

Public Policy
Graduate Student Handbook
2011-2012

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
2011-2012
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Department of Public Policy Graduate Student Handbook 2011-2012

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 40-43.

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 37 course credits, including an internship, 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 (PUBL 899), 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 18 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 Pathways 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 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).

M.A. in Economic Policy Analysis

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 (econ-masters@umbc.edu; 410-455-2157 or 2160).

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).

Combined Degree Program with UMB School of Medicine

The Department of Public Policy has two joint degrees, an M.D./M.P.P. and the M.D./Ph.D. in Public Policy, with the University of Maryland, Baltimore (UMB) School of Medicine. These joint degrees provide opportunities for students at the UMB School of Medicine to expand their knowledge and skills into the field of public policy. For more information, contact Jordan Warnick, Assistant Dean, UMB School of Medicine (410-706-3026; JWarnick@som.umaryland.edu).

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, 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 chairperson of the track committee of the concentration they wish to pursue. Concentration 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 44) 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 six credits for M.P.P. students and 18 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.

Grading Standards

Students may not have more than two (2) grades of C or worse. If a student receives a third grade of C or worse, the chair will write the student informing him or her that a decision will be taken at the next faculty meeting regarding whether to dismiss the student. This will allow the student to appeal and/or to provide an explanation and request not to be dismissed. In any event, the matter will be taken up at the next faculty meeting and a decision will be rendered.

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 (16 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 seven courses (16 credits):

Basic concepts (10 credits):

PUBL 603 The Theory and Practice of Policy Analysis
PUBL 613 Managing Public Organizations
PUBL 623 Governmental Budgeting
PUBL 697 Internship (non-credit course)
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 six 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, nine credits for each semester while a doctoral candidate.

Disciplinary Foundations

All M.P.P. and Ph.D. students must also take the following three disciplinary foundation courses (nine 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 concentrations, except the disciplinary concentrations, 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.

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
Public Management -Eric Zeemering
Urban Policy- John Rennie Short
Customized Concentration (see page 17)

Disciplinary Concentrations and their advisors:

Economics - Marsha Goldfarb (fall 2011)
-Tim Gindling (spring 2012)
Policy History - Marjoleine Kars, Ph.D. only

Specific requirements for these areas of concentration are listed on pages 10-17.

UMBC offers the M.A. in History, M.A. in Aging Studies, M.A. in Applied Sociology, and 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 concentration.

M.P.P. Policy Analysis Paper

Masters students are required to write a policy analysis paper. Students are required to register for a one credit course-PUBL 699 during the semester in which they are completing this requirement. 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 Internship Requirement

All students who started the M.P.P. program in fall 2010 or later without relevant public policy work experience are required to complete an approved internship after their first 15 credits.

The internship must total 300 hours, and can take place during the academic year, or in the summer. The internship coordinator must give prior approval to any internship a student proposes to use to fulfill the internship requirement. Students should enroll in PUBL 697 during the internship.

Once the internship has concluded, the student must write a paper in the form of responses to a series of structured questions about the intern experience. The internship requirement will be met when the student enrolls in PUBL 697, concludes the 300 hour internship, and receives a "pass" for the intern experience paper.

Students may request a waiver of the internship by demonstrating that they possess two years of full-time public policy experience. The request for waiver must describe the student's work experience and how it is relevant to the public policy discipline. The waiver request can be submitted at any time, but no later than 90 days before the beginning of the student's final semester in the program. The waiver must be approved by the graduate program director. Students requesting a waiver should complete and submit the "Petition for a Waiver of the Internship Requirement" to the Internship Coordinator.

The internship guidelines and forms are available on the Public Policy Graduate Students Blackboard site.

For more information, contact the Internship Coordinator Anne Roland (anne@umbc.edu)

Master's Thesis Option

Students may write a master's thesis instead of the policy analysis paper. 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 39 credit hour Master's program instead of the 37 hour program required of the other students.

Ph.D. Examinations

In addition to examinations in particular courses, a Ph.D. comprehensive examination and Ph.D. field examination are also required. Students should consult with their advisors 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 the core courses PUBL 600, 603, 604 and the disciplinary foundation courses: ECON 600, PUBL 601, and SOCY 606. Students are eligible to take the comprehensive examination after they have completed the core curriculum and disciplinary foundations courses.

Doctoral students must 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 examination is designed to test a student's knowledge of a particular concentration. Students may not take the field examination until they have passed the comprehensive examination and completed at least four concentration courses, including all required courses for the concentration.

Doctoral students must 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 with an honors, pass, conditional pass, or fail grade. 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 a recommendation to the Graduate School that the student be terminated 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 no 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, a student may petition the GPD of the Public Policy department to waive any of these rules. The vote of the faculty of the Public Policy 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 also available on this site.

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 or 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 or 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 GPD, to verify that such a discussion has occurred. Those who receive the waiver must register either for another three hour course in their concentration, 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 chairperson must formally approve the membership of each dissertation committee well before the dissertation proposal defense. For this approval, the student and his or her mentor, must submit the departmental 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 Public Policy Reading Room 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 committee chairperson 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 concentration 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, University of Maryland College Park (UMCP). Students in the educational policy concentration may find positions with school systems and other academic institutions, educational associations, and governmental and research organizations.

Concentration Committee George La Noue* (Public Policy), Lisa Dickson (Economics), Douglas Lamdin (Economics), Dave Marcotte (Public Policy), Marsha Goldfarb (Economics)

* designated primary adviser

Required Concentration Course

PUBL 636 Law, Politics and American Education Policy (M.P.P. and Ph.D.)

SOCY 614 The Evaluation of Educational Policy (Ph.D.), or a similar evaluation course

Additional Concentration Courses

ECON 651	Economics of Human Resources Policy	EDPS 663	Policy Formulation in Education
ECON 654	Economics of Education and Human Capital	EDHI 671	Education Law and Policy
EDPS 601	Contemporary Social Issues in Education	EDPS 690	Research in Education Policy, Planning and Administration
EDPS 614	Politics of Education	EDHI 700	Qualitative Research Methods in Education
EDPS 615	Economics of Education	EDPS 751	Law, Equity & Diversity in Education
EDPS 620	Education Policy Analysis	EDHI 753	Higher Education Planning
EDPS 621	Policy and Program Evaluation for Organizational Improvement	EDHI 754	Higher Education Finance
EDPS 622	Education Policy, Values, and Social Change	EDHI 755	Federal Policies in Post-Secondary Education
EDPS 623	Education Policy and Theories of Change	HIST 647	The History of Civil Rights Since World War II
EDPS 624	Culture in Education Policy and Practice	PUBL 647	Urban Problems and Policy Analysis
EDPS 625	Federal Education Policy	PUBL 645	The U.S. City
EDPS 626	Education Policy and the Young	SOCY 611	Race, Class, Gender, and Schooling
EDHI 627	Education Policy: An International Perspective	SOCY 615	Higher Education and Social Inequality
EDHI 640	Introduction to Educational Leadership		
EDHI 651	Higher Education Law		
EDHI 652	Higher Education in American Society		
EDHI 653	Organization and Administration of Higher Education		

(EDPS and EDHI courses are offered in the Education Policy Studies or Education Leadership, Higher Education and International Education graduate program at the University of Maryland College Park.)

EVALUATION and ANALYTICAL METHODS

This concentration 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.

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

* designated primary advisers

Required Concentration Courses

All M.P.P. students in this concentration 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.

ECON 605	Benefit-Cost Evaluation
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

Additional Concentration Courses

All M.P.P. students in this concentration must take one additional concentration course. All Ph.D. students must take at least two additional concentration 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	PUBL 614	Quantitative Methods for Management
ECON 612	Advanced Econometric Analysis II		
PREV 600**	Principles of Epidemiology	SOCY 619	Qualitative Methods in Social Research
PSYC 711	Data Analytic Procedures II		
PSYC 715	Measurement of Behavior	SOCY 620	Social Epidemiology
PUBL 606	The Politics and Administration of Program Evaluation		

(**PREV courses are offered through the Department of Epidemiology, 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 concentration, Ph.D. students are to take **three required** courses, two additional courses within the concentration 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** courses and two additional courses within the health policy concentration, one of which must be an approved statistical/methodological/analytical course.

Concentration Committee Adele Kirk* (Public Policy), Nancy Miller* (Public Policy), David Salkever* (Public Policy), Bing Ma (Economics), John Schumacher (Sociology), Marsha Goldfarb (Economics) and William Rothstein (Sociology)
* designated primary advisers

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 are required.

In addition to the above courses, a wide range of health care policy courses are offered from which students can complete the 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	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
PUBL 640	Health Law	GERO 681	Epidemiology of Aging
SOCY 657	Social History of American Medicine	PHR 703	Health Services Research (UMB)
		PHR 756	Health Survey Research (UMB)

PUBLIC MANAGEMENT

This concentration 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.

Concentration Committee Eric Zeemering* (Public Policy), Donald F. Norris (Public Policy), Laura Hussey (Political Science), Arthur Johnson (Political Science), Doug Lamdin (Economics), Roy Meyers (Political Science), William Rothstein (Sociology)
* designated primary advisor

Required Concentration Courses

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

Additional Concentration Courses

ECON 408	Managerial Economics	PUBL 606	The Politics and Administration of Program Evaluation
ECON 654	Economics of Education and Human Capital		
ECON 615	Property Rights, Organizations and Management	PUBL 612	Ethics and Public Policy
ECON 651	Economics of Human Resources Policy	PUBL 615	Managerial Leadership
IFSM 630	Information Resources Management	PUBL 622	Dynamics of Personnel Administration
IFSM 665	Project Management	PUBL 623	Governmental Budgeting**
PUBL 605	Advanced Research and Evaluation Techniques	SOCY 601	Organization and Management

Required Advanced Methods/Quantitative Courses:

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

For Ph.D. students: two of the following course should be taken, 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 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, or 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 concentration 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 concentration prepares students to not only formulate questions about pressing urban issues but also contribute to the solutions.

Concentration Committee John Rennie Short* (Public Policy), Donald F. Norris (Public Policy), Dennis Coates (Economics), and Christelle Viauroux (Economics)

* designated primary adviser

Required Courses

All M.P.P. students must take at least two of the following seven urban courses. Ph.D. students must take at least three of these courses.

ECON 691	Urban Economics		
PUBL 644	Urban Theory	PUBL 647	Urban Problems and Policy Analysis
PUBL 645	The U.S. City		
PUBL 646	The Global City	PUBL 648	Cities and Environmental Issues
		PUBL 649	Urban Politics

Additional Concentration 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 M.P.P. students, at least one course must be an approved statistics or methodology course.

ECON 605	Benefit-Cost Evaluation	GES 687	Advanced Applications of Geographic Information Systems
ECON 651	Economics of Human Resources Policy	HIST 629	History of Baltimore
ECON 654	Economics of Education and Human Capital	PSYC 635	Community Psychology
ECON 661	Microeconomics of Public Finance	PUBL 605	Advanced Research & Evaluation Techniques
GES 642	Seminar in Metropolitan Baltimore	PUBL 623	Governmental Budgeting
GES 651	Seminar in Urban Sustainability	SOCY 611	Constructing Race, Class, Gender and Schooling
GES 686	Introduction to Geographic Information Systems		

Approved statistics/methodology courses

PUBL 607, 608, 611; ECON 605, 611, 612; SOCY 619; and GES 686 and 687

Other courses:

Various courses taught in the School of Public Affairs and in the Community Planning Program (USRP), University of Maryland, College Park (UMCP) and other courses taught both at UMBC and sister institutions within the University System of Maryland may be relevant to the urban policy concentration. Before registering for any such course, a student should first check with and get the approval of the concentration advisor.

DISCIPLINARY CONCENTRATIONS

ECONOMICS

The economics concentration 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.

Concentration Committee Tim Gindling* (Economics), Scott Farrow (Economics),
Marsha Goldfarb (fall 2011 only)* (Economics)
* designated primary advisors

Required Concentration 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 Concentration 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 617	Economics of Law
ECON 641	Economics of Government Policy toward Business		

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.

Concentration Committee Marjoleine Kars* (History), John Jeffries (History), Dan Ritschel (History)

* designated primary adviser

Required Concentration 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 Concentration Courses

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

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 an advisor for that concentration. Both that advisor and the Public Policy department chairperson 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 concentration, 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 cannot be done through one of the existing concentrations, and a list of 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 courses. 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.

Academic Integrity: Rights and Responsibilities of Students in the Department of Public Policy

By enrolling in degree programs of the Department of Public Policy at UMBC, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, a failing grade for the assignment, a failing grade for the course, suspension or dismissal. The Policy and Procedures for Graduate Student Academic Misconduct is available at <http://www.umbc.edu/gradschool/procedures/misconduct.html>.

Of particular concern is plagiarism. Plagiarism is defined as "taking and passing off as one's own the ideas, writings, etc., of another" (Webster, 1983). In other words, plagiarism is theft of another's words and ideas. It constitutes **serious academic dishonesty**. Plagiarism can result from a student's failure to cite a source (e.g., of the ideas, writings, etc., of another that the student uses in his or her paper) or failure to appropriately block or use quotation marks (and an appropriate source citation) around directly quoted material.

This policy does not distinguish between intentional and inadvertent plagiarism. Nor does it distinguish between "drafts" and final submissions. Clearly, intentional plagiarism is a serious offense. Some students may feel, however, that inadvertent plagiarism is not a serious offense. It is – for at least two reasons. First, it is difficult (some might say impossible) to distinguish between intentional and inadvertent plagiarism. Second, inadvertent plagiarism suggests that students either have not paid attention to this policy or are willing to submit work that is carelessly and sloppily completed. In either event, plagiarism will be appropriately punished if it is found in any work for this course.

All students in the Department of Public Policy are required to read and be familiar with the following:

UMBC Policies and Procedures

- "Statement of Values for Student Academic Integrity at UMBC"
<http://www.umbc.edu/provost/integrity/Honorcode.htm>
- USM Board of Regents, "Rights and Responsibilities for Academic Integrity"
<http://www.usmd.edu/regents/bylaws/SectionIII/III100.html>
- Policy and Procedures for Student Academic Misconduct"
<http://www.umbc.edu/gradschool/procedures/misconduct.html>

What Is Plagiarism and How to Avoid It

- A.O. Kuhn Library, "Avoid Plagiarism: Give Credit To Those Who Deserve It, Including Yourself" <http://aok2.lib.umbc.edu/reference/plagiarism.php>
- The Writing Center at the University of Wisconsin-Madison, "Quoting and Paraphrasing Sources"
<http://www.wisc.edu/writing/Handbook/QuotingSources.html>
- The Writing Place at Northwestern University, "Avoiding Plagiarism"
http://www.writing.northwestern.edu/avoiding_plagiarism.html

At this time there is no single departmental standard regarding citation style, although specific instructors may require a particular citation style. Style guides for several common formats for citing sources can be accessed through the following:

- A.O. Kuhn Library, "Citing Sources" <http://aok2.lib.umbc.edu/reference/BI/styleguides.php>
(Note: This website includes a link to a guide for citing internet sources)
- The Writing Center at the University of Wisconsin-Madison, "Citing References in Your Paper"
<http://www.wisc.edu/writing/Handbook/Documentation.html>

We encourage you to bring any questions you might have regarding the meaning and importance of academic integrity, what plagiarism is and how to avoid it, and citation styles to faculty members in the department.

Master's Degree Timeline

Before classes begin, or sometime within the first few weeks of classes, meet with your concentration advisor and fill out a draft curriculum worksheet, subscribe to the listserve, and enroll in the Public Policy Graduate Students Blackboard community. Submit a copy of the worksheet to the Public Policy Department.

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, ideally, you should also plan to enroll in ECON 600 Economic Consequences of Policy Analysis, PUBL 601 Political and Social Context of the Policy Process and PUBL 603 Theory and Practice of Policy Analysis during the first year. SOCY 606 Social Inequality and Social Policy may be taken during the spring or summer session.

The summer after your first five courses in the program (or thereafter)

Students must complete a departmentally-approved internship, unless a waiver of the requirement has been approved. During the semester in which the internship is completed, you must register for PUBL 697.

In your second year:

Typically, students will be enrolled in their concentration courses in the second year of the program, or if they are part time, they will enroll in concentration courses after they have taken the core and disciplinary courses.

The individual policy analysis paper may be written at any time during the student's pursuit of the M.P.P. degree. During the semester in which a student begins writing the policy analysis paper, he or she must register for 1 credit of PUBL 699. Students must turn in a copy of their 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 masters students during the semester that you intend to complete your degree requirements:

Go to the Graduate School website: www.umbc.edu/gradschool/requirements for the requirements for graduation (includes forms, procedures, and deadlines). You must be registered the semester in which you intend to graduate. Also, you will need to submit the *Application for Diploma* and *Fulfillment of Course Requirements* forms within the first three weeks of the semester and file a *Certification of Completion of Master's Degree without Thesis* form by the due date set forth by the Graduate School. Since most forms require the signature of your advisor, and the department chairperson, plan ahead. All students who plan to march in the commencement ceremony in December or May will also need to order regalia from the UMBC 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

Summer Session, or thereafter

PUBL 697 (Internship)

Semester III

PUBL 623 Governmental Budgeting

PUBL 613 Managing Public Organizations (or Concentration Course)

Concentration Course

Semester IV

PUBL 699 Policy Analysis Paper*

PUBL 613 Managing Public Organizations (or Concentration Course)

Concentration Course

All students should take PUBL 600 and PUBL 604 early in their curricula, preferably their first year.

* To be certified for receipt of the M.P.P. diploma, a copy of the approved policy analysis paper, with the approval form, must be submitted to the Public Policy department.

Individual Student Policy Analysis Paper (PUBL 699)
Guidelines for Students
(Rev. September 2010)

The individual student policy analysis paper (sometimes referred to as the capstone 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.

The MPP policy analysis paper is based on a paper written for a course in the student's area of concentration. Before taking that course, the student needs to inform the professor for that course that he or she wishes to apply that paper towards the policy analysis paper requirement. If that choice is taken, the guidelines below apply; those guidelines may not apply to papers written for that course that are not capstones. The student will also register for PUBL 699, a one credit course, with the professor of that course to reflect the extra work involved. If a student decides after the drop/add period to apply the paper to the capstone, he or she will have to register for PUBL 699 in the semester following the one in which he or she took the course, and revise that paper to meet the guidelines below.

This policy analysis is expected to be a professional quality paper, approximately 25 to 40 pages in length, as agreed upon between the student and the professor under whom the student is writing the analysis (the reader), 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 the 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?
4. Criteria for Evaluation – what criteria will you use to 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). Criteria that should be considered include: cost, effectiveness, political feasibility, equity, legality, sustainability, and process values. The precise set of criteria will be determined in discussion between the student and professor under whom the student is writing the analysis.
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. In some cases, benefit-cost or cost-effectiveness analysis will be included in this analysis (whether to include one of these should be determined in discussion between the student and professor under whom the student is writing the analysis). The analysis should always include the status quo or null alternative as one of the alternatives.
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?
7. The analysis must include a three to five page executive summary that is a high level summary of the policy analysis and is written with a relevant policy official (or officials) in mind as its audience.

The following book should be used as a guide in developing this policy analysis: Eugene Bardach, 2009. *A Practical Guide to Policy Analysis*, 3d ed., Washington, DC: CQ Press. It is strongly suggested that students review and possibly model their policy analysis on the policy analysis (re. the salmon fishery in British Columbia) in the Weimer and Vining textbook that is used in PUBL 603 Theory and Practice of Policy Analysis.

This policy analysis must be based upon solid data and evidence, drawn most particularly from the relevant scholarly literature (that is, research) on the subject (including solutions), and also on literature from the field of practice in which the problem is located. Typically, every paper must include a literature review (Bardach, Ch. 2) and most

should include a review of best practices (Bardach, Part III), but this should be negotiated between the student and his reader(s). The data and evidence will generally, but not always, be drawn from secondary sources. The reader does not expect the student to gather new quantitative or qualitative information, although he or she is free to do so in consultation with his or her reader. These, and indeed all, elements of the paper should be agreed upon in discussion between the student and professor (reader) under whom the student is writing the analysis.

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 (e.g., problem discussion, alternatives). In others, it may be more appropriate to include separate literature and best practices review sections (e.g., between sections 2 and 3 above). Students should consult with their reader 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, be double-spaced and employ a 12 point font and 1-inch margins. 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 a given semester. Merely following the schedule, however, is not as a guarantee of satisfactory completion of the paper on time. That is dependent on whether the student completes the work on time (as agreed between the student and the professor under whom the student is writing the paper) and the quality of the student’s paper.

Students should confer, early and often, with the professor under whom the student is writing the paper not only on the schedule for completing it (including deliverables) but also on all other important matters around it.

Suggested Schedule

	Submitted by student	Feedback from reader(s)
Topic approved by professor	Week 1	NA
Draft of problem definition, intervention rationale	Week 4	Week 5
Draft of evaluation criteria	Week 5	Week 6
Draft of alternatives	Week 10	Week 11
Full draft	Week 12	Week 13
Final paper	Week 14 or 15	NA (When grades are due)

Finally, each student must complete and have his or her reader sign the following form and submit it along with a hard copy of his or her policy analysis paper to the Public Policy department in order to complete the requirements for this paper.

UMBC
Department of Public Policy

MPP Policy Analysis Paper (PUBL 699)

Approval Sheet

M.P.P. students are required to submit a copy of their final policy analysis paper and an approval sheet, signed by the faculty reader, to the Public Policy department before they are eligible for graduation.

Student Name: _____

Track: _____

Advisor: _____

Paper Title: _____

Approval: The signature of the faculty reader below signifies that he or she has read and approved the aforementioned student's M.P.P. policy analysis paper.

Faculty 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 advisor. Students should meet with their advisors regularly.
Course Waivers and Reductions	Submit a 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 examination must be taken no later than two semesters after the completion of the core courses.
Field Qualifying Examination	The field qualifying examination 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> to his or her faculty advisor for approval.
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 Pre-candidacy 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 PUBL 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 dissertation proposal abstract to the department chairperson. (see guidelines on page 30). The chairperson then distributes the summary to all public policy faculty and, to the chairs of the Departments 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 chairperson 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> to 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 the proposal defense and submitted to the Department.
Applying for Candidacy	Once the proposal has been defended, the student should apply for Ph.D. candidacy with the Graduate School forms: <i>Application for Admission to Candidacy</i> and <i>Graduate School Record</i> . Once a student is a candidate, he or she should enroll in PUBL 899 Doctoral Dissertation Research.

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

Revised: 10/01/2010

**Department of Public Policy
University of Maryland, Baltimore County**

Application to take the Ph.D. Comprehensive Examination

Student Name: _____

Concentration: _____

Concentration Advisor: _____

Date of the Examination: _____

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 concentration 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 from this examination, after the cut off day to cancel, without penalty. Any exception to withdraw from taking the examination, 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

Concentration Advisor (print name and also sign)

Please return this form, with signatures and attachments, to the Public Policy department.

**Department of Public Policy
University of Maryland, Baltimore County**

Application to take the Ph.D. Field Qualifying Examination

Student Name: _____

Concentration: _____

Concentration Advisor: _____

Date of the Examination: _____

By the end of the semester, I will have completed all of the required courses for the concentration, and my concentration 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 concentration courses from another degree or institution, these waivers or transfers of credits have been approved by my concentration 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 from this examination, 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 _____ Field Qualifying Examination for

(semester and year)

Date

Student Signature

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

Date

Concentration advisor name (printed) and signature

Please submit this form, with signatures and attachments, to the Public Policy department.

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 or her concentration 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 ensure 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 or 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 his or her concentration, a related elective, or three hours of independent study with their dissertation advisor to prepare his or her 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, Pre-doctoral dissertation research, at least three credits each semester until candidacy is reached.

Dissertation Proposal Abstract and the Formation of the Dissertation Committee

Upon identification of a topic for the Ph.D. dissertation, the student’s mentor submits to the chair of the department of public policy a Dissertation Proposal Abstract (see *Guidelines for Writing a Dissertation Proposal Abstract* on page 30). After receiving feedback from the department chair on faculty who may be interested in the dissertation topic and wish to serve on the student’s dissertation committee, the student and mentor should meet to identify the members of the dissertation committee. (See *Guidelines for Writing a Dissertation Proposal Abstract* on page 30) This process of circulating the abstract 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 Department form, *Application to Form a Dissertation Committee*, should be used for this approval process.

Dissertation Committee Composition

The committee should 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*, <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. The student must submit the form, *Nomination of Members for the Final Doctoral Dissertation Committee*, for this approval process.

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 establishes 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 Graduate Student Reading Room 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 nine credits of doctoral dissertation research (PUBL 899) each semester until completion of the 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 (*Instructions for Preparing Final Copies of Masters Thesis and Doctoral Dissertations*) are available from the Graduate School website. All Graduate School forms required for the doctoral degree and the deadlines for their submission, can be found at <http://www.umbc.edu/gradschoolrequirements/doc.degree.html>.

Department of Public Policy
University of Maryland, Baltimore County
Guidelines for Writing a Dissertation Proposal Abstract

Each Ph.D. student is required to write an abstract of his or her dissertation proposal. The student should work closely with his or her dissertation advisor in preparing the abstract. Once the student's advisor approves the abstract, the advisor submits it to the Chair of the Department of Public Policy. The chair distributes the abstract to all faculty within the Department of Public Policy and also to the Chairs of the Departments of Economics, History, Political Science and Sociology and Anthropology. These Chairs distribute the abstract among interested faculty in their departments.

The purpose of this distribution is to announce the student's dissertation topic broadly among the core and affiliated faculty within the public policy program and also to seek potential members for the student's dissertation committee. Faculty who have expertise in the subject of the dissertation and the time and interest to serve on the committee are asked to respond to the chair of the Department of Public Policy with their interest in serving on the student's dissertation committee. The chair then provides these names to the student's mentor, and the student and the mentor use the names when forming dissertation committee. (At their sole discretion, the mentor and student may choose to accept all, some or none of these names. But, this guidance means, too, that the advisor should not have locked in the membership of a committee before the proposal abstract is distributed.)

Perhaps the first thing of importance to note about a dissertation proposal abstract is that it is an abstract. This means that it is short. It should be no longer than two to three pages single spaced.

Neither these guidelines nor the distribution of an abstract implies that a student has developed a complete dissertation proposal. Indeed, the opposite should and is likely to be true in nearly all cases. This is because the student ordinarily will develop full proposal under the guidance and tutelage of both his or her mentor and committee members.

The abstract should cover the following areas:

Problem or issue under consideration: A brief but succinct statement of the problem or issue that the student will examine in his or her dissertation. ("In this dissertation, I will examine the issue of the pollution of the Chesapeake Bay and policy alternatives to reduce its pollution." Obviously, this is too brief, but, as an introductory sentence, it does give readers a clear indication of the topic under consideration.)

- **Why study the problem:** Why is this problem or issue important and why should it be examined? (At the student and advisor's discretion, this can be combined with the problem identification above.)
- **Likely data:** Where will the data come from? Existing datasets? Primary data collection (of what sort: interviews, a survey, etc.)?
- **Method:** What analytical methods will be used to analyze the data? Content analysis? Case study? Quantitative analysis (of what type)? Etc. Here is also where the student's tentative research questions or hypotheses should be presented.
- **Policy Significance:** This is a public policy program, so all dissertations must have a policy angle or hook. What are the policy implications of the student's findings? Again, to use the example above, the policy significance would be that federal policy is needed to clean up the Bay. Dissertations that propose only or even mainly to explain variance in some outcome or outcomes and that do not address policy implications of the findings of the research will not be permitted.

- Source citations and bibliography: As appropriate throughout the abstract, the student must cite sources (using the APA style), and, at the end of the abstract, the student must provide a bibliography of sources cited. The bibliography *does not count* against the page limitation of the abstract.
- Title page: The first page of the abstract should begin as shown below: like that on the following page.

Dissertation Proposal Abstract
Department of Public Policy
University of Maryland, Baltimore County

Student's Proposed Dissertation Title

Student's Name

Dissertation Advisor's Name

Date (of submittal)

The text of the abstract (in particular, the statement of the problem or issue under examination) should immediately follow the heading.

Should students or mentors have any questions about these guidelines, they should contact the chair of the Department of Public Policy for clarification.

The following page is a template for use by students in preparing the dissertation proposal abstract.

(Revised and Approved by the PUBL Faculty, November 2010)

Dissertation Proposal Abstract
Department of Public Policy
University of Maryland, Baltimore County

Student's Proposed Dissertation Title

Student's Name

Dissertation Advisor's Name, Mentor

Date (of submittal)

The problem

Why study the problem

(This section can be combined with the problem at the discretion of the student and mentor.)

Likely data

Methods

Policy significance

Bibliography

**Department of Public Policy
University of Maryland, Baltimore County**

Application to Form a Dissertation Committee

Student Name: _____

Concentration: _____

___ 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

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 the Department of Public Policy.

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? What are the major dimensions or characteristics? What are 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 having 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 do not 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. The instructions for submitting the final copy of the master's thesis or doctoral dissertation electronically can be found on the Graduate School's website: www.umbc.edu/gradschool/etd. 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 (name and signature)

Printed name and signature

Printed name and signature

Printed name and signature

Printed name and signature

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 the Public Policy department at the completion of the proposal defense.

Public Policy Doctoral Dissertation Defense Norms

Over the years, several norms around the doctoral dissertation and the dissertation defense have developed in the Public Policy Ph.D. program. The first norm concerns decisions by a dissertation committee to concur that a dissertation is ready for defense and that a defense should be held. Formally, this decision requires the assent of the dissertation chair and the two designated “readers.” The consensus within the public policy program (not just the Public Policy department faculty) for many years, however, has been that this formal requirement is not sufficient. The norm and practice is that all members of a committee must agree that a dissertation is defensible. Also, all members should have had ample opportunity to present any issues or concerns to the student and the student should have effectively responded to those issues and concerns.

If, for whatever reasons, one or more committee members will not assent to a defense, the chair of the committee should first discuss the matter with the member(s) and try to resolve whatever issues or concerns they may have. If this does not resolve the member(s)’ concerns, then the chair should convene a meeting of the committee so that the member(s) can make their concerns known. During this meeting a resolution should be sought. If no resolution is possible, then the chair should bring the matter to the attention of the PUBL department chair.

Of almost equal importance, all committee members should have been given ample time to read and comment on the dissertation and to have their comments responded to by the student. My personal practice is to make sure that the period between when a dissertation is distributed to committee members and the date that a defense should be even tentatively scheduled should be no less than four (4) weeks. In any event, this time period is something that the dissertation committee chair should have negotiated with committee members at least at the time of the proposal defense, if not earlier.

It is also a strong norm in the program that the dissertation proposal is the stage in the process when the student and the members of his or her committee reach agreement on the dissertation’s research questions, hypotheses, methods, and expected results. If the student lives up to this agreement, it would not be appropriate for fundamental disagreements to arise on the part of the committee members about them (that is, about the research questions, hypotheses, methods, and expected results) at the time that the student is ready to submit a dissertation based on a proposal the committee has already approved.

Of course, this is not in any way to diminish the responsibility and prerogative of the committee to judge the merits and quality of the dissertation and to render an appropriate decision about it at the conclusion of the defense. To put the matter more clearly, the student may well have followed the agreement in the proposal, but the dissertation may be so inferior in quality that the committee cannot approve it.

Public Policy Graduate Faculty
University of Maryland, Baltimore County

PUBLIC POLICY

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)

TIMOTHY J. BRENNAN
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)

ADELE KIRK
Ph.D., UCLA; health economics, labor economics, and quantitative methods, private health insurance markets, the relationship between socioeconomic status and health, work disability (health policy 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 policy advisor); (glanoue@umbc.edu)

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

DAVE E. MARCOTTE
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 co-adviser) (marcotte@umbc.edu)

CHERYL M. MILLER, Public Policy and Political Science, Associate Dean, College of Arts, Humanities and Social Sciences
Ph.D., University 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
Ph.D., University of Chicago; health policy, disability and long-term care, health disparities, aging policy (health policy co-advisor); (nanmille@umbc.edu)

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

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

ERIC ZEEMERING
Ph.D., Indiana University, Bloomington; Public management, intergovernmental relations and urban policy (public management advisor); (zeem@umbc.edu)

ECONOMICS

MICHAEL BRADLEY, Chair
Ph.D., Cornell University, history of economic thought, comparative economic systems; (mbradley@umbc.edu)

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

MATTHIAS CINYABUGUMA
Ph.D. Brown University; Economic growth, applied economic theory, applied econometrics, economic development; (matthias@umbc.edu)

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

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

SCOTT FARROW, Chair
Ph.D., Washington State University; industrial organization, environmental economics and risk analysis; (farrow@umbc.edu)

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

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

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

BING MA
Ph.D. University of California, Los Angeles
Labor economics, health economics, applied econometrics and applied microeconomics;
(bingma@umbc.edu)

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

WENDY TAKACS
Ph.D., The Johns Hopkins University
international economics, international trade;
(wtakacs@umbc.edu)

CHRISTELL VIAUROUX
Ph.D., University of Toulouse, France

Theoretical and applied econometrics, structural applied microeconomics, structural applied game theory, microeconomics; (ckvlauro@umbc.edu)

CHUNMING YUAN
Ph.D., University of California, Los Angeles
International economics/finance, financial economics, econometrics; (cm yuan@umbc.edu)

HISTORY

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)

MARJOLEINE KARS, Chair
Ph.D., Duke University; U.S. Colonial, Atlantic World, American women's history;]
(policy history advisor); (kars@umbc.edu)

DANIEL RITSCHEL
Ph.D., Oxford; Great Britain, economic and social policy, historiography: (ritschel@umbc.edu)

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

POLITICAL SCIENCE

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

BRIAN GRODSKY
Ph.D., University of Michigan; comparative politics, human rights, democratization, post-communist politics; (bgrodsky@umbc.edu)

LAURA HUSSEY
Ph.D. University of Maryland, College Park
Social welfare and morality policy; public opinion on policy issues; American public policy, politics, and administration; (lh ussey@umbc.edu)

ARTHUR T. JOHNSON
Ph.D., State University of New York, Buffalo; public administration, personnel, management;
(ajohnson@umbc.edu)

TYSON KING-MEADOWS

Ph.D., University of North Carolina, Chapel Hill;
Congress, African -American politics, electoral
behavior ; (tkingme@umbc.edu)

ROY T. MEYERS, Director, Sondheim Public
Affairs Scholars Program

Ph.D., University of Michigan; American politics,
budgeting, public administration and policy;
(meyers@umbc.edu)

THOMAS F. SCHALLER

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

PSYCHOLOGY

KENNETH I. MATON

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)

SOCIOLOGY and ANTHROPOLOGY

MARINA A. ADLER

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; (adler@umbc.edu)

J. KEVIN ECKERT, Chair

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

ANDREA KAFOGLOU

Ph.D. The Johns Hopkins University; Bioethics,
public health ethics, reproductive policy and ethics,
genetics policy and ethics, research ethics; public
engagement in science and policymaking
(akalfogl@umbc.edu)

SETH D. MESSINGER

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

LESLIE A. MORGAN

Ph.D., University of Southern California; aging,
gender, family, seniors' housing; (lmorgan@umbc.edu)

FRED L. PINCUS

Ph.D., University of California, Los Angeles;
affirmative action, race relations, diversity, education;
(pincus@umbc.edu)

WILLIAM ROTHSTEIN

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

ROBERT L. RUBINSTEIN,

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

JOHN G. SCHUMACHER

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

GUL SECKIN

Ph.D., Case Western Reserve University; sociology
of trauma and mental health, health communications,
political sociology, and sociology of aging;
(gseckin@umbc.edu)

MARY E. STUART

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)

M.P.P. CURRICULUM WORKSHEET

Student
 Concentration
 Adviser

	<u>Enrollment</u> <u>Date</u>	<u>Grade</u>	<u>Transfer Courses</u> (limit 6 credits)
<i>I. <u>Public Policy Core</u> (16 credits):</i>			
a. PUBL 600			
b. PUBL 603			
c. PUBL 604			
d. PUBL 613			
e. PUBL 623			
f. PUBL 697 Internship (non-credit)			
g. PUBL 699 Policy Paper (1 credit)			

<i>II. <u>Disciplinary Foundations</u> (9 credits):</i>			
a. ECON 600 or ECON 601			
b. PUBL 601			
c. SOCY 606			

<i>III. <u>Disciplinary or Policy Concentration</u> (12 credits)</i>			
1.			
2.			
3.			
4.*			

*Must be a concentration approved statistical/methodological/analytical course.

IV. Thesis-option Graduation Requirements: 3 courses in III, and six credits of thesis research
 Not required to completed PUBL 699 PUBL 799 Thesis Research (6 credits)

Recommended for degree:
Advisor date

