching.

Candidates for these programs must apply for admission to each school and must meet each school's admission criteria. Students may enter a joint program after enrolling in one of the schools. While students may enter either joint program at any time during their study, it is most efficient to make that decision before too many credits have been accumulated.

All programs are dependent on the acceptance of credits by each school. Normally, the J.D. requires 84 credits. Under the joint programs, the law schools will accept up to nine credits from the Public Policy core and the Public Policy department will accept up to six appropriate law credits for the master's degree and up to fifteen law credits for the Ph.D. All other degree requirements still apply. Not all concentrations within the master's and doctoral program allow for the maximum transfer of credits.

Each student's curriculum must be approved by the advisor for the joint program at the appropriate law school and by the Public Policy advisor. For more information on the law school programs, contact Professor Connie Beals, Executive Director of Admissions, University of Maryland School of Law,

410-706-3492; admissions@law.umaryland.edu; www.law.umaryland.edu) or Jeffrey Zavrotny, Director of Law Admissions, University of Baltimore School of Law, 410-837-4454; jzavrotny@ubalt.edu; www.ubalt.edu/lawschool).

Articulated M.P.A. - Ph.D. in Public Policy with the University of Baltimore

Qualified students in the University of Baltimore's Master of Public Administration Program may apply for early admission into the Public Policy Ph.D. program. For more information, contact Professor Samuel Brown, Director of MPA program, School of Public Affairs, University of Baltimore (410-837-6091; www.ubalt.edu/study/graduate/mpa.html).

M.A. in Economic Policy Analysis/Ph.D. in Public Policy

The M.A. in Economic Policy Analysis is a joint program offered by the UMBC Departments of Economics and Public Policy. It provides students with a broad perspective on policy formulation along with focused training in analytic techniques commonly used by economists. For more information, contact Dr. David Mitch (econmasters@umbc.edu; 410-455-2157 or 2160).

Research Institutes and Centers

Three research centers on campus focus on public policy, with an emphasis on interdisciplinary approaches to research. Each of these centers provides opportunities for graduate student research and employment.

The Hilltop Institute is Maryland's premier research center for health policy. Hilltop is dedicated to improving the health and social outcomes of vulnerable populations. Hilltop conducts research, analysis, and evaluation on behalf of governmental agencies, foundations, and other non-profit organizations at the national, state and local levels. Hilltop has expertise in Medicaid and in improving publicly funded health care systems to increase access and positive outcomes for vulnerable populations.

For more information, contact Charles Milligan, Executive Director (cmilligan@hilltop.umbc.edu; 410-455-6274) or visit www.hilltopinstitute.org.

Center for Urban Environmental Research and Education (CUERE) was created with initial support from the U.S. Environmental Protection Agency and

the U.S. Department of Housing and Urban Development. The Center's mission is to advance the understanding of the environmental, social, and economic consequences of transformation of the urban landscape through cooperative research projects, conferences and symposia, support of University teaching programs and assistance to K-12 education. CUERE fosters interdisciplinary approaches to environmental science, engineering and public policy.

For more information, contact Amy Rynes (amyrynes@umbc.edu; 410-455-1764) or visit www.umbc.edu/cuere.

Maryland Institute for Policy Analysis and Research (MIPAR) serves as the University's center for applied scholarly research on significant issues of public policy. MIPAR conducts opinion research, policy analyses and program evaluations on a wide range of topics including public management, health policy, urban planning, poverty and education. Clients include federal, state and local governmental agencies, foundations and corporations. Through external grants and contracts, MIPAR offers faculty and students unique opportunities to engage in applied policy research.

For more information about MIPAR, contact Donald F. Norris, Director (norris@umbc.edu; 410-455-3201) or visit www.umbc.edu/mipar.

Advising and Curriculum Planning

Frequent contact with a faculty advisor is essential for graduate study, particularly for part-time students.

The advisor is responsible for collaborating with the student to plan a curriculum and, for a Ph.D. candidate, setting up the dissertation committee.

Upon entering the program, each student should select a field of concentration, if only provisionally. The faculty advisor will initially be the Chair of the track committee of the concentration they wish to pursue. Track committee chairs are listed in the program guide and can be found on the Public Policy web site. M.P.P. and Ph.D. students who have not yet selected an area of specialization should seek advisement from the Graduate Program Director. Students should contact their advisors at least once a semester for advice on course selection and other matters. Once a Ph.D. student has selected a chair for his/her dissertation, the chair normally becomes the student's advisor.

In working with their advisors to plan their curricula Ph.D. students are expected to review the requirements for the core comprehensive and field qualifying examinations, the model curriculum suggested for Ph.D. students (page 28) and their previous graduate coursework. The Ph.D. curriculum sequence is designed to prepare students for the required examinations and dissertation. Progress is measured in terms of mastery of subjects rather than counting credits. The Public Policy Committee has determined that 48 hours of coursework (plus 18 hours of dissertation credits) is ordinarily the minimum necessary for students without previous graduate study. However, each Ph.D. student's curriculum is customized to best match the student's abilities and interests as well as the preparation required for his or her anticipated dissertation project.

Previous graduate coursework, if relevant and recent, may lead the advisor to recommend a reduction in the number of course credit hours the Program requires for the degree or an exemption from a required course. The maximum reduction is 6 credits for M.P.P. students and 24 credits for Ph.D. students. In some cases, particularly for students in the combined BA/M.P.P. program, up to 15 credits taken as an undergraduate may be used to meet curricular requirements. For both reductions and exemptions, the student's advisor will submit a recommendation with supporting documents to the Graduate Program Director (GPD) in writing or via e-mail with supporting documents. The GPD will then inform the student of the decision.

Curriculum

The program requirements are intended to ensure an interdisciplinary foundation in public policy analysis. They are based on the principle that all students should master a common set of concepts and analytical tools, but that each student needs to fashion an individualized curriculum based on his or her intellectual and vocational goals.

The curriculum, therefore, is divided into three categories:

- core courses,
- disciplinary foundation courses, and
- courses in a particular policy area or discipline.

Overview of the Public Policy Curriculum

CORE (19 credits for M.P.P.; 18 credits for Ph.D.)

DISCIPLINARY FOUNDATIONS

(9 credits for both M.P.P. and Ph.D.)

ECON 600 or ECON 601

PUBL 601

SOCY 606

DISCIPLINARY/POLICY CONCENTRATIONS

M.P.P. students: 12 credits – at least one course must be a concentration-approved statistical/methodological/analytical course beyond those in the core

Ph.D. students: 12 credits

The M.P.P. core curriculum

The M.P.P. core curriculum consists of 7 courses (19 credits):

Basic concepts (13 credits):

PUBL 603 The Theory and Practice of Policy Analysis

PUBL 613 Managing Public Organizations

PUBL 623 Governmental Budgeting

PUBL 698 Policy Analysis Capstone

PUBL 699 Policy Analysis Paper (1 credit)

Research methods and quantitative analysis (6 credits):

PUBL 600 Research Methodology

PUBL 604 Statistical Analysis

The Ph.D. core curriculum

The Ph.D. core curriculum consists of 6 courses (18 credits):

- PUBL 600 Research Methodology
- PUBL 603 Theory and Practice of Policy Analysis
- PUBL 604 Statistical Analysis

Two additional research method/quantitative analysis courses appropriate to the student's track such as: PUBL 605, 607, 608, 611, 614.; ECON 605 or 611; SOCY 619; or another methodological/ analytical course approved by the concentration.

PUBL 700 Doctoral Research Seminar

Additionally, 18 credits of PUBL 899 (Doctoral Dissertation Research) are required of all Ph.D. students.

Disciplinary Foundations

All M.P.P. and Ph.D. students must also take the following 3 disciplinary foundation courses (9 credits):

- ECON 600 Policy Consequences of Economic Analysis (or ECON 601 Microeconomic Analysis)
- PUBL 601 Political and Social Context of the Policy Process
- SOCY 606 Social Inequality and Social Policy

Concentrations

Students may choose either a policy concentration or a disciplinary concentration. Concentrations require a total of four courses (12 credits) for the M.P.P. and five courses (15 credits) for the Ph.D. For the M.P.P., one of these must be a concentration approved statistical/ methodological/analytical course.

Ph.D. students in all tracks, except the disciplinary tracks and the legal policy track, are required to take a relevant economics course as part of their five track courses or two electives. ECON 605 (Benefit- Cost Evaluation) can count either as an economics course or as one of the two required advanced statistics/ methodology courses in the Ph.D. program, but not both.

^o*Policy Concentrations*, with specific areas of focus, and their advisors:

Educational Policy (George La Noue)

Evaluation and Analytical Methods

(Marvin Mandell and Dave Marcotte)

Health Policy

(Adele Kirk, Nancy Miller and David Salkever)

Legal Policy (George La Noue)

Public Management (Pattee Fletcher)

Urban Policy (John Rennie Short)

Customized Concentration (see below, page 19)

^o*Disciplinary Concentrations* and their advisors:

Economics (Tim Gindling)

Policy History (Kriste Lindenmeyer), Ph.D. only

Political Science (Tyson King-Meadows)

Sociology (Marina Adler), Ph.D. only

Specific requirements for these areas of concentration are listed on pages 9-19.

UMBC offers an M.A. in History, an M.A. in Aging Studies, M.A. in Applied Sociology, and an M.A. in Economic Policy Analysis. (For the courses in these programs, consult the Graduate School catalog: www.umbc.edu/gradschool/gradcatalog.)

Electives

Ph.D. students must take two additional elective courses that are related to their track or policy interests. These courses should be selected with the advice and approval of the student's advisor. In addition, students should check with the relevant departments to see if specific skills, the consent of the instructor, or other prerequisites are necessary prior to taking elective courses.

Internships

M.P.P. students without previous appropriate professional experience are strongly encouraged to participate in an internship. The Public Policy department provides information and agency contacts for internships; you may also consult with the Shriver Center.

M.P.P. Capstone Course and Policy Analysis Paper

Masters students are required to take a three credit hour capstone course (PUBL 698) after they have completed all of their courses in the core and disciplinary foundations. The capstone course is designed to integrate the student's knowledge gained from these courses and bring it to bear upon a single policy analysis project. In the capstone course the class will engage in a common policy analysis exercise under the guidance of the faculty responsible for the class. During the semester following the capstone course, students register for a one credit hour course (PUBL 699) in which each student produces a policy analysis paper following the model set forth in the capstone course. The paper is supervised by one of the faculty members responsible for the capstone class in the first semester and a second faculty member who has substantive expertise in the subject of the policy analysis paper. Once the paper is completed, the student should submit a final copy to the Department with the form, *MPP Policy Analysis Approval Sheet*. (see the Public Policy Graduate Students Blackboard site for the *Individual Student Policy Analysis Paper Guidelines*, and *Approval Sheet*.)

Master's Thesis Option

Students may write a Master's thesis instead of the policy analysis paper. Students choosing this option must take the three credit capstone hour course (PUBL 698) described above. They will then substitute six credit hours of master's thesis research for the one credit hour policy analysis paper. Students choosing this option will be required to take only three track courses instead of the four required of other students. As a consequence, students choosing the Master's thesis option will engage in a 42 credit hour Master's program instead of the 40 hour program required of the other students.

Ph.D. Examinations

In addition to examinations in particular courses, a Ph.D. comprehensive exam and Ph.D. field examination are also required. Students should consult with their advisor before signing up to take a comprehensive or field examination. (The petitions to sign up for these examinations are on the Public Policy Blackboard site.)

The Ph.D. comprehensive examination is designed to test the student's knowledge of the fundamental concepts and methodologies in three Public Policy disciplines (economics, political science, and sociology) and the student's ability to integrate and apply those concepts and methodologies in the analysis of policy problems. The most relevant courses are PUBL 600, 603, 604 and the disciplinary foundation courses (ECON 600, PUBL 601, and SOCY 606). Students are eligible to take the comprehensive exam after they have completed the core curriculum and disciplinary foundations courses.

Doctoral students must sign up for and take the comprehensive examination no more than two semesters after completing the core and disciplinary foundation courses required for this examination.

The Ph.D. field qualifying exam is designed to test a student's knowledge of a particular concentration and preparation to write a Ph.D. dissertation. Students may not take the field exam until they have passed the comprehensive exam and completed at least four track courses, including all required courses for the track.

Doctoral students must sign up for and take the field qualifying examination no more than two semesters after completing all or nearly all of the concentration courses required for this examination.

Each question on all examinations is marked by two or three graders on an honors, pass, or fail basis. The Examination Committee receives the evaluations of the graders on each question and then determines the final outcome for the whole examination. Should a student not pass an examination, a second opportunity may be granted. A second failure normally results in termination of the student from the program.

In the event that a student fails, in part or in whole, either the comprehensive or field qualifying examination, the student must sign up for and retake said examination nor more than two semesters after his or her first attempt at the said examination. If a student shall sign up for either the comprehensive or field qualifying examination and not take the examination, this shall count as a failure of the said examination.

Under exceptional circumstances, as student may petition the Department of Public Policy to waive any of these rules. The vote of the faculty of the Department on any such petition is final.

Doctoral Dissertation

The distinguishing characteristic of the Ph.D. curriculum is dissertation research. All Ph.D. candidates must register for a minimum of 18 semester hours of doctoral dissertation research, PUBL 899. Guidelines for writing and defending dissertations are available on the Public Policy Graduate Students Blackboard site. Copies of proposals and dissertations are.

By the end of the third year in the Ph.D. program, or after having taken 24 hours of credit, whichever comes first, a Ph.D. student should have set forth, with the advice of his/her track advisor, or Ph.D. dissertation advisor, if one is already identified, a tentative topic for the Ph.D. dissertation. This should include, to the extent possible, the major research question or questions to be pursued and a potential dissertation committee chair. This is intended to ensure that the student begin thinking about the dissertation topic. The selected topic is readily changeable and may be little more than a “best guess” at this point in time. This document, envisioned to be a paragraph or two at most, should then be co-signed by the track advisor and sent to the academic coordinator to be placed in the student’s file. It should be updated at least once a year thereafter, with updates moving with greater precision towards the topic. It is the advisor’s responsibility to assure that the initial statement and annual updates are completed.

Waiver of PUBL 700. After discussion with his/her advisor, a student may ask for a waiver from the requirement to take PUBL 700, the Doctoral Research Seminar. To receive a waiver the student must submit a form, signed by the advisor and the student, to the Chair, to verify that such a discussion has occurred. Those who receive the waiver must register either for another three hour course in their track, a related elective, or three hours of independent study with their dissertation advisor to prepare their dissertation proposal. They must also make a formal presentation of their research proposal to the PUBL 700 class during one of its class sessions during the academic year in which the waiver was granted.

Dissertation Committee. Each candidate will have a dissertation committee composed of a chairperson and four readers. All dissertation committees in Public Policy must have representatives from more than one discipline and at least one member from outside of UMBC. The Chair must formally approve the membership of each dissertation committee well before the dissertation proposal defense by submitting the department form: *Application for Preliminary Approval of Dissertation Committee*. Other rules concerning the composition of a dissertation committee are stated in the *Graduate School Catalog*. The Graduate School must formally approve the dissertation committee at least six months prior to the final dissertation defense (Graduate School form: *Nomination of Members for the Final Doctoral Dissertation Committee*).

Proposal Defense. After a student has completed a research design to the satisfaction of the committee chairperson, the student must make a formal proposal presentation and defense before the full dissertation committee, which must formally approve the proposal before the student can proceed. (See *Guidelines for Preparing a Dissertation Proposal and Approval of Ph.D. Dissertation Proposal* available in the Department office and on the *Public Policy Graduate Students Blackboard site*.)

Admission to Candidacy. After a successful proposal defense, a student must file the application for *Admission to Candidacy* and *Graduate School Record* with the Graduate School for formal Admission to Candidacy. The Graduate School allows five years to achieve this stage in the degree, and up to four more years for completion of the final dissertation.

Dissertation Defense. After the dissertation is completed to the satisfaction of the dissertation committee, the chair and two designated readers sign the form indicating it is ready for defense (*Certification of Completion of Doctoral Dissertation*) and the defense date is formally announced (*Announcement of Ph.D. Dissertation Defense*). After the dissertation is successfully defended before the dissertation committee, a *Report of the Examining Committee* form is filed with the Graduate School. The procedures for the defense are spelled out in the *Graduate School Catalog*. The regulations for the format and submission of the dissertation are on the Graduate School’s website.

POLICY CONCENTRATIONS

EDUCATIONAL POLICY

For most state and local governments, education is one of the most important policy areas and a very large budget item. Federal educational policies are often on the frontiers of policy development and fiercely debated. The educational policy track permits students to focus on various types of educational policies made at every level of government. Courses are taken at UMBC and at the School of Education at the University of Maryland, College Park (UMCP). Students in the educational policy track may find positions with school systems and other academic institutions, educational associations, and governmental and research organizations.

Track Committee: George La Noue* (Public Policy), Jere Cohen (Sociology), Lisa Dickson (Economics), Marsha Goldfarb (Economics), Douglas Lamdin (Education), Fred Pincus (Sociology)

Required Track Courses:

PUBL 636 Law, Politics and American Education Policy (M.P.P. and Ph.D.)
SOCY 614 The Evaluation of Educational Policy (Ph.D.)

Additional Track Courses:

ECON 651	Economics of Human Resources Policy	EDPL 700	Qualitative Research Methods in Education
ECON 654	Economics of Education and Human Capital	EDPL 751	Law, Equity & Diversity in Education
EDPL 601	Contemporary Social Issues in Education	EDPL 753	Higher Education Planning
EDPL 614	Politics of Education	EDPL 754	Higher Education Finance
EDPL 615	Economics of Education	EDPL 755	Federal Policies in Post-Secondary Education
EDPL 620	Education Policy Analysis	EDUC 650	Education in Cultural Perspective
EDPL 621	Education Policy/Program Evaluation and Organizational Decision Making	HIST 647	The History of Civil Rights Since World War II
EDPL 622	Education Policy, Values, and Social Change	PUBL 632	Civil Rights
EDPL 623	Education Policy and Theories of Change	PUBL 647	Urban Problems and Policy Analysis
EDPL 624	Culture in Education Policy and Practice	SOCY 611	Race, Class, Gender, and Schooling
EDPL 625	Federal Education Policy	SOCY 615	Higher Education and Social Inequality
EDPL 626	Education Policy and the Young		
EDPL 627	Education Policy: An International Perspective		
EDPL 640	Introduction to Educational Leadership		
EDPL 651	Higher Education Law		
EDPL 652	Higher Education in American Society		
EDPL 653	Organization and Administration of Higher Education		
EDPL 663	Policy Formulation in Education		
EDPL 671	Education Law and Policy		
EDPL 690	Research in Education Policy		

(EDPL courses are offered through the Education and Policy Leadership Program at UMCP.)

EVALUATION and ANALYTICAL METHODS

This track provides students with the opportunity to develop expertise in the application of a variety of analytical methods, including statistics, qualitative methods, and economic analysis to public policy and management issues.

Track Committee: Marvin Mandell* (Public Policy), Dave Marcotte* (Public Policy), Marina Adler (Sociology), Dennis Coates (Economics), Scott Farrow (Economics), Doug Lamdin (Economics), Kenneth Maton (Psychology), David Salkever (Public Policy)

Required Track Courses:

All M.P.P. students in this track must take at least two of the following courses. All Ph.D. students in this track must take at least three of the following courses.

PUBL 605	Advanced Research and Evaluation Techniques
ECON 605	Benefit-Cost Evaluation
PUBL 607	Statistical Applications in Evaluation Research
PUBL 608	Applied Multivariate Regression Analysis
PUBL 611	Causal Inference in Program Evaluation

Additional Track Courses:

All MPP students in this track must take one additional track course. All Ph.D. students must take at least two additional track courses. These courses may be chosen from the courses listed above that the student has not taken as required courses or from the electives listed below.

ECON 611	Advanced Econometric Analysis I
ECON 612	Advanced Econometric Analysis II
PREV 600**	Principles of Epidemiology
PSYCH 711	Data Analytic Procedures II
PSYC 715	Measurement of Behavior
PUBL 606	The Politics and Administration of Program Evaluation
PUBL 614	Quantitative Methods for Management
SOCY 619	Qualitative Methods in Social Research
SOCY 620	Social Epidemiology

(**PREV courses are offered through the Department of Epidemiology at the University of Maryland School of Medicine).

HEALTH POLICY

The United States currently devotes 16 percent of its Gross Domestic Product to health care. While many in the U.S. have access to what is likely the most technologically advanced care available, over 15 percent of the U.S. citizens are currently without health insurance that facilitates comparable access. The structure of the current U.S. health care system thus raises significant ethical issues while its evolving structure continues to raise legal issues as well. Understanding its development, present operation, and potential future rests on an appreciation of several disciplines, including sociology, political science, economics, and history.

Within the health policy track, Ph.D. students are to take **three required** courses, two additional courses within the track and two additional electives that are related to health or to a student's specific health policy interests (e.g., governmental budgeting). M.P.P. students are to take **two required** course and two additional courses within the health policy track, one of which must be an approved statistical/methodological/analytical course.

Track Committee: Nancy Miller* (Public Policy), Marsha Goldfarb (Economics), Adele Kirk* (Public Policy), William Rothstein (Sociology), David Salkever *(Public Policy)

Required courses for Ph.D. students

PUBL 618	Issues in Health Care Finance and Service Delivery
PUBL 652	Politics of Health
ECON 652	Economics of Health

Required courses for M.P.P. students

Two of the above three courses

In addition to the above courses, a wide range of health care policy courses are offered from which students can complete remaining track courses. These include:

PUBL 610	Special Topics in Public Policy: Currently there are three health track related special topics courses being offered: Cost Benefit-Cost Effectiveness Analysis of Health Policies and Programs; Health Care Costs and Cost Control Policies; and Critical Issues in Health Care Law (cross listed at UM School of Law as LAW 522 J)
PUBL 640	Health Law
SOCY 657	Social History of American Medicine
SOCY 658	Sociology of Mental Health & Illness
SOCY 620	Social Epidemiology
SOCY 651	Sociology of Health and Illness Behavior
SOCY 652	Health Care Organization and Delivery
GERO 681	Epidemiology of Aging
PHR 703	Health Services Research (UMB)
PHR 756	Health Survey Research (UMB)

LEGAL POLICY

Whether decided by courts, administrative, or regulatory agencies, law is an enormously important means of making and influencing public policy. Increasingly, social science evidence is used in making legal decisions. The legal policy track permits students to focus on the many relationships of law and policy. Courses are offered at UMBC and at the University of Maryland School of Law and University of Baltimore School of Law where Public Policy also administers joint degree programs. Students in the legal policy track may find positions in government agencies, law enforcement, professional associations, and research organizations.

Track Committee: George La Noue* (Political Science), Tim Brennan (Public Policy), Jeffrey Davis (Political Science)

Required Track Course: Consult with George LaNoue

Additional Track Courses:

HIST 647 History of Civil Rights Since the Civil War
PUBL 621 The Legal Context of Administration
PUBL 635 Constitutional Foundations
PUBL 632 Civil Rights

PUBL 633 First Amendment Freedoms
PUBL 636 Law, Politics, and American Education Policy
PUBL 616 Regulatory Policy

Additional courses are available at the University of Maryland School of Law and the University of Baltimore School of Law.

PUBLIC MANAGEMENT

This track is designed for students who wish to examine critical issues associated with managing public organizations or to prepare themselves for careers in public management at the local, state and federal levels.

Track Committee: Patricia Fletcher* (Public Policy), Donald F. Norris (Public Policy), Doug Lamdin (Economics), Roy Meyers (Political Science), Cheryl Miller (Public Policy/Political Science), Bill Rothstein (Sociology)

Required Track Courses:

PUBL 613 Managing Public Organizations (Ph.D.)
PUBL 625 Theories of Public Administration (M.P.P. and Ph.D.)

Additional Track Courses:

ECON 408	Managerial Economics	PUBL 612	Ethics and Public Policy
ECON 654	Economics of Education and Human Capital	PUBL 615	Managerial Leadership
ECON 615	Property Rights, Organizations and Management	PUBL 621	Legal Context of Administration
ECON 651	Economics of Human Resources	PUBL 622	Dynamics of Personnel Administration
	Policy	PUBL 623	Governmental Budgeting**
IFSM 630	Information Resources Management	PUBL 641	Management of Information Technology
IFSM 665	Project Management	PUBL 642	Government Information Policy
PUBL 606	The Politics and Administration of Program Evaluation	PUBL 643	Electronic Government
		SOCY 601	Organization and Management

Required Advanced Methods/Quantitative Courses:

For M.P.P. students: one of the following, in consultation with the student's advisor.

For Ph.D. students: two of the following, in consultation with the student's advisor, and depending on the student's dissertation research needs:

ECON 605	Benefit-Cost Evaluation
ECON 611	Advanced Econometric Analysis I
ECON 612	Advanced Econometric Analysis II
PUBL 605	Advanced Research and Evaluation Techniques
PUBL 607	Statistical Applications in Evaluation Research
PUBL 608	Applied Multivariate Regression Analysis
PUBL 611	Causal Inference in Program Evaluation
PUBL 614	Quantitative Methods for Management
SOCY 619	Qualitative Methods in Social Research

All doctoral students must take at least one relevant, substantive economics course from among the following:
ECON 408, 615, 651, 654

** Required core course for all M.P.P. students; cannot also be counted as a track course for M.P.P. students.

URBAN POLICY

Many of the nation's most serious problems - poverty, unemployment, crime, inadequate education, fiscal stress and more - are centered in our urban areas. This track provides an understanding of the nature and causes of urban problems and examines the various policy options for addressing them. It is concerned with urban issues on a variety of geographic scales - cities, suburbs, metropolitan areas, and neighborhoods - as well as the relationship between them. The urban policy track prepares students to not only formulate questions about pressing urban issues but also contribute to the solutions.

Track Committee: John Rennie Short* (Public Policy), Donald F. Norris (Public Policy), Tyson King-Meadows (Political Science), Dennis Coates (Economics), and Doug Lamdin (Economics).

Required Track Courses:

PUBL 644 Urban Theory
PUBL 647 Urban Problems and Policy Analysis

Additional Track Courses:

Courses will be selected with the advice and approval of the student's advisor. The range of courses includes but is not limited to those that follow. For MPP students, at least one course must be an approved statistics or methodology course. For Ph.D. students at least one of these courses must be an economics course approved by the student's advisor.

ECON 605	Benefit-Cost Evaluation	PSYC 635	Community Psychology
ECON 633/433	Urban Economics	PUBL 623	Governmental Budgeting
ECON 634/434	Regional Economics	PUBL 645	The U.S. City
ECON 651	Economics of Human Resources	PUBL 646	The Global City
	Policy	PUBL 648	Cities and Environmental Issues
ECON 653	Household Economics	PUBL 649	Urban Politics
ECON 654	Economics of Education and	SOCY 611	Constructing Race, Class and Gender
	Human Capital		
ECON 661	Microeconomics of Public Finance		
HIST 629	History of Baltimore		

Various courses taught in the School of Public Affairs and in the Community Planning Program (USRP) at the University of Maryland, College Park (UMCP) might also be applicable to the Urban Policy track. Check with and get the approval of the track advisor.

Finally, other courses taught both at UMBC and sister institutions may be relevant to this degree. Discuss any such courses with and get approval from the track advisor before enrolling in them.

DISCIPLINARY CONCENTRATIONS

ECONOMICS

The economics track provides students with basic graduate level training in the theory and applications of microeconomics and econometrics. Students may use the elective courses to strengthen their analytic abilities (e.g., through taking courses in Benefit-Cost Evaluation, Managerial Economics, or Forecasting), and/or to deepen their understanding of policy relevant areas such as human resources, health, the environment, public finance, and international economics.

Track Committee: Tim Gindling* (Economics), Scott Farrow (Economics), Marsha Goldfarb (Economics)

Required Track Courses: (both M.P.P. and Ph.D.)

ECON 601 Microeconomic Analysis
ECON 611 Advanced Econometric Analysis I
ECON 612 Advanced Econometric Analysis II

Additional Track Courses:

ECON 408	Managerial Economics	ECON 642	European Economic History
ECON 413	Industrial Organization	ECON 651	Economics of Human Resources Policy
ECON 417	Economics of Strategic Interactions	ECON 652	Health Economics
ECON 423	Economic Forecasting	ECON 653	Household Economics
ECON 433	Urban Economics	ECON 654	Economics of Education and Human Capital
ECON 434	Regional Economics	ECON 661	Microeconomics of Public Finance
ECON 437	The Economics of Natural Resources	ECON 671	Money and Capital Markets
ECON 439	Environmental Economics	ECON 672	Monetary Theory and Policy
ECON 464	State and Local Public Finance	ECON 675	The Economics of Financial Analysis
ECON 482	International Finance	ECON 681	Economics of International Commercial Policy
ECON 490	Mathematical Economics	ECON 685	Economic Development
ECON 602	Macroeconomic Analysis	ECON 686	Topics in Economic Development
ECON 605	Benefit-Cost Evaluation	ECON 691	Selected Topics in Economic Policy
ECON 613	Advanced Topics in Econometric Methods	ECON 699	Seminar in Economic Policy Analysis
ECON 614	Economics of Government Policy Toward Business	ECON 801	Individual Study in Economics
ECON 615	Property Rights, Organization Management	PUBL 616	Regulatory Policy
ECON 641	Economics of Government Policy toward Business	PUBL 617	Economics of Law

POLICY HISTORY (Ph.D. only)

Policy History involves interdisciplinary analysis of policy development and implementation. Grounded in historical research, the history of public policy includes a variety of social science analytical methodologies. Topics areas cover any aspect of the history of public policy, such as legislation, public health, social welfare, and science and technology. Policy history provides an avenue for studying the hows and whys in public policy shifts over time, and explores paths to comparative analysis for informing current debates.

Track Committee: Kriste Lindenmeyer* (History), John Jeffries (History), Dan Ritschel (History)

Required Track Courses:

HIST 701 The Study of History
HIST 801 Institutional and Policy History

Students must also take one of the following:

HIST 702 Readings in American Historiography
HIST 703 Readings in European Historiography
HIST 704 Readings in Asian Historiography

Additional Track Courses:

HIST 629	History of Baltimore		
HIST 635	Twentieth-Century American Foreign Policy	HIST 714	Seminar in Intellectual History
HIST 641	Origins of Modern America, 1877-1945	HIST 715	Seminar in Cultural History
HIST 642	The United States, 1917-1945	HIST 716	Seminar in Historiography
HIST 643	The United States since 1945	HIST 717	Seminar in History of Science
HIST 647	History of Civil Rights since the Civil War	HIST 718	Seminar in Women's History
HIST 710	Seminar in Political History	HIST 750	Directed Study
HIST 711	Seminar in Administrative and Policy History	& 751	
HIST 712	Seminar in Economic History	HIST 790	Internship/Practicum in Historical Studies
HIST 713	Seminar in Social History	HIST 798	Special Topics in Historical Studies

POLITICAL SCIENCE (M.P.P. and Ph.D.)

The Political Science track is available to Public Policy students who are especially interested in the political context of public policies - in particular, the political forces that shape them and the governing institutions that design and implement them. It should be understood that this track in no way is equivalent to a graduate program in the discipline of Political Science, and that it includes only courses that appropriately support the Public Policy graduate curricula.

Track Committee: Tyson King-Meadows* (Political Science), Cheryl Miller (Public Policy/Political Science), Roy Meyers (Political Science), Thomas Schaller (Political Science)

Required Track Courses:

Consult with Tyson King-Meadows

Track Courses:

PUBL 612	Ethics and Public Policy	PUBL 632	Civil Rights
PUBL 616	Regulatory Policy	PUBL 633	First Amendment Freedoms
PUBL 621	The Legal Context of Administration	PUBL 635	Constitutional Foundations
PUBL 622	Dynamics of Personnel Administration	PUBL 636	Law, Politics, and American Education Policy
PUBL 623	Governmental Budgeting**	PUBL 649	Urban Politics
PUBL 625	Theories of Public Administration	PUBL 652	Politics of Health

**Required core courses for all M.P.P. students; cannot also be counted as a track course for M.P.P. students.

SOCIOLOGY (Ph.D. only)

The Sociology track focuses on the social context for policy formation and implementation by addressing major demographic variations in the population, the social institutional context in which the policy process occurs, and the inequalities of power and resources which influence policy outcomes. Courses address both macro-level and mid-level social processes which contribute to the creation of policy issues and to the shape of their resolution.

Track Committee: Marina Adler* (Sociology), Fred L. Pincus (Sociology)

Required Track Courses:

SOCY 609 Sociological Theory (Ph.D.)

Additional Track Courses:

SOCY 611	Constructing Race, Class, and Gender	SOCY 634	Gender and the Life Course
SOCY 614	The Evaluation of Educational Policy	SOCY 651	Sociology of Health and Illness Behavior
SOCY 615	Higher Education and Social Inequality	SOCY 652	Health Care Organization and Delivery
SOCY 616	Cyberspace Culture and Society	SOCY 654	Comparative Health Systems
SOCY 619	Qualitative Methods in Social Research	SOCY 655	Disability and Rehabilitation
SOCY 620	Social Epidemiology	SOCY 657	Social History of American Medicine
SOCY 629	Aging in Cultural Context	SOCY 658	Sociology of Mental Health and Illness
SOCY 630	Sociology of Aging	SOCY 698	Special Topics, such as: Women's Health;
SOCY 631	Family and Aging in Society		Drugs and Alcohol in Society; Mental
SOCY 632	Work and Retirement		Health and the Aged: Cross Cultural
SOCY 633	Gender, Work, and Family in Cross-		Perspectives; the Welfare State and Social
	Cultural Perspective		Policy in International Comparison

CUSTOMIZED CONCENTRATION

On an exceptional basis it may be possible for students to create a customized concentration in an area that is related to public policy and management. Such a concentration will be approved only if the student's interests are not adequately covered by one of the existing concentrations and if UMBC has the capability (in terms of faculty and courses) to provide the desired program. At least 50 percent of the courses taken in the concentration must be courses offered at UMBC. To arrange a customized concentration, a student must, after first consulting with the M.P.P. or Ph.D. advisor as appropriate, find a UMBC faculty member willing to serve as advisor for that concentration. Both that advisor and the Public Policy Program Chair must determine that UMBC has the capability to provide the student with instruction and guidance in the area of concentration and that the customized concentration is in the best interest of the student.

After initial discussion with the faculty member identified as advisor for the proposed customized track, the student must present a short (3-5 pages) proposal describing and justifying the proposed concentration. The proposal must set forth the overall rationale for the customized concentration, what the student wants to do, why it can't be done through one of the existing concentrations, and a list of possible appropriate courses the student proposes to take in the concentration. For the M.P.P. this list must not exceed by more than two courses the number of courses required in the concentration; for the Ph.D., the list must not exceed the minimum required in the concentration and electives by more than three. The proposal must be approved by the advisor and sent to the Chair for final approval. The Chair shall circulate the proposal to faculty members of the Public Policy department for comments and, taking any comments received within two weeks into account, make a decision.

Master's Degree Timeline

Before classes begin, or sometime within the first few weeks of classes, meet with your track advisor and fill out a draft curriculum worksheet, subscribe to the listserve, and enroll yourself in the department's Blackboard site. Submit a copy of the worksheet to the department for your student file.

In your first year in the program

During your first year in the program, take PUBL 600 Research Methodology and PUBL 604 Statistics. If you are a full time student, you should also plan to enroll in PUBL 601 Political and Social Context of the Policy Process and PUBL 603 Theory and Practice of Policy Analysis during the first year.

In your second year:

PUBL 698, Policy Analysis Capstone should be taken fall semester of your second year (for full time students), and for all students, preferably after you have taken PUBL 600, PUBL 601, PUBL 603, PUBL 604, and ECON 600. Typically, students will be enrolled in their track courses in the second year of the program, or if they are part time, they will enroll in track courses after they have taken the core and disciplinary courses.

The individual policy analysis paper is usually written the semester following the capstone course under the guidance of one of the instructors for PUBL 698 from the previous semester, and your track advisor, or another faculty member with expertise in your topic for the paper. Students writing the capstone paper in the spring semester should register for 1 credit of PUBL 699. Guidelines for the individual policy analysis papers are located on the Public Policy Blackboard site. Students must turn in a copy of the paper, and the *MPP Policy Analysis Paper Approval Sheet* to the department to qualify for graduation.

For thesis-option candidates:

Check with the department and the Graduate School Catalog for related information regarding: choosing a thesis advisor, forming the thesis examination committee, preparing for and having a thesis proposal defense, and the conduct of the final thesis defense, and preparation of your final thesis for submission to the Graduate School. Refer to the Graduate School website and the department's Blackboard site for thesis guidelines and required forms for the thesis candidate.

For all master's students during the semester that you intend to complete your degree requirements:

Please go to the Graduate School website: www.umbc.edu/gradschool/requirements for the requirements for graduation (includes forms, procedures, and deadlines). You will need to be registered before the close of general registration for at least one credit. Also, you will need to submit the *Application for Diploma* and *Fulfillment of Course Requirements* forms and pay your diploma fee (within the first three weeks of the semester) and file a *Certification of Completion of Master's Degree without Thesis* form (by the last day of classes). Since most forms require signatures of your advisor, and the department chair, plan ahead. All students who plan to march in the commencement ceremony (there is one in December, and one in May) will also need to order regalia from the Bookstore (dates will be posted on the Graduate School website) and inform the Graduate School that you plan to march in the commencement ceremony. Also, one month prior to the graduation date, you will need to pay the cashier all outstanding university debts.

If you are writing a thesis, you will need to submit a *Nomination of Members for the Final Master's Examination Committee* form (two months prior to the thesis defense), and a *Completion of Master's Thesis* form (two weeks prior to the thesis defense). You will also be required to submit a final copy of the thesis to the department, and to the Graduate School. Go to the Graduate School's website www.umbc.edu/gradschool/requirements for details on deadlines for submission of your thesis and guidelines for preparation of your final thesis.

Model Schedule for Full Time MPP Students

Semester I

PUBL 600 Research Methodology, and

Two of the following:

PUBL 601 The Political and Social Context of the Policy Process

ECON 600 Economic Consequences of Policy Analysis

(or ECON 601 Microeconomic Analysis)

PUBL 603 Theory and Practice of Policy Analysis

Semester II

PUBL 604 Statistical Analysis

SOCY 606 Social Inequality and Social Policy (or Summer Session)

One of the following:

PUBL 601 The Political and Social Context of the Policy Process

ECON 600 Economic Consequences of Policy Analysis

PUBL 603 Theory and Practice of Policy Analysis

Semester III

PUBL 623 Governmental Budgeting

PUBL 613 Managing Public Organizations or Track Course

Track Course

PUBL 698 Capstone Course

Semester IV

PUBL 699 Capstone Paper*

PUBL 613 Managing Public Organizations or Track Course

Track Course

All students should take PUBL 600 and PUBL 604 early in their curriculum, preferably their first year. Part time students should take the capstone course after completing the core and disciplinary foundation courses. (The capstone course is offered each fall semester.)

*The capstone paper must be supervised by one of the instructors from PUBL 698, and a member of the track committee for your track. A copy of the approved capstone paper along with the approval form must be submitted to the department for inclusion in the student's academic file.

Individual Student Policy Analysis Paper Guidelines (PUBL 699)

The individual student policy analysis paper is the summation of a master's student's education and training in the Department of Public Policy. It should clearly demonstrate that the student is capable of high quality policy analysis.

This policy analysis is expected to be a professional quality paper, approximately 30 to 50 pages in length that addresses a significant public policy problem. The policy analysis paper must include the following sections:

1. Problem/Issue Definition and Discussion – what is the problem, why should anybody care about it, what evidence says that it is a problem, what are the dimensions and effects of the problem?
2. Rationale for governmental intervention – plausible reasons why government might step in and do something about this problem.
3. Identification of alternatives – present and describe reasonable alternatives that are available to address the problem (not ALL alternatives), what do those alternative look like, how would they work, what would they do (positive and negative impacts), who would implement them, how much would they cost?
4. Criteria for evaluation – what criteria will you use evaluate the alternatives and why should these be the criteria used? Describe and explain the criteria and indicate their origin (where did they come from).
5. Analysis of Alternatives – how does each alternative fare when analyzed using these criteria? This section should include both a narrative analysis and a matrix that summarizes the rankings of the alternatives according to the criteria.
6. Recommendation – finally, based on the analysis of the alternatives, recommend the one (or more) that best address the problem in terms of the selected criteria. Explain why this recommendation and why other alternatives were not recommended. What are the limitations, if any, of this alternative?

This policy analysis must be based upon solid data and evidence, including most particularly, the relevant scholarly literature (that is, research) on the subject, and also on literature from the field of practice in which the problem is located. This data and evidence will generally, but not always, be drawn from secondary sources. We do not expect you to gather new quantitative or qualitative information, although you are free to do so in consultation with your readers.

In some papers, applying the appropriate data and evidence will be best accomplished by incorporating the relevant literature (scholarly and from the practice) appropriately into the sections of the paper noted above. In others, it may be more appropriate to include a separate literature review section (e.g., between sections 2 and 3 above. Students should consult with their readers about which model of literature review to employ in their papers.

Papers must be written in a standard narrative style. Writing must be clear throughout

and may not contain any grammatical or spelling errors. Students should use the first person active voice style of writing. Papers must be well-organized with proper headings and sub-headings, must be double-spaced and must employ a 12 point font and 1-inch margin. Papers must begin with a cover page be followed immediately by an executive summary of not more than one-half page (single spaced), and must contain a table of contents. Papers must be submitted in hard copy and/or in MS Word at the discretion of the student’s readers. Students may use either the APA style of source citations or footnotes, also at the discretion of their readers.

Below is a *suggested* schedule that should enable a student to complete his or her policy analysis in time for the spring graduation. Merely following the schedule, however, is not as a guarantee of satisfactory completion of the paper. That is dependent on whether the student completes the work on time (as agreed between the student and his or her readers) and the quality of the student’s paper. *Students should confer with their readers early in the semester and agree on a specific schedule (including deliverables) to follow.*

Suggested Schedule for Spring Graduation

	Submitted by student	Feedback from reader(s)
Topic okayed by 1 st reader	January 30	February 7
Draft of problem definition, intervention rationale, and evaluation criteria	February 21	February 28
Selection of second reader	February 28	
Draft of alternatives	March 15	March 22
Full draft*	April 1	April 15
Revised draft*	May 1	May 8
Final paper*	May 15	

*submitted to both readers (other deliverables submitted only to the 1st reader)

Finally, each student must complete and have both readers sign the attached form and submit it along with a hard copy of his or her policy analysis paper to Sally Helms in order to complete the requirements for this paper.

UMBC
Department of Public Policy
MPP Policy Analysis Paper
Approval Sheet

MPP students are required to submit a copy of their final Policy Analysis paper and an approval sheet, signed by each reader, to the Department before they are eligible for graduation. Submit this completed form to Sally Helms.

Student Name: _____

Track: _____

Advisor: _____

Paper Title: _____

Approval: The signatures of the first and second readers below signify that they have read and approved the aforementioned student's MPP policy analysis paper.

First reader: _____

Name

Signature

Date

Second reader: _____

Name

Signature

Date

Ph.D. Degree Timeline

Planning your Courses	The <i>Ph.D. Curriculum Worksheet</i> should be drafted and approved in collaboration with the faculty adviser. Students should meet with their advisors regularly.
Course Waivers and Reductions	Submit memo to Graduate Program Director for consideration after approval by faculty advisor and relevant faculty who teach cognate courses.
Comprehensive Examination	Should be taken after the six core courses have been completed: PUBL 600, PUBL 601, PUBL 603, PUBL 604, ECON 600 or ECON 601 and SOCY 606. Submit the Department form, <i>Application to Take the Ph.D. Comprehensive Examination</i> . The Comprehensive Exam must be taken no later than two semesters after the completion of the core courses.
Field Qualifying Examination	The Field Exam should be taken after passing the comprehensive examination and must be taken no more than two semesters after completing the field concentration courses. The student must submit the Department form, <i>Application to take the Ph.D. Field Qualifying Examination</i> .
PUBL 700, Dissertation Research Seminar or Independent Study	Taken after taking the field qualifying examination and after completing most concentration courses. A student may take either PUBL 801 Independent Study or PUBL 898 Precandidacy Doctoral Research with his or her dissertation mentor in lieu of PUBL 700. Students who waive 700, must submit a signed <i>Waiver of PUBL 700</i> form to the Department and make a presentation in PUBL 700.
Identification of Topic and Possible Chair	Ideally, this is accomplished during PUBL 700, or in consultation with the student's mentor and prior to taking either PUBL 801 or 898.
Notifying Faculty of a Dissertation Proposal	Prior to forming a dissertation committee, the student's mentor (on behalf of the student) submits electronically (an email attachment) a brief (two to three page) summary or abstract of the dissertation proposal to the department chair. The chair then distributes the summary to all public policy faculty and, to the chairs of economics, history, political science and sociology to be distributed to their respective faculties, to learn who might be interested in sitting on the student's dissertation committee. The chair will notify the mentor in no more than four (usually two) weeks of any faculty who have expressed interest.
Departmental Approval of Committee Members	The student's mentor and the student agree upon dissertation committee membership. The mentor submits the Department form, <i>Application to Form a Preliminary Dissertation Committee</i> with the Public Policy Chair a minimum of two months prior to the proposal defense.
Defense of Dissertation Proposal	A formal dissertation proposal defense is required. Two weeks prior to the defense the student must submit an abstract of the proposal and a notice of the defense to the Department. The departmental form, <i>Approval of Dissertation Proposal</i> , must be signed by all members of the dissertation committee immediately after proposal defense and submitted to Department.
Applying for Candidacy	Once the proposal has been successfully defended, the student should apply for Ph.D. Candidacy by submitting the Graduate School forms: <i>Application for Admission to Candidacy</i> and <i>Graduate School Record</i> . Once a student is admitted to candidacy, he or she should enroll in PUBL 899 Doctoral Dissertation Research (9 credits per semester).

Formal Nomination of Dissertation Committee	Graduate School form, <i>Nomination of Members for Final Doctoral Examining Committee</i> , must be filed with the Department and the Graduate School a minimum of six months prior to final dissertation defense
Applying to Graduate	Graduate School form <i>Application for Diploma</i> , must be filed with the Graduate School by the deadline set forth on their website.
Preparing for the Final Defense	The <i>Announcement of Ph.D. Dissertation Defense</i> and <i>Certification of Completion of Dissertation</i> forms must be filed with the Department of Public Policy and the Graduate School two weeks prior to the final defense.
Defense of Dissertation	All committee members must be present at the defense. The candidate's presentation is open to the public. However, the examination portion of the defense is open only to members of the Graduate Faculty and only committee members may ask questions of the candidate. The Graduate School representative is responsible for the form <i>Report of the Examining Committee</i> . This form must be signed by the committee upon completion of the defense and must be submitted to the Graduate School within 48 hours of the defense. A copy should be submitted to the Department at this time as well.
Submit Final Copies of Doctoral Dissertation to Graduate School electronically	The dissertation must be submitted electronically to Graduate School by the due date designated on the Graduate School website. See Graduate School document, <i>Instructions for Preparing Final Copies of Doctoral Dissertations</i> and consult with them for electronic submission procedures.

*Graduate School forms are available at: <http://www.umbc.edu/gradschool/requirements>

Department forms are available on the Public Policy Graduate Students blackboard site.

Revised: 7/16/09

UMBC
DEPARTMENT OF PUBLIC POLICY

Application to take the Ph.D. Comprehensive Examination

STUDENT NAME: _____

TRACK: _____

TRACK ADVISOR: _____

Date of exam: _____

By the end of the semester, I will have completed PUBL 600 PUBL 601 PUBL 603, PUBL 604, ECON 600 or 601, and SOCY 606. **Please attach a curriculum worksheet and a transcript to this form.**

[If I have been given approval to waive or transfer one or more of the core courses listed above, these waivers or transfers of credit have been approved by my track advisor, and by the Graduate Program Director, and they have been properly documented on my curriculum worksheet.]

I understand that I must be enrolled at UMBC for the semester I plan to take this examination. I understand that once I have submitted this form to the Department, I may not withdraw for this exam after the cut off day to cancel without penalty.

Any exception to withdraw after the cut off day requires the approval of the Examination Committee.

Please enroll me for the Comprehensive Examination for

(semester, year)

Date

Student Signature

This student has met all prerequisites to take the Comprehensive Examination.

Date

Track Advisor name (printed) and signature

Please return this form, with signatures and attachments, to Sally Helms, 407 Public Policy Building.

UMBC
DEPARTMENT OF PUBLIC POLICY

Application to take the Ph.D. Field Qualifying Examination

STUDENT NAME: _____

TRACK: _____

TRACK ADVISOR: _____

Date of exam: _____

By the end of the semester, I will have completed all of the required courses for the track, and my track advisor and I are in agreement that I am eligible to take the field examination. **Please attach a curriculum worksheet and a transcript to this form.**

[If I have been given approval to waive or transfer one or more of the track courses from another degree or institution, these waivers or transfers of credits have been approved by my track advisor, and by the Graduate Program Director, and they have been properly documented on my curriculum worksheet.]

I understand that I must be enrolled for the semester I plan to take this examination. I understand that once I have submitted this form to the Department, I may not withdraw for this exam after the cut off day to cancel without penalty. Any exception to withdrawal after the cut off day requires the approval of the Examination Committee.

Please enroll me for the _____ Field Qualifying Examination
for

(semester, year)

Date

Student Signature

This student has met all prerequisites to take the Field Qualifying Examination.

Date

Track Advisor name (printed) and signature

Please return this form, with signatures and attachments, to Sally Helms, 407 Public Policy Building.

Doctoral Dissertation

The distinguishing characteristic of the Ph.D. degree is doctoral dissertation research. By the end of the third year in the Ph.D. program, or after having taken 24 hours of credit, whichever comes first, a Ph.D. student should have set forth, with the advice of his/her track advisor or Ph.D. dissertation advisor a tentative topic for the Ph.D. dissertation. This should include, to the extent possible, the problem or issue under consideration, the major research question or questions to be pursued and a potential dissertation committee chair. This is intended to ensure that the student begins thinking about the dissertation topic early and often. The selected topic is readily changeable and may be little more than a “best guess” at this point in time. This document, envisioned to be a paragraph or two at most, should then be co-signed by the track advisor and sent to the academic coordinator to be placed in the student’s file. It should be updated at least once a year thereafter, with updates moving with greater precision towards the topic. It is the advisor’s responsibility to assure that the initial statement and annual updates are completed.

Once a Ph.D. student has completed all of nearly all of his or her coursework, and has successfully passed the comprehensive and field qualifying examinations, the student must take either PUBL 700, the dissertation research course, or seek a waiver from this course in consultation with his or her advisor. After discussion with his/her advisor, a student may ask for a waiver from the requirement to take PUBL 700, the Doctoral Research Seminar. To receive a waiver the student must submit a form, signed by the advisor and the student, to the Chair, to verify that such a discussion has occurred. (The form is on the Blackboard site.) Those who receive the waiver must register either for another three hour course in their track, a related elective, or three hours of independent study with their dissertation advisor to prepare their dissertation proposal. They must also make a formal presentation of their research proposal to the PUBL 700 class during one of its class sessions during the academic year in which the waiver was granted.

If a student has completed all of their coursework and examinations, students should begin taking sections of PUBL 898, Precandidacy doctoral dissertation research, three credits each semester until candidacy is reached.

Dissertation Committee. Upon identification of a topic for the Ph.D. dissertation, the student and mentor should meet to identify relevant individuals to serve on the dissertation committee, which shall be composed of a chairperson (usually the student’s mentor) and at least four other members. At least three members of the committee (the chair and two others) must be regular members of the Graduate Faculty, and one member must be from outside UMBC and must be a distinguished scholar in his or her field. In choosing individuals to serve on the dissertation committee, primary consideration should be given to the relevant substantive and methodological expertise that the various members bring, including disciplinary balance. In particular, all dissertation committees in Public Policy must have representatives from more than one discipline

and one member from outside of UMBC. Other rules concerning the composition of a dissertation committee are stated in the Graduate School Catalog.

Students are encouraged to seek informal feedback from a variety of faculty members in the early stages of developing their dissertation proposal. In addition, before finalizing the dissertation committee, the student shall submit a short summary (approximately two to five pages) of the dissertation proposal to the Chair of the Department of Public Policy. This summary should contain a brief statement of the problem or issue to be examined, its importance, the tentative research questions to be addressed, and the data and methods to be employed. The Chair of the Department of Public Policy will circulate this summary to all Graduate School faculty who are members of the Departments of Public Policy, Economics, Political Science, and Sociology and Anthropology as well as appropriate faculty in other UMBC departments such as the Departments of Geography and Environmental Systems, History, Information Systems, and Psychology. Responses from other faculty who are able and willing to serve on the student's dissertation committee will be shared with the student's mentor. This process will normally take between two and four weeks. The student's mentor, in consultation with the student, will then formally request approval of the dissertation committee by the Chair of the Department of Public Policy at least 30 days before the dissertation proposal defense. (The Graduate School's Nomination of Members for the Final Doctoral Dissertation Committee should be used for this purpose. Note that the departmental deadline for approval of dissertation committee membership is earlier than the Graduate School deadline.)

Other rules concerning the composition of a dissertation committee are stated in the *Graduate School Catalog* (<http://www.umbc.edu/gradschool/gradcatalog>). The Graduate School must formally approve the dissertation committee at least six months prior to the final dissertation defense (*Nomination of Members for the Final Doctoral Dissertation Committee*).

Dissertation and Proposal.

A dissertation may be in the form of a single manuscript, comprised of several chapters, or a collection of three independent essays. Dissertations in essay form should be substantively linked, although each should stand on its own as a publishable paper, and the dissertation should include a summary introduction describing the contribution of the collection.

The proposal for a multi-chapter manuscript should be comprised of three substantially completed first chapters including the following: 1) An introduction which states the question(s) to be investigated, discusses necessary context and established the importance of the dissertation; 2) A summary and integration of relevant literature bearing on the question, making clear what is known, and what is not, and; 3) A description of the data and methods to be employed. The dissertation should also include a summary of the importance and potential policy implications of the findings, as well as a time schedule for completing the dissertation.

The proposal for a three essay dissertation should include a summary introduction to the set of essays, describing the problems under consideration, the analytic approaches and expected

contributions. The proposal should include one completed essay, and a written plan for the remaining papers. The written plan should describe the questions addressed, summary of relevant literature, description of data and methods, and policy importance. One essay may be co-authored.

Guidelines for writing and defending dissertations are available from the Program office, and on the Blackboard site. Copies of proposals and dissertations are available for inspection.

Proposal Defense. After a student has completed a dissertation proposal to the satisfaction of the committee chairperson, the student must make a formal proposal presentation and defense before the full dissertation committee, which must formally approve the proposal before the student can proceed. (See *Guidelines for Preparing a Dissertation Proposal and Approval of Ph.D. Dissertation Proposal* form (available in the Program Office and on the department's Blackboard site.)

Candidacy. A Ph. D. student formally applies to the Graduate School for Ph. D. candidacy, which is a major milestone on the way to the Ph. D. degree, upon successful completion of the following: all coursework, comprehensive and field qualifying examinations, and development and defense of a dissertation proposal. Once a student is a Candidate, the Graduate School requires the student be enrolled in six credits of doctoral dissertation research (PUBL 899) each semester until completion of the dissertation. The Graduate School, after consultation with the Department, automatically enrolls candidates, but gives a tuition waiver of four credits towards the six credits each semester.

Dissertation Defense. After the dissertation is completed to the satisfaction of the dissertation committee, the chair and two designated readers sign the form indicating it is ready for defense (*Certification of Completion of Doctoral Dissertation*) and the defense date is formally announced (*Announcement of Ph.D. Dissertation Defense*). After the dissertation is successfully defended before the dissertation committee, a *Report of the Examining Committee* form is filed with the Graduate School. The procedures for the defense are spelled out in the *Graduate School Catalog*. The regulations for the format and submission of the dissertation (*Instructions for Preparing Final Copies of Master=s Thesis and Doctoral Dissertations*) are available from the Graduate School website. All Graduate School forms required for the doctoral degree, and the deadlines for submission, can be found at <http://www.umbc.edu/gradschoolrequirements/doc.degree.html>.

DEPARTMENT OF PUBLIC POLICY

Application to Form a Dissertation Committee

STUDENT NAME: _____

TRACK: _____

___ I have passed the comprehensive and field qualifying examinations and have completed all of my coursework. **Please attach a curriculum worksheet and a transcript to this form.**

DISSERTATION MENTOR: _____

DISSERTATION TOPIC OR TITLE: _____

Please list potential dissertation committee members and their affiliations below. A minimum of five members is required. UMBC faculty on the committee must be members of the Graduate Faculty. There must be more than one discipline represented, and there must be at least one external member who holds a doctorate and who is a distinguished scholar in the field of the dissertation. You must provide a C.V. for the external member(s).

1. _____
Name and Affiliation
2. _____
Name and Affiliation
3. _____
Name and Affiliation
4. _____
Name and Affiliation
5. _____
Name and Affiliation

I/We have contacted all potential committee members and they have agreed to serve.
The C.V.(s) for external committee member(s) is/are attached.

Date

Student Signature

Date

Faculty Mentor's Signature

Please return this form to Sally Helms, 407 Public Policy Building.

Guidelines for Preparing a Dissertation Proposal

A typical doctoral dissertation proposal will have the following sections:

- Introduction (which presents the issue under investigation)
- Literature Review
- Research Questions and Hypotheses
- Research Design and Methodology
- Outcomes and Significance
- Organization
- Preliminary Bibliography

Introduction

This is a succinct statement of the *problem* or issue that you are examining. You should develop it in a clear, comprehensive and understandable manner. What is the issue? its major dimensions or characteristics? its trend(s) over time? What are the social and policy contexts surrounding this issue? Why is it important to study? You should cite appropriate literature in your discussion of the problem.

Your dissertation *topic* (as distinct from the broader *problem*) should be sufficiently specific as to be researchable. For example, school finance, *per se*, is too broad. A more reasonable *topic* might be whether there is a relationship between expenditures for public education and educational outcomes.

Literature Review

The literature review should discuss the principal scholarly literature that bears on the topic under investigation. It should discuss evidence from qualitative and quantitative studies of the topic as well as studies that are relevant in terms of the methodology(ies) you have chosen for the dissertation.

It is not necessary to include in the literature review everything written on the broad subject. Rather, the literature review should inform the topic as well as the research questions/hypotheses to be addressed as well as justify the methods that are proposed. It should place the proposed research in scholarly context (“what gap in the field is being filled by this research? What will it add to existing work?”). In order to do so, the current frontiers of the topic must be clearly identified in the literature review (“we know this, but not that”). The social and policy context of the topic is an important topic to address in the proposal, but it is generally preferable to discuss this in the Introduction section of the proposal.

In presenting the findings of their literature reviews, students often fall victim to a mode that might best be described as *serial recitation*. These presentations read like: “Jones and Maynard found...”, followed by “Smith and Watson concluded...”, followed by “Brown said...”, etc. Serial recitation confronts the reader with little more than a series of summaries of literature sources and is not an appropriate method of presenting findings from a body of literature.

Instead, students should present their literature findings thematically. The literature review should be organized around logical divisions within the literature and the relevance of the literature review to the research to be conducted made explicit. One possible set of logical divisions around which to organize the literature review is the research questions or hypotheses that the student plans to investigate. When organized around research questions or hypotheses, subsections might pertain to operationalization and measurement of variables in the hypothesis/research question, methods used to test the hypothesis/answer the research question. Findings from previous research might be included in each subsection or contained in a separate subsection. In some cases a separate section might be needed to summarize ways in which a critical piece of the methodology to be employed has been used to address research questions in other areas. Within each section and subsection of the literature review, the results should be presented in an integrated manner, not serially.

In addition, the literature review should be analytical and critical. Not everything published is a reliable basis for future research. Thus, among other things, students should discuss in an integrated fashion the strengths and weaknesses of the studies they review and the relevance of those studies to their topic.

While all sections and subsections of the literature review should be included in the proposal, each section and subsection will not necessarily be complete. However, if it is not complete, the remaining literature that needs to be reviewed must be identified. Moreover, the literature review must be sufficiently developed that there is minimal risk of the remaining literature to be reviewed will have major implications for the conduct or significance of the dissertation.

Research Questions and/or Hypotheses

In this section of the proposal, you will present the research questions to be examined and hypotheses to be tested in the dissertation. The questions and hypotheses must have a solid basis in fact and logic and must contribute to the advancement of current knowledge. They cannot have been created out of whole cloth, but must be based on supposition that can be supported by reference to current knowledge. You must demonstrate both that the questions you raise are important and relevant to the issue at hand and that they are answerable and meaningful. As such, describe why and how your questions and hypotheses are important within the context of the general issue you study. You may wish to specify the mechanisms in which you are interested in the context of a conceptual (or mathematical) model and to describe how your questions or hypotheses help illuminate relationships between key factors.

The research questions and hypotheses must also be operationalized. That is, you must define them in such a way as to show how they can be examined or tested in your proposed research. If your research involves a survey instrument or questionnaire, you should “map” the research questions and hypotheses to the survey questions and vice versa (in an appendix). This is to ensure that all research questions and hypotheses are covered by survey questions and,

conversely, that there are no survey questions that are not directly related to at least one research question or hypothesis.

Research Design and Methodology

Here you will, set forth your research design. This is the strategy for conducting your study and answering your research questions. Describe how the questions and hypotheses you are concerned with will be cast as variables and operationalized. That is, you must define them in such a way as to show how they can be examined and tested. Set forth in detail your plan to collect and analyze information and to draw inferences about the questions and hypotheses you laid out. This should include discussion of where and how you intend to acquire or collect data. For example, if you plan to conduct interviews, describe your plan for getting access to the individuals with whom you plan to speak. If you plan to conduct a survey, describe your sampling technique, interview method and expected time lines. Describe any particular obstacles you anticipate and your tentative plans to deal with them. For example, these might include measurement difficulties, lack of access to administrative data or poor response rates. Finally, describe how you will draw conclusions from the information you collect. If your research design is quantitative, describe the methods and statistical techniques you foresee using and the inferences that can be drawn. If your research design is qualitative, describe how you will compile and analyze the information you collect and how you will reach conclusions based on that information.

Outcome and Significance

In this section you should tell your readers what you believe the outcome(s) of your research will be. Although you clearly have not done the research yet, you should briefly address the “Why?” and “So What?” questions here. Using the example of educational expenditures and outcomes, do you expect to find that there is or is not a relationship between the variables and why. Additionally, you should discuss the practical and theoretical significance (the “so what?”) of your work in this section (e.g., it will help decision-makers to understand the factors affecting student educational outcomes.) This is also the place to address the policy implications, if any, of your findings. (After all this is a public policy graduate program.)

Organization

This is a preliminary guess at the principal chapters in the dissertation. Based on long experience, do not be surprised if the number of chapters, their titles and contents change more than once during the process of the research, analysis and writing. Your actual findings should dictate the organization of the dissertation.

Preliminary Bibliography

The proposal must contain a bibliography-- in two parts. The first part must include all of the references that the student has employed in the proposal, in alphabetical order by author. Do not include references that were examined but not actually cited in the proposal. The second part must include the works that the student has not read and plans to examine in preparing for the dissertation. Alternatively, it can be a single bibliography in which works that were not actually reviewed are noted with an asterisk (*).

Helpful Hints

Write the proposal (and the dissertation as well) in a clear, straightforward essay or narrative form using standard English (not jargon). Make sure you carefully proofread for typos and spelling and grammatical errors. A word about computer spell checkers and grammar checkers: they don't always work. You, not your computer, are responsible for the quality of your work.

Use appropriate illustrations, charts and tables in order to present the data more clearly. Illustrations, charts, tables, etc., must be sequentially numbered (e.g., Figure 1, 2, 3, etc.). More importantly, illustrations, charts, and tables are never self-explanatory. This means that they should be explained in the text so that the reader can understand them. Do not photocopy charts, graphs, tables, or other illustrations from original sources and include them as such in your proposal (unless there is no other way to present them). Instead, create them anew for the proposal. (Always provide appropriate source citation for illustrations, charts and tables.)

Employ appropriate major and minor headings to divide the principal sections of the text of the proposal. Use enough, but not too many headings and make sure that they are descriptive of the narrative that follows them. Don't be boring with headings (e.g., "Literature Review," "Findings," etc.), but don't get too cute with them either. This is, after all, a research proposal.

All sources used in the proposal must be cited regardless of whether they are direct quotes or summaries of material. Whether to use footnotes, endnotes or APA style (references in parentheses in the text) is up to you and your mentor. Some mentors insist on footnotes, others on APA style. The length of proposals will vary. There is no hard and fast rule. However, quality is more important than quantity. The wise student will discuss proposal length with his or her mentor. Both will certainly recognize that any proposal will have to be as long as it needs to accomplish its objectives (stating a problem, reviewing the literature, developing research questions and hypotheses, describing methodology, discussing outcomes and significance, etc.)

The Graduate School has very specific requirements for dissertation format. *Instructions for Preparing Final Copies of Master's Theses and Doctoral Dissertations* Theses can be found on the Graduate School's website: www.umbc.edu/graduateschool/requirements. These requirements should be followed carefully.

Two useful guides for writing style and format are: William Strunk, Jr., and E. B. White, 1999, *The Elements of Style*, 4th ed. (Needham Heights: Allyn and Bacon); and Kate Turabian, 1996, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago: University of Chicago Press). If you do not own these guides (or guides similar to them), you would be well advised to purchase, read and use them.

Academic Integrity

All students are expected to display the highest standards of academic integrity throughout their career at UMBC, including the dissertation process. For a formal statement of these expectations, see *Academic Integrity: Rights and Responsibilities of Students in the Department of Public Policy*.

Mentor's Assistance

Throughout the process of developing your proposal, seek the regular advice of and feedback from your mentor. That's the mentor's job and all will gladly work with you to make sure that the proposal is completed and defended successfully.

Approval of Ph.D. Dissertation Proposal

Name of Candidate: _____

Proposal Title: _____

Date of Proposal Defense: _____

COMMITTEE MEMBERS:

Committee Chairperson,

If the proposal is approved, the committee chair shall present this form to the members of the committee for signatures and return the signed form to Sally Helms at the completion of the proposal defense.

PUBLIC POLICY PROGRAM FACULTY AND STAFF

DONALD F. NORRIS, Public Policy, Chair and Director, Maryland Institute of Policy Analysis and Research
Ph.D., University of Virginia;
urban and metropolitan politics, public management, computer and information systems in public organizations (including electronic government)
(norris@umbc.edu)

DAVE E. MARCOTTE, Public Policy, Graduate Program Director
Ph.D., University of Maryland, College Park;
research methods and statistics, social policy, labor markets and job training, mental health policy (evaluation and analytic methods track co-advisor)
(marcotte@umbc.edu)

MARINA A. ADLER, Sociology and Anthropology
Ph.D., University of Maryland, College Park; social stratification and inequality; cross-national gender, work and family policy; sociology of woman; research methods and statistics
(Sociology track advisor)
(adler@umbc.edu)

TIMOTHY J. BRENNAN, Public Policy
Ph.D., University of Wisconsin-Madison; antitrust law and policy, regulatory economics, electricity markets, telecommunications and broadcast policy, copyright and intellectual property, philosophy of economics
(brennan@umbc.edu)

ROBERT CARRPENTER, Economics
Ph.D., Washington University
Macroeconomics, monetary economics, industrial organization, theory of the firm
(bobc@umbc.edu)

DENNIS COATES, Economics
Ph.D., University of Maryland, College Park;
Public economics, public finance, sports economics
(coates@umbc.edu)

JERE M. COHEN, Sociology and Anthropology
Ph.D., University of Chicago; Sociology of religion, military veterans, status attainment, sociology of adolescence, sociological theory
(cohen@research.umbc.edu)

JEFFREY DAVIS, Political Science
Ph.D., Georgia State University;
public law and American politics
(davisj@umbc.edu)

LISA DICKSON, Economics
Ph.D., University of Texas at Austin; labor economics, economics of education, econometrics
(ldickson@umbc.edu)

J. KEVIN ECKERT, Sociology and Anthropology
Ph.D., Northwestern University;
Environmental gerontology, medical anthropology, aging services management and delivery, residential care/long-term care quality, qualitative research
(eckert@umbc.edu)

SCOTT FARROW, Economics, Chair
Ph.D., Washington State University; regulatory policy, benefit cost analysis, environmental economics and risk analysis (farrow@umbc.edu)

PATRICIA FLETCHER, Public Policy
Ph.D., Syracuse University; electronic government, government information resources management, information policy, information-based organization management, strategic management (public management track advisor)
(pletcher@umbc.edu)

TIM H. GINDLING, JR., ECONOMICS
Ph.D., Cornell University; economics of developing countries, labor economics, poverty and income inequality, econometric methods, immigration (Economics track advisor)
(gindling@umbc.edu)

MARSHA G. GOLDFARB, Economics
Ph.D., Northwestern University;
health economics, economics of education
(goldfarb@umbc.edu)

DAVID H. GREENBERG, Economics
(Emeritus)
Ph.D., Massachusetts Institute of Technology; labor economics, industrial relations
(dhgreenb@umbc.edu)

JOHN W. JEFFRIES, History, Dean, College of Arts, Humanities and Social Sciences
Ph.D., Yale University; Twentieth-century America and American political policy history
(jeffries@umbc.edu)

ARTHUR T. JOHNSON, Political Science
Ph.D., SUNY, Buffalo; public administration, personnel, management
(ajohnson@umbc.edu)

TYSON KING-MEADOWS, Political Science
Ph.D., University of North Carolina, Chapel Hill; Congress, African -American politics, electoral behavior (political science track advisor)
(tkingme@umbc.edu)

ADELE KIRK, Public Policy
Ph.D., UCLA; health economics, labor economics, and quantitative methods, the relationship between socioeconomic status and health, work disability (health policy track co-advisor)
(akirk@umbc.edu)

GEORGE R. LANOUE, Public Policy and Political Science
Ph.D., Yale University; education policy (K-12 and higher education), constitutional law and policy (civil rights and 1st Amendment, public procurement policy (education and legal policy track advisor)
(glanoue@umbc.edu)

DOUGLAS LAMDIN, Economics
Ph.D., University of Maryland; corporate finance, managerial economics (lamdin@umbc.edu)

KRISTE LINDENMEYER, History
Ph.D., University of Cincinnati; history of public policy with a focus on child welfare, health and immigration; late nineteenth and twentieth century U.S. history.
(Policy History track advisor)
(lindenme@umbc.edu)

MARVIN B. MANDELL, Public Policy,
Ph.D., Northwestern University; program and policy evaluation, evidence-based policymaking (Evaluation and analytic methods track co-advisor)
(mandell@umbc.edu)

KENNETH I. MATON, Psychology
Ph.D., University of Illinois at Urbana-Champaign; How social support systems and community involvement help people (especially Baltimore youth) cope and overcome difficult life stresses
(maton@umbc.edu)

VIRGINIA D. MCCONNELL, Economics
Ph.D., University of Maryland, College Park; environmental economics, regional economics
(mcconnell@umbc.edu)

SETH D. MESSINGER, Sociology and Anthropology
Ph.D., Columbia University; medical anthropology, anthropology of cities, anthropology of North America, psychiatry, trauma, social organization of medical work (sethm@umbc.edu)

ROY T. MEYERS, Political Science
Director, Sondheim Public Affairs Scholars Program
Ph.D., University of Michigan; American politics, budgeting, public administration and policy
(meyers@umbc.edu)

CHERYL M. MILLER, Public Policy and Political Science, Associate Dean, College of Arts, Humanities and Social Sciences
Ph.D., Univ. of North Carolina, Chapel Hill; agenda-setting and policy formulation, welfare policy, bureaucratic politics, African-American political participation, political labeling and symbolic politics
(cmiller@umbc.edu)

NANCY A. MILLER, Public Policy
Ph.D., University of Chicago; health policy, disability and long-term care, health disparities, aging policy (health policy track co-advisor)
(nanmille@umbc.edu)

LESLIE A. MORGAN, Sociology and Anthropology
Ph.D., University of Southern California; aging, gender, family, seniors' housing
(lmorgan@umbc.edu)

FRED L. PINCUS,
Sociology and Anthropology
Ph.D., University of California, Los Angeles; affirmative action, race relations, diversity, education (pincus@umbc.edu)

WILLIAM ROTHSTEIN, Sociology and Anthropology
Ph.D., Cornell University; medical sociology, history of medicine, sociology of occupations and professions (rothstei@umbc.edu)

ROBERT L. RUBINSTEIN,
Sociology and Anthropology
Ph.D., Bryn Mawr College; cultural and medical anthropology, anthropology of aging, gerontology, gender, qualitative research methods
(rrubinst@umbc.edu)

DAVID S. SALKEVER, Public Policy
Ph.D., Harvard University; health economics, economics of health policy and health care financing, economics of mental health, , disability studies, economics and behavior of nonprofit organizations (health policy track co-advisor) (salkever@umbc.edu)

THOMAS F. SCHALLER, Political Science
Ph.D., University of North Carolina, Chapel Hill; American politics, American political institutions
(schaller@umbc.edu)

JOHN G. SCHUMACHER, Sociology and Anthropology
Ph.D., Case Western Reserve; medical sociology, physician-patient relations, health care delivery in emergency departments and assisted living facilities, social gerontology, research methods
(jschuma@umbc.edu)

JOHN RENNIE SHORT, Public Policy
Ph.D., University of Bristol, UK; urban issues, globalization and the city, megalopolis, urban theory, land use planning (urban policy track advisor)
(jrs@umbc.edu)

LAURA STAPLETON, Psychology
Ph.D., University of Maryland, College Park
Collection and statistical modeling of survey data
(lstaplet@umbc.edu)

MARY E. STUART, Sociology and Anthropology
Sc.D., Johns Hopkins University; international best practices in rehabilitation and the prevention and management of chronic disease, health care organization and delivery, decision support for policy and management (stuart@umbc.edu)

JOSEPH N. TATAREWICZ, History
Ph.D., Indiana University; history of science and technology, science and technology policy and public history (tatarewicz@umbc.edu)

JAMES A. TRELA, Chair, Sociology and Anthropology
Ph.D., Case Western Reserve University; age-related behavior and attitudes, economic well being and poverty, political behavior (trela@umbc.edu)

PROGRAM STAFF

Sally Helms
Administrator of Academic Affairs
(helms@umbc.edu)

Pam Mollen
Administrative Assistant
(pmollen@umbc.edu)

Anne Roland
Manager of External Relations
(anne@umbc.edu)

PH.D. CURRICULUM WORKSHEET

Student	Concentration	Advisor	
<u>Courses</u>	<u>Enrollment Date</u>	<u>Grade</u>	<u>Transfer Credits</u> (Limit 24)
<i>I. Public Policy Core (18 credits)</i>			
a. PUBL 600	_____	_____	_____
b. PUBL 603	_____	_____	_____
c. PUBL 604	_____	_____	_____
d. See below	_____	_____	_____
e. (choose 2)*	_____	_____	_____
f. PUBL 700, or _____	_____	_____	_____
<i>II. Disciplinary Foundations (9 credits)</i>			
a. ECON 600 or 601	_____	_____	_____
b. PUBL 601	_____	_____	_____
c. SOCY 606	_____	_____	_____
<i>III. Disciplinary or Policy Concentration (15 credits)</i>			
a. _____	_____	_____	_____
b. _____	_____	_____	_____
c. _____	_____	_____	_____
d. _____	_____	_____	_____
e. _____	_____	_____	_____
<i>IV. Electives (6 credits)</i>			
a. _____	_____	_____	_____
b. _____	_____	_____	_____
<i>V. Other Degree Requirements</i>		<u>Completion Date</u>	
a. Examinations			
(1) Comprehensive Exams		_____	
(2) Field Qualifying Exam		_____	
b. Ph.D. Dissertation (18 credits; PUBL 899)			
(1) Committee formed		_____	
(2) Topic approved		_____	
(3) Thesis defense		_____	
c. Recommended for degree		_____	
		date	

* (Choose 2) PUBL 605, 607, 608, 611, 614; ECON 605, 611, or 612; SOCY 619; or another methodological/analytic course recommended by the concentration.