

School of Public Policy
Graduate Student Handbook
2017-2018

School of Public Policy
University of Maryland, Baltimore County
1000 Hilltop Circle
Public Policy Building, 4th floor
Baltimore, MD 21250
Telephone: (410) 455-3201
Fax: (410) 455-1172
publicpolicy.umbc.edu

**GRADUATE STUDENT HANDBOOK
2017-2018**

Table of Contents

<u>Topic</u>	<u>Page</u>
Introduction	1
Academic Information	
Degrees Offered	2
M.P.P. Curriculum	5-6
Ph.D. Curriculum	6-7
Policy Concentrations	
Education Policy	8
Emergency Services	9
Environmental Policy	10
Evaluation & Analytical Methods	11
Health Policy	12
Public Management	13
Urban Policy	14
Disciplinary Concentrations	
Economics	15
Policy History	16
Customized Concentration	17
Academic Integrity	18
Master's Degree Time Line	19
Model Schedule for Full Time M.P.P. Students	20
Individual Student Policy Analysis Paper Guidelines	21-23
Ph.D. Degree Time Line	24-25
Application to take the Ph.D. Comprehensive Examination	26
Application to take the Ph.D. Field Qualifying Examination	27
Program Faculty and Staff	28-30
M.P.P. Curriculum Worksheet	31
Ph.D. Curriculum Worksheet	32

Updated: 10/20/2017

School of Public Policy

Graduate Student

Introduction

Mission

Our mission is to provide an excellent public policy education for a diverse range of high quality students (both full-time and part-time) with a variety of aspirations and career goals. 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 interested in teaching or research positions in public policy-related fields at academic institutions.

Faculty at UMBC

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

The Public Policy faculty roster consists of members of the School of Public Policy, and members of other departments who teach courses regularly in our

graduate programs and serve on dissertation and thesis committees for Public Policy students. A listing of Program Faculty can be found on pages 28-30.

Relationships with Other University System of Maryland Campuses

Public Policy students may 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 Urban Studies and 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 advisor approved *Application for Inter-Institutional Enrollment* to the UMBC Registrar's Office.

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 the completion of 37 course credits, including an internship, and the writing of a policy analysis paper. A thesis may substitute for three concentration 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, was obtained during the past five years and was not applied towards another degree.

Ph.D.

The requirements for the Doctor of Philosophy, Public Policy (Ph.D.) degree include completion of 48 course credits, 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 required 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 *exempt* 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 four 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 School of Public Policy for other details.

Related Degree Programs

M.A. in Economic Policy Analysis

The M.A. in Economic Policy Analysis is a joint program offered by the UMBC Department of Economics and the School of Public Policy. It provides students with a broad perspective on policy formulation along with focused training in analytic techniques commonly used by economists. The M.A. Program in Economic Policy Analysis also has an Accelerated Pathways degree option. For more information, contact Dr. Tim Gindling in the Economics Department (econ-masters@umbc.edu; 410-455-3629 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 School of Public Policy. A comparable J.D. /Ph.D. program also exists with the University of Baltimore School of Law.

To participate in these programs, candidates must be admitted independently and separately to the School of Public Policy master's or doctoral program and to the law school. Under the joint programs, the law schools will accept up to nine credits from the Public Policy courses, and the School of Public Policy will accept up to six appropriate law credits for the master's degree and up to fifteen law credits for the Ph.D. All programs are dependent on the acceptance of credits by each school. Not all concentrations with the master's and doctoral program will allow for the maximum transfer of credits. All other degree requirements for both programs still apply.

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.

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 the Admissions Office, University of Maryland School of Law (law.umaryland.edu) or Law Admissions, University of Baltimore School of Law (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 the Administrator of Academic Affairs, School Public Policy.

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.

Maryland Institute for Policy Analysis and Research

The 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 surveys, policy analysis 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, visit their website: mipar.umbc.edu.

The Hilltop Institute

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 the website: hilltopinstitute.org

Center for Urban Environmental Research and Education

The mission of the Center for Urban Environmental Research and Education (CUERE) 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. For more information, visit cuere.umbc.edu.

Advising and Curriculum Planning

Frequent contact with your 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 concentration committee for the concentration the student wishes to pursue. Concentration committee chairs are listed in this handbook and can also be found on the Public Policy website. M.P.P. and Ph.D. students who have not yet selected an area of specialization should seek advice 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 curriculum suggested for Ph.D. students (page 32) 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. For Ph.D. students, 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.

As described above, previous graduate coursework, if relevant and recent, may lead the advisor to recommend a reduction in the number of course credit hours required 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, 12 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

email. The GPD will then inform the student of the decision.

GPA Requirements

Students must maintain at least a GPA of 3.0 or they will be put on academic probation by the Graduate School. Students may not have more than two (2) grades of C or lower. If a student receives a third grade of C or lower, the director 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.

Communication

You will be enrolled in two email lists: the Public Policy Graduate Students Blackboard Community (which will appear in the "To" line as "pss"), and the Public Policy listserv (which will appear in the "To" line as "publicpolicy@lists"). Students are also strongly encouraged to join the UMBC Public Policy Linked-In Group and the UMBC Public Policy Groups page at my.UMBC.edu.

Faculty and staff send email notifications, announcements, and academic information to the student's "username@umbc.edu" email address only. It is your responsibility to maintain contact with us; if you prefer to use a different email address, please forward your "umbc.edu" email to that address. Students should check that email frequently and respond as required. Students must also keep us informed of name and address changes.

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 develop expertise in a specific area 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.

M.P.P. Curriculum

The M.P.P. is a 37 credit program. The core curriculum consists of seven courses (16 credits):

Basic concepts (10 credits):

PUBL 603 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

Disciplinary Foundations

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 (Tracks)

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. One of these must be a concentration approved statistical/methodological/analytical course.

Policy Concentrations (and advisors):

Education Policy (Pamela Bennett, F. Chris Curran, Jane Lincove)

Emergency Services (Ph.D. only) (Rick Bissell)

Environmental Policy (Tim Brennan, Lauren Edwards)

Evaluation and Analytical Methods

(F. Chris Curran, Jane Lincove, Marv Mandell, David Salkever)

Health Policy (Nancy Miller, David Salkever)

Public Management (Lauren Hamilton Edwards and Susan Sterett)

Urban Policy (Pamela Bennett, John Rennie Short)

Customized Concentration (see page 17)

Disciplinary Concentrations (and advisors):

Economics (Ph.D. only) (Tim Gindling)

Policy History (Ph.D. only) (Marjoleine Kars)

Most master's level students wishing to pursue a specializing in economics enroll in the ECPA program described above. Specific requirements for these areas of concentration are listed on pages 8-15. UMBC offers the M.A. in History, M.A. in Aging Studies, M.A. in Applied Sociology, and M.A. in Economic Policy Analysis, as described earlier. For the courses in these programs, consult the Graduate School catalog.

Other M.P.P. Curriculum Requirements:

M.P.P. Policy Analysis Paper

Master's students are required to write a policy analysis paper, usually in conjunction with one of their concentration courses. Students are required to register for a one credit course (PUBL 699) during the semester in which they are completing this requirement. See *Individual Student Policy Analysis Paper Guidelines* on page 21-22-20.

Master's Internship Requirement

M.P.P. students 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 if they can demonstrate 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 should be submitted no later than 90 days before the beginning of the student's final semester. 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. For more information, contact the internship coordinator, Sally Helms, (helms@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 concentration 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. Curriculum

The Ph.D. curriculum includes 48 credits of coursework, comprehensives and field qualifying examinations and a dissertation.

The core curriculum consists of six courses (18 credits):

Core Curriculum

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 concentration such as:
PUBL 607, PUBL 608, PUBL 611, ECON 605, ECON 611, SOCY 619; or another methodological/analytical course approved by the concentration advisor
PUBL 700 Doctoral Research Seminar or 3 credits of PUBL 801 Independent Study with a dissertation mentor.

Disciplinary Foundations

All Ph.D. students must take the following three disciplinary foundation courses (9 credits):
ECON 600 Economics Consequences of Policy Analysis or
ECON 601 Microeconomic Analysis
PUBL 601 Political and Social Context of the Policy Process
SOCY 606 Social Inequality and Social Policy

Additionally, 18 credits of PUBL 899 Doctoral Dissertation Research, a fixed nine credit course, which is required of all Ph.D. student, each semester, while a doctoral candidate.

Ph.D. Concentrations

Students may choose either a policy concentration or a disciplinary concentration from the same list as those for MPP students, with the same advisors. Concentrations require a total of five courses (15 credits). Ph.D. students in all concentrations, except the Emergency Services and Policy History, are required to take a relevant economics course as part of their five concentration courses or two electives.

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 application to take this exam, and previous examinations, are on the Public Policy Blackboard site.

Comprehensive Examination

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

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

Field Qualifying 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.

This exam must be taken no more than two semesters after completing all or nearly all of the concentration courses required for this examination.

Examination Grading

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 doctoral 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 signs up for either the comprehensive or field qualifying examination and does not take the examination, this shall count as a failure of the examination.

Doctoral Dissertation

The distinguishing characteristic of the Ph.D. curriculum is dissertation research. For more information, see the *Doctoral Dissertation Handbook*.

POLICY CONCENTRATIONS

EDUCATION POLICY

Education is an important policy area and a large budget item for most state and local governments. Federal and state education policies are often on the frontiers of policy development. In the education policy concentration, students focus on various types of education policies made at every level of government, and learn about the multiple disciplinary and methodological perspectives on education policy.

Concentration Committee

F. Chris Curran* (Public Policy), Pamela R. Bennett* (Public Policy), Lisa Dickson (Economics), Douglas Lamdin (Economics), Jane Arnold Lincove* (Public Policy), Eugene Schaffer (Education) * designated primary advisors

Required Courses

PUBL 636 Law, Politics and American Education Policy (M.P.P. and Ph.D.)
PUBL 610 Special Topic: The Social Context of Education
PUBL 637 Evaluation of Educational Interventions
PUBL 610 Special Topic: Education Policy Analysis
ECON 654 Economics of Education and Human Capital

Additional Electives

ECON 651 Economics of Human Resource Policy	
PUBL 610 Special Topic: Issues in Higher Education	EDPS 601 Contemporary Social Issues in Ed.
PUBL 645 The U.S. City	EDPS 614 Politics of Education
PUBL 647 Urban Issues and Problems	EDPS 615 Economics of Education
SOCY 615 Higher Education and Social Inequality	EDPS 751 Law, Equity & Diversity in Education
SOCY 622 Inequality and Education	EDHI 752 Federal Policies in Post-Secondary Edu.
HIST 647 The History of Civil Rights since WW II	EDHI 754 Higher Education Finance
	EDHI 853 Leadership in Higher Education

(EDPS and EDHI courses listed above are taught at the University of Maryland College Park in the Education Policy Studies (EDPS) and Education Leadership and Higher Education and International Education (EDHI) graduate programs. Check their schedule of classes for course offerings.)

EMERGENCY SERVICES (Ph.D. only)

This concentration is for the professional specializing in public health, disaster care and emergency management. There are two pathways: emergency health and emergency management. The emergency health pathway includes courses in disaster health, catastrophes, and system design. The emergency management pathway includes courses in disaster mitigation, catastrophe preparation and response, and strategic planning.

Concentration Committee: Rick Bissell* (Emergency Health Services), J. Lee Jenkins (Emergency Health Services), Bruce J. Walz (Emergency Health Services)

Required Courses for both Pathways (9 credits)

EHS 630 Issues Analysis and Proposal Writing
EHS 640 Introduction to High Performance EMS
EHS 642 Event-Driven Resource Development

Electives for Emergency Health Pathway

EHS 632 Disaster Health Services
EHS 633 Refugee Health Services
EHS 639 Catastrophe Preparation and Response
EHS 641 EHS Law and Policy
EHS 650 EHS System Design and Contracting
EHS 691* Business Development and Strategic Planning
EHS 720* EHS Quality Assessment
PREV 600** Intro to Epidemiology
PUBL 613 Managing Public Organizations
PUBL 618 Health Care Financing and Service Delivery
PUBL 623 Governmental Budgeting
SOCY 620** Social Epidemiology

Electives for the Emergency Management Pathway

EHS 632 Disaster Health Services
EHS 633 Refugee Health Services
EHS 634 Disaster Mitigation
EHS 636 Disaster Response
EHS 637 Disaster Recovery
EHS 638 Disaster Preparedness
EHS 639 Catastrophe Preparation and Response
EHS 720* EHS Quality Assessment
PUBL 613 Managing Public Organizations
PUBL 623 Governmental Budgeting

*These courses are acceptable as either Public Policy elective credits or as concentration elective credits. One course cannot count as credit for both.

** PREV courses are offered through the University of Maryland, Baltimore (UMB)

Other courses taught at UMBC and sister institutions within the University System of Maryland may be relevant to the Emergency Services registering for any such course(s), approval from an advisor is required.

ENVIRONMENTAL POLICY (MPP only)

The Environmental Policy concentration is especially suited to students who wish to understand the complex problems of the physical environment and the nexus between the environment and public policy. How do existing public policies affect the environment in positive and/or negative ways? How might policies be developed and implemented in order to help undo environmental damage and/or to prevent further damage?

Concentration Committee: Tim Brennan* (Public Policy), Lauren Edwards* (Public Policy), Scott Farrow (Economics), Roy Meyers (Political Science), David Lansing (Geography and Environmental Systems)

* designated primary advisor

Required Courses (for MPP two courses from the list below; for PhD three courses from this list)

ECON 691 Environmental Economics
GES 624 Environmental Justice
GES 629 Seminar in Geography of Disease and Health
GES 628 Scientific Practice and Environmental Policy
GES 636 Global Environmental Change
GES 686 Introduction to GIS
PUBL 610 The Politics of Environmental Policy
PUBL 648 Cities and Environmental Issues

Additional Electives

ECON 637 Natural Resources Economics
GES XXX Urban Ecosystems
GES 600 Global Poverty and Inequality
GES 619 Watershed Analysis and Modeling (Prerequisite GES 686) (not in the Grad catalog)
GES 662 GIS and Human-Environmental Systems (Prerequisite is GES 686)
GES 685 Environmental Mapping (Prerequisite is GES 686)
GES 700 Seminar in Environment and Society

EVALUATION and ANALYTICAL METHODS

How do policymakers know if the programs they design and implement are having the effects intended? This is the focus of the evaluation and analytical methods concentration. Evaluation research involves everything from large-scale assessments of the extent to which federal programs affect the quality of life for certain populations, to smaller-scale analyses of local programs. Students receive training in a variety of analytical methods, including statistics, operations research, and benefit-cost evaluation, and apply these skills to public policy and management issues.

Concentration Committee: Marina Adler, (Sociology), Dennis Coates (Economics), F. Chris Curran* (Public Policy), Scott Farrow (Economics), Laura Hussey (Political Science), Jane Lincove* (Public Policy), Marv Mandell* (Public Policy), Kenneth Maton (Psychology), David Salkever* (Public Policy)

* designated primary advisors

Required Courses

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

PUBL 607 Statistical Applications in Evaluation Research

PUBL 608 Applied Multivariate Regression Analysis

PUBL 611 Causal Inference in Program Evaluation

Additional Electives

All M.P.P. and Ph.D. students in this concentration must take 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. Special Topics may also apply, subject to approval by your advisor.

ECON 605 Benefit-Cost Evaluation

ECON 611 Advanced Econometric Analysis I

ECON 612 Advanced Econometric Analysis II

PREV 600* Principles of Epidemiology

PSYC 695 Program Evaluation

PSYC 711 Data Analytic Procedures II

PSYC 715 Measurement of Behavior

PUBL 637 Evaluation of Educational Interventions

SOCY 620 Social Epidemiology

Note: PUBL 610 Special Topics courses may be approved as concentration elective on a case-by case-basis by the student's advisor and one of the designated concentration advisor.

(*PREV courses are offered through the Department of Epidemiology, University of Maryland School of Medicine and are subject to availability.)

HEALTH POLICY

Students in the health policy concentration study the critical problems facing our health care system through disciplines such as sociology, political science, economics and history. The School partners with agencies such as the Centers for Medicare and Medicaid Services, the Social Security Administration, and the Maryland Department of Health and Mental Hygiene to train students to understand the development, present operation, and future of our health care system.

Within the health policy concentration, Ph.D. students should 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 should 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: Nancy Miller* (Public Policy), David Salkever* (Public Policy), John Schumacher (Sociology), Cynthia Woodcock (The Hilltop Institute), Christine Yee (Economics)

* designated primary advisors

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.

Additional Electives:

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

PUBL 610 Special Topics in Public Policy
SOCY 657 Social History of American Medicine
SOCY 658 Sociology of Mental Health & Illness
SOCY 620 Social Epidemiology
SOCY 651 Sociology of Health and Illness Behavior
SOCY 652 Health Care Organization and Delivery
GERO 681 Epidemiology of Aging
PHR 703** Health Services Research (UMB)
PHR 756** Health Survey Research (UMB)

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

PUBLIC MANAGEMENT

Public management is concerned with the skills and strategies that managers require to translate government policy into action. The public manager must understand not only organizational systems, but also how the political environment shapes or constrains approaches to management and implementation. The public management concentration introduces students to a toolbox of management skills drawn from professionals in the public, nonprofit and private sectors.

Concentration Committee: Lauren Hamilton Edwards* (Public Policy), Kevin Eckert (Sociology), Laura Hussey (Political Science), Arthur Johnson (Political Science), Scott Farrow (Economics), Roy Meyers (Political Science), Susan Sterett (Public Policy)

*designated primary advisor

Required Courses

PUBL 613 Managing Public Organizations *

PUBL 623 Governmental Budgeting*

PUBL 625 Theories of Public Administration

Additional Electives

ECON 615 Property Rights, Organizations and Management

ECON 651 Economics of Human Resources Policy

ECON 661 Microeconomics of Public Finance

SOCY 681 Social and Institutional Roles of Nonprofits

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. All doctoral students must take at least one relevant, substantive economics course.

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

SOCY 619 Qualitative Methods in Social Research

*These two courses (PUBL 613 and PUBL 623) are required core courses for all M.P.P. students; they cannot also be double counted as concentration courses for M.P.P. students.

Various courses taught in the Master of Public Management program at the University of Maryland, College Park or the Master of Public Administration program at the University of Baltimore may be relevant to the public management concentration. Before registering for any such course, a student must first get approval from the concentration advisor.

URBAN POLICY

Many of the nation's most serious problems, such as poverty, unemployment, crime, and inadequate education are centered in our urban areas. The urban policy concentration combines analytical training with opportunities for applied research and real world experience. Operating in the Baltimore-Washington Metropolitan area, one of the nation's most strategic urban corridors, the program exposes students to urban issues in neighborhoods, cities, suburbs, and metropolitan areas.

Concentration Committee: Pamela Bennett* (Public Policy), John Rennie Short* (Public Policy), Lauren Hamilton Edwards (Public Policy), Arthur Johnson (Political Science), Christelle Viaurox (Economics)

* designated primary advisor

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 645 The U.S. City
PUBL 646 The Global City
PUBL 647 Urban Issues and Problems
PUBL 648 Cities and Environmental Issues
PUBL 649 Urban Politics

Additional Electives

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	PSYC 635	Community Psychology
ECON 654	Economics of Education and Human Capital	PUBL 623	Governmental Budgeting
ECON 661	Microeconomics of Public Finance	SOCY 660	Urban Sociology
GES 642	Seminar in Metropolitan Baltimore		
GES 651	Seminar in Urban Sustainability		
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 Urban Studies and Planning Program (USRP), University of Maryland, College Park (UMCP), and other courses taught 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 (Ph.D. Only)

In the economics concentration students learn to apply economic analysis techniques to problems in fields such as health, public finance, human resources and international economics. Students are trained in the theory and application of microeconomics and econometrics, and in mathematical techniques to perform economic analysis of public policies.

Concentration Committee: Tim Gindling* (Economics), Scott Farrow (Economics), David Mitch (Economics)

* Designated primary advisor

Required Courses

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

Additional Electives

ECON 417	Economics of Strategic Interactions	ECON 642	European Economic History
ECON 423	Economic Forecasting	ECON 651	Economics of Human Resources Policy
ECON 433	Urban Economics	ECON 652	Health Economics
ECON 434	Regional Economics	ECON 653	Household Economics
ECON 439	Environmental Economics	ECON 654	Economics of Education and Human Capital
ECON 464	State and Local Public Finance	ECON 661	Microeconomics of Public Finance
ECON 482	International Finance	ECON 671	Money and Capital Markets
ECON 490	Mathematical Economics	ECON 672	Monetary Theory and Policy
ECON 602	Macroeconomic Analysis	ECON 674	Financial Management
ECON 605	Benefit-Cost Evaluation	ECON 675	Financial Investment Analysis
ECON 613	Advanced Topics in Econometric Methods	ECON 681	Economics of International Commercial Policy
ECON 614	Economics of Government Policy Toward Business	ECON 682	Asian Economic History
ECON 615	Property Rights, Organization Management	ECON 685	The Economics of Developing Countries
ECON 618	The Economics of Innovation and Technology	ECON 686	Topics in Economic Development
ECON 637	The Economics of Natural Resources	ECON 691	Selected Topics in Economic Policy
ECON 641	American Economic History	ECON 801	Individual Study in Economics
		PUBL 608	Applied Multivariate Regression Analysis
		PUBL 617	Economics of Law

POLICY HISTORY (Ph.D. only)

How do we explain change in public policy in the past and the present? What idea, experiences, and interests have shaped these changes? Why do different policies emerge and secure acceptance at different times? The Policy History concentration seeks to provide answers to these questions. Historical analysis provides a context for exploring policy shifts over time, and explains how past experiences shape current discussions.

Concentration Committee: Marjoleine Kars (History), Christy Ford Chapin (History), Daniel Ritsche*1 (History), Meredith Oyen (History) *designated primary advisor

Required Courses

HIST 701 The Study of History I
HIST 702 The Study of History II
HIST 801 Institutional and Policy History (or equivalent)

Additional Electives

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	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 half 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 Director must determine that UMBC has the capability to provide the student with instruction and guidance in the area of the 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 s, 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 Director for final approval. The Director shall circulate the proposal to Public Policy faculty for comments and, taking any comments received within two weeks into account, make a decision.

Academic Integrity: Rights and Responsibilities

By enrolling in degree programs of the School 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 policies and procedures for graduate student academic conduct are available at umbc.edu/gradschool/essentials/proc_misconduct.

Plagiarism is a particular concern. 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 Public Policy are required to read and be familiar with the following:

UMBC Policies and Procedures

- UMBC Statement of Values for Student Academic Integrity
http://www.umbc.edu/undergrad_ed/ai/overview.php
- 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.catalog.umbc.edu/index.php@catoid=4>

What Is Plagiarism and How to Avoid It

- A.O. Kuhn Library, "Avoiding Plagiarism"
- aok.lib.umbc.edu/informationliteracy/plagiarism.php
- The Writing Center at the University of Wisconsin-Madison, "Quoting and Paraphrasing Sources"
- riting.wisc.edu/Handbook/QuotingSources.html

At this time there is no single Public Policy 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 Source"
lib.guides.umbc.edu/citing
- The Writing Center at the University of Wisconsin-Madison, "Documentation"
writing.wisc.edu/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 advisors and instructors.

Suggested 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. Submit a copy of the worksheet to the Public Policy office.

First year in the program

During your first year in the program, you should take PUBL 600 (Research Methodology) and PUBL 604 (Statistical Analysis). 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 Public Policy 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. Instructions for the internship, and internship and waiver forms, are available through the School's Blackboard site (Information/MPP Academic Information).

Second year

Typically, students will be enrolled in PUBL 613 Managing Public Organizations and PUBL 623 Governmental Budgeting and concentration 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 one credit of PUBL 699 with a faculty/mentor/reader. Students must turn in a copy of their paper, and the *M.P.P. Policy Analysis Paper Approval Sheet* to the graduate program director, or administrator of academic affairs, to qualify for graduation.

For thesis-option candidates

Check with the graduate program director 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.

Two months prior to your thesis defense, you will need to submit a *Nomination of Members for the Final Master's Thesis Examination Committee* to the Graduate School. Two weeks prior to your thesis defense, you will need to submit the form, *Certification of Readiness to Defend the Master's Thesis*, to the Graduate School. Once you have completed the thesis, you will be required to submit a final copy of the thesis to the Public Policy office, and to the Graduate School (electronically). Go to the Graduate School's website for details on deadlines for submission of your thesis and guidelines for preparation of your final thesis.

For all M.P.P. students during the semester that you intend to complete your degree requirements

Go to the Graduate School website 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* 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 graduate program director, allow at least two weeks for the forms to be signed. 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). Also, one month prior to the graduation date, you will need to pay the cashier all outstanding university debt. To be certified for receipt of the M.P.P. diploma by mail your transcripts will be audited and you must also submit a copy of the approved policy analysis paper, with the approval form, to the Administrator of Academic Affairs.

Model Schedule for Full Time M.P.P. Students

YEAR ONE

Fall Semester

PUBL 600 Research Methodology

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

Spring Semester

PUBL 604 Statistical Analysis

Two 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

SOCY 606 Social Inequality and Social Policy (if available)

YEAR TWO

Fall Semester

PUBL 613 Managing Public Organizations (or concentration course)

Concentration Course(s)

PUBL 699 Policy Analysis Course (or final semester)

Spring Semester

PUBL 613 Managing Public Organizations (or concentration course)

PUBL 623 Governmental Budgeting

SOCY 606 Social Inequality and Social Policy

Concentration Course(s)

PUBL 699 Policy Analysis Paper

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

Individual Student Policy Analysis Paper (PUBL 699) Guidelines for Students

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 School of Public Policy. It should clearly demonstrate that the student is capable of high quality policy analysis.

The M.P.P. policy analysis paper is based on a paper written for a course in the student's concentration. Before taking that course, the student needs to inform the professor for that course that he or she wishes to apply that paper toward the policy analysis paper requirement. If you choose to write the policy analysis paper in that course, the guidelines below apply; these 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 that addresses a significant public policy problem, as agreed upon between the student and the professor under whom the student is writing the analysis (the faculty reader). 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 to the status quo (i.e., making NO change in current policies). Limit your analysis to only those alternatives that have been proposed in the political press, policy publications and/or academic literature as being currently available for addressing the problem. Describe what these alternatives look like, how they would work, and (relative to the status quo) what their effects would be.
4. Criteria for Evaluation – describe and explain the criteria that you will use for comparing each alternative to the status quo. 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 the faculty reader
5. Analysis of Alternatives – each alternative should be compared with the status quo using the criteria for evaluation selected by the student. 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 the faculty reader).
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 the 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 analysis, 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 faculty reader. 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 faculty reader.

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, followed by an executive summary of not more than three to five pages, 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 faculty reader. 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 faculty reader) and the quality of the student's paper.

Students should confer, early and often, with the faculty reader 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 Public Policy in order to complete the requirements for this paper.

**UMBC
School of Public Policy**

M.P.P. 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 Public Policy before they are eligible for their diplomas.

Student Name: _____

Concentration: _____

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

Once the final version of this paper has been completed, the paper and this approval form should be submitted to Sally Helms, School of Public Policy, Public Policy Bldg., room 407.

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 Public Policy 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 courses. The student must submit the Public Policy 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 another course, or PUBL 801 Independent Study (3 credits), in lieu of PUBL 700. Students, who waive 700, must submit a signed <i>Waiver of PUBL 700</i> form to Public Policy 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 submits a brief (two to three page dissertation proposal abstract to the Director (electronically). (See the <i>Doctoral Dissertation Handbook</i>). The Director then distributes the summary to all Public Policy faculty and the chairs of the Departments of Economics, Education, Emergency Health Services, History, Language, Literacy and Culture, Political Science, and Sociology, Anthropology and Health Administration and Policy to be distributed to their respective faculties, to learn who might be interested in sitting on the student's dissertation committee. The director will notify the mentor in no more than four (usually two) weeks of any faculty who have expressed interest.
Public Policy Approval of Committee Members	The student's mentor and the student agree upon dissertation committee membership. The mentor submits the Public Policy form, <i>Application to Form a Preliminary Dissertation Committee</i> to the Public Policy director 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 Public Policy. The Public Policy 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 School of Public Policy. The proposal should be defended within five years of starting the program, otherwise a waiver from the Graduate School is required.

Applying for Candidacy	Once the proposal has been defended, the student should apply for Ph.D. candidacy using the Graduate School form: <i>Application for Admission to Candidacy</i> . Once a student is a candidate, he or she should enroll in PUBL 899 Doctoral Dissertation Research, with his or her dissertation chairperson for at least two semesters.
Formal Nomination of Dissertation Committee	Graduate School form, <i>Nomination of Members for the Final Doctoral Examining Committee</i> , must be filed with Public Policy and the Graduate School a minimum of six months prior to the 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 Readiness to Defend the Doctoral Dissertation</i> forms must be filed with 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 also be submitted to Public Policy. The dissertation should be defended within four years of admission to candidacy; otherwise a waiver from the Graduate School is required.
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. A copy of the dissertation should also be submitted to Public Policy at this time.

Graduate School forms are available at: gradschool.umbc.edu. Public Policy graduate program forms are available on the Public Policy Graduate Student Blackboard site.

School of Public Policy

Application to take the Ph.D. Comprehensive Examination

Student Name: _____

Concentration: _____

Advisor: _____

Date of the Examination: _____

By the end of the semester, I will have completed the core and disciplinary course: 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 Public Policy, 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 and year)

Date

Student Signature

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

Date

Advisor (print name and also sign)

Please submit this form, with signatures and attachments, to Sally Helms, School of Public Policy, Public Policy Bldg., Room 407, helms@umbc.edu.

School of Public Policy

Application to take the Ph.D. Field Qualifying Examination

Student Name: _____

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 Public Policy, 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's name (printed) and signature

Please submit this form, with signatures and attachments, to Sally Helms, School of Public Policy, Public Policy Bldg., room 407, helms@umbc.edu.

School of Public Policy Core and Affiliate Faculty 2017-2018

PUBLIC POLICY

SUSAN STERETT, Director
Ph.D., University of California,
Berkeley; law in social welfare,
displacement and adaptation to sea level
rise, ethics in translational data science;
ssterett@umbc.edu

PAMELA R. BENNETT
Ph.D., University of Michigan;
sociology of education, residential
segregation, racial and ethnic inequality,
social stratification (higher education
policy and urban policy concentration
advisor; pbennett@umbc.edu)

TIMOTHY J. BRENNAN, Graduate
Program Director; Ph.D., University of
Wisconsin-Madison; antitrust law and
policy, regulatory economics, electricity
markets, telecommunications policy,
energy and environmental economics,
copyright and intellectual property,
philosophy of economics (environmental
policy concentration advisor;
brennan@umbc.edu)

F. CHRIS CURRAN
Ph.D., Vanderbilt University; education
policy, education outcomes for
underserved populations and
disadvantaged youth, quantitative
methods (evaluation and analytical
methods and Pre-K-12 education policy
concentration advisor;
curranfc@umbc.edu)

LAUREN HAMILTON EDWARDS
Ph.D., Andrew Young School of Policy
Studies, Georgia State University and
Georgia Institute of Technology; public
and nonprofit management, strategic
management and performance, and local
government management (public
management concentration advisor;
ledwards@umbc.edu)

JANE ARNOLD LINCOVE
Ph.D., University of Southern
California; economics of education,
education policy, international
development, equity and efficiency of
market-based education reform
(Evaluation and analytical methods and
Pre-K-12 and higher education
concentration advisor;
jlincove@umbc.edu)

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

NANCY A. MILLER
Ph.D., University of Chicago; health
policy, disability and long-term care,
health disparities, aging policy (health
policy 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 (evaluation and
analytical methods, and health policy
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)

EMERITUS PUBLIC POLICY FACULTY

GEORGE R. LANOUE, Ph.D., Yale
University; Professor Emeritus, Public
Policy and Political Science; education
policy (K-12 and higher education),
constitutional law and policy (civil rights
and First Amendment), public
procurement policy

DONALD F. NORRIS, Ph.D.,
University of Virginia; urban and
metropolitan politics, public
management, computer and information
systems in public organizations
including electronic government
(norris@umbc.edu)

ECONOMICS

ROBERT CARPENTER
Ph.D., Washington University;
macroeconomics, monetary economics,
industrial organization, theory of the
firm (bobe@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
Ph.D., Washington State University;
industrial organization, environmental
economics and risk analysis
(farrow@umbc.edu)

THOMAS H. GINDLING, JR.
Ph.D., Cornell University; economic
development (Economics advisor;
gindling@umbc.edu)

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

DAVID MITCH, Chair
Ph.D., University of Chicago;
American and European economic
history (mitch@umbc.edu)

MORGAN ROSE
Ph.D., Washington University; Applied
microeconomics, corporate finance,
corporate governance, industrial
organization, financial institutions
(mrose@umbc.edu)

CHRISTELLE VIAUROUX
Ph.D., University of Toulouse, France;
theoretical and applied econometrics,
structural applied microeconomics,
structural applied game theory,
microeconomics (ckviauro@umbc.edu)

CHRISTINE YEE
Ph.D., University of California-
Berkeley; health economics, public
policy, applied econometrics, labor
economics (yee@umbc.edu)

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

EDUCATION

CHRISTOPHER RAKES

Ph.D., University of Louisville; mathematics education, secondary education, mathematics misconceptions, teacher knowledge, research methodology, research quality (rakes@umbc.edu)

EUGENE SCHAFFER

Ed.D., Temple University; international education, classroom interaction, school reform, school effectiveness, schools high-reliability, students placed at-risk (schaffer@umbc.edu)

MICHELE STITES

Ed.D., George Washington University; early childhood mathematics, special education (mstiles@umbc.edu)

EMERGENCY HEALTH SERVICES

RICHARD BISSELL

Ph.D., University of Denver; Emergency Public Health, Disaster Epidemiology, Emergency Management, EMS Research (emergency services concentration advisor), (bissell@umbc.edu)

J. LEE JENKINS, Chair

M.D., The George Washington University School of Medicine; Emergency Public Health and Disaster Health (jleejenkins@umbc.edu)

BRUCE WALZ

Ph.D., University of Maryland; Education and EMS (walz@umbc.edu)

GEOGRAPHY AND ENVIRONMENTAL SYSTEMS

MATTHEW BAKER

Ph.D., University of Michigan, Ann Arbor; University of Michigan, Ann Arbor; watershed ecology, riparian ecosystems, ecosystem/landscape ecology, watershed hydrology and biogeochemistry, (mbaker@umbc.edu)

DAWN BIEHLER

Ph.D., University of Wisconsin – Madison; historical geography of public health in US cities, environmental justice, urban and feminist political ecology, housing, human-animal interactions, (dbiehler@umbc.edu)

ERLE C. ELLIS

Ph.D., Cornell University; global ecology, landscape ecology, biogeochemistry, land-use change and sustainable land management, (ece@umbc.edu)

MARGARET B. HOLLAND

Ph.D., University of Wisconsin-Madison; human dimensions of environmental change, land tenure, environmental conservation and resource management, land use dynamics, rural livelihood strategies (mbholland@umbc.edu)

DAVID LANSING

Ph.D., Ohio State University; Rural livelihoods, political ecology, environmental governance, climate change policy (dlansing@umbc.edu)

ALAN YEAKLEY, Chair

Ph.D., University of Virginia; ecosystem ecology, watershed hydrology, with emphases on urban ecology and riparian ecosystems (yeakley@umbc.edu)

HISTORY

REBECCA BOEHLING

Ph.D., University of Wisconsin, Madison; Holocaust, post-World War II Germany and German-American relations (boehling@umbc.edu)

CHRISTY FORD CHAPIN

Ph.D., University of Virginia; political business, and economic history and capitalism studies (cchapin@umbc.edu)

MARJOLEINE KARS, Chair

Ph.D., Duke University; U.S. colonial, Atlantic World, American women's history (kars@umbc.edu)

MEREDITH OYEN

Ph.D., Georgetown; Sino-American relations, the role of migrants, transnational networks, and nongovernmental organizations in bilateral relations in the twentieth century (oyen@umbc.edu)

DANIEL RITSCHER

Ph.D., Oxford; Great Britain, economic and social policy, historiography (policy history concentration advisor), (ritschel@umbc.edu)

LANGUAGE, LITERACY and CULTURE

CEDRIC HERRING

Ph.D., University of Michigan; Workplace diversity, race and public policy, stratification and inequality, jobs and economic development, (cherring@umbc.edu)

POLITICAL SCIENCE

CAROLYN FORESTIERE, Chair

Ph.D., Emory University; comparative politics, Western Europe, institutions, research methodology (forestie@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 (lhussey@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 (tkingmea@umbc.edu)

ROY T. MEYERS

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

THOMAS SCHALLER

Ph.D., University of North Carolina, Chapel Hill; American politics, campaigns, elections, parties, media politics (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

MARINA A. ADLER

Ph.D., University of Maryland;
social stratification and inequality; cross-
national gender, work and family policy;
sociology of women; 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)

LOREN HENDERSON

Ph.D., University of Illinois; diversity
issues, stratification and inequality, health
disparities, and race, class, gender and
sexuality (loren@umbc.edu)

ANDREA KALFOGLOU

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)

ROBERT L. RUBINSTEIN

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

JOHN G. SCHUMACHER

Ph.D., Case Western Reserve University;
medical sociology, physician-patient
relationships, health care delivery in emergency
departments and assisted living facilities, social
gerontology, research methods
(jschuma@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	Advisor	
	<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>			
ECON 600/ECON 601	_____	_____	_____
PUBL 601	_____	_____	_____
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, such as PUBL 607, PUBL 608, or PUBL 611, ECON 605 ECON 611 ECON 612, or SOCY 619, or another methodological/analytical course recommended by the concentration advisor.

IV. Thesis-option Graduation Requirements: 3 courses in III, and six credits of thesis research (PUBL 799)

Not required to complete PUBL 699.

PUBL 799 Thesis Research (6 credits) _____

Advisor's Signature _____

Submit a copy of a completed worksheet, signed by your advisor, to the graduate program director or administrator of academic affairs when you apply for graduation.

PH.D. CURRICULUM WORKSHEET

Student	Concentration	Advisor	
<u>Courses</u>	<u>Enrollment Date</u>	<u>Grade</u>	<u>Transfer Credits</u> (Limit 18 credits)
<i><u>I. Public Policy Core (18 credits)</u></i>			
a. PUBL 600	_____	_____	_____
b. PUBL 603	_____	_____	_____
c. PUBL 604	_____	_____	_____
d. See below	_____	_____	_____
e. (choose 2)*	_____	_____	_____
f. PUBL 700, or 801	_____	_____	_____
<i><u>II. Disciplinary Foundations (9 credits)</u></i>			
a. ECON 600 or 601	_____	_____	_____
b. PUBL 601	_____	_____	_____
c. SOCY 606	_____	_____	_____
<i><u>III. Disciplinary or Policy Concentration (15 credits) **</u></i>			
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
<i><u>IV. Electives (6 credits)</u></i>			
1. _____	_____	_____	_____
2. _____	_____	_____	_____
<i><u>V. Other Degree Requirements</u></i>		<u>Completion Date</u>	
a. Examinations (offered twice a year)			
(1) Comprehensive Exam		_____	
(2) Field Qualifying Exam		_____	
b. Ph.D. Dissertation (18 credits; PUBL 899)			
(1) Committee formed		_____	
(2) Topic approved (proposal defense)		_____	
(3) Final dissertation defense		_____	
c. Recommended for degree		_____	

* choose two: PUBL 607, 608, 611, ECON 605, 611, or 612; SOCY 619, or another methodological/analytic course recommended by the concentration advisor.

** One of your concentration courses should be a graduate level economics course approved by your advisor, except for the Emergency Services and the Policy History concentration.