

**School of Public Policy**

**Graduate Student Handbook**

**As revised January 13, 2026**

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# GRADUATE STUDENT HANDBOOK

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# 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 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 24-28.

#### 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, and 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. Students requesting the review of transfer credit must complete the [Request for Transfer of Credit form](#) after matriculation into The Graduate School. In addition, a previously taken course may make a required course redundant. In this case, the student may ask to be *waived* from the requirement. Waivers *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.

In addition, a previously taken course may make a required course redundant. In this case, the student may ask to be *waived* from the requirement. For Ph.D. students, waivers may or may not reduce the total number of credit hours necessary, depending on the adviser's discretion. For both reductions and waivers, the student will submit a [Ph.D. Credit Hour Reduction Approval Form](#) with supporting documents, which must be approved by both the students' adviser and the Graduate Program Director (GPD).

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 page 30 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.

### **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 602 Microeconomics for Public Policy Analysis or ECON 601 Microeconomic Analysis  
PUBL 605 Segregation, Public Policy, and Inequality (previously PUBL 6xx Inequality and American Public Policy) or SOCY 606 Social Inequality and Social Policy

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. However, a specialization is not required for completing the M.P.P.

### **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 Advanced Methods 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, Mir Usman Ali, Chul Hyun Park)

**Social Policy** (including education policy and urban policy) (Pamela R. Bennett, Jane Lincove)

*Additional Specializations for Ph.D. students:*

**Economics** (Ph.D. only)

**Emergency Services** (Ph.D. only)

**Policy History** (Ph.D. only)

Specific requirements for the areas of specialization above are on pages 12-19.

## **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. The internship must total 200 hours and can take place during the academic year or in the summer. The Graduate Program Director decides what constitutes an internship and 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; permission to enroll in PUBL 697 can be requested from the Graduate Program Director.

Once the internship has concluded, the student must submit an *Internship Completion Form* that includes 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 200 hour internship, and submits the *Internship Completion Form*.

Students may request a waiver of the internship if they possess one year 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 Director.

## School of Public Policy | M.P.P. Curriculum

<b>CORE</b> <i>16 Credits</i>	<b>PUBL 603</b> Theory and Practice of Policy Analysis	<b>PUBL 613</b> Managing Public Organizations	<b>PUBL 623</b> Governmental Budgeting
	<b>PUBL 600</b> Research Methodology	<b>PUBL 604</b> Statistical Analysis	
	<b>PUBL 697</b> Internship (non-credit course)	<b>PUBL 699</b> Policy Analysis Paper (one-credit course)	
<b>DISCIPLINARY FOUNDATIONS</b> <i>9 Credits</i>	<b>PUBL 601</b> Political & Social Context of the Policy Process	<b>PUBL 602*</b> Microeconomics of Public Policy	<b>PUBL 605**</b> Segregation, Public Policy, and Inequality
<b>SPECIALIZATION</b> <i>12 Credits</i>	Course 1	Course 2	Course 3
	A relevant statistics, methods, or analysis course		

**Notes:**

\* If PUBL 602 is unavailable, ECON 600 or ECON 601 may be taken as a substitute.

\*\* If PUBL 605 is unavailable, SOCY 606 may be taken as a substitute.

## **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 Advanced Methods 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 602 Microeconomics for Public Policy Analysis or ECON 601 Microeconomics Analysis  
PUBL 605 Segregation, Public Policy, and Inequality (previously PUBL 6xx Inequality and American Public Policy) or SOCY 606 Social Inequality and Social Policy

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. However, a specialization is not required for completing the Ph.D. Specializations for Ph.D. students 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.

### **Comprehensive Examination Course**

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

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 605). 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 paper will receive a grade of incomplete for the course and has the right to rewrite the paper once. The incomplete grade will be changed to pass or fail based on grading of the revised paper. 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 course and 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.

1. A terminal M.P.P. will be offered to Ph.D. students who have completed the Ph.D. coursework and have passed the Comprehensive Examination Course (PUBL 609), all within a five-year period.
2. PhD students who have not completed the PhD coursework or have not passed the Comprehensive Examination Course may apply to the GPD and Director 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 (e.g., courses, Policy Analysis 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. Students who are considering not completing the Ph.D. are encouraged to discuss with the Graduate Program Director as soon as possible. Students who are awarded a terminal M.P.P. are typically eligible to reapply to the Ph.D. program in the future.

## School of Public Policy | Ph.D. Curriculum

<b>CORE</b> <i>15 Credits</i>	<b>PUBL 603</b> Theory and Practice of Policy Analysis		
	<b>PUBL 600</b> Research Methodology	<b>PUBL 604</b> Statistical Analysis	
	Statistics, analysis, methods Course 1	Statistics, analysis, methods Course 2	
<b>DISCIPLINARY FOUNDATIONS</b> <i>9 Credits</i>	<b>PUBL 601</b> Political & Social Context of the Policy Process	<b>PUBL 602**</b> Microeconomics of Public Policy	<b>PUBL 605***</b> Segregation, Public Policy, and Inequality
<b>SPECIALIZATION</b> <i>15 Credits</i>	Specialization Course 1****	Specialization Course 2	Specialization Course 3
	Specialization Course 4	Specialization Course 5	
<b>ELECTIVES</b> <i>6 Credits</i>	Elective Course 1	Elective Course 2	
<b>COMP. EXAM &amp; DISSERTATION RESEARCH</b> <i>21 Credits</i>	<b>PUBL 609</b> Social Science Approaches to Policy Analysis	<b>PUBL 899</b> Dissertation Research <i>(18 credit hours)</i>	

**Notes:**

\* Choose among the following: PUBL 607, 608, 611, ECON 605, 611, 612, SOCY 619, or another statistics, analytic, or methods course recommended by the specialization advisor.

\*\* If PUBL 602 is unavailable, then either ECON 600 or ECON 601 may be taken as a substitute.

\*\*\* If PUBL 605 is unavailable, then SOCY 606 may be taken as a substitute.

\*\*\*\* One specialization course should be a graduate-level economics course approved by your advisor, except for the following specializations: Emergency Services; Policy History.

## **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), Jane Lincove\* (Public Policy), Kenneth Maton (Psychology), Zoe McLaren\* (Public Policy), Yusuke Kuwayama (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)

\* 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), Chul Park (Public Policy)

### **Required Courses**

#### ***Required Courses for M.P.P. Students***

One advanced methods course\*

PUBL 613 and 623 are the cornerstone courses of the specialization and a part of the M.P.P. core. These courses do not double-count as specialization courses.

For the remaining courses, you must discuss your plan with your advisor.

#### ***Required Courses for Ph.D. Students***

- PUBL 613 Managing Public Organizations
- PUBL 623 Governmental Budgeting
- PUBL 625 Theories of Public Administration

### **Elective Courses**

- PUBL 606 The Politics and Administration of Program Evaluation
- PUBL 610 Special Topics (especially Theory and Practice of Social Equity; A.I. Governance and Policy; Cyber Security Policy; and Workforce Development)
- PUBL 627 Policy Networks and Intergovernmental Relations
- PSYC 635 Community Psychology

### **Advanced Methods Courses\***

- PUBL 607 Statistical Applications in Evaluation Research
- PUBL 608 Multivariate Regression
- PUBL 610 Cost-Benefit Analysis for Health, Education, and Environmental Policy
- PUBL 611 Causal Inference in Program Evaluation
- GES 686 Introduction to Geographic Information Systems
- SOCY 619 Qualitative Methods

\* As always, you must consult your advisor with any plans for your advanced methods courses. There are courses in other departments that may be appropriate for this requirement.

## **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), Loren Hendersion\* (Public Policy), Lauren Hamilton Edwards (Public Policy), Christelle Viauroux (Economics)

\* designated primary advisers

### 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 Special Topics: 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

### Advanced Methods Courses

PUBL 607 Statistical Applications in Evaluation Research

PUBL 608 Applied Multivariate Regression Analysis

PUBL 611 Causal Inference in Program Evaluation

ECON 605 Benefit-Cost Evaluation

ECON 611 Advanced Econometric Analysis I

ECON 612 Advanced Econometric Analysis II

SOCY 619 Qualitative Methods

GES 686 Introduction to Geographic Information Systems

GES 687 Advanced Applications of Geographic Information System

PSYC 679 Survey Design and Development

## **ENVIRONMENTAL POLICY**

This specialization 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

### **Required Courses**

M.P.P. students must take two of the following courses; Ph.D. students must take three of the following courses.

ECON 605 Benefit-Cost Evaluation  
ECON 637 Economics of Natural Resources  
ECON 661 Microeconomics of Public Finance  
GES 624 Environmental Justice  
GES 636 Global Environmental Change  
GES 686 Introduction to Geographic Information Systems  
PUBL 610 Special Topics: Cost-Benefit Analysis for Health, Education, and Environmental Policy

### **Elective Courses**

ENEN 704 Engaged Research in the Environmental Sector  
ENEN 706 Speaking in the Environmental Sector  
GES 600 Special Topics: Global Climate Policy & Energy Development  
GES 600 Special Topics: Climate and Health Data Analysis  
GES 666 Just Maps: Critical and Ethical Aspects of Mapping  
GES 668 Building Spatial Datasets  
GES 688 Spatial Data Analysis and GIS Applications

### **Advanced Methods Courses**

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

## **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), Lisa Dickson\* (Economics) Tim Gindling\* (Economics), David Mitch (Economics)

\*designated primary advisers

#### **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 AND DISASTER HEALTH SYSTEMS**

This area of study is for the professional specializing in public health, disaster care, and emergency management. All EDHS courses are taught in online or hybrid formats.

**Specialization Committee:** Dr. Lauren Clay, Dr. Farah Nibbs, Dr. Ming Xie, Dr. Jungwon Yeo

**EDHS Graduate Program Coordinator:** Renee Decker ([rdecker@umbc.edu](mailto:rdecker@umbc.edu))

All students must take EDHS 610 (Introduction to Emergency and Disaster Health Systems).

There are three specialization focuses. Students can complete an additional Post-Baccalaureate Certificate (PBC) in the various focuses by taking courses concurrently in both the specialization and the PBC.

- Public Health Disaster Management Focus (*Pending PBC*)
- Healthcare Emergency Management Focus (*Available PBC*)
- Emergency and Disaster Management Focus (*Available PBC*)

#### **Public Health Disaster Management (PHEM)**

EDHS 623 Public Health Emergency Preparedness  
EDHS 625 Leadership and Risk Communication  
EDHS 634 Environmental Hazards, Adaptation & Justice  
EDHS 720 Evidence-Based Program Planning, Implementation, and Evaluation for Emergencies and Disasters

#### **Healthcare Emergency Management (HCEM)**

EDHS 623 Public Health Emergency Preparedness  
EDHS 624 Emergency Management for Hospitals and Healthcare Organizations  
EDHS 625 Leadership and Risk Communication

EDHS 691 Strategic Planning in EDHS

**Emergency and Disaster Management (EMGT)**

EDHS 637 Emergency and Disaster Response and Recovery

EDHS 638 Emergency and Disaster Mitigation, Planning, and Preparedness

EDHS 691 Strategic Planning in EDHS

EDHS 720 Evidence-Based Program Planning, Implementation, and Evaluation for Emergencies and Disasters

**EDHS Elective Options**

EDHS 620 Epidemiology and Research Methods

EDHS 621 Biostatistics

EDHS 623 Public Health Emergency Preparedness

EDHS 624 Emergency Management for Hospitals and Healthcare Organizations

EDHS 625 Leadership and Risk Communication

EDHS 632 Social, Behavioral, and Health Aspects of Emergencies and Disasters

EDHS 634 Environmental Hazards, Adaptation & Justice

EDHS 636 Organizational Management and Leadership

EDHS 637 Emergency and Disaster Response and Recovery

EDHS 638 Emergency and Disaster Mitigation, Planning, and Preparedness

EDHS 643 Applied Financial Management in EDHS

EDHS 691 Strategic Planning in EDHS

EDHS 720 Evidence-Based Program Planning, Implementation, and Evaluation for Emergencies and Disasters

**Advanced Methods Courses\***

EDHS 620 Epidemiology and Research Methods

EDHS 621 Biostatistics

EDHS 643 Applied Financial Management in EDHS

EDHS 691 Strategic Planning in EDHS

\* An EDHS course can count as a PUBL Advanced Methods course OR an elective course (not both)

**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 adviser and fill out a draft curriculum worksheet. Please note that the number of courses a student will enroll in at any given time 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 605 Segregation, Public Policy, and Inequality (previously PUBL 6xx Inequality and American Public Policy) or SOCY 606 Social Inequality and Social Policy

Other courses selected with your adviser.

### **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.

### **Second year**

PUBL 613 Managing Public Organizations

PUBL 623 Governmental Budgeting

Other courses selected with your 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 GPD to qualify for graduation.

### **Graduating**

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

## **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

<b>Planning Courses</b>	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.
<b>Course Waivers and Reductions</b>	Submit a <a href="#">Ph.D. Credit Hour Reduction Approval Form</a> (via DocuSign) for consideration after approval by faculty adviser and relevant faculty who teach required courses.
<b>Comprehensive Examination Course (PUBL 609)</b>	Should be taken after at least four of the six courses in the Core Curriculum and Disciplinary Foundations; these courses are PUBL 600, PUBL 601, PUBL 602, PUBL 603, PUBL 604, and PUBL 605 (or SOCY 606). A student may be enrolled in the last two courses in the semester they are taking the comprehensive examination course (PUBL 609).
<b>Identification of Topic and Possible Chair</b>	This is accomplished in consultation with the student's mentor and prior to taking Pre-Candidacy Doctoral Research credits (PUBL 898).
<b>Formation of a Dissertation Committee</b>	The student's mentor and the student agree upon dissertation committee membership (See the Graduate School rules for committee makeup.)
<b>Defense of Dissertation Proposal</b>	A formal dissertation proposal defense is required. 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.
<b>Applying for Candidacy</b>	Once the proposal has been successfully defended, the student should apply for Ph.D. candidacy using the Graduate School form, <a href="#">Application for Admission to Candidacy</a> (via DocuSign). 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.
<b>Formal Nomination of Dissertation Committee</b>	The Graduate School form, <a href="#">Nomination of Members for the Final Doctoral Dissertation Examining Committee</a> , must be filed (via DocuSign) with the Graduate School a minimum of six months prior to the final dissertation defense.
<b>Applying to Graduate</b>	Apply for Graduation online by the deadline set forth on <a href="#">the Graduate School's website</a> .
<b>Preparing for the Final Defense</b>	The <a href="#">Announcement of Ph.D. Dissertation Defense</a> and <a href="#">Certification of Readiness to Defend the Doctoral Dissertation</a> forms must be signed and filed (via DocuSign) with the Graduate School two weeks prior to the defense. The defense is announced to the Public Policy community.

<p><b>Defense of Dissertation</b></p>	<p>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.</p>
<p><b>Submit Final Copies of Doctoral Dissertation to Graduate School Electronically</b></p>	<p>The dissertation must be submitted electronically to the Graduate School by the due date designated on the Graduate School website. See Graduate School <a href="#">instructions</a> and consult with them for electronic submission procedures. A copy of the dissertation must also be submitted to the GPD in Public Policy.</p>

Graduate School forms are available at [gradschool.umbc.edu](http://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](mailto:loren@umbc.edu))

MIR USMAN ALI

Ph.D., Indiana University Bloomington; public management, organizations, social equity, policing reform (public management advisor; [miruali@umbc.edu](mailto: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](mailto: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](mailto: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](mailto: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 AND DISASTER HEALTH SYSTEMS

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](http://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](#)
  - [USM Board of Regents Rights and Responsibilities for Academic Integrity](#)
- [Policy and Procedures for Student Academic Misconduct](#)

#### *What Is Plagiarism and How to Avoid It*

- [Purdue University. “Avoiding Plagiarism”](#)

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”](#)

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 the Public Policy and Public Policy Graduate Students listservs. Students are also strongly encouraged to follow 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](#)).

## **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](mailto:econ-masters@umbc.edu)).

### **Dual Degree Programs with the Schools of Law**

Programs leading to the J.D. /M.P.P. or J.D. /Ph.D. degrees are offered by the University of Maryland School of Law and the 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](#) or Law Admissions, [University of Baltimore School of Law](#).

### **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.



## Ph.D. CURRICULUM WORKSHEET

Student	Specialization	Adviser	
	<u>Enrollment Date</u>	<u>Grade</u>	<u>Transfer Credits</u>
<b>I. Public Policy Core (18 credits)</b>			
PUBL 600	_____	_____	_____
PUBL 603	_____	_____	_____
PUBL 604	_____	_____	_____
Methods Course #1*	_____	_____	_____
Methods Course #2*	_____	_____	_____
PUBL 609 (Comps course)	_____	_____	_____
<b>II. Disciplinary Foundations (9 credits)</b>			
PUBL 601	_____	_____	_____
PUBL 602 or ECON 601	_____	_____	_____
PUBL 605 or SOCY 606	_____	_____	_____
<b>III. Disciplinary or Policy Specialization (15 credits)**</b>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<b>IV. General Electives (6 credits)</b>			
_____	_____	_____	_____
_____	_____	_____	_____
<b>V. Other Degree Requirements</b>		<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 Advanced Methods 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 and Disaster Health Systems and the Policy History specializations.