

School of Public Policy

Graduate Student Handbook

As revised February 10, 2025

School of Public Policy
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**GRADUATE STUDENT HANDBOOK
2024-2025**

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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 programs 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 includes 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 24-27.

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, Baltimore (UMB) School of Social Work, School of Law, School of Medicine 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 adviser. They also must submit an adviser 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. degree

The Master of Public Policy (M.P.P.) degree requires the completion of 37 course credits, including an internship (that may be satisfied with other work experience), and the writing of a policy analysis paper. A thesis may substitute for three specialization credits and the policy analysis paper, but requires an additional two credits of thesis research, in addition to the 4-credit substitution of credits (six credits total).

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. 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.

Accelerated Pathways

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 junior year. 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 Accelerated Pathways bachelor's/master's program should apply for admission by the second semester of their junior year. Contact the School of Public Policy for other details.

Ph.D. degree

The requirements for the Doctor of Philosophy, Public Policy (Ph.D.) degree include completion of 48 course credits, including PUBL 609 (the comprehensive examination course), a proposal examination, registering for 18 hours of dissertation research (PUBL 899), and writing and successfully defending a dissertation.

Ph.D. students may request a reduction in total credit hours based on prior graduate coursework that is relevant and timely for the policy doctorate. Credit reductions are applied at the time a student advances to candidacy with the approval of the advisor and GPD. However, students and advisors should discuss prior coursework as early as possible to clarify expectations and map out a timeline for completion.

The total number of credit hour reductions allowed may vary based on the content, timing and institution of prior coursework, as well as the student's area of specialization.

We, in partnership with other departments or University of Maryland System Institutions, offer related and dual-degree programs. Those are described on pages 30-31 below.

Advising and Curriculum Planning

Consult with your faculty adviser at least each semester for course selection and planning. The adviser is responsible for collaborating with the student to plan a curriculum and, for a Ph.D. candidate, setting up the dissertation committee.

In working with their advisers, Ph.D. students will review the requirements for the core comprehensive examination course, the curriculum for Ph.D. students (page 35) 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 prepare students for their anticipated dissertation project.

Ph.D. students may request a reduction in total credit hours based on prior graduate coursework that is relevant and timely for the policy doctorate. Credit reductions are applied at the time a student advances to candidacy with the approval of the advisor and GPD. However, students and advisors should discuss prior coursework as early as possible to clarify expectations and map out a timeline for completion.

The total number of credit hour reductions allowed may vary based on the content, timing and institution of prior coursework, as well as the student's area of specialization.

At the discretion of the adviser, previous graduate coursework may exempt a student from a required course or otherwise count toward the degree. The maximum reduction is six credits for M.P.P. students. In some cases, particularly for students in the Accelerated Pathways bachelor's/master's program, 12 credits taken as an undergraduate may be used to meet curricular requirements. For both reductions and exemptions, the student's adviser 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. The Graduate School will otherwise place a student on academic probation. 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 or the GPD will write the student informing them that the faculty, at the next faculty meeting, will consider whether to dismiss the student. The student can appeal the decision and/or explain and request not to be dismissed.

Curriculum

Program requirements ensure a shared interdisciplinary foundation in public policy analysis. Students will also develop expertise in a specific area based on their goals. The curriculum, therefore, includes core courses, disciplinary foundation courses, and courses in a focus area.

M.P.P. Curriculum

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

Core Curriculum (16 credits):

PUBL 600 Research Methodology
PUBL 603 Theory and Practice of Policy Analysis
PUBL 604 Statistical Analysis
PUBL 613 Managing Public Organizations
PUBL 623 Governmental Budgeting
PUBL 697 Internship (non-credit course)
PUBL 699 Policy Analysis Paper (1 credit)

Disciplinary Foundations (9 credits)

PUBL 601 Political and Social Context of the Policy Process
PUBL 6xx Inequality and American Public Policy
PUBL 602 Microeconomics for Public Policy Analysis or (if qualifications are met) ECON 601 Microeconomic Analysis

The core curriculum ensures shared fundamental education and experience for students. Students may then complete their degree with electives chosen in consultation with their adviser. If students wish, they may choose a specialization, outlined below.

Specializations and Elective Courses (12 credits)

Students may consult with an adviser concerning courses that will best suit their aspirations. Students may choose either a policy specialization or a disciplinary specialization. Each specialization is comprised of required and elective courses, one of which must be a specialization approved statistical/ methodological/analytical course.

Policy Specializations (and advisers):

Evaluation and Analytical Methods (Jane Lincove, Zoë McLaren, Yusuke Kuwayama)

Health Policy (Zoe McLaren, Nancy Miller)

Public Management (Lauren Hamilton Edwards, Susan Sterett, Mir Usman Ali)

Social Policy (including education policy and urban policy) (Pamela R. Bennett, Jane Lincove, John Rennie Short, Susan Sterett)

Additional Specializations (and advisers) for Ph.D. students:

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

Emergency Services (Ph.D. only) (Lucy Wilson)

Policy History (Ph.D. only) (Daniel Ritschel)

Specific requirements for the areas of specialization above are on pages 12-18.

Capstone Experiences:

M.P.P. Policy Analysis Paper

Master's students will write a policy analysis paper using analytical skills and concepts they have developed in courses. Students will register for PUBL 699 (a one-credit course) during the semester in which they are completing this requirement. See *Individual Student Policy Analysis Paper Guidelines* on pages 20-21.

Master's Internship Requirement

M.P.P. students without full time public policy work experience will 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 and the Career Center practicum course 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, receives a "pass" for the intern experience paper, and passes the Career Center practicum course.

Students may request a waiver of the internship if 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 Graduate Program Coordinator, Shelley Morris (shelleym@umbc.edu).

Core Courses (5 x 3 = 15 credits)	
PUBL 600 Research Methodology	
PUBL 603 Theory and Practice of Policy Analysis	
PUBL 604 Statistical Analysis	
PUBL 613 Managing Public Organizations	
PUBL 623 Governmental Budgeting	
Disciplinary Foundations (3 x 3 = 9 credits)	
PUBL 602 Microeconomics for Public Policy (or ECON 600/ECON 601)	
PUBL 601 Political and Social Context of the Policy Process	
PUBL 610 Race, Segregation, and Social Inequality (or SOCY 606)	
Specialization Courses (4 x 3 = 12 credits)	
1	
2	
3	
Advanced Methods Course **	
Degree Requirements (1 credit)	
1 PUBL 699 - Policy Paper (1-credit)	
2 PUBL 697 - Policy Internship (no-credit) ***	
* MPP's may transfer up to 6 credits of graduate credit completed within the last 5 years. Requires approval of adviser, GPD, and Graduate School.	
** Includes PUBL 607, PUBL 608, PUBL 611 or other as approved by adviser	
*** Internship can be waived with relevant work experience	

Ph.D. Curriculum

The Ph.D. curriculum includes 48 credits of coursework, a comprehensive examination course, 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
PUBL 609 Comprehensive Examination Course

Two additional research method/quantitative analysis courses appropriate to the student's specialization such as:

PUBL 607 Statistical Applications in Evaluation Research
PUBL 608 Multivariate Regression
PUBL 611 Causal Inference in Program Evaluation
ECON 605 Benefit-Cost Analysis
ECON 611 Advanced Econometric Analysis I
SOCY 619 Qualitative Methods in Social Research or another methodological/analytical course approved by the specialization adviser.

Disciplinary Foundations

All Ph.D. students must take the following three courses (9 credits):

PUBL 601 Political and Social Context of the Policy Process
PUBL 6xx Inequality and Public Policy
PUBL 602 Microeconomics for Public Policy Analysis or ECON 601 Microeconomics Analysis.

Additionally, nine credits of Doctoral Dissertation Research (PUBL 899) are required each semester, while the student is a doctoral candidate. PUBL 899 is a fixed nine-credit course. A minimum of 18 dissertation credits is required for the degree.

Ph.D. Specializations

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

Ph.D. Examination

In addition to examinations in particular courses, a Ph.D. comprehensive examination course (PUBL 609) is required of all Ph.D. students. Students should consult with their advisers before enrolling in PUBL 609.

Comprehensive Examination Course

The Ph.D. comprehensive examination course (PUBL 609) is a 3-credit doctoral seminar that will culminate in a comprehensive examination paper. The course will provide an overview of philosophical and theoretical foundations

of academic policy analysis and research. Students will learn to apply theory in their own empirical research and to develop theory-driven dissertation research questions. The course will be offered each spring semester.

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, PUBL 602/ECON 601, and PUBL 6xx). Enrollment will also be allowed concurrently with the final two courses from the list above. Students must complete the remaining course or courses in the semester that they enroll in PUBL 609. Doctoral students must take the comprehensive examination course (PUBL 609) no more than two semesters after completing the core and disciplinary foundation courses required for this examination.

Grading for this course is pass/fail and based on the comprehensive examination paper. A student who fails the course has the right to rewrite the paper once. The student must inform the course instructor and his/her adviser of the intent to rewrite the paper within 60 days of receiving a failing grade. The student will have 120 days from the date his or her failing grade is received to complete and submit the revised paper. A second failure constitutes a failure of the comprehensive examination. Students who fail on the first try will receive a grade of incomplete, which will change to pass or fail based on grading the revision. In the event that a student fails the comprehensive examination course, the student must repeat the course.

Doctoral Dissertation

The distinguishing characteristic of the Ph.D. curriculum is dissertation research. For more information, see the *Doctoral Dissertation Handbook* on the myUMBC Public Policy Groups page and Blackboard community pages.

Awarding terminal MPP degrees to PhD students who withdraw from the PhD program

The department will offer a terminal MPP to PhD students who choose not to complete the PhD under the following conditions, provided they have completed all requirements for the master's degree within a five-year period, in accordance with Graduate School guidelines.

- a) Terminal MPP with no additional work for PhD students who have completed the PhD coursework and have passed comps and fields.

- b) All other PhD students who have not completed the PhD coursework and have not passed comps or fields may apply to the GPD for admission into the MPP. At that time, the GPD will make recommendations on a case-by-case basis regarding what, if any, additional work (courses, capstone paper) the student must complete to receive the MPP. The GPD will submit the recommendations to the faculty for a final decision.

All students under both a) and b) above will be held to our MPP internship requirement.
(Adopted by the faculty at its regular meeting of September 4, 2019.)

Core Courses (4 x 3 = 12 credits)
PUBL 600 Research Methodology
PUBL 603 Theory and Practice of Policy Analysis
PUBL 604 Statistical Analysis
PUBL 609 Social Science Approaches to Policy Analysis
Disciplinary Foundations (3 x 3 = 9 credits)
PUBL 602 Microeconomics for Public Policy (or ECON 600/ECON 601)
PUBL 601 Political and Social Context of the Policy Process
PUBL 610 Race, Segregation, and Social Inequality (or SOCY 606)
Advanced Methods Courses (2 x 3 = 6 credits)
Methods Course 1
Methods Course 2
Specialization Courses (5 x 3 = 15 credits)
1
2
3
4
5
Elective Courses (2 x 3 = 6 credits)
1
2
Degree Requirements
PUBL 609 Paper

POLICY SPECIALIZATIONS

Students may consult with an adviser to craft a course of electives appropriate to their interests. Below are specializations especially within the expertise of UMBC public policy faculty.

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 specialization. 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.

Specialization Committee: Marina Adler (Sociology), Dennis Coates (Economics), Laura Hussey (Political Science), Jane Lincove* (Public Policy), Kenneth Maton (Psychology), Zoe McLaren* (Public Policy),

* designated primary advisers

Required Courses

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

Elective Courses

M.P.P. and Ph.D. students in this specialization must take two elective specialization 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 courses (PUBL 610) may be approved as a specialization elective on a case-by case-basis by the student's adviser and one of the designated specialization advisers.

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

(*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 specialization 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 to train students to understand the development, present operation, and future of our health care system.

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

Specialization Committee: Zoe McLaren* (Public Policy), Nancy Miller* (Public Policy), John Schumacher (Sociology), Cynthia Woodcock (The Hilltop Institute), Christine Yee (Economics)

* designated primary advisers

Required courses

PUBL 618 Issues in Health Care Finance and Service Delivery

PUBL 652 Politics of Health

ECON 652 Economics of Health

Elective Courses

PUBL 610 Special Topics in Public Policy (as appropriate to the specialization)

PUBL 610 Metrics for Measuring Health Disparities

SOCY 658 Sociology of Mental Health & Illness

SOCY 651 Sociology of Health and Illness Behavior

SOCY 652 Health Care Organization and Delivery

SOCY 698 Neighborhoods and Health Inequalities

GERO 681 Epidemiology of Aging

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 specialization introduces students to a toolbox of management skills drawn from professionals in the public, nonprofit and private sectors.

Specialization Committee: Mir Usman Ali* (Public Policy), Lauren Hamilton Edwards* (Public Policy), Kevin Eckert (Sociology), Laura Antkowiak (Political Science), Roy Meyers (Political Science), Susan Sterett* (Public Policy)

*designated primary adviser

Required Course

For M.P.P. and Ph.D. Students

PUBL 625 Theories of Public Administration

Required Courses for Ph.D. Students

PUBL 613 Managing Public Organizations

PUBL 623 Governmental Budgeting

An advanced economics course, such as ECON 605 Benefit-Cost Evaluation or ECON 691 Urban Economics

Elective Courses

ECON 615 Property Rights, Organizations and Management

ECON 651 Economics of Human Resources Policy

ECON 661 Microeconomics of Public Finance

GES 686 Introduction to Geographic Information Systems

PSYC 635 Community Psychology

PUBL 610 Special Topics (especially Law and Public Policy; and Workforce Development)

PUBL 645 The U.S. City

PUBL 646 The Global City

SOCY 681 Social and Institutional Roles of Nonprofits

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 specialization, 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.

Specialization Committee: Pamela R. Bennett* (Public Policy), Lisa Dickson (Economics), Douglas Lamdin (Economics), Jane Arnold Lincove* (Public Policy), Eugene Schaffer (Education)

* designated primary advisers

Required Courses

Three of the following 4 courses (in consultation with adviser):

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

PUBL 610 Special Topic: The Social Context of Education

PUBL 610 Special Topic: Race and Education in Urban America (For those focusing on K-12) OR

PUBL 610 Special Topic: Issues in Higher Education (For those focusing on higher education)

Elective Courses

PUBL 610 Special Topic: Education Policy Analysis

PUBL 637 Evaluation of Educational Interventions

ECON 651 Economics of Human Resource Policy

SOCY 615 Higher Education and Social Inequality

SOCY 622 Inequality and Education

HIST 647 The History of Civil Rights since WWII

URBAN POLICY

As the world's people are increasingly concentrated in cities, many of the world's most serious problems, such as poverty, unemployment, crime, and inadequate education are also centered in our urban areas. The urban policy specialization 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.

Specialization Committee: Pamela R. Bennett* (Public Policy), Lauren Hamilton Edwards (Public Policy), Christelle Viauroux (Economics)

* designated primary adviser

Required Courses

M.P.P. students take two required courses; Ph.D. students take three required courses.

PUBL 644 Urban Theory

PUBL 645 The U.S. City or PUBL 646 The Global City

PUBL 610 Special Topics: Urban Sociology and Urban Policy

Elective Courses

Courses will be selected with the advice and approval of the student's adviser. 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.

PUBL 610 Segregation and Housing Policy

PUBL 648 Cities and Environmental Issues

ECON 605 Benefit-Cost Evaluation

ECON 691 Urban Economics

GES 640 Seminar in Urban Geography

GES 651 Seminar in Urban Sustainability

GES 686 Introduction to Geographic Information Systems

GES 687 Advanced Applications of Geographic Information Systems

Approved statistics/methodology courses

PUBL 607, 608, 611; ECON 605, 611, 612; SOCY 619; GES 686 and 687; and PSYC 679

ENVIRONMENTAL POLICY

This track is for 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?

Specialization Committee: Yusuke Kuwayama* (Public Policy)

* designated primary adviser

Courses:

PUBL 610: Cost-Benefit Analysis for Health, Education, and Environmental Policy

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

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

Ph.D. Only SPECIALIZATIONS

ECONOMICS

In the economics specialization, 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.

Specialization Committee: Salem Abo-Zaid (Economics), Maria Bernedo Del Carpio (Economics), Tim Gindling* (Economics), Scott Farrow (Economics), David Mitch (Economics)

*designated primary adviser

Required Courses

ECON 601 Microeconomic Analysis
ECON 602 Macroeconomic Analysis
ECON 611 Advanced Econometric Analysis I
ECON 612 Advanced Econometric Analysis II

Elective Courses

Consult with adviser.

EMERGENCY SERVICES

This specialization 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.

Specialization Committee: J. Lee Jenkins (Emergency Health Services), Bruce J. Walz (Emergency Health Services), Lucy Wilson* (Emergency Health Services)

*designated primary adviser

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

Elective Courses 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 Issues in Health Care Finance and Service Delivery
PUBL 623 Governmental Budgeting

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 specialization 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 adviser is required.

POLICY HISTORY

How do we explain change in public policy in the past and the present? What ideas, experiences, and interests have shaped these changes? Why do different policies emerge and secure acceptance at different times? The Policy History specialization 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.

Specialization Committee: Marjoleine Kars (History), Christy Ford Chapin (History), Daniel Ritschel* (History), Meredith Oyen (History)

*designated primary adviser

Required Courses

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

Elective Courses

Consult with adviser.

Suggested Master's Degree Timeline

Before classes begin, or sometime within the first few weeks of classes, meet with your specialization adviser and fill out a draft curriculum worksheet. Submit a copy of the worksheet to the Public Policy office. Please note that the number of courses a student will enroll in will vary, depending on part-time or full-time status and the time the student can commit.

First year in the program

PUBL 600 Research Methodology

PUBL 604 Statistical Analysis

PUBL 602 Microeconomics for Public Policy

PUBL 601 Political and Social Context of the Policy Process

PUBL 603 Theory and Practice of Policy Analysis

PUBL 6xx Inequality and American Public Policy or SOCY 606 Social Inequality and Social Policy

The summer after completing five courses in the program

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, the student will register for PUBL 697. Instructions for the internship, and internship and waiver forms, are available through the School's Public Policy Institutional Group.

Second year

PUBL 613 Managing Public Organizations

PUBL 623 Governmental Budgeting

Other courses selected with an adviser.

During the semester in which a student writes the policy analysis paper, the student must register for one credit of PUBL 699 with a faculty member who will serve as mentor and 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.

Graduating

Follow the guidelines on the [UMBC Graduate School website](#).

For all M.P.P. students during the semester a student intends to complete the degree requirements

- Go to the Graduate School website for the requirements for graduation (includes forms, procedures, and deadlines). A student registers in the semester the student intends to graduate.
- Submit the *Application for Diploma* within the first three weeks of the semester.
- Submit the *Certification of Completion of Master's Degree without Thesis* form by the due date. Allow at least two weeks for the forms to be signed.
- Order regalia from the UMBC bookstore.
- Pay the cashier all outstanding university debt.
- Ensure all courses are complete and the policy paper submitted and approved.

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

The individual student policy analysis paper 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 specialization. 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.

The student will consult with the faculty adviser concerning the paper.

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 and how they would work. The status quo should also be discussed in this section.
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 and the status quo should be compared 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 and status quo 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 and status quo, 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.

Students will work with frameworks from PUBL 603 (Theory and Practice of Policy Analysis), with the guidance of an adviser.

Papers must be double-spaced with a 12-point font and 1-inch margins. Papers will begin with a cover page, followed by an executive summary of three to five pages, and a table of contents. Papers must be submitted in hard copy or electronically 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 the reader.

Below is a *suggested* schedule that allows students to complete their policy analysis paper in a semester. Consult with the faculty reader throughout concerning timeliness and quality.

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.

Ph.D. Degree Timeline

Planning Courses	The <i>Ph.D. Curriculum Worksheet</i> should be drafted and approved in collaboration with the faculty adviser. Students should meet with their advisers regularly.
Course Waivers and Reductions	Submit a memo to graduate program director for consideration after approval by faculty adviser and relevant faculty who teach cognate courses.
Comprehensive Examination Course (PUBL 609)	Should be taken after at least four of the six core courses in the core curriculum; a student may be enrolled in the last two courses in the semester he/she is taking the COMPS course (PUBL 609). The six core courses are: PUBL 600, PUBL 601, PUBL 603, PUBL 604, ECON 600 or ECON 601, and SOCY 606.
Identification of Topic and Possible Chair	This is accomplished in consultation with the student's mentor and prior to taking either Pre-Candidacy Dissertation credits (PUBL 898).
Notifying Faculty of a Dissertation Proposal	Prior to forming a full dissertation committee, the student's mentor must share a brief two to three page dissertation proposal abstract with the public policy core faculty. (See the <i>Doctoral Dissertation Handbook</i>).
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 administrator of academic affairs a minimum of two months prior to the proposal defense. (See the Graduate School rules for committee makeup.)
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 administrator of academic affairs in the School of Public Policy. The proposal should be defended within five years of starting the program, otherwise a waiver of the five year rule must be requested from the Graduate School.

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, (a fixed nine credit course) with his or her dissertation chairperson for at least two semesters.
Formal Nomination of Dissertation Committee	The 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	The 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 signed and filed with Public Policy and the Graduate School two weeks prior to the defense. The defense is announced to the Public Policy community.
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 of the dissertation must also be submitted to the School of 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 must 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 - Core and Affiliate Faculty
2024-2025**

PUBLIC POLICY

LOREN HENDERSON, Director

Ph.D., University of Illinois at Urbana-Champaign; sociology of health, racial and ethnic inequality, urban policy, health disparities (health policy and urban policy adviser; loren@umbc.edu)

MIR USMAN ALI

Ph.D., Indiana University Bloomington; public management, organizations, social equity, policing reform (public management adviser; miruali@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 adviser; pbennett@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 adviser; ledwards@umbc.edu)

YUSUKE KUWAYAMA, Graduate Program Director

Ph.D., University of Illinois at Urbana-Champaign; environmental and natural resource economics, water resource management, integrated socio-environmental systems, science policy (evaluation and analytical methods adviser; kuwayama@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 adviser; jlincove@umbc.edu)

ZOE McLAREN

Ph.D. University of Michigan, Ann Arbor; health policy, quantitative methods, economics, international development, economics of HIV/AIDS and TB (evaluation and analytical methods, and health policy adviser; zmclaren@umbc.edu)

NANCY A. MILLER

Ph.D., University of Chicago; health policy, disability and long-term care, health disparities, aging policy (health policy adviser; nanmille@umbc.edu)

CHUL HYUN PARK

Ph.D., Arizona State University; cybersecurity public policy and artificial intelligence (AI) policy (chpark@umbc.edu)

EMERITUS PUBLIC POLICY FACULTY

TIMOTHY J. BRENNAN

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

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

MARVIN B. MANDELL

Ph.D., Northwestern University; program and policy evaluation, evidence-based policymaking

CHERYL MILLER

DONALD F. NORRIS

Ph.D., University of Virginia; urban and metropolitan politics, public management, computer and information systems in public organizations including electronic government

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

JOHN RENNIE SHORT

Ph.D., University of Bristol, UK; urban issues, globalization and the city, megalopolis, urban theory, land use planning

SUSAN STERETT

Ph.D., University of California, Berkeley; courts and governance; climate change

AFFILIATE FACULTY

ECONOMICS

Salem Abo-Zaid

Ph.D., University of Maryland, College Park; monetary economics, macroeconomics, fiscal policy

Michael Andrews

Ph.D., University of Iowa; Economic History, Economics of Innovation and Entrepreneurship, Applied Microeconomics

Robert Carpenter

Ph.D., Washington University; macroeconomics, monetary economics, industrial organization, theory of the firm

Oleg Firsin

Ph.D., Cornell University; International Trade, Labor Economics, Development Economics, and Applied Microeconomics

Thomas Gindling, Jr.

Ph.D., Cornell University; economic development (Economics advisor)

Douglas Lamdin

Ph.D., University of Maryland; corporate finance, managerial economics

David Mitch, Chair

Ph.D., University of Chicago; American and European economic history

Morgan Rose

Ph.D., Washington University; Applied microeconomics, corporate finance, corporate governance, industrial organization, financial institutions

Chungming Yuan

Ph.D., University of California, Los Angeles; international economics and finance, financial economics, econometrics

EDUCATION

Keisha McIntosh Allen

Ed.D., Columbia University; Culturally Responsive Education, Critical Multicultural Teacher Education, Urban Education, Qualitative Research Methods

Zane L. Berge

Ph.D., Michigan State University ; Training Systems, Distance Education, Computer-Mediated Communication

Francis M. Hult

Ph.D., University of Pennsylvania; Educational linguistics, Language Policy and Planning, Linguistic Landscapes, Multilingual Education, Sustainability, and Transdisciplinarity

Jiyoon Lee
Ph.D., University of Pennsylvania; Alternative assessment, Language assessment literacy, Teacher education

Jennifer Mata-McMahon
Ed.D., Columbia University; Early Childhood Education, Bilingual Education, Teacher Preparation, Secular Spirituality, Children's Spirituality, Qualitative Research Methods

Christopher Rakes
Ph.D., University of Louisville; mathematics education, secondary education, mathematics misconceptions, teacher knowledge, research methodology, research quality

Shannon Sauro
Ph.D., University of Pennsylvania; Fanfiction and Fan Practices, Language Learning in the Digital Wilds, Task-Based Language Teaching, Telecollaboration/Virtual Exchange

Eugene Shaffer
Ed.D., Temple University; international education, classroom interaction, school reform, school effectiveness, schools high-reliability, students placed at-risk

Jonathan Singer
Ph.D., University of Missouri-Columbia; Science Education

Michele Stites
Ed.D., George Washington University; early childhood mathematics, special education

EMERGENCY HEALTH SERVICES

Lauren Clay, Chair
Ph.D., University of Delaware; Disaster Food Insecurity, Public Health

Lucy E. Wilson
M.D., University of Maryland School of Medicine; public health response, epidemiology, infectious diseases, emerging infectious diseases, and antibiotic resistance

GEOGRAPHY AND ENVIRONMENTAL SYSTEMS

Matthew Fagan
Ph.D., Columbia University; Causes and consequences of habitat fragmentation, landscape ecology, remote sensing and GIS, conservation biology, and sustainable land-use

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

David Lansing
Ph.D., Ohio State University; Rural livelihoods, political ecology, environmental governance, climate change policy

Dillon Mahmoudi
Ph.D., Portland State University; Economic geography, critical GIS and counter-mapping, urban studies, labor markets, digital geography, youth & carceral geographies

Alan Yeakley
Ph.D., University of Virginia; ecosystem ecology, watershed hydrology, with emphases on urban ecology and riparian ecosystems

HISTORY

Christy Ford Chapin
Ph.D., University of Virginia; political business, and economic history and capitalism studies

Amy Froide, Chair
Ph.D., Duke University; Early Modern Britain, Women's and Economic History

Daniel Ritschel
Ph.D., Oxford; Great Britain, economic and social policy, historiography (Policy History advisor)

Brian Van Wyck
Ph.D., Michigan State University; Modern Germany, Immigration, Turkish history

POLITICAL SCIENCE

Laura Antkowiak
Ph.D., University of Maryland, College Park; social welfare and morality policy, public opinion on policy issues, American public policy, politics, and administration

William Blake
Ph.D., University of Texas at Austin; public attitudes towards the Constitution, how courts operate in the American political system, development of the Supreme Court's civil rights and religious freedom jurisprudence

Felipe A. Filomeno
Ph.D., Johns Hopkins University; human development, especially in reference to Latin America and the Latin American diaspora, immigration politics and policy in urban spaces

Brian Grodsky
Ph.D., University of Michigan, Ann Arbor; democratic revolutions, states and citizens negotiating their rights and responsibilities

Eric Stokan
Ph.D., George Washington University; local government decision making regarding economic development, community development, and environmental policy at the state, region, and local levels; evaluation of policies on economic growth, equity, and social outcomes

Lisa Vetter
Ph.D., Fordham University; political theory

PSYCHOLOGY

Chris Murphy
Ph.D., State University of New York, Stony Brook; understanding, preventing, and treating emotional abuse and physical violence in intimate adult relationships

SOCIOLOGY AND ANTHROPOLOGY

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

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

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

Dena Smith
Ph.D. Rutgers University; the mental health professions, gender and mental health, and the sociology of medicine

Brandy H. Wallace
Ph.D., Florida State University; racial and gender inequities in healthcare, chronic disease management strategies of mid-life and older African American women, health care workers' quality of life

Further Information

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/information_literacy/plagiarism.php

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 have regarding the meaning and importance of academic integrity, what plagiarism is and how to avoid it, and citation styles to faculty advisers and instructors.

Communication

Students 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 the student's 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.

Student Disability Services

If a student has a documented disability that may require an accommodation, the student should register with UMBC's Office of Student Disability Services (SDS) who can provide advisement on requesting accommodations. The Office of Disabilities Services office is in Math/Psychology (sds.umbc.edu).

Research Institutes and Centers

Several important centers and institutes on campus focus on public policy, with an emphasis on interdisciplinary approaches to social science research and community engagement.

Center for Social Science Scholarship

The newly formed Center for Social Science Scholarship will support and strengthen social science research, teaching, and community and professional engagement and enhance the future of innovative collaborative, cross- and interdisciplinary, and cutting edge social science scholarship at UMBC. By providing events, training, visibility and support for grants, activities and other social science initiatives across campus, the Center will convene and connect students and faculty with shared interests across social science disciplines. For more information, visit: socialscience.umbc.edu.

Maryland Institute for Policy Analysis and Research

The Maryland Institute for Policy Analysis and Research (MIPAR) serves as an institute for applied scholarly research. MIPAR conducts policy analysis and program evaluations on a wide range of topics including education policy, health policy, public management, and urban policy. 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 visit: 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. For more information, visit: hilltopinstitute.org.

Center for Urban Environmental Research and Education (CUERE)

CUERE'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 UMBC teaching programs, and assistance to K-12 education. For more information, visit: cuere.umbc.edu.

Shriver Center

The Shriver Center addresses critical social challenges by bridging campus and community through engaged scholarship and applied learning. Through the work of The Shriver Center, UMBC has become a national leader in applied learning, community engagement, and community-based service delivery. The Center offers returning Peace Corps Volunteers graduate fellowships. For more information, visit: shrivercenter.umbc.edu.

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, GPD, Department of Economics (econ-masters@umbc.edu; 410-455-3629 or 410-455-2160).

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 depend on the acceptance of credits by each school. Not all specializations with the master's and doctoral program will allow for the maximum transfer of credits. All other degree requirements for both programs still apply.

Each student's curriculum must be approved by the adviser for the joint program at the appropriate law school and by the Public Policy adviser. 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.

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 of Public Policy.

M.P.P. /M.D. with the University of Maryland School of Medicine

A student pursuing a medical degree at the School of Medicine may also earn a master of public policy degree at UMBC. For additional information, contact the administrator of academic affairs, School of Public Policy.

Application to take the Ph.D. Comprehensive Examination Course (PUBL 609)

Student's Name: _____

Semester/Year of PUBL 609: _____

1. To enroll in PUBL 609, a student must have completed or be concurrently enrolled in the 6 public policy PhD core courses:

PUBL 600, PUBL 601, PUBL 603, PUBL 604, ECON 600 or 601, and SOCY 606 or PUBL 6xx (with Pamela R. Bennett)

Please attach your curriculum worksheet as evidence of completion of the core coursework.

2. Each student in PUBL 609 must identify a faculty reader from the core or affiliate public policy faculty who will serve as a reader for the student's comprehensive exam paper.

Date

Student Signature

Date

Faculty reader name (printed) and signature

Please return this form, with signatures and attachments, to course instructor.

Ph.D. CURRICULUM WORKSHEET

Student	Specialization	Adviser	
	<u>Enrollment Date</u>	<u>Grade</u>	<u>Transfer Credits</u>
I. Public Policy Core (18 credits)			
PUBL 600	_____	_____	_____
PUBL 603	_____	_____	_____
PUBL 604	_____	_____	_____
Methods Course #1*	_____	_____	_____
Methods Course #2*	_____	_____	_____
PUBL 609 (Comps course)	_____	_____	_____
II. Disciplinary Foundations (9 credits)			
ECON 600 or 601	_____	_____	_____
PUBL 601	_____	_____	_____
SOCY 606	_____	_____	_____
III. Disciplinary or Policy Specialization (15 credits)**			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
IV. General Electives (6 credits)			
_____	_____	_____	_____
_____	_____	_____	_____
V. Other Degree Requirements		<u>Completion Date</u>	
Comprehensive Exam Course (PUBL 609)		_____	
Dissertation Research (18 credits of PUBL 899)		_____	
Committee formed		_____	
Proposal defended		_____	
Final dissertation defended		_____	
Recommended for degree		_____	

* Choose two: PUBL 607, 608, 611, ECON 605, 611, or 612; SOCY 619, or another statistical, methodological, or analytical course recommended by the specialization adviser.

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