



University of Massachusetts Boston

**Public Policy Ph.D. Program
Policies and Procedures Manual**

Ninth Edition
August 2002

Published in 2002, this is the ninth edition of the Public Policy Ph.D. Program Handbook. This manual includes policies and procedures established by the Ph.D. Program in Public Policy in conjunction with University requirements. A full listing of University graduate requirements can be found in the Graduate Studies Bulletin - most are in the “Regulations, Procedures, and Degree Requirements” section of that publication. **ALL STUDENTS SHOULD BE FAMILIAR WITH THE REGULATIONS AND PROCEDURES IN THE GRADUATE STUDIES BULLETIN AND STUDENT HANDBOOK.** In the event that University requirements conflict with those specified by the Program, University requirements must be followed. **Note** that rules and procedures pertaining to the code of student conduct, statement of confidentiality of academic records, resolution of problems, human subjects protection, faculty conduct, and student governance have not been reproduced here.

We will continue to produce revised and updated editions of this handbook and welcome any comments, criticisms, or suggested improvements.

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I. PUBLIC POLICY PH.D. PROGRAM GOVERNANCE

The principal policymaking authority for the program is held by the **Public Policy Program Faculty**. The program's **Director**, selected by the Program Faculty with the approval of the Dean of Graduate Studies and Research, is principally responsible for the administration of the Program. The **Executive Committee** is comprised of the Director and Chairs of the Program's standing committees. These committees include: **1) Academic Affairs; 2) Admissions; and 3) Comprehensive Examination**. The Academic Affairs and Admissions Committees may each have a member selected from students currently enrolled in the program.

II. ADVISING

During the first year of the Program, group advising is provided by selected faculty members. In the spring of their first year, students will be asked to select a faculty advisor. The Director will assist students in identifying appropriate faculty. Before they register for second year courses, students should make an appointment with their advisor in order to determine appropriate electives. Students may change their advisors by request to the Director.

Since the Public Policy Program does not reside in any particular department, students and faculty do not typically interact on a day-to-day basis. Therefore all students are encouraged to meet regularly with their advisors and to seek out other core faculty for advice.

III. COURSE REQUIREMENTS FOR PH.D. IN PUBLIC POLICY

A. Statistics Placement Requirement

All new students, regardless of prior coursework in statistics, must take the Advising Center's math placement Exam "B" and receive results that their math skills place them out of Math 115. The exam takes about an hour and the results are available within two hours. Students should plan to take the test early in the summer before enrollment, so that appropriate preparation work can be completed prior to enrolling in PPOL-G 604 (Statistics I), if necessary.

Students need to provide a copy of the testing results form to the statistics faculty member (currently Professor Alan Clayton-Matthews) in order to start the Public Policy statistics sequence. Those students who do not pass Exam "B" will need to take Exam "A" and take appropriate, indicated, preparatory courses, including passing Math Q114 with a "B" or better grade in order to enroll in PPOL-G 604. The Math Q114 course can

be taken in the Fall of the student's first year if necessary, and the student will delay enrolling in the statistics sequence. Math Q114 credits cannot be used toward the doctoral degree.

Students who do not live in the Boston area and cannot come to campus to take the placement exam should contact the Program office. Arrangements can be made for students to complete Exam "B" by mail.

B. Statute of Limitations

The University requires that each Ph.D. candidate must earn the degree within eight calendar years of entering the Program. A student may obtain a leave of absence up to a maximum of two years which "stops the clock" by the length of time of the leave. Also, in exceptional cases, an extension of the statute of limitations may be granted by the Dean of Graduate Studies when a student can demonstrate that s/he is making substantial progress on the dissertation. Students should request such an extension to the Academic Affairs Committee of the Public Policy Program which will then make a recommendation to the Dean.

C. Credit and Course Requirements

The University specifies that a graduate student may take up to 15 credits during the fall and spring semesters and up to nine credits in the summer. Any student who wishes to register for more than the maximum credit load must secure written permission from the Director and approval from the Office of Graduate Studies and Research.

In the Public Policy Ph.D. Program, a student must successfully complete a minimum of 76 credits: 66 course credits plus a minimum of 10 dissertation credits. Forty-two credits (14 courses) are required and 15 credits (five courses) must be earned in courses chosen by students as electives and/or independent study. Three to nine credits are completed via an optional internship in the student's third year. If a student chooses not to complete an internship (nine credits) or chooses to complete a somewhat less intense three or six credit internship, the remaining credit hours (for a total of nine) must be completed through additional electives and/or independent study credits. The University requires all Ph.D. candidates to complete 10-27 dissertation credits. Students can register for dissertation credits only after they have successfully passed the comprehensive examinations.

A full-time student's typical course schedule would look like the following. Required courses are starred (*). A description of all required courses and the current list of elective courses offered by the Public Policy Ph.D. Program can be found in Section VIII

of this booklet.

	<u>FALL</u>	<u>SPRING</u>
YEAR 1	*Political Economy I (601) *Foundations I (611) *Statistics I (604) *Research Methods I (630)	*Political Economy II (602) *Foundations II (612) *Statistics II (605) Elective I
YEAR 2	*Economics I (621) *Policy Planning & Program Development Practicum I (780) *Political Institutions (740) Elective II	*Economics II (622) *Policy Planning & Program Development Practicum II (781) *Research Methods II (704) Elective III
YEAR 3	Elective IV Elective V Internship (803) or additional electives	*Dissertation Seminar (891) Internship (803) or additional electives
YEAR 4	Elective credits not previously completed Dissertation (899)	

Most students are expected to be full-time, continuous students and should complete all their course work by their third year of study.

D. Part-time Program for State Employees

Each year, a small group of students who are full-time state employees may be admitted as part-time students. They will not receive campus-based financial support, but will be able to receive tuition waivers from their agency of employment. The credit requirements will be the same, but core requirements (*) will be spread over three years. The schedule is as follows:

	<u>FALL</u>	<u>SPRING</u>
YEAR 1	*Political Economy I (601) *Foundations I (611) *Research Methods I (630)	*Political Economy II (602) *Foundations II (612) Optional Elective
YEAR 2	*Statistics I (604) *Economics I (621) Optional Elective	*Statistics II (605) *Economics II (622) Optional Elective

YEAR 3	*Practicum I (780) *Political Institutions (740) Optional Elective	*Practicum II (781) *Research Methods II (704) Optional Elective
YEAR 4	Internship (803) and/or Electives	*Dissertation Seminar (891) Internship (803) and/ or Electives
YEAR 5	Additional Electives and/or Dissertation (899)	Additional Electives and/or Dissertation (899)

Note: For this special part-time program, the first semester has three required courses. In subsequent semesters, only two courses are required, but students may chose to complete an additional elective.

E. Concentration in Special Education and Disability Policy

Each year, selected students can be admitted for the concentration in Special Education and Disability Policy. Financial support, special seminars, field placements, and special elective course requirements are all elements of this concentration. Students will complete all the regular Public Policy core requirements. In addition, a student's 24 elective and internship credits will be devoted to specialized courses in disability policy, disability research, leadership, and a disability-focused internship. Students will receive a special financial support package which requires graduate assistantship work over the course of each calendar year. They will become part of a cohort of other doctoral students/trainees from the Leadership in Urban Schools Ed.D. Program and Children's Hospital Institute for Community Inclusion who are studying various aspects of disability.

The specialized courses are:

- Culture of Urban Schools
- Team Research Project I
- Disability Policy and Practice Frameworks
- Research in Special Education and Disability Policy
- Internship I
- Internship II

Please note that some courses in the concentration will be offered in the late afternoon and/or early evening to accommodate students in the Leadership in Urban Schools doctoral program.

F. Guidelines for the Documentation of Academic Work

The Ph.D. Program in Public Policy has adopted the “Guidelines for the Documentation of Academic Work” prepared by the Department of Political Science here at the University of Massachusetts Boston. This documents defines plagiarism, offers steps you can take to avoid it as well as examples on properly and improperly citing someone else’s work.

The Guidelines are posted in the Public Policy Program Office.

G. Conditions for using work in more than one course

Students may use the same topic or issue of interest to demonstrate work in more than one course (usually not more than two). However, when this is proposed, the student must:

- 1) obtain prior agreement of the faculty member for each course;
- 2) inform both faculty members in writing at the time of turning in the assignment in what ways the papers differ from each other;
- 3) provide a copy of each completed paper to the Program Office; and
- 4) make sure that substantial additions and revisions of the topic occur in each version of the work and are sufficient to meet the different requirements of each course.

If a topic is being revised and added to in a subsequent semester to the one in which it was first presented, the student must inform the faculty member from the prior course; obtain agreement from the current faculty member to complete the work in this manner; state in writing at the time of turning in the assignment to the new faculty member the ways in which the paper is different; and follow steps 3 and 4 above.

Turning in essentially the same work for credit in more than one course or Independent Study constitutes a violation of the campus’ Code of Student Conduct/academic honesty policy. *In order to monitor this situation, students are required to submit two copies of all major papers to the faculty member. One copy will be maintained in the students’ file.*

H. Transfer Credit Policy

1. Course Credit Transfer

University policy states that applicants who have completed graduate course work at other accredited institutions may transfer towards the completion of a graduate degree at UMass Boston up to the equivalent of six (6) credits from courses: 1) in which the

student received a grade of B or higher; 2) which have not been used to fulfill requirements for another degree; and 3) which were earned no more than seven years prior to their matriculation at UMass Boston. Transfer credit will be awarded either by the Admissions Committee at the time of acceptance or students may petition the Academic Affairs Committee for a transfer of credits during their course of study. Requests should include a copy of the student's transcript and a copy of the course syllabus. Transfer credit decisions are to be made on a case by case, course by course (either core or elective) basis.

2. Advanced Standing for Master's Degrees

Students entering the program with a Master's degree in a field related to Public Policy, and earned no more than seven years prior to matriculation, are eligible for advanced standing. A relevant advanced degree would include degrees received in social sciences, public administration, public policy, social work, labor relations, public health, education, and criminal justice. In addition, we would consider a JD relevant and some MBAs – depending on the focus of the program attended, and we would not rule out other fields in which the degree program had significant policy content (e.g., international relations). Students will be awarded up to 12 credit hours to be counted toward elective credits at the time of admission to the Program. If the Master's degree has been earned more than seven years prior to admission, or the student wishes to seek credit for a degree not initially approved by the Admissions Committee, he/she may petition to the Academic Affairs Committee for a credit reduction, but final approval rests with the Dean of Graduate Studies and Research.

Students may request a total of 18 credit hours of transfer or reduced credit requirements deducted from the 24 credit hours of elective/internship requirements. At least six credit hours of elective/internship must be completed on campus.

I. Course Waiver Policy

A student may seek a waiver from a course in the Public Policy Program if s/he has completed a course with substantially equivalent content at another institution. If a course waiver is granted the student will receive 0 credit towards their degree requirements (an additional elective course must be completed for each waived course). A maximum of three courses may be waived.

Course waivers will be decided on a case-by-case basis, through negotiation between the student seeking the waiver and the faculty member who teaches the course. All waived courses require written approval, using the Course Waiver Request Form. (A sample is provided in the appendix at the end of this document.) The forms are to be completed in triplicate: one copy each for the student, the faculty member, and the student's file.

Appeal of a denied waiver may be made to the Director. Appeal of a denial by the Director may be made to the Academic Affairs Committee.

J. Prior and Independent Learning Credit Policy (Testing Out)

A student who believes that s/he has previously or independently achieved the knowledge and skills of a course in the Program may request to be evaluated individually prior to or at the start of the course. The student will be required to:

- register for the course,
- make a written request to the faculty member, requesting independent evaluation and explaining the basis for the request (sample form attached),
- negotiate the evaluation criteria and standards with the faculty member teaching the course, and
- be evaluated according to the agreed-upon criteria and standards.

The agreed-upon evaluation process must be in writing, signed by the student and faculty member, and provided to the Program Director. (A sample form, Prior and Independent Learning Request Form, is provided in the appendix at the end of this document.)

If, and when, the student meets the evaluation criteria and standards, s/he will receive credit and a grade for the course but will not be required to attend. If the faculty member determines that the student has not fully met the criteria and standards, it will be at the faculty member's discretion whether the student will be required to take the course or do additional work independently.

Appeal of a denied waiver may be made to the Director. Appeal of a denial by the Director may be made to the Academic Affairs Committee.

K. Electives

The Ph.D. faculty will offer a limited number of elective courses each semester which will be designed to meet the interests of first through fourth year students in the Program. However, because of the small size of the Program and the wide variety of student interests, Program-sponsored courses may not meet all students' needs. Therefore, students can choose to complete elective work through both Program courses and other means as described below. All elective requirements fulfilled other than through Public Policy-sponsored elective courses require written approval of the student's advisor or the Director, using the Elective Study Agreement form which can be obtained from the Public Policy Office. (A sample form is included in the appendix at the end of this document.)

1. On-campus courses offered by other Ph.D. or Master's programs which are at the 600 level or above can be taken as electives. The course will appear on the student's transcript with the course title and grade.
2. Students may complete an independent study in conjunction with 300-level or above undergraduate or master's courses taught at UMass Boston. In this event, the faculty member teaching the course, or a faculty member in the Public Policy Program, must agree to conduct and grade the independent study. Credit and a grade will appear as "Independent Study" on the transcript. In these cases, the Ph.D. student will be expected to complete additional readings and/or assignments above those ordinarily expected of undergraduate or master's level students.
3. Independent studies may be completed which do not directly relate to instructional activities. Independent studies should consist of an amount of study and work equivalent to a graduate level course, and a specific written product must be the result of the semester's work (e.g., a project report, a literature review). The student and faculty member must agree to the scope of the work and the amount of supervision required (e.g., weekly or biweekly meetings) and draw up a written agreement to be filed in the student's academic record in the Program office. Credit and a grade will be assigned as Independent Study credit. Students are ordinarily not encouraged to elect to complete more than two independent studies. Exceptions to this policy must be approved by the Academic Affairs Committee.
4. Students can informally audit off-campus 600-level or above courses at other area institutions, with the permission of the instructor. Students who wish to do so should contact their advisor or the Program Director to obtain permission from the other institution's faculty member. Outside faculty members may choose to grade papers and exams and assign grades, however, some will only agree to class participation. In either event, students will register for an Independent Study at UMass Boston and will need to obtain a sponsoring faculty member at UMB who will agree to review the work and award the grade given by the off-campus faculty member, or to actually evaluate the student's work and assign a grade.

L. Internship

The internship demonstrates applied work on a public policy issue. Students with substantial prior public policy work experience may choose to complete additional elective course work instead of an internship, or may choose to prepare a substantive analysis of some prior public policy experience for less than full credit, rather than undertaking a new experience.

Internship credit will account for three to nine credit hours depending on the amount of work and hours of on-site experience completed. Students who chose not to complete an internship, or chose less than nine credit hours, must substitute the remaining credit hours with additional elective credit hours.

The internship will normally be completed or demonstrated in the third year of the Program and may be fulfilled by one of three different mechanisms:

1) Completing a Paid or Unpaid Internship: You may select or identify a paid or unpaid public policy project to carry out, which meets specified standards and includes a minimum of 450 hours (for nine credits, proportional hours for three or six credits) over one or two semesters - or may be spread out in other ways. The project must be pre-approved by a faculty evaluator/internship coordinator and will require participation in an internship seminar, the writing of a project report, a critical appraisal of the work, and a seminar presentation.

2) Evaluation of Prior Policy Work: You may write a critical appraisal, following a set of internship standards (noted below), based on a substantive piece of policy work in an organizational setting completed prior to entry to the Program. The evaluation of prior public policy work and its critical appraisal will include a presentation of the project in a seminar open to faculty and students of the Program. Participation in the internship seminar is also required. Three to six credit hours can be awarded for this option.

3) Evaluation of Current Policy Work in Student's Current Work Setting: You may complete a specific public policy project in a setting where you are currently employed. This project will require participation in an internship seminar, the writing of a project report and a critical appraisal of the work. The project and its appraisal will be presented to a seminar open to faculty and students of the Program. Three to six credit hours may be awarded for this option.

Students who wish to complete any internship option above must submit a written proposal to the designated faculty evaluator in the semester prior to registering for internship credits. The proposal must identify the organizational setting, the student's role and responsibilities (including amount of time spent), the type and nature of the policy issues, the supervisor and/or others who attest to the nature and extent of the student's work, and (if desired) a second faculty member who has agreed to evaluate the paper to be written if the project is approved. (See form in the appendix at the end of this document.)

Regardless of which option is chosen, the student must prepare and submit a written paper critically analyzing the experience. The appraisal must consist of at least the following:

- a) analysis of the organizational and political context and process (drawing upon concepts presented in the first two years of the Program);
- b) substantive analysis (drawing upon concepts presented in the first two years of the Program) of the particular policy or policies addressed during the experience;
- c) evaluation of one's own role and lessons learned from the experience that could be used in other settings;
- d) a minimum of 10,000 words.

Regardless of the option chosen, students must participate in a several-session internship seminar which will focus on reviewing and analyzing the political, ethical and technical issues which arise in performing public policy work. Following submission and evaluation of the written paper, the student will present the project to a seminar of Program faculty and students.

While in progress, these credits will be graded Y (in progress); upon satisfactory completion, the grade will be converted to SAT (satisfactory).

IV. OTHER DEGREE REQUIREMENTS FOR THE PH.D. IN PUBLIC POLICY

A. Comprehensive Exams

Successful completion of the two-part comprehensive exam is required for a doctoral degree and for a terminal master's degree in the Public Policy Program. The exams will be given once a year in June and July. Students will be expected to take the exams after completing their second year of course work (or the third year for part-time students). In order to sit for the exams, students must be in good standing in the Program and must have fulfilled any incomplete required core course work two weeks prior to the exam dates. Specifically, completion of PPOL-G 604, PPOL-G 605, PPOL-G 630, and PPOL-G 704 is required to sit for the quantitative exam. Completion of all other core required courses except the Dissertation Seminar is required to sit for the essay (qualitative) portion of the exam. While University policy allows one year for completion of Incomplete grades, any student who has Incomplete courses at the time of the exams may be required to postpone their comprehensive examinations until the following year.

The exam consists of two parts. The quantitative exam is usually given out in late May

or early June and requires analysis of a data set. One week is typically allowed to complete this portion of the exam. The essay, or qualitative portion of the exam, is usually given out in mid-July and is due three weeks later in early August.

1. Postponement of the Comprehensive Exams

Students may request of the Academic Affairs Committee permission to postpone the comprehensive exam because of Incomplete work, illness or unforeseen circumstances, but may do so only once. Students who are allowed to postpone their exams must be in good standing and have no Incompletes at the time of the next exams. Students who postpone the exams must petition to the Academic Affairs Committee for permission to enroll in third or fourth year classes.

Students should be forewarned that the examinations will change each year and will be created and graded by faculty teaching in the two to three years immediately prior to the exam dates. Students who postpone their exams may find that they must take an exam which will be graded by faculty other than those with whom they studied.

2. Studying for the Exams

Faculty generating the exams will provide written study guides by the end of the spring semester before the exams. After study guides are given out, a meeting will be held for students and a group of administering faculty to answer any questions. Formal review sessions will generally not be provided. Copies of prior comprehensive exams and representative passing student work are on file in the Program office and available to any student to review.

Beyond the information given out, students and faculty are cautioned about asking and answering questions about what will be on the exams or what should be studied. We are concerned that no student be misled, or have an unfair advantage over others. Essentially, talking about the content of the exam, other than ground rules, is prohibited. Students are encouraged to ask for help with understanding material taught in the program, referring to their own notes, readings, and other course materials. Faculty are encouraged to assist students in answering questions related to course examples, problem sets, cases, readings etc., but not to speculate or give examples as if they might be on the exam. Students are also encouraged to form study groups to review for the exam.

3. Exam Formats

The quantitative portion of the exam consists of a data diskette and set of questions. The qualitative portion of the exam is an extensive case study which will consist of

background readings and case material. Students will have one week to return their quantitative exam and three weeks to return their qualitative exam. Suggested page limits and directions for what constitutes a complete answer will be provided in the exam material. Students will not have to seek additional material to complete the exam. All relevant and required material to complete the exams will be provided in a packet at the beginning of the exam.

Exams will consist of several required questions and sometimes a group of questions among which students will have some choice. Students will be expected to turn in answers in typed/word processed format.

4. Anonymity of Students to Readers and Readers to Students

Exams will be anonymous to the readers; a code will be assigned to each student, known only to the one person, who is not a reader. Students will be asked to identify their exam material only by their code. While the group of readers will be known to students, each question will require at least two readers, and several readers will grade each exam. The final decision on the student outcome will involve several faculty members.

5. Honor System

The exam is administered on the honor system. Students will sign a Pledge of Academic Honesty promising not to consult anyone (other students, faculty, outside professionals, etc.) in completing their exams. The exam responses are to be entirely the student's own work. Any violation of this rule will constitute basis for dismissal from the Program.

6. Results of the Comprehensive Examinations

Results will be known to students within a reasonable time frame, however, we are not able to promise that exams will be graded before the fall semester starts. The outcomes of the exams can include: high pass; pass; conditional pass; fail. In the case of a conditional pass, additional work will be required, but it is not anticipated that the student will be expected to retake the entire exam. In the case of a failed exam, the student, at the discretion of the Examination Committee, may have the option to retake the exam the following year. Failure to pass either part of the comprehensive exam twice will constitute grounds for termination from the Program.

B. Dissertation

A Ph.D. dissertation is a body of work in which the candidate shows a sophisticated understanding of a public policy concern. It must place the topic within some current

understanding of the issue as well as generate original ways of interpretation and/or implementation. The dissertation should demonstrate the candidate's ability to effectively incorporate theoretical and methodological tools in addressing some substantive public policy issue or approach.

A chart on the steps in the dissertation process is provided in the appendix at the end of this document.

1. Establishing a Dissertation Committee

As soon as possible after the student has successfully completed the comprehensive examinations, the student should establish a dissertation committee. The committee shall consist of at least three members. At least two members of the committee shall be faculty members in the Public Policy Program. Ordinarily, the dissertation committee shall also include a member who is external to the candidate's program. The external member may come either from within the University or outside the University. When there is uncertainty about whether a nominee is sufficiently independent of the candidate's program to serve as the external member, the Dean of Graduate Studies shall determine the nominee's eligibility. In rare cases, students can propose a committee consisting of three faculty members in the Public Policy Program, but this must meet the approval of both the Graduate Program Director and the Dean.

In the event that the student feels that it is appropriate for a UMB faculty member outside of the core faculty to chair his/her dissertation, the student must request written approval from the Director of the Program. Disapproval of the outside chair may be appealed to the Academic Affairs Committee.

The candidate may choose a fourth person from outside the University. This person should be selected for his or her public policy experience and expertise, and will be expected to have appropriate credentials for service on a dissertation committee.

Having obtained verbal agreement from members of the Dissertation Committee, the candidate must write a letter to the Director stating the thesis topic and the names of the members and the Chair of the Committee. The candidate should include a brief description of the qualifications of the outside member and a curriculum vitae for any off-campus member. Once the Director has approved the Committee, s/he will recommend the names to the Dean of Graduate Studies and Research who has final approval authority. Any changes in the Committee must be made by a written request to the Director, who must seek approval from the Dean.

2. The Dissertation Proposal

Upon approval of the composition of the Dissertation Committee, the candidate should submit a research proposal to the Chair of the Dissertation Committee first, and discuss with him or her whether it is satisfactory for the entire Committee to consider it for approval. Once the Chair, in consultation with the Dissertation Committee, has determined the proposal is satisfactory, the student will schedule a proposal hearing. All members of the Dissertation Committee are required to attend. It is possible to have a member attend via speaker phone provided those arrangements are understood and acceptable to the Chair and members of the committee. Two copies of the proposal must be provided to the Program office, one to be kept on file in the office, the other to be forwarded to the Office of Graduate Studies and Research.

While the length of the proposal can vary, it will typically take no fewer than 20 to 25 pages (most strong proposals are considerably longer). The proposal should include:

- a 300-400 word abstract,
- an introduction and overview of the study,
- a brief literature review that demonstrates a solid command of the current research on the topic,
- a conceptual framework and set of research questions or hypotheses,
- a detailed statement of the qualitative or quantitative procedures to be used,
- a description of the study population or group,
- sources and methods of data collection or means of collecting evidence, and
- a discussion of the policy significance of the proposed topic of study.

All research involving contact with individuals must be approved by the campus Institutional Review Board (IRB), and data collection cannot start until appropriate Human Subjects approvals have been obtained. Forms and information about Humans Subjects Review can be obtained from the Program office or Office for Research and Sponsored Programs. It is advisable that you consult early with the IRB if your research includes vulnerable populations or collection of potentially sensitive information.

The proposal defense hearing is typically scheduled for one and one-half to two hours and can be held any time during the calendar year. The Chair of the proposed dissertation will chair the meeting. The format is:

- Chair calls meeting to order and introductions of committee and audience are made,
- the student will present his/her proposal research (30-45 minutes), using appropriate audio visual-aids -- handouts, overheads, power point, etc.,
- the faculty Committee comments and asks questions of the student (30-45 minutes),
- comments and questions can be contributed by audience members (30-60 minutes) in addition to further comments by the Committee,
- Chair calls end of defense, and
- Committee members convene separately to discuss outcome of the hearing.

If the Committee does not make an immediate decision, within four weeks of the hearing, all Committee members must make one of four recommendations to the Chair or the Committee: 1) approved; 2) approved subject to minor revisions; 3) action deferred pending major revisions; or 4) rejected. In the case of no majority for one specific action, the Chair will convene the Dissertation Committee to discuss the proposal. In the case of approval, the candidate may proceed with the dissertation. In the case of approval with minor revisions, the candidate need only resubmit his or her proposal to the Chair, unless specifically requested to resubmit to other Committee members. The Chair must forward a letter to the Program office stating that all minor revisions have been satisfactorily completed and should attach two copies of the revised proposal.

In the case of major revisions, the candidate must resubmit the proposal to all Committee members. With both minor and major revisions, the candidate must complete them within three months (unless there are compelling reasons to extend that deadline). In the rare case of a rejection, the Committee will meet with the candidate and decide how to proceed. The University requires that the approved dissertation proposal be sent to the Office of Graduate Studies and Research at least seven months prior to the final oral examination (dissertation defense).

3. The Dissertation

It is expected that the candidate work closely with his or her Chair throughout the dissertation process. A dissertation defense will only be scheduled after the Committee members agree that the dissertation is sufficiently complete to undergo defense. The University requires that no defense be scheduled less than seven months after submission of the approved proposal to the Office of Graduate Studies and Research. This means that the proposal hearing must take place no later than early September of the year a student plans to complete his/her degree.

Copies of the dissertation must be provided to all members of the Committee and the Office of Graduate Studies and Research no less than one month before the defense hearing. The Chair will schedule the defense and make sure that an abstract (prepared by the candidate) of no more than 350 words will be provided to all core faculty and students. The defense is a public event. An announcement of the defense must be posted at the Program's main office two weeks before the defense. Posting of the defense is also made in the campus newspaper and newsletters.

All members of the Committee must be present at the defense (exceptions may be granted by the Director and Dean only in the case of unusual circumstances). The defense will follow the same format as the proposal defense (above) including a short oral presentation by the student, followed by questions and comments from the Committee, and the audience. At the end of the hearing, the Committee will convene in private at which time they will decide whether to: 1) accept the dissertation; 2) accept it on the condition that specified revisions be made; 3) defer action pending major revision; or 4) reject the dissertation. The University requires a unanimous vote of the Committee for the candidate to pass the final oral examination. If, at the final examination, a majority of members cast a negative vote, the degree will be withheld pending action of the Graduate Studies Committee. The decision will be recorded on the appropriate form and submitted to the Program office and the Office of Graduate Studies and Research. In the case of minor revisions, these will be overseen by the Chair of the Committee and must be completed within three months of the defense. In the case of major revisions, the entire Committee must approve them and there must be another oral defense scheduled. Major revisions must be completed within a year's time of the original defense.

Final copies of the dissertation signed by the Committee members must be provided to the Program office and placed in the Office of Graduate Studies and Research before the candidate can be certified for the Ph.D. The dissertation must conform to University guidelines for dissertation style. The program has designated the American Psychological Association format for organization, tables, illustrations and references. The Program office has copies of the APA style manual and the Office of Graduate Studies and

Research guidelines which should be carefully consulted regarding preparation of the final manuscript. Students should order extra bound copies of the dissertation, one that will be kept on file in the Program office and one for each member of the committee.

Students must pay particular attention to deadlines and the timing of their dissertation defense hearing to allow enough time for a completed manuscript to be filed prior to Commencement exercises in June. Ordinarily this means that all dissertation work will need to be completed by February or March with a hearing scheduled no later than April.

A post-defense copy of the dissertation is due in the Office of Graduate Studies by May 1 for June graduation and December 1 for December graduation.

V. STUDENT STATUS

A. Full-time Status

The Graduate Student Union was formed in 2001. While many policies and procedures have been worked out, some are still to be negotiated.

Most students are expected to be full-time and take at least nine credit hours per semester. The program is designed with an expectation that students take 12 credits each semester for the first three years.

For students in the part-time program, the required minimal course schedule must be followed in order for the student to remain in good standing.

The University requires that a student seeking a leave of absence must petition the Director, who in turn must provide justification for the request to the Dean of Graduate Studies and Research. Leaves that extend the time for final degree completion are awarded only in exceptional circumstances. (The form is available at the registrar's office or from the staff in Public Policy.)

The University requires that each matriculated student must maintain continuous registration until the degree has been formally awarded. If the student does not register for courses or dissertation credits during any semester, the student must pay a program fee (currently \$90 per semester) to maintain continuous registration and obtain the Program Director's signature explaining the purpose of the research leave. (The Program Fee Form is available from the registrar's office.)

The University considers graduate students engaged in dissertation research as full-time students regardless of the number of dissertation credits for which they register, provided

their graduate program certifies that they are working full-time on research.

B. Financial Support and Graduate Assistantships

Please be advised that at the time of printing of this handbook legislative approval of the first union contract for the Graduate Student Organization is pending. The outcome may alter the current policies and procedures for assistantships and stipend awards (presented below).

Every effort will be made to secure financial support for students enrolled in the program. Currently, all full-time students accepted into the program are offered, for their first two years, a tuition waiver and a graduate stipend of \$11,000 for the academic year. Cost of living raises are expected each year. Full-time assistantships will call for a commitment of 20 hours per week. Please note University fees are not waived.

Beyond the first two years, with the approval of the Dean, further tuition waivers and stipends may be made available. Students completing applied public policy work/internships in their third year of studies obtain tuition waivers, but no financial support. Fourth year students are eligible for one semester partial stipends and tuition waivers. The faculty attempt to locate paid research assistant or part-time teaching jobs for third and subsequent year students in order for them to complete their studies. Information about funding of dissertation projects through grants is also provided.

All assistantship positions (except for first year students) will be posted. The Graduate Assistant Position Description Form will indicate the general summary of duties, examples of duties, minimum qualifications, and the name of the supervisor. It will also indicate the contract period (usually on a semester or annual basis), the type of assistantship (research or teaching), as well as the level of funding (1/4, __, __ or full assistantship) along with the corresponding hours and compensation.

Students interested in applying for an assistantship position are required to submit a one-paragraph statement of general goals and qualifications for the specific job(s) for which they are applying. If applying to more than one position in the program, candidates may submit a single statement that includes a prioritized list of positions applied for. When applying for a position outside their own program, students may wish to include a full CV. A selection committee composed of the Director, Assistant Director, and assistantship supervisor will choose a qualified applicant and notify him/her of the assistantship award.

Satisfactory completion of assistantship responsibilities is required for support to continue. Students may wish to consult with the Student Financial Management Office

(617-287-6300) regarding their eligibility for additional types of financial aid.

While every effort is made to assure that assistantships provide valuable learning experiences for students, some assignments and a portion of the work for most assignments will consist of routine tasks such as library searches, duplicating materials, etc. In order to prevent misunderstandings, the Program urges faculty supervisors and students to develop a written agreement early each semester as to the nature of the work expected (a sample form, Letter of Understanding: Graduate Assistantship, is provided in the appendix at the end of this document). The Program requires students and supervisors to clarify:

- a) a weekly schedule or other mutually agreed upon accounting of time to be committed to the assistantship duties. Supervisors are expected to be flexible in consideration of the other demands of graduate students while students are expected to be responsible in providing an acceptable level of effort on their work assignments;
- b) the nature of work or specific responsibilities, including any deadlines for specific tasks which need to be met;
- c) to whom the student reports and the nature of the reporting (e.g., weekly phone contact, bi-monthly meetings, written memos, etc.);
- d) type and amount of supervision to be provided to the student and by whom;
- e) work space, computer availability, phone usage, etc. to be provide for student; and
- f) privileges/benefits which the student can expect (e.g., attending conferences, access to materials, paid duplicating or travel, etc.).

At the end of each assignment, student assistants will be evaluated on dependability, initiative, quality and quantity of work, relations with others, judgment, attendance and overall performance. This evaluation will be considered before awarding future assistantships.

Please note that your assistantship stipends will be considered by the Office of Student Financial Management in calculating financial need, e.g., other grants and types of financial aid. It is the responsibility of the student to provide updated information to that office even after federal forms have been filed and aid packages have been awarded so that appropriate adjustments can be made to other financial aid awards.

C. Academic Progress

As mentioned in Section III, the University specifies that a student must make satisfactory progress toward completion of the degree within the Statute of Limitations of eight years.

1. Required Grade Point Average

Students must obtain a cumulative grade point average of 3.0 in order to be awarded their degree. The Program has established that students must complete PPOL-G 604, Statistics I with a grade of B- or higher in order to move on to PPOL-G 605, Statistics II. Credit hours earned for make-up statistics courses will not count toward the doctoral degree.

According to University policy, “a student is placed on academic probation when his/her cumulative grade point average falls below 3.0. A letter will be sent informing the student of his/her probationary status and strongly urging consultation with the student’s graduate program director to review the forthcoming semester’s program. While on academic probation, a student shall not be eligible to hold office in any recognized student organization or recognized professional association, or to represent the University in any sense on campus or off. Students will be removed from academic probation either when their cumulative GPA exceeds 3.0 or upon the request of the GPD to the Dean of Graduate Studies and Research.”

A student who has two semesters, consecutive or otherwise, with a GPA of 2.8 or below, may be dismissed from the Program.

2. Incompletes

A grade of Incomplete (INC) (or In Progress (Y) in the case of Dissertation Workshop, Practicum and Internship courses) is not automatically awarded when a student fails to complete a course. Incompletes are usually awarded when satisfactory work has been accomplished in the majority of the course and the student is unable to complete course requirements due to circumstances beyond his/her control. Incompletes are given at the discretion of the instructor. The student must negotiate with and receive the approval of the course instructor in order to receive a grade of Incomplete. In most cases, incomplete grades from the fall semester should be finished prior to the start of the spring semester and vice versa, regardless of University policy which allows up to one calendar year to finish them.

The Program requires that the student and faculty member complete an “Incomplete Grade Form”, available from the Program office, which specifies the work to be completed and the deadline for completion. The form must be signed by the student and faculty member, a copy maintained by each, and a copy filed in the student’s academic record in the Program office (a sample form is provided in the appendix at the end of this document).

In all cases, a student can obtain credit for an Incomplete only by finishing the work of the course before the end of the calendar year from the time of enrollment in that course. The initiative in arranging for the removal of an Incomplete rests with the student. At the end of this period, if a grade is not submitted, an “IF” (failure) will be recorded.

Only by petition to the Academic Affairs Committee and with approval of the Graduate Registrar can “IFs” be turned into grades. In most cases, the student will be required to re-enroll in the course (at their own expense) and the “IF” will remain on the transcript. Since an overall “B” average is required to obtain the degree, “IFs” will substantially jeopardize a student’s degree status. Therefore, students are urged to complete coursework in a timely manner and avoid Incompletes if possible.

To remain in good standing and to qualify for a University stipend, first year students must complete all first year core courses prior to September of their second year. Second year students must complete all required course work (except the Dissertation Seminar) prior to sitting for the Comprehensive Exams (see Section IV). Part-time students must complete the required core courses following the designated schedule prior to sitting for the Comprehensive Exams.

A student with three or more Incomplete or Incomplete/F grades is subject to a registration hold and may not register without permission from the Graduate Program Director.

Students with Incomplete work in more than one course may be suspended from the Program. Specifically, they may not be allowed to enroll in either second or third year courses until such time as all Incomplete work from the prior year has been made up.

3. Academic Review

At the end of each semester, the faculty members of the Academic Affairs Committee will review transcripts and assess the adequacy of each student’s progress within University and Program regulations. In writing, the Committee will inform each student who is not meeting minimum academic standards, and will prescribe a course of action to be completed in order to remedy the situation.

Non-compliance with University and Program standards will result in suspension from the Program. Re-instatement will be conditional upon the successful completion of all outstanding work, and the approval of the Academic Affairs Committee.

D. Students with Disabilities

The Program encourages any student with a disability to self-identify early in their enrollment in the Program. The Program works closely with the Lillian Semper Ross Center for Disability Services to determine necessary accommodations in compliance with Section 504 and the ADA. Students with disabilities are not waived from core Program requirements and policies, but individual accommodations are made in terms of timing, workload, etc. Early identification and planning with the Academic Affairs Committee and Program faculty are strongly encouraged.

VI. MASTER'S DEGREE AND ABD STATUS

The Public Policy Program does not admit anyone to the Program solely as a Master's degree candidate. After successful completion of all required course work (except the Dissertation Seminar) and the comprehensive exams, the student may submit the requisite forms to request a Master's Degree in Public Policy.

Upon completion of the 66 course-based credit hours required by the Program, and successful passing of the comprehensive examination, students can consider themselves to have entered ABD (All But Dissertation) status.

VII. MISCELLANEOUS

Please refer to the University's [Student Handbook](#) for more complete information on university facilities and services.

A. Library Privileges

All UMass Boston graduate students are eligible to borrow through the Healey Interlibrary Loan program and have borrowing privileges at the libraries belonging to the Fenway Consortium. Graduate students also have access to free document delivery services. Further information about library resources can be obtained from the Library staff or their web page: www.lib.umb.edu.

B. Graduate Research, Fellowships, Scholarships, and Grant Information

The Office of Research and Sponsored Programs, located on the second floor of the Administration Building, provides assistance to graduate students seeking financial support for their dissertation research. Through their computerized network, they match students' interests with eligible fellowships, grants and other monies.

In addition, the Program maintains a resource file on financial support opportunities and produces a monthly FYI bulletin listing internships, fellowship, scholarship, and grant opportunities.

C. Public Policy Forum

The Public Policy Forum is the recognized professional association of the graduate students in the Ph.D. Program in Public Policy. Its purpose is to enhance learning through dialogue with faculty, community organizations and other entities involved in policy making. Students use the Forum and the Graduate Student Assembly funds for various activities including seminars, retreats, and student community-building events.

VIII. COURSE DESCRIPTIONS

A. Core Interdisciplinary Courses

Political Economy I & II

PPOL-G 601 & 602

This two-semester multi-disciplinary course sequence consists of a series of units that explore the basic philosophical, psychological, political, social and economic underpinnings of public policy development. It is taught primarily from a historical and theoretical perspective. Major units include the theory of scientific inquiry; views of human nature; the history of ideologies and institutions; political theory and philosophy; theories of justice and the conservative, liberal, and radical paradigms regarding the role of the state, race, gender, and class.

Foundations of Public Policy Analysis I & II

PPOL-G 611 & 612

This two-semester course makes use of both a theoretical and a case study approach to examine various ways of looking at public policy analysis, evaluation, and implementation. The course seeks to introduce the student to the general methods used in formulating and analyzing policy. Major units in this course cover the history of policy analysis, theories of the policy process, the role of social construction, institutions, interests and values in policy, organizational theory and leadership, the determination of

policy goals and objectives, and various analytical and empirical frameworks for analyzing policy and its implementation.

Economics for Policy Analysis I & II

PPOL-G 621 & 622

This two-semester course sequence is devoted to exploring the basic economics of policy analysis from both a microeconomic and macroeconomic perspective. Approximately two-thirds of the units are related to micro subjects with the remaining third covering macro issues. The course is taught from both a theoretical and case study perspectives. As with traditional graduate economics offerings, the micro/macro sequence begins with the foundations of household and firm behavior. Units in this course include: production decisions; the theory of consumer choice; market structures; discrimination; the simple analytic of welfare maximization; public sector economics including expenditure analysis, taxation, and regulation; theories of externalities and public goods; tax incidence; and the principles of cost-benefit analysis. The macroeconomic units include: theories of income determination, income distribution, and the problem of unemployment; the workings of financial markets and interest rate structures; the impact of macroeconomic policy on state and local government; and the constraints placed on domestic policy as a result of the internationalization of the economy.

Policy Planning and Program Development I & II

PPOL-G 780 & 781

This two-semester course is taught as a practicum. Students work in teams providing professional services to public and non-profit agencies. The course focuses on the acquisition and application of techniques for policy planning, program development, and policy evaluation, both qualitative and quantitative, technical and political. The course begins with an examination of the substantive topic to be addressed, and various models of planning, program development and evaluation. Through participation in carefully selected consulting projects, the course covers techniques of problem definition; goal setting; developing, evaluating and selecting programmatic options; predicting social, economic and fiscal impacts; designing and testing pilot program; implementation planning; and developing models and methods for public participation and constituency development. Ethical issues arising from policy planning and implementation are also considered. The specific focus and tasks vary from year to year. The course is designed to be an applied policy analysis experience which integrates theory, practice, and methods.

While in progress, these courses will be graded Y (in progress); upon satisfactory completion, a grade will be issued.

Political Institutions

PPOL-G 740

This course examines the American political system at the national, state, regional and local levels with attention to a critical examination of the construction of policy analysis in social science and the ways in which analysts understand policy goals and the workings of policy making. Analytic perspectives considered include: institutional, historical, legal, information-centered, market-based, and political economy approaches. Students will examine how the various levels of government act and interact in the formation of public policy and how political outcomes are affected by the political participation of individuals, interest groups, communities, and political parties.

B. Core Research and Quantitative Methods Courses

Statistics I

PPOL-G 604

This course is the first in a two-semester sequence. It begins with a basic review of graphical analysis and descriptive statistics. Subsequent topics include the fundamentals of probability theory, basic statistics and the logic of hypothesis testing. The course concludes with an introduction to the basic linear model. As is true for all of the methods labs, the course makes frequent use of case studies, examples, and computers.

Statistics II

PPOL-G 605

This lab course is devoted almost exclusively to a study of multiple regression and time series analysis methods, focusing on regression diagnostics and remedies. Topics include weighted least squares and non-linear transformations, the special nature of dummy variables, and the particular problems associated with serially correlated errors in time series models. An introduction to logic and other analysis is also provided.

Research Methods I

PPOL-G 630

This course will provide the conceptual and practical foundation for policy research and program evaluation. Students will develop an understanding of the fundamental concepts and problems involved in designing research.

Research Methods II

PPOL-G 704

This course provides an overview of quantitative research techniques not explored in previous courses. The course explores theoretical issues, application of methods, and a critical examination of applied research using these techniques on specific public policy issues. Topics explored include: public policy program evaluation and design, sensitivity

in statistical research, multivariate regression analysis, and time-series analysis.

Dissertation Workshop

PPOL-G 891

This course assists students in preparing their dissertation proposal as well as in the design, writing and data collection phases of the dissertation process. Students are expected to complete a dissertation proposal by the end of the course. Emphasis will be placed on conducting effective research and reasoning techniques, and the utilization of effective communication skills. Research topics include acquiring an understanding of selecting an effective dissertation topic, collection of data, use of appropriate methodologies, and selection of dissertation advisor and committee members.

While in progress, this courses will be graded Y (in progress); upon satisfactory completion, a letter grade will be issued.

C. Sample Elective Courses

Qualitative Methods

PPOL-G L609

This advanced research methods course provides students with an intensive knowledge of the theory and practice of qualitative research. Readings and discussion focus on the theoretical foundations of qualitative methods with emphasis of their practical relevance for public policy. The course is geared to enable students to learn the underlying logic of the various ways of conducting qualitative research, as well as to develop skills in moving from description to theory-building with qualitative data. Through class assignments and activities, students will become familiar with key aspects of qualitative research design, as well as issues related to reliability, validity and the ethical dimensions of qualitative research.

Social Welfare Policy

PPOL-G 743

This course studies social welfare policy narrowly defined as the alternative plans, decisions, choices and actions of the public sector that have a direct impact on the material welfare of socially and economically disadvantaged citizens by providing them with services and or income. The central core of programs included under this definition are social insurance, public assistance, health and housing services.

Community Political and Economic Development

PPOL-G 744

This course explores the complex relationship between economic development policy and sociocultural and political processes at the community level. Students will examine global

trends and local economic conditions using a range of theoretical approaches. Short case studies are used to survey local policy responses to the pressures of economic decline. This will provide an empirical basis for evaluating the explanatory adequacy and policy implications of the theories. Finally, analysis of the role of grassroots organizations, leadership, and populist movements in shaping alternative approaches to economic development will be undertaken.

Advanced Quantitative Research Methods

PPOL-G 745

This class extends the student's knowledge of statistical techniques for use with social science data beyond that learned in PPOL-G 605. The goal of this lab is to deepen the student's understanding of multiple regression estimation by further examination of problems associated with choosing a proper model and estimating its parameters. As with the other methods courses, the course has a strong practical bias with the emphasis on statistical and econometric theory kept to a minimum.

Law and Public Policy

PPOL-G 747

This course examines the intersection of law and public policy from a variety of theoretical perspectives. Focusing primarily on the policy ramifications of appellate court decisions, the course will cover both constitutional and statutory law topics, such as mandatory school desegregation and environmental regulation.

Topics in Health Care Policy

PPOL-G 748

This course is concerned with the determinants of health policy in the US, including the decisions and non-decisions made by institutional and political actors at all levels of government, and by private sector actors. The course covers the failure of health care reform in the US; the marketizing, corporatization, and commodification of health care; comparisons with Western European nations; and topics in the assessment of health care quality.

Science, Technology and Public Policy

PPOL-G 749

Although relatively few Americans have backgrounds in science or engineering, they are increasingly confronted with issues that are technically complex. This course explores the resulting tensions and asks how the needs for scientific expertise and democratic control of science and technology are reconciled. The first half of the course traces the historical development of American science policy and situates this development in comparative perspective. The second half focuses on contemporary controversies, including those over the nature of university-industry relations, patent policy, and the causes of

expert/lay disagreements over risk.

Human Rights and Public Policy

PPOL-G 750

The course focuses on the relationship between public policy and human rights. Its concerns encompass the following questions: how does one define and understand human rights? What are the grounds for human rights emphases on the part of public policy specialists or professionals? What is the nature, scope and depth of issues that are pertinent to public policy specialists? And, most important, how do the development, promotion and protection of human rights change the character and content of public policy as well as the nature of our individual and collective possibilities.

Research in Special Education and Disability Policy

PPOL-G L755

Students will use current research to explore key topics that shape the policy and practice landscape for individuals with disabilities in schools, service agencies, and communities while applying skills to critically read and interpret the research. Topics include: notions of disability, self-determination and person-centered service delivery; access, participation and progress in general curriculum; standards and educational accountability; and opportunities for community inclusion and improved quality of life. Students will also critique/interpret the research to make policy and practice recommendations that are applicable to urban schools and service systems for leaders working with diverse groups of students and adults with disabilities.

IX. FACULTY DIRECTORY

The following core and affiliated faculty members are associated with the Ph.D. Program in Public Policy. For department affiliation, telephone numbers, etc., see the directory at the end of this document.

A. Core Faculty

Randy Albelda PhD, *University of Massachusetts Amherst, 1993*

• Political Economy • Family Policies • Women's Economic Status • Poverty.

Ramon Borges-Mendez PhD, *Massachusetts Institute of Technology, 1995*

• Labor Economics • Economic Development • Political Economy • Latino Studies • Governance and Institutional Development • Evaluation • Methodology.

Elizabeth Bussiere PhD, *Brandeis University, 1989*

• Welfare Policy • The Supreme Court • Jury Nullification.

Alan Clayton-Matthews PhD, *Boston College, 1987*

• Income Distribution • Labor Market Mobility • Regional Economics • Quantitative Methods • Business Cycles.

Donna Haig Friedman (McCormack Institute), PhD, *Brandeis University*

• Social Welfare Policy • Qualitative Research Design

Janis Kapler PhD, *American University, 1993*

• International Trade and Finance • Open-Economy Macroeconomics • Transnational Corporations.

Winston Langley (Department of Political Science), PhD, *Howard University*

• Human Rights • Alternative Models of World Order • Religion and Politics

David Levy DBA, *Harvard University, 1992*

• Organizational Theory • International Business • International Political Economy.

Catherine Lynde PhD, *University of California, Davis, 1985*

• Macroeconomic Policy • Health Economics • Productivity Growth • Quantitative Methods.

Enrico Marcelli PhD, *University of Southern California, 1997*

• Demographic and Labor Economics • Economic Development • Immigration • Urban Economics.

Robert Moran MBA, *Harvard University, 1965*

• Public Management Control

Diane B. Paul PhD, *Brandeis University, 1975*

• Science, Technology and Public Policy.

Mary Stevenson PhD, *University of Michigan, 1974*

• Urban Economics • Labor Economics • Economics of Gender.

Michael Stone PhD, *Princeton University, 1969*

• Planning and Public Policy Theory • Housing • Urban Political Economy • Research Methods

David Terkla PhD, *University of California Berkeley, 1979*

- Environmental and Marine Resource Economics • Regional Economic Development
- Public Finance.

Carole Upshur EdD, *Harvard University, 1975*

- Health Care Policy. • Policy Evaluation and Program Development • Human Services and Education

Miren Uriarte PhD, *Boston University, 1987*

- Applied Sociology • Race and Ethnic Relations.

James Ward PhD, *Harvard University, 1975*

- Political Theory • Health Policy.

Paul Watanabe PhD, *Harvard University, 1980*

- Foreign Policymaking Process • Ethnic Politics • American Political Behavior.

Ann Withorn PhD, *Brandeis University, 1978*

- Social Welfare History and Policy • Feminist Theory.

B. Affiliated Faculty

Jim Campen PhD, *Harvard University, 1976*

- Community Reinvestment and Fair Lending • Banking and Financial Institutions.

Jeremiah Cotton PhD, *University of Michigan, 1983*

- The Political Economy of Black America • The Economics of Social Welfare.

Janet Farrell Smith PhD, *Columbia University, 1975*

- Theories of Justice • Racial and Ethnic Policies • Family • Child Welfare.

Thomas Ferguson PhD, *Princeton University, 1981*

- Public Policy • Government Studies.

Phyllis Freeman JD, *Northeastern University, 1975*

- Law • Public Health.

**University of Massachusetts Boston
Public Policy Ph.D. Program**

Policies and Procedures Manual

Appendix

APPROVAL OF DISSERTATION PROPOSAL PH.D. PROGRAM IN PUBLIC POLICY

Please print or type.

Student name: _____

Social security number: _____

Proposal title: _____

Hearing date: _____

- | | | |
|----------------------|---|----------------------------------|
| Action of Committee: | 8 | Approval |
| | 8 | Approval with minor revisions |
| | 8 | Deferred pending major revisions |
| | 8 | Rejected |

Summary of minor or major required revisions:

Committee members:

Department affiliation:

_____ Chair

Signatures:

Date:

_____ Chair

APPROVAL OF DISSERTATION PH.D. PROGRAM IN PUBLIC POLICY

Please print or type.

Student name: _____

Social security number: _____

Proposal title: _____

Hearing date: _____

- | | | |
|----------------------|---|----------------------------------|
| Action of Committee: | 8 | Approval |
| | 8 | Approval with minor revisions |
| | 8 | Deferred pending major revisions |
| | 8 | Rejected |

Summary of minor or major required revisions:

Committee members:

Department affiliation:

_____ Chair

Signatures:

Date:

_____ Chair

COURSE WAIVER REQUEST FORM

PH.D. PROGRAM IN PUBLIC POLICY

Please print or type.

Date submitted: _____

Student Name: _____

Social Security Number: _____

Insert course number, title and faculty member who teaches the Public Policy Course for which you are requesting a waiver:

PPOL G _____

Professor: _____

Substantially equivalent course:

University/College: _____

Semester and year: _____

Course number and title: _____

Grade received: _____

Have you requested a course waiver before? Y N If so, how many courses have been waived?

Please attach two copies of transcript, catalogue description and course syllabi for the substantially equivalent course and submit all copies of this form to the professor above.

Student signature: _____

FOR ADMINISTRATIVE USE ONLY:

Faculty decision: (check one): 8 Approved 8 Disapproved

Date of conference : _____

Notes:

Faculty signature: _____

ELECTIVE STUDY AGREEMENT PH.D. PROGRAM IN PUBLIC POLICY

Please print or type.

Date: _____ Semester to be credited: _____

Student name: _____ SSN: _____

Elective option chosen (check one):

8 On-campus 600-level or above course
Name and number of course: _____

Department/Program: _____

Register for course if approved by Faculty Advisor. No other action is necessary.

8 On-campus 300-level or above course
Name and number of course: _____

Name of faculty member: _____

Signature of faculty member: _____

Register for an independent study with the faculty member; consult Program staff for the appropriate number. This professor agrees to provide and grade extra assignments to assure work is equivalent to graduate level work and will obtain a Public Policy Independent Study number or forward the grade to the Public Policy Program to be credited.

8 On-campus independent study
Type of work proposed: _____

Name of faculty member: _____

Signature of faculty member: _____

Register for Independent Study with the faculty member; consult Program staff for the appropriate number. This professor agrees to conduct an Independent Study with a specified amount of supervision and a written product and that s/he will assign a grade using a Public Policy Independent Study number.

8 Off-campus informal audit

Register for Independent Study with a UMB faculty member; consult Program staff for the appropriate number. This indicates that the faculty member agrees to evaluate and issue a grade for assignments completed off campus. Please attach two copies of catalogue description (and syllabus, if available) for the off-campus course.

Institution: _____ Faculty Member: _____

Name and level of course: _____

Signature of UMB faculty member to provide credit: _____

Student signature: _____

Faculty advisor signature: _____

FORM FOR GRADE "INCOMPLETE" PH.D. PROGRAM IN PUBLIC POLICY

Please print or type.

Student name: _____ SSN: _____

Course number, section and title: _____

Instructor: _____ Semester : _____

1. Date of conference: _____
(If for some reason a conference has not been possible, please explain why.)

2. Please list below a description of the work to be made up, a plan and a timetable. Include date which has been agreed upon for completion.

3. Please provide instruction for the Program to follow in case you are not in residence at the time of completion.

NOTE: If an INC is not made up by the end of the grading period two semesters later, it become an IF (incomplete fail) and cannot be changed except by appeal in extraordinary circumstances. It is the RESPONSIBILITY OF THE STUDENT to ascertain that the instructor is satisfied that the work has been completed.

Signature of Student: _____ Date: _____

Signature of Instructor: _____ Date: _____

FORM FOR GRADE "INCOMPLETE" PH.D. PROGRAM IN PUBLIC POLICY

Please print or type.

Student name: _____ SSN: _____

Course number, section and title: _____

Instructor: _____ Semester : _____

1. Date of conference: _____
(If for some reason a conference has not been possible, please explain why.)

2. Please list below a description of the work to be made up, a plan and a timetable. Include date which has been agreed upon for completion.

3. Please provide instruction for the Program to follow in case you are not in residence at the time of completion.

NOTE: If an INC is not made up by the end of the grading period two semesters later, it become an IF (incomplete fail) and cannot be changed except by appeal in extraordinary circumstances. It is the RESPONSIBILITY OF THE STUDENT to ascertain that the instructor is satisfied that the work has been completed.

Signature of Student: _____ Date: _____

Signature of Instructor: _____ Date: _____

INTERNSHIP PROPOSAL FORM PH.D. PROGRAM IN PUBLIC POLICY

Please print or type.

Student name: _____ SSN: _____

Semester(s) : _____

Schedule/Hours for new internship: _____

Name of agency (new or prior): _____

Agency Supervisor (new or prior):

Name: _____

Telephone: _____

Email: _____

Proposed or prior role/responsibilities:

Proposed focus of analysis:

Please attach any supporting materials.

Student signature: _____ Date: _____

Faculty* signature: _____ Date: _____

*This faculty member has agreed to evaluate the student's internship and assign a grade at the end of the semester.

**LETTER OF UNDERSTANDING:
GRADUATE ASSISTANTSHIPS
PH.D. PROGRAM IN PUBLIC POLICY**

Please print or type.

Student name: _____

Social security number: _____

Supervisor name: _____ Department: _____ Phone: _____

Agreed upon weekly schedule (hours, times, days):

Responsibilities/tasks/deadlines:

Reporting schedule (when, to whom, how, etc.):

Type of supervision to be provided (by whom, schedule, etc.):

Logistics (location of work, access to computer and phone, etc.):

Other activities and possible benefits (conferences, travel, etc.):

Student signature: _____ Date: _____

Faculty/Supervisor signature: _____ Date: _____

**PRIOR AND INDEPENDENT LEARNING
REQUEST FORM
PH.D. PROGRAM IN PUBLIC POLICY**

Please print or type. Date submitted: _____

Student Name: _____

Social Security Number: _____

Insert course number, title and faculty member who teaches the Public Policy Course for which you are requesting a waiver. (NB: Students should register for the course noted below.)

PPOL G _____

Professor: _____

Please attach a written petition to the faculty member requesting independent evaluation and explaining the basis for the request. Limit your request to one typed page.

PRELIMINARY FACULTY REVIEW: 8 Approved pending negotiations with student
Faculty decision: (check one): 8 Disapproved for the following reason(s):

If approved above,
PLEASE COMPLETE FOLLOWING THE MEETING BETWEEN STUDENT AND PROFESSOR:

Date of conference : _____

Specify evaluation criteria and standards:

Please sign acknowledging agreement to the evaluation criteria and standards noted above.

Student signature: _____

Faculty signature: _____

Note: Faculty member should make sure student's name appears on roster and should submit a grade along with regular semester grades.

DEGREE REQUIREMENTS

PH.D. PROGRAM IN PUBLIC POLICY UNIVERSITY OF MASSACHUSETTS BOSTON

I. Required Core Courses: 14 courses or 42 credits

PPOL-G 601 Political Economy I
PPOL-G 602 Political Economy II
PPOL-G 604 Statistics I
PPOL-G 605 Statistics II
PPOL-G 611 Foundations of Public Policy I
PPOL-G 612 Foundations of Public Policy II
PPOL-G 621 Economics for Policy Analysis I
PPOL-G 622 Economics for Policy Analysis II
PPOL-G 630 Research Methods I
PPOL-G 704 Research Methods II
PPOL-G 740 Political Institutions
PPOL-G 780 Practicum I
PPOL-G 781 Practicum II
PPOL-G 891 Dissertation Seminar

II. Electives/Internships: 8 courses or 24 credits

(NB: Three to nine credits can be internship PPOL-G 898)

Full-time students typically start taking electives in the second semester of the first year and complete them in the third year. For part-time students, enrollment in electives would typically begin in the fourth year.

III. Dissertation

PPOL-G 899 Dissertation (minimum: ten credits)

Dissertation credits typically are taken in the fourth year or beyond.

Minimum degree requirements: 76 credits

- | | | |
|-------------|---------------------------|--------------------------|
| I. | Core requirements: | 42 credits |
| II. | Elective courses: | 24 credits |
| III. | Dissertation | <u>10 credits</u> |

**PH.D. PROGRAM IN PUBLIC POLICY
UNIVERSITY OF MASSACHUSETTS BOSTON**

Typical Course Schedule

Full-time students		Part-time students	
<u>First Year:</u>			
PPOL 601	Political Economy I	PPOL 601	Political Economy I
PPOL 604	Statistics I	PPOL 611	Foundations of Public Policy I
PPOL 611	Foundations of Public Policy I	PPOL 630	Research Methods I
PPOL 630	Research Methods I		
PPOL 602	Political Economy II	PPOL 602	Political Economy II
PPOL 605	Statistics II	PPOL 612	Foundations of Public Policy II
PPOL 612	Foundations of Public Policy II		
<u>Second Year</u>			
PPOL 621	Economics for Policy Analysis I	PPOL 604	Statistics I
PPOL 740	Political Institutions	PPOL 621	Economics for Policy Analysis I
PPOL 780	Practicum I		
PPOL 622	Economics for Policy Analysis II	PPOL 605	Statistics II
PPOL 704	Research Methods II	PPOL 622	Economics for Policy Analysis II
PPOL 781	Practicum II		
<u>Third Year</u>			
	Electives	PPOL 740	Political Institutions
		PPOL 780	Practicum I
PPOL 891	Dissertation Seminar	PPOL 704	Research Methods II
	Electives	PPOL 781	Practicum II
<u>Fourth Year +</u>			
PPOL 899	Dissertation (min: 10 cr.)	PPOL 891	Dissertation Seminar
	Electives	PPOL 899	Dissertation (min: 10 cr.)
			Electives

Minimum degree requirements:

Core requirements: 42 credits
Elective courses: 24 credits
Dissertation: 10 credits

Total: 76 credits

Steps in Dissertation Process	Student Action Required	Program Action Required
Stage 1: Notification of Candidacy	Pass comprehensive exams.	Send Stage 1 form to OGSR.
Apply for MS degree	Complete Part I (page one) of the degree application form (available on the bulletin board) and return to staff with commencement fee (currently \$100).	Complete Part II A-D (page two) of the degree application form. Obtain GPD signature and forward with commencement fee check to Graduate Records.
Stage 2: Notification of Proposed Committee	<p>Submit letter to GPD stating dissertation topic and names of committee chair, members and Dean's representative.</p> <p>Attach CV(s) for members external to the University.</p> <p><i>Refer to <u>Policies and Procedures Manual</u> re: composition of committee.</i></p>	<p>Upon approval of the committee, send Stage 2 form to OGSR with cover letter and CV(s) for members external to the University.</p> <p>Request appointment of Dean's Representative.</p>
The Dissertation Proposal	<p>Submit a research proposal to Committee chair and discuss whether it is satisfactory for the entire committee to consider it for approval.</p> <p>Send proposal to Committee. Consult with members and Assistant Director to schedule a hearing.</p> <p>Submit proposed title and one-page abstract to program office.</p> <p><i>Timeline: Due one month before defense date.</i></p> <p>Seek Human Subjects approval if necessary.</p>	<p>Upon approval, schedule prospectus hearing.</p> <p>Prepare and distribute flyer to notify all members of the Program re: hearing. (Copy abstract on reverse of flyer.)</p>
Proposal Hearing	Conduct defense hearing : present proposed research (30-45 min.) and answer committee (30-45 min.) and audience (30-45 min.) questions.	Committee members convene separately to discuss outcome of hearing: (1) approved, (2) approved subject to minor revisions, (3) action deferred pending major revisions, or (4) rejected.

<p>Proposal Hearing (con't)</p>	<p>In the case of approval, proceed with research or submit revisions to Chair within three months.</p> <p>Give two copies of your approved proposal (paper copies or disk copies with printed cover sheets) to the Assistant Director.</p>	<p>Complete and file internal form, "Acceptance of Dissertation Proposal"; secure appropriate signatures of committee members. Distribute copies.</p> <p>Once revisions have been accepted, the Chair will advise the Program in writing and attach two copies of revised proposal.</p> <p>In case of rejection, the Chair will meet with the candidate to discuss how to proceed.</p>
<p>Stage 3: Notification of Proposal Acceptance</p>		<p>Send Stage 3 form with accepted proposal to OGSR <i>at least seven months prior to final oral examination (dissertation defense).</i></p>
<p>Dissertation Research and Writing</p>	<p>Work closely with Chair throughout the dissertation process. Use members as needed.</p> <p>Refer to <u>Guidelines for the Preparation of Theses & Dissertations ...</u> for style and format requirements.</p> <p>FYI: The Program has designated the American Psychological Association (APA) format for organization, tables, illustrations and references.</p> <p>Copies of the dissertation must be provided to all members of the Committee and OGSR <i>no less than one month before the defense hearing.</i></p>	
<p>Stage 4: Notification of Intent to Defend</p>	<p>In coordination with Chair of the Committee, schedule a date for hearing.</p> <p>Submit final title and one-page, 350-word abstract to the Assistant Director.</p>	<p>Send Stage 4 form to OGSR.</p> <p>Prepare and distribute flyer to notify all members of the Program re: hearing. (Copy abstract on reverse of flyer.) Distribute to Dean, <u>Mass Media</u> and <u>University Reporter</u> <i>at least two weeks before the defense date.</i></p>

Dissertation Defense	Follow the same format as proposal defense including a short oral presentation, followed by questions and comments from the Committee and audience.	Convene in private to decide whether to (1) accept the dissertation, (2) accept it on the condition that specified revisions be made, (3) defer action pending major revision, or (4) reject the dissertation.
Stage 5: Results of Dissertation Defense	Pending acceptance, seek signatures from committee members on multiple copies of signature page of dissertation.	Send Stage 5 form to OGSR. If accepted, complete internal form, "Acceptance of Dissertation"; secure appropriate signatures of committee members. Distribute copies.
Dissertation copies	Refer to <u>Guidelines for the Preparation of Theses & Dissertations ...</u> for paper requirements, binding, and pre-submission checklist and associated fees. Make required changes (if necessary) and <i>submit a plain paper copy to OGSR by December 1 (for December degree date) or May 1 (for June degree date).</i> Upon final style approval from OGSR, make required bound copies to submit to members and two copies for OGSR. Order an extra copy to be filed in Program Office.	
Apply for Ph.D. degree	Complete Part I (page one) of the degree application form (available on the bulletin board) and return to staff with commencement fee (currently \$100).	Complete Part II A-D (page two) of the degree application form. Obtain GPD signature and forward with check to Graduate Records Office.

Abbreviations used in this document:

GPD: Graduate Program Director

OGSR: Office of Graduate Studies and Research

Reference Materials: Policies and Procedures Manual; Publication Manual of the American Psychological Association; Graduate Studies' Guidelines for the Preparation of Theses and Dissertations Questions? Consult our Assistant Director at 617-287-6937.