

University of Massachusetts Boston

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Public Policy PhD program 2012 policies and procedures manual (draft)

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Available at: https://works.bepress.com/michael_johnson/28/

2012

PUBLIC POLICY PhD

STUDENT HANDBOOK



Published in 2012, this Public Policy Ph.D. Student Handbook includes policies and procedures established by the Ph.D. Program in Public Policy in conjunction with University requirements. A full listing of University requirements can be found at the [University Policies & Regulations](#) website.

ALL STUDENTS SHOULD BE FAMILIAR WITH POLICIES AND REQUIREMENTS IN BOTH THE UNIVERSITY POLICIES & REGULATIONS SITE AND THE 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.

With Regards,

Michael Johnson, Graduate Program Director (GPD)
Karyn Aiello, Graduate Program Administrator
Karen Means, Administrative Assistant

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I. PUBLIC POLICY PH.D. PROGRAM GOVERNANCE

The principal policymaking authority for the Public Policy program is the faculty. The program's director, who is 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 graduate program director and chairs of the program's standing committees. These committees include: 1) Academic Affairs; 2) Admissions; and 3) Comprehensive Examinations.

II. ADVISING

Students will manage multiple advising relationships. First, an academic advisor will assist with course selection and monitor academic progress. Second, for students with graduate assistantships, an assistantship supervisor may provide informal guidance on research and teaching in addition to managing tasks associated with the student's teaching or research assistantship assignment. Third, a research advisor will guide students in the development of a student's research project, dissertation topic, proposal and final product. However, a faculty member may serve more than one role; ideally, all three roles should merge wherever possible.

During the first year of the program, academic advising is provided by the Graduate Program Director (GPD). In the spring of their first year, students will be asked to select their own individual academic advisor or one will be assigned. Before registration for the second year's courses, students should make an appointment with their advisor to select appropriate electives. Students may request a change in their academic advisors through the Graduate Program Director (GPD).

Students are strongly encouraged to choose academic advisors whose research interests overlap with those of the student. However, as a student's research interests evolve, it is possible for the student to build an informal relationship with other faculty who will serve as research advisors.

Since program faculty resides in multiple departments, students may not interact with some faculty regularly. Therefore all students are encouraged to meet regularly with their advisors and to seek out other program faculty for advice.

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

A. Statistics Placement Requirement

Depending on a student's academic background in mathematics and score on the Quantitative Graduate Records Exam (GRE), some students may be asked to take the Advising Center's math placement exam: "Test B2, part 1". The exam takes about an hour and the results are available within two hours. Students who plan to take Test B2, part 1 should do so in the early summer before enrollment, so that appropriate preparation work can be completed prior to enrolling in PPOL-G 604 (Statistics I), if necessary.

These students will need to provide a copy of the testing results form to the statistics faculty member in order to start the Public Policy statistics sequence. Those students who do not pass Test B2, part 1 will need to take Exam “A” and take the 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 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 for other arrangements.

B. Statute of Limitations

The University requires that each Ph.D. candidate 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 delays maximum program completion time by the corresponding length of leave time. Also, in exceptional cases, an extension of the statute of limitations (typically no more than two years) may be granted 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 by providing a progress report and timeline for completion. If approved at the department level, the Academic Affairs Committee will then make a recommendation to the Graduate Registrar.

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.

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 24 credits (eight courses) must be earned in courses chosen by students as electives, internship and/or independent study. Three to nine of these credits may be completed via an optional internship (typically in the student’s third year). The University requires all Ph.D. candidates to complete a minimum of 10 dissertation credits. These dissertation credits may be taken at any point during a student’s time in the PhD program. Students on assistantship support (during years 1-3) are encouraged to register for all dissertation credits (PPOL-G 899) during this time so tuition and most associated fees will be waived.

A full-time student’s typical course schedule is represented below. Core 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 VII of this handbook.

Typical Full-Time Schedule

Core requirements	42 credits
Elective courses	24 credits
Dissertation	<u>10 credits</u>
	76 credits

FALL

SPRING

YEAR 1	PPOL 601* Political Economy I PPOL 604* Statistics I PPOL 611* Foundations of Public Policy I PPOL 899 Dissertation Credits (3) Elective I	PPOL 602* Political Economy II PPOL 612* Foundations of Public Policy II PPOL 605* Statistics II PPOL 630* Research Methods I PPOL 899 Dissertation Credits (3)
YEAR 2	PPOL 621* Economics for Policy Analysis I PPOL 780* Practicum I PPOL 704* Research Methods II PPOL 899 Dissertation Credits (3) Elective II	PPOL 622* Economics for Policy Analysis II PPOL 781* Practicum II PPOL 740* Political Institutions PPOL 899 Dissertation Credits (1) Elective III
YEAR 3	Electives IV, V & VI PPOL 891 Dissertation Seminar*	Electives VII & VIII
YEAR 4	Electives/Credits not previously completed	CAS 600 Program Fee
	CAS 600 Program Fee	CAS 600 Program Fee

Note: Students on assistantship support (during years 1-3) are encouraged to register for all dissertation credits (PPOL-G 899) during this time so tuition and most associated fees will be waived.

Full-time students are expected to be continuously enrolled and should complete all their course work by their third year of study.

D. Part-time Program

Each year, a small group of students may be admitted as part-time students. The credit requirements will be the same, but course requirements will be spread over a four year period. Courses will still be offered during the day as the program does not offer evening, weekend, off-semester or on-line courses. A part-time student's typical course schedule is represented below.

Typical Part-Time Schedule

Core requirements	42 credits
Elective courses	24 credits
Dissertation	<u>10 credits</u>
	76 credits

FALL

SPRING

YEAR 1	PPOL 601* Political Economy I PPOL 611* Foundations of Public Policy I Elective I	PPOL 602* Political Economy II PPOL 612* Foundations of Public Policy II PPOL 630* Research Methods I
YEAR 2	PPOL 604* Statistics I PPOL 621* Economics for Policy Analysis I Elective II	PPOL 605* Statistics II PPOL 622* Economics for Policy Analysis II Elective III
YEAR 3	PPOL 780* Practicum I PPOL 704* Research Methods II Elective IV	PPOL 781* Practicum II PPOL 740* Political Institutions Elective V
YEAR 4	PPOL 891 Dissertation Seminar Elective VI Elective VII	Elective VIII PPOL 899 Dissertation Credits (6)
YEAR 5, 6, 7...	PPOL 899 Dissertation Credits (4)	Continue dissertation work, write-up & defend

Note: Part-time students are expected to complete three core courses in the second semester of the first year. In other semesters, only two core courses are required, but students are expected to complete an additional elective each semester. Part-time students may register for dissertation credits whenever they prefer, though most often students register for dissertation credits after completion of their coursework. Note also that some graduate courses in other degree programs are offered in the evening. Students may receive PhD elective credit for these courses with prior approval of the GPD.

E. Program Fee

Once all coursework and dissertation credits are complete, students are required to register for CAS 600 Program Fee each semester in order to maintain an active status in the program. Failure to do so will result in administrative withdrawal from the university, so that students must be readmitted to the program and pay all owed program and processing fees to complete the degree. Currently the program fee is set to \$203 per semester. Students are responsible for contacting the Graduate Programs Administrator at the start of the registration enrollment period for permission to enroll in Program Fee.

F. Transfer Credit Policy

1. Transferring Graduate Course Credits

University policy states that students who have completed graduate course work at other accredited institutions may transfer up to 6 credits from the following:

- 1) Courses in which the student received a grade of B or higher;
- 2) Courses which have not been used to fulfill requirements for another degree; and
- 3) Courses which were earned no more than seven years prior to their matriculation at UMass Boston.

During their first semester of study, students may put in a request to the Academic Affairs Committee to transfer up to 6 credits towards their degree. Requests should include copies of the student's transcript and course syllabi. Transfer credit decisions are to be made on a case by case, course by course (either core or elective) basis.

Additionally, students may transfer up to 6 credits from graduate coursework completed at UMass Boston. Criteria for course transfers include:

- 1) Courses where the student received a grade of B or higher;
- 2) Courses which have not been used to fulfill requirements for another degree; and
- 3) Courses that were earned no more than seven years prior to their matriculation into the PhD program.

2. Advanced Standing for Master's Degrees

Students entering the program with a Master's degree in a field related to Public Policy that was 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 or 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 granted Advanced Standing will have up to 12 elective credit hours waived upon 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.

Students may request up to 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.

G. 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 credits 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 teaching the course. All waived courses require

written approval using the **COURSE WAIVER REQUEST FORM** found in the Appendix. Completed forms should be given to the Graduate Programs Administrator.

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

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

Students who believe that they have 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, such students will be required to:

- Register for the course
- Complete the

- **PRIOR AND INDEPENDENT LEARNING**

- **REQUEST FORM**

- requesting independent evaluation and explaining the basis for the request (A sample form is provided in the Appendix.)
- Negotiate the evaluation criteria and standards with the faculty member teaching the course
- 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 Graduate Programs Administrator.

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 the class. 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 Graduate Program Director. Appeal of a denial by the Graduate Program Director may be made to the Academic Affairs Committee.

Prior Learning Option for the Public Policy Practicum

In exceptional cases, and upon successful petition to the Graduate Program Director, students with a high level of expertise in the areas covered by the PPOL 780-781 ("Practicum") may:

- Be allowed to complete PPOL 780 through an alternative option based on demonstration of prior learning; and
- Be waived out of PPOL 781, substituting a three-credit elective for the waived course.

In order to qualify for the prior learning option, a student must meet all of the following standards:

- Must have participated in a policy research or applied research project, with an identified client that resulted in a substantial written report. (For the purpose of this exemption, a policy or applied research project is defined as a set of activities that include but are not limited to: (a) a process of negotiation with a "client" that results in the definition of the project; (b) the design of the study; (c) data collection and analysis; and (d) the writing of a final report.)
- Must have been a professional member of the project research team, which must have included at least three research professionals;
- Must have had a major role in designing the project, working with the client or constituency, gathering data or overseeing data collection, data analysis, report writing, and dissemination.

The student must provide the following evidence of having met the three preceding standards:

- A letter from the student petitioning for the waiver, in which he/she briefly describes the project, his/her role in the project and the reasons why this waiver should be considered
- A letter from one of the other professional researchers involved in the project, describing the student's contribution to the design and implementation of the project and to the production of the final report
- A copy of the project final report

This evidence should be provided to the Graduate Program Director for his/her evaluation no later than the last week of the spring semester before the fall Practicum course begins. The Graduate Program Director will provide a decision on the waiver request no later than one month from receipt of the petition.

If the Graduate Program Director determines that the student is qualified to complete the Practicum by the alternative option based on prior learning, the student will be permitted to register for the first semester of Practicum (PPOL 780). To complete the alternative course requirements, the student will submit to the Practicum instructor a major analytical and reflective essay concerning the project used as the basis for exemption. The essay must discuss all of the following:

- How the project was planned and carried out, including, particularly, the specific role, responsibilities and tasks of the student;
- Difficulties and challenges that arose during the project and how they were dealt with, including issues within the project team, with the client, with constituencies and research subjects;
- What, in retrospect, could or should have been done differently to prevent or reduce identified difficulties and problems;
- What the student learned about project planning, management and participation; and
- A detailed analysis of and reflection on the project's successes and failures in light of theory presented in the core courses in which the student participated in the first year of the program.

When the essay has been determined to be satisfactory, the student will be given a grade for the fall semester of Practicum (PPOL 780).

In lieu of the second semester of Practicum, the student will enroll in an additional three-credit elective.

I. Electives

The Ph.D. program offers a limited number of elective courses each semester. However, electives are offered on a rotating basis depending on student interests and faculty availability. Therefore, because of the small size of the program and the wide variety of student interests, 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 Graduate Program Director, using the **ELECTIVE STUDY AGREEMENT FORM** (A sample form is included in the Appendix). These options include:

- **On-campus courses offered by other PhD programs.** The course will appear on the student's transcript with the course title and grade.
- **On-campus courses offered by Master's programs which are at the 600 level or above.** The student will be expected to complete additional readings and/or assignments above those ordinarily expected of master's level students. The course will appear on the student's transcript with the course title and grade.
- **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.
- **An independent study course under the direction of a PhD program faculty.** This course should consist of an amount of study and work equivalent to a doctoral-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. Students are ordinarily not encouraged to elect to complete more than two independent studies. Exceptions to this policy must be approved by the graduate program director.
- **Off-campus graduate courses taken for credit.** If a student wishes to enroll in a policy-related course at another graduate school and plans to transfer credits toward their doctoral degree, the course should be approved by the GPD before the student registers for the course. A maximum of 6 credits from other institutions may be transferred towards the doctoral degree.
- **Off-campus graduate-level courses that are audited.** Students can receive credit for off-campus 600-level or above courses that are audited, with the permission of the instructor. Students who wish to do so should contact their advisor or the GPD 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.

J. Internship

Students can also fulfill elective coursework through internship credits. Internships are a useful mechanism to identify research topics, to provide work experience in a collaborative team approach, and to apply classroom knowledge in a real-world setting.

Internship credit will account for three to nine credit hours depending on the amount of work and hours of on-site experience completed. The internship demonstrates applied work on a public policy issue and will normally be completed in the third year of the program, fulfilled by one of three different mechanisms:

1. **Completing a Paid or Unpaid Internship** (3 – 9 credits)

Students may select or identify a paid or unpaid public policy project to carry out which meets specified standards and includes a minimum of (450) actual hours for nine credit hours (proportional hours are required for three or six credits) over one or two semesters - or may be spread out in other ways.

2. **Evaluation of Prior Policy Work** (3 – 6 credits)

Students may write a critical appraisal based on a substantive piece of policy work in an organizational setting completed prior to entry to the Program.

3. **Evaluation of Current Policy Work in a Current Work Setting** (3 – 6 credits)

Students may complete a specific public policy project in a setting where they are currently employed.

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 **INTERNSHIP PROPOSAL** form in the Appendix.)

Regardless of which option is chosen the student must prepare and submit a written paper critically analyzing the experience. Drawing upon concepts presented in the first two years of the program, the appraisal is an essay of at least 10,000 words that addresses the following:

- analysis of the organizational and political context and process
- substantive analysis of the particular policy or policies addressed during the experience
- evaluation of one's own role and lessons learned from the experience that could

be used in other settings

Regardless of the option chosen and depending on the number of students enrolled in internship credits, students may be asked to participate in a several-session internship seminar that 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.

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

K. Concentrations

1. Concentration in Conflict Resolution

Students interested in this concentration should meet with Professor David Matz for advising.

The “art” of public policy is mediated among interested and key players. Increasingly, state and local governments and non-profit community organizations have recognized the role and importance of conflict resolution in their administrative and public policies. This concentration fits with the mission of the Public Policy Program.

The faculty of the Department of Conflict Resolution, Human Security and Global Governance, which administers master’s programs in Conflict Resolution, provide coursework for this concentration. CRHSGG faculty who are affiliated with our doctoral program include David Matz and Eben Weitzman.

Students need to complete a minimum of nine credits (three courses) from the Conflict Resolution curriculum.

Required and prerequisite for all others: DISRES 621 Negotiation

Two additional courses from the Conflict Resolution curriculum will be selected by the student in consultation with the student’s academic advisor.

As detailed above, students must receive approval from the GPD and course instructors to do extra work beyond that required for Conflict Resolution master’s courses in order to receive elective credit in the Public Policy PhD program.

2. Concentration in Organizations and Social Change

Organizations are at the heart of societal governance; they develop, contest, implement, and evaluate public policy. Organizations are also frequent targets of public policy, as sites that generate, reproduce, or sustain social and economic inequality. Some organizations, such as government agencies, are where public policies are enacted. Other organizations, such as community-based nonprofit organizations or advocacy groups, can act as agents of resistance and social change in the policy process. An understanding of organizations, their sources of

power, role in governance, and structures and processes, is fundamental for public policy analysts and public managers. An organizational perspective enables students of public policy to apply a range of theories from different disciplinary perspectives, including sociology, political science, and economics, to the analysis of a wide range of policy issues in which organizations play a central role.

Students need to complete nine credits (three courses) from the following:

Required course: PPOL-G 752 Public Policy, Organizations and Social Change

Electives: Students will choose two courses from this recommended list:

PPOL-G 751 Public Policy Challenges: Urban Nonprofit Organizations
DISRES 625 Conflict, Organizations & Systems
SOCIOL 601 Complex Organizations

As detailed above, students must receive approval from the GPD and course instructors to do extra work beyond that required for Conflict Resolution and Applied Sociology master's courses in order to receive elective credit in the Public Policy PhD program.

L. Guidelines for the Documentation of Academic Work

University Policies and Regulations

It is every student's responsibility to familiarize themselves with University codes, policies and regulations. Please refer to the [University Policies & Regulations](http://www.umb.edu/life_on_campus/policies/regulations/)¹ site for complete information on sexual offenses, academic dishonesty and student misconduct policies, as well as the [Code of Conduct](http://www.umb.edu/life_on_campus/policies/code/).² For information on academic policies, visit the [Registrar's](http://www.umb.edu/registrar/academic_policies/)³ website.

Most of the below listed regulations have been taken from the University's Graduate Bulletin. For a comprehensive listing of all University regulations, visit the "[University Policies & Student Rights](http://www.umb.edu/life_on_campus/policies/regulations/academic_regulations_grad/)"⁴ section of the "[Life on Campus](http://www.umb.edu/life_on_campus/)"⁵ website.

¹http://www.umb.edu/life_on_campus/policies/regulations/

²http://www.umb.edu/life_on_campus/policies/code/

³http://www.umb.edu/registrar/academic_policies/

⁴http://umassboston.net/life_on_campus/policies/regulations/academic_regulations_grad/

⁵http://umassboston.net/life_on_campus/

Academic Honesty

Students should be aware that, at the discretion of the instructor, assignments may be submitted to plagiarism detection software programs for the purpose of detecting possible plagiarism. Students must be prepared to submit an electronic version of any written assignment upon request of the instructor. It is the responsibility of the student to become familiar with the [Code of Student Conduct \(CSC\)](#)⁶ of the University of Massachusetts Boston. This is the guiding document for all classes and assignments. Please feel free to ask your professors any questions regarding academic honesty.

Students should be familiar with all procedures related to academic honesty at the University of Massachusetts Boston. Here, we list only the University's definitions of violations of the Code of Student Conduct, which include, but are not limited to, the following:

1. Submitting as one's own an author's published or unpublished work (e.g. material from a journal, Internet site, newspaper, encyclopedia), in whole, in part, or in paraphrase, without fully and properly crediting the author.
2. Submitting as one's own work materials obtained from another student, individual, or agency without full and proper attribution.
3. Submitting as one's own work material that has been produced through unacknowledged or unauthorized collaboration with others.
4. Submitting substantially the same work to more than one course without prior approval from all instructors involved: i.e., dual or multiple submission.
5. Using any unauthorized material during an examination, such as notes, tests, calculators, cell phones, PDAs, or other electronic or mechanical communication devices. Abuse of cellular devices with photographic capabilities and use of devices for purposes of photographing test questions or other notes and materials are also prohibited.
6. Obtaining answers to examination questions from another person with or without that person's knowledge; furnishing answers to examination questions to another student; using or distributing unauthorized copies of or notes from an examination.
7. Submitting as one's own an examination taken by another person; or taking an examination in another person's place.
8. Gaining or seeking to gain unauthorized access to, or altering or destroying the paper or electronic files of a student, faculty member, or staff member for the purpose of gaining better academic standing and success.

⁶ http://www.umb.edu/life_on_campus/policies/code/

9. Failing to adhere to professional standards or ethics of a discipline and/ or violating the rules of an agency in the course of completing field work, internship, practicum, student teaching, or clinical placement.
10. Interfering with an instructor's ability to evaluate accurately a student's competence or performance; misleading any person in connection with one's academic work.

In addition to the CSC, further discussion of academic integrity is also contained in the University of Massachusetts Boston document "[University Policies and Regulations](#)."

You are required to read these documents and ensure that your work conforms to the standards of academic integrity described therein throughout your time in the program.

M. 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' CSC academic honesty policy.

IV. OTHER DEGREE REQUIREMENTS

A. Comprehensive Exams

Students must successfully complete the two-part comprehensive exam required for a doctoral degree in Public Policy. For this exam students are expected to integrate and consolidate the material learned in the first two years of coursework. Each exam will be given once a year – in June and July. In order to take the exams, students must be in good standing in the program and must have fulfilled all required core coursework with grades issued at least two weeks prior to the exam dates. After successful completion of the exams, students become eligible for an *en route* Master's Degree and can continue to complete necessary work for their doctorate.

The Comprehensive Committees design, administer, and grade these exams. The Quantitative Comprehensive Committee is typically comprised of two faculty members with expertise in quantitative methods. The Qualitative Comprehensive Committee consists of four to five faculty members whose expertise spans the Public Policy PhD core curriculum. The Graduate Program Director appoints committee members who then serve for a calendar year.

1. Description and Rationale of Comprehensive Exams

The Quantitative Exam serves to determine the students' proficiency in analyzing policy problems with applied statistical tools and methods, and constructing policy explanations using numerical information and data sets. Students are given a data set and asked to conduct analyses to answer specific questions about the data set.

The Qualitative Exam serves to determine the students' proficiency framing policy problems, using diverse analytical frameworks, and constructing realistic, as well as alternative assessments of concrete and applied policy problems. Students are provided with a set of questions about a specific policy issue and a comprehensive set of readings on this topic. Students' responses should provide a social, economic, political, and historical context by which to understand a specific policy issue. Students must consider the ways in which various levels of government, households, and the private and non-profit sectors relate to this policy, including identifying specific interest groups and their relative resources and influences in this policy debate. Students must consider the theoretical underpinnings of the issue with particular attention to various theoretical or philosophical approaches. Students are asked to apply micro- and macroeconomic models to the topic. Students are asked to generate a salient research question about the policy that will shed light on the issue and then sketch out an appropriate research design to address that question. Students are also asked to assess that research design.

In both exams, students must address the assigned topic using the materials provided (data sets or readings) combined with those assigned and used in core courses. There is no need for additional research or specific knowledge in the assigned topic to demonstrate proficiency in either exam.

Comprehensive examinations are administered to evaluate student competency in core curriculum areas addressed in the program. These particular competencies have been selected and shaped into the curriculum to provide students with sets of skills they will need to be effective public policy researchers. The Public Policy Ph.D. Program has carefully selected the case-study comprehensive model as it best simulates the type of policy analysis exercise that doctorates in public policy might confront. *While the format might be different, the particular sets of skills that are required to write a comprehensive research proposal, a policy brief and/or a dissertation proposal are all tested by the qualitative comprehensive exam.*

The skills that students are asked to demonstrate on their comprehensive exams are also crucial for dissertation work and future research projects. The quantitative comprehensive exam requires demonstrating some level of empirical skills that would be expected of a Ph.D. in public policy and might possibly be used in a dissertation or future policy research. In the qualitative comprehensive exam, students are asked to frame policy issues, to provide a historical, political, economic, and theoretical context for the specific topic, and then to construct an appropriate

research question and design to address it. The format of the qualitative exam closely resembles that of dissertation and research proposals. Students must demonstrate an ability to express complex ideas well, organize writing so that the reader can easily follow arguments, and succinctly summarize the body of literature that is provided to students. The comprehensive exams do differ from a research or dissertation proposal in a few ways. The Comp Committee provides a comprehensive set of readings and/or data on the topic, so these research skills are not required on the exams. Conversely, students must apply basic economic concepts to the issue presented in the qualitative exam, but are usually not required to implement or test these models with data.

2. Timing of Exams

Most students take the Quantitative Exam immediately after completion of the statistics sequence. For full time students, this occurs after the completion of the first year; for part-time students, this occurs after the completion of their second year.

Most students take the Qualitative Exam immediately after completion of all required core courses (except Dissertation Seminar). For full time students this usually occurs after the completion of the second year; for part-time students, this usually occurs after the completion of the third year.

3. Eligibility to take Comprehensive Exams

Students must successfully complete PPOL-G 604 and PPOL-G 605 (Statistics I and II) to sit for the quantitative exam. Students must successfully complete all other core courses (except Dissertation Seminar) to sit for the qualitative exam.

While University policy allows one year for completion of Incomplete grades, any student who has Incomplete coursework at the time of the exams may be required to postpone their comprehensive examinations until the following year. Students can petition to the Comprehensive Exam Committee to take the exam even if they have not successfully finished all the requirements and should provide compelling reasons and evidence.

4. Preparation for the Exams

The chair of the Comprehensive Exam Committee holds a meeting prior to the exam for all students taking the comp. At this meeting, the chair provides information about the exam, materials available to students, and answers questions about the process and general framework of the exam.

Students may choose to review class notes and assignments and reread key readings in preparation for the exams.

5. Code of Conduct

Students are required to sign a Pledge of Academic Honesty which indicates that they are familiar with the rules of academic integrity and that they will work on the exam without

assistance from other students, faculty, or anyone else. The work that students submit must be entirely their own, and must abide by the rules of appropriate academic attribution that regulate intellectual activity, such as correct citations and bibliographic information. Violations of academic integrity, as detailed in section III, L of this handbook, may result in penalties ranging from failure on the exam to expulsion from the University.

Once a student picks up an exam, he or she must complete it and turn it in on time. Failure to return the exam will result in a failing designation. If there are extremely compelling reasons for non-completion of the exam, a student must notify the GPD and the Chair of the Comprehensive Committee immediately.

6. Evaluation of the Comprehensive Exams

The Qualitative and Quantitative Comprehensive Exam Committees work to develop the specific exam, to collect necessary bibliographic material or data sets, and to evaluate students' work. While the committee chairs know which students plan to take the exam, the rest of the committees may not. Students are assigned a letter of the alphabet when they pick up their exam. They are instructed to identify their exams only with this letter. This process assures that each student's identity is not known to comprehensive exam readers.

All committee members read every exam. Readers evaluate the content of each section individually and then consider the exam as a whole. The completed exams must also demonstrate a level of writing proficiency that would be expected from anyone receiving a Ph.D. in the social sciences.

The Comprehensive Exam Committee will meet and thoroughly discuss each exam. Exams are designated by the level in which they demonstrate proficiency with the material: High Pass, Pass, Conditional Pass, or Fail. Once all evaluation of their work is done, the identity of each student is revealed to all committee members, including the chair.

All students are given written feedback on their work. Students' exams that receive a High Pass demonstrate high levels of proficiency throughout the exam. Exams designated a "Pass" indicate the student has demonstrated his or her proficiency in all or almost all of the exam areas. Students with an exam designated with a High Pass or Pass are completed with the exam.

Students with a Conditional Pass have demonstrated proficiency in many but not all areas of the exam. Students whose exam receives a Conditional Pass must rewrite the specified portions of the exam that have been evaluated as needing revision to demonstrate proficiency. (Other sections of the exam which demonstrate proficiency do not need to be readdressed.) The exam committee provides students with detailed written feedback and encourages them to meet with members of the comprehensive committee to discuss in more depth those portions of the exam needing improvement. Students are asked to do their revisions within a reasonable timeline designated by the committee. The committee chairs as well as members most familiar with the sections addressed will read the students' revisions. If committee members agree that the rewrite demonstrates sufficient proficiency, students receive a designation of Pass. If it does not, students will receive a grade of Fail and will be required to retake the exam.

Students whose exam is designated as Fail have not demonstrated competency on most or all areas of the exam. These students also receive detailed written feedback and are encouraged to talk to all committee members. The Comprehensive Exam Committee Chair works with students who fail to chart specific plans to gain core competencies before taking the exam again. Students who fail can take the exam again. Students who fail either comprehensive exam twice cannot continue in the doctoral program. They may, however, write a capstone paper and receive a terminal master's degree.

7. Grievances

All grievances regarding any aspect of the exam, inappropriate conduct, or any other problem that may arise, will be handled by the Comps Committee, and, if necessary, in consultation with other academic governance bodies of the Department and the School.

B. Master's Degrees

1. En Route Master's Degree

The Public Policy Program does not admit anyone to the program solely as a Master's degree candidate. After successful completion of all required core courses (with the exception of the Dissertation Seminar) and successful completion of both comprehensive exams, the student may submit the PUBLIC POLICY DEGREE MS APPLICATION with commencement fee (see Appendix) 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 both comprehensive examinations, students may submit DISSERTATION TRACKING FORM 1 (NOTIFICATION OF CANDIDACY). Upon approval of the form, the student has achieved doctoral candidacy and can consider themselves to have entered All But Dissertation (ABD) status.

2. Terminal Master's Degree

The terminal degree may be awarded to a student in the unusual situation wherein the student has successfully completed his or her required coursework but has twice failed to pass either comprehensive examination.

Students who wish to pursue the master's thesis option will submit a petition to the Academic Affairs Committee of the Public Policy Program by December 1. The Academic Affairs Committee will review the student's complete academic record, including his/her course work and any graduate assistantship evaluations. If the student has unsuccessfully attempted the qualifying exams, the Academic Affairs Committee will additionally request a recommendation from the Comprehensive Exam Committee, which will review the failed exam and decide (by majority vote) whether the student's performance on the exam demonstrates sufficient promise of success in completing a master's thesis. The Academic Affairs Committee's decision on whether the student should be allowed to complete a master's thesis will be final.

The student may choose his/her faculty advisor and should notify the Graduate Program Director in writing. In consultation with that faculty member, the GPD will assign a second reader. Both the reader and the faculty advisor must approve the thesis in order to be awarded the degree. Upon approval of the Academic Affairs Committee, the student has until March 1 to choose a thesis advisor and submit an approved proposal. The student then has one year to complete the terminal master's thesis.

The thesis should be a major research paper that includes a review of literature and appropriate use of qualitative or quantitative data. Students may expand on a topic pursued in the course of their graduate studies; however, the work must be original, solely theirs and contain substantial new research. The length of the paper should be no less than 30 pages. Students should also refer to the *Guidelines for the Preparation of Theses and Dissertations at the University of Massachusetts Boston*, produced by and available at the [Office of Graduate Studies](#)⁷.

C. Dissertation

A doctoral 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 three-page DEGREE TIMELINE on the steps in the dissertation process is provided in the Appendix.

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, meeting the following guidelines:

- The chair of the committee must be a faculty member in the Public Policy PhD Program.
- At least two members of the committee shall be faculty members in the Public Policy PhD Program.
- The 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 the event that the student feels that it is appropriate for a UMB faculty member outside of the departmental 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.

⁷ <http://www.umb.edu/academics/graduate/>

Having obtained verbal agreement from members of the Dissertation Committee, the candidate must complete DISSERTATION TRACKING FORM 2 (Notification of Proposed Dissertation Committee) listing the members of the committee. The student should submit the form to the GPD, who will formally sign off on the proposed committee and send it to the Office of Graduate Studies for final approval from the Dean. For any committee members external to the university, this form must be accompanied with those members' resumes.

2. The Dissertation Proposal

Upon approval of the composition of the Dissertation Committee, the candidate should prepare and submit a research proposal to the Chair of the Dissertation Committee. It is assumed that the student will have several informal discussions with the chair of their committee to develop a proposal.

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.

Steps in Proposal Hearing Preparation

Once the Chair, in consultation with the Dissertation Committee, has determined the proposal is satisfactory, the student will schedule a date for the proposal hearing with all committee members. The proposal hearing is a public event, where all members of the Dissertation Committee are required to be in attendance. The student should take the following steps in scheduling the defense:

1. The student is responsible for choosing a date with all committee members.
2. The student may contact the Graduate Programs Administrator for reservation of a room for the defense.
3. Two weeks prior to the defense, the student should submit a completed proposal announcement to the Graduate Programs Administrator, who will then advertise the hearing to the University Community.
4. The student is responsible for all set up, material preparation, and other details for the hearing.
5. The student must bring DISSERTATION TRACKING FORM 3 (Notification of Proposal Acceptance) (see Appendix) with them to the hearing for committee members to use in evaluating the proposal.

Format of Defense

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. A typical presentation format includes:

- Dissertation Committee 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 Dissertation 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 the end of the defense
- Committee members convene separately to discuss the outcome of the hearing.

Results 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. Recommendations must be recorded on the DISSERTATION TRACKING FORM 3. The chart below specifies actions to follow for each recommendation:

Hearing Recommendation	Action
No majority rule for one specific recommendation	The Chair will convene the Dissertation Committee to discuss the proposal until a consensus is reached.
Approval	The candidate may proceed with the Dissertation, an electronic copy of the final dissertation must be submitted to the Graduate Programs Administrator, along with a completed <u>DISSERTATION TRACKING FORM 3</u>
Approval with minor revisions	Within three months, the candidate must make suggested revisions and resubmit the proposal to the Chair only, unless specifically requested to resubmit to other Committee members. Upon approval, the Chair must forward a letter to the GPD stating that the proposal has been approved. An electronic copy of the final proposal must be submitted to the Graduate Programs Administrator, along with a completed <u>DISSERTATION TRACKING FORM 3</u>
Approval with major revisions	Within three months, the candidate must resubmit the proposal to all committee members. Upon approval, the Chair must

Hearing Recommendation	Action
	forward a letter to the GPD stating that the proposal has been approved. An electronic copy of the final proposal must be submitted to the Graduate Programs Administrator, along with a completed <u>DISSERTATION TRACKING FORM 3</u>
Rejection	The committee will meet with the candidate and decide how to proceed.

Institutional Review Board (IRB)

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 [Office for Research and Sponsored Programs](#)⁸. Students are advised to consult with the IRB early in the dissertation process.

3. The Dissertation

The dissertation defense serves as a final oral examination for the candidate, as well as provides an opportunity for the doctoral candidate to share his/her research results with the wider public policy community (including the dissertation committee). This public presentation should be of the quality we associate with job talks. Participation by the audience is welcome and encouraged, subject to ground rules set by the chair of the dissertation committee.

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. This means that the proposal hearing must take place no later than early September of the academic year a student plans to complete his/her degree for a May/June graduation. Copies of the dissertation must be provided to all members of the Committee no less than one month before the defense hearing.

Steps in Dissertation Defense Preparation

The Dissertation Defense is a public event, where all members of the Dissertation Committee are required to attend. The student should take the following steps in scheduling the defense:

1. The student is responsible for choosing a date with all committee members.
2. The student may contact the Graduate Programs Administrator for reservation of a room for the defense.
3. Two weeks prior to the defense, the student should submit a completed dissertation defense announcement and [DISSERTATION TRACKING FORM 4](#) (Notification of Intent to Defend Dissertation: see Appendix) to the Graduate Programs Administrator, who will then advertise the defense to the University Community.

⁸ http://www.umb.edu/research/policies_procedures/research_compliance/institutional_review_board_irb/

4. The student is responsible for all setup, material preparation, and other details for the defense.
5. The student must bring [DISSERTATION TRACKING FORM 5](#) (Results of Dissertation Defense: see Appendix) with them to the hearing for committee members to use in evaluating the proposal, and submit the completed form to the Graduate Programs Administrator.
6. It is advised that the student also bring the signatory page of the dissertation to the defense for committee member signatures. ***It is the student's responsibility*** to keep this page and include it as part of the final dissertation submitted to Graduate Studies for editing and binding.

Results 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. The University requires a unanimous vote of the Committee for the candidate to pass the final oral examination. Recommendations must be recorded on [DISSERTATION TRACKING FORM 5](#) (see Appendix), which the student is responsible for providing at the start of the proposal hearing. The chart below specifies actions to follow for each recommendation:

Hearing Recommendation	Student Action
Approval	The candidate has successfully completed the dissertation and may proceed with final submission to the Office of Graduate Studies. Another electronic copy of the final dissertation must be submitted to the Graduate Programs Administrator, along with a completed Dissertation Tracking Form 5
Approval with minor revisions	Within three months, the candidate must make suggested revisions and resubmit the dissertation to the Chair only, unless specifically requested to resubmit to other Committee members. Upon approval, the Chair must forward a letter to the GPD stating that the dissertation has been approved. An electronic copy of the final dissertation must be submitted to the Graduate Programs Administrator, along with a completed DISSERTATION TRACKING FORM 5 . The student may proceed with final submission to the Office of Graduate Studies.

Approval with major revisions	Within one year, the candidate must resubmit the dissertation to all committee members. Upon approval, a second defense must be scheduled and successfully delivered. An electronic copy of the final dissertation must be submitted to the Graduate Programs Administrator, along with a completed DISSERTATION TRACKING FORM 5 .
Rejection	The committee will meet with the candidate and decide how to proceed.

Submission and Publication of the Dissertation

The dissertation must conform to University guidelines for style and format. The Office of Graduate Studies has provided a detailed manual for organization and style which can be found [here](#)⁹. Students are required to order at least two bound copies of the dissertation: one for the program office and one for the Healey Library. It is strongly recommended that students also order one copy for their dissertation chair, though students may consult their chairs and other committee members on a case by case basis.

Deadlines for Submission

By 5:00 PM on the dates below, you must submit a copy of your defended and revised dissertation, approved in full for **content** by your program, to the Office of Graduate Studies (OGS) via the UMass Boston/ProQuest/UMI ETD website. If the date given falls on a weekend, the deadline transfers to the Monday following that date.

December 1	for a December degree date
April 10	for a June degree date

By 5:00 PM on the dates below, you must submit a copy of your final dissertation approved in full for **format** by your OGS format editor via the UMass Boston/ProQuest/UMI ETD website. If the date given falls on a weekend, the deadline transfers to the Monday following that day.

December 20	for a December degree date
May 15	for a June degree date

V. STUDENT STATUS

A. Full-time vs. Part-time Status & Continuous Enrollment

Though the University defines full-time status for graduate students as enrollment in at least 9 credits per semester, the program is designed with an expectation that students take 12 credits

⁹ http://www.umb.edu/academics/graduate/graduating_from_umass_boston/theses_and_dissertations/

each semester for the first three years.

Part-time students are expected to enroll in 9 credits per semester for the first three and a half years of the program to ensure adequate degree progress. This is especially important in that, it ensures timely completion of the competency exams, which are only offered once per year and may only be taken upon completion of requisite coursework.

The University requires that each matriculated student maintain continuous registration until the degree has been formally awarded. If the student does not register for courses or dissertation credits during any semester, they must pay a program fee during each semester of continuation in the program which is currently \$203 per semester.

The University considers graduate students engaged in dissertation research as full-time students even if they are registered for less than 9 credits per semester or are enrolled in program fee.

PLEASE NOTE that for loan deferral purposes, lenders do NOT consider less than 9 credits to be full-time enrollment. For students who need to continue to defer academic loans, they must contact the Graduate Programs Administrator and request that a letter from the department stating their full-time status be sent to the Registrar **by the registration deadline**. The Registrar's Office will notify lenders of the student's full-time status for loan deferral.

B. Tuition, Fees and Financial Aid

Tuition and Fees

A complete breakdown of current tuition and fee charges is posted on the [Bursar's website](#)¹⁰, please note that Massachusetts residents are billed differently than out-of-state students.

Breakdown of Tuition and Fees

Graduate Tuition and Fees: In State Resident			Graduate Tuition and Fees: Non-Resident	
	Cost per credit	Full time (12 credits)	Cost per credit	Full time (12 credits)
Tuition	108.00	1,295.00	406.50	4,879.00
Combined Mandatory Fees	28.25	338.00	28.25	338.00

¹⁰ http://www.umb.edu/bursar/tuition_and_fees/

Graduate Tuition and Fees: In State Resident			Graduate Tuition and Fees: Non-Resident	
	Cost per credit	Full time (12 credits)	Cost per credit	Full time (12 credits)
Education Operations Fee	400.40	4,804.50	604.50	7,253.50
Total Tuition & Fees:	\$536.65	\$6,437.50	\$1,039.25	\$12,470.50

Graduate Assistantships

Full-time students accepted into the program are offered three years of full support, which includes a modest stipend, full waiver of tuition and educational operations fees, and a credit to cover most of the University-offered health insurance in exchange for 18 hours per week of administrative, research or teaching assistant support.

For students that do not wish to commit to a full assistantship, partial assistantships are awarded on a pro-rated basis in $\frac{1}{4}$, $\frac{1}{2}$ or $\frac{3}{4}$ time assistantships. These assistantships come with a pro-rated stipend, educational operations fee waiver and health insurance benefit corresponding to the level of support. A full tuition waiver is included with all levels of support.

PLEASE NOTE: acceptance of a partial assistantship during the first three years does not guarantee students any level of support beyond their first three years of study. Support is guaranteed during the first three years of matriculation *only*.

The Graduate Assistantship is considered a form of income and must be treated as such for the purposes of loans, scholarships, tax reporting, and any other financial considerations.

Assistantships beyond Guaranteed Support

Students who have used all guaranteed support and have not yet completed coursework may request to be considered for partial assistantships from the department. Requests will be considered based on financial need, availability, and history of satisfactory performance in previous assistantships.

Applying for an Assistantship

First year students and students continuing a previous assistantship need not apply for the position. For new assistantships, however, positions will be posted through the Office of Graduate Studies, and students will be required to apply.

Assistantship Expectations & Evaluation

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 administrative tasks such as library searches, duplicating materials, conducting work for the department, 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, GRAUDATE ASSISTANCESHIP is provided in the Appendix).

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, along with the student's assessment of his/her own assistantship experience, will be considered before awarding future assistantships (a sample ASSISTANTSHIP EVALUATION FORM and GRADUATE ASSISTANTS SELF EVALUATION form are provided in the appendix). Unsatisfactory performance in an assistantship may result in termination from the assistantship, and forfeit of any guaranteed future funding.

First Year Fellowship

An additional First Year Fellowship is awarded to new PhD students during their first year of enrollment in the program. The fellowship is awarded in two installments of \$1,000 each at the end of the add/drop periods of the fall and spring semesters. Fellowships will be sent to the Bursar's Office and applied to each student's bill. Excess funds from this fellowship will be awarded to students via check, available for pick up in the Bursar's office.

Tuition Remission for State Employees

Commonwealth of Massachusetts employees are eligible for free tuition at state colleges and universities. State employees will be required to pay for all fees and books. For information on how to apply, contact your employer's Human Resources Department.

Grants & Loans

Grants

TEACH Grant Program

- federally-funded program
- stands for The Teacher Education Assistance for College and Higher Education (TEACH)
- provides up to \$4,000 per year or \$8,000 total for a 2-year, graduate program
- based on your FAFSA application
- intended for students who will teach full-time in high-need subject areas for at least four years
- must serve students from low-income families
- part-time students are eligible for the grant at a reduced level

- requires completion of one or more [UMass Boston TEACH Grant Program forms](#)

Loans

Many graduate students are heavily dependent on loans. You must be enrolled at least half-time (6 credits or more) to be considered for student loans. Be cautious of your total loan liability and your repayment obligations.

Federal Perkins Loan

- federally-funded program
- low-interest (5 percent) loan
- Based on exceptional financial need

Federal Direct Subsidized Loan

- eligibility based on financial need
- interest does not accrue while enrolled at least half time
- the federal government "subsidizes" (or pays) the interest
- maximum amounts per school year apply

Federal Direct Unsubsidized Loan

- federally guaranteed loan that is not based on financial need
- interest accrues from the time the loan is disbursed to the school
- not required to make interest or principal payments until six months after graduation, or six months after you drop below half-time enrollment

The Federal Direct PLUS Loan for Graduate or Professional Students

- a low interest, credit based loan
- borrow directly from the U.S. Department of Education
- must be enrolled at least half-time
- not required to make interest or principal payments until six months after graduation, or six months after you drop below half-time enrollment

Alternative Loans from Private Lenders

- a credit-based loan from a private lender or other financial institution
- can be costly and should be considered as a last resort

For more on Financial Aid for UMass Boston graduate students, visit the [Financial Aid and Scholarships](#) website.

C. Academic Progress

1. Required Grade Point Average

All graduate students must make satisfactory progress toward completion of the degree within the Statue of Limitations (8 years). All graduate students must maintain a GPA of 3.0 or higher. University policies state that "a student who has two semesters, consecutive or otherwise, with a GPA of 2.8 or below, may be dismissed from the program. Graduate students whose cumulative grade point average falls below 3.0 will automatically be placed on academic probation. While on academic probation, a student shall be ineligible to hold office in any recognized student

organization or recognized professional association, to represent the university in any sense on or off campus, or to hold a graduate assistantship. Students will be removed from academic probation either when their cumulative grade point average meets or exceeds 3.0 or upon approval of a formal request by the relevant graduate program director to the Dean of Graduate Studies. A student who in any two semesters, consecutive or otherwise, has been placed on academic probation is subject to academic dismissal upon recommendation of the graduate program director to the Dean of Graduate Studies.

2. Incompletes

A grade of Incomplete (INC) 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.

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. (In other words, if a student receives an incomplete grade for a fall course, the grade would need to be changed by the end of the grading period the following fall.) 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” (incomplete/failure) grade will be recorded, and the student will be required to register and pay for the course again in order to complete the course.

Students with Incomplete work in more than one course may be suspended from the program. Specifically, they may not be allowed to enroll in other courses until such time as all Incomplete work from the prior year has been made up. A student with three or more Incomplete or INC/F grades is subject to a registration hold and may not register without permission from the Dean of Graduate Studies.

Any graduate student who has accumulated 4 or more INC or IF grades will be considered not to be making satisfactory progress toward the degree, will be placed on academic probation, and will normally be barred from registering for additional classes until the INC/IF grades are cleared. Students will be removed from academic probation either when their INC/IF grades are cleared or upon approval of a formal request by the relevant graduate program director to the Dean of Graduate Studies.

Course Audit Policy

A graduate student may audit any class on a space-available basis, but may not use that course to complete any degree requirement. Registration for audits is not permitted during pre-registration. To register as an auditor, a student must complete the regular registration or add/drop form (including written permission from the instructor to audit the course), write “AUD” in the course credit column, and submit the form to the Office of Graduate Admissions and the Graduate Registrar by the end of the add-drop period. Once the course is designated “AUD,” the student

cannot receive a grade for it. Students are assessed full tuition and fees (including lab fees) for an audited course. Conditions for the audit are negotiated by the student and the instructor.

Retaking a Course

A student may repeat any course, provided the student has not taken and passed a more advanced course for which it is a prerequisite. The course may be repeated regardless of the grade received, but there may be only one such repetition. If a student repeats a course, both grades will appear on the student's transcript, but only the second grade will be computed in the student's cumulative average.

3. Academic Review

The Academic Affairs Committee will review student progress at the end of each academic year. After such a review, the Committee will inform each student in writing 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 his/her 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. Early identification and planning with the Academic Affairs Committee and program faculty are strongly encouraged.

Students with disabilities are not waived from core program requirements or policies, but accommodations and adjustments are available based on documentation on individually demonstrated need. The Ross Center makes available auxiliary aids and related support services and informational resources. These may include

- Test Taking Accommodations
- Alternate Formats: Taped Materials, Text on Computer Disc, or Enlarged Text
- Note Takers
- Sign Language Interpreters
- Referral to Adaptive Computer Lab
- Referral to Priority Registration
- Information and Resources

Students who wish to receive disability-related services should contact the Ross Center, document the disability, and request services (location: CC-2-2010; 617-287-7430).

VI. MISCELLANEOUS

Please refer to the University's [Student Handbook](#)¹¹ for more complete information on university facilities and services.

A. Department and University Resources

Graduate Student Study Space

The Department of Public Policy and Public Affairs has a common student-only office and lounge in McCormack Hall, third floor, room 412. There is desk space for four laptop computers, additional seating, mailboxes, lockers and a file cabinet. This room is accessible by key and via the department computer lab (see below).

Conference Room

The Department of Public Policy and Public Affairs has a conference room in McCormack Hall, third floor, room 440. It seats up to 18, and has a telephone for conference calls and outlets for high-speed Internet access. Access to this room is managed by the Department Assistant.

Healey Library

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](#)¹².

Computer Labs and Printing Privileges

The Department of Public Policy and Public Affairs has a computer lab in McCormack Hall, third floor, room 414. This room has eight computer workstations, desk space for three laptop computers and a printer. This room is available 24 hours a day, seven days a week. It is accessible with a key or and key code, provided by the Graduate Programs Administrator.

The Healey Library hosts a computer lab for graduate students on their 5th floor. All graduate students of the university are free to access this lab during the library's regular working hours. Each student is also entitled to 200 pages of free printing in the library, as well as one free professional/conference poster printing per semester. Present your student ID and the library staff will print it for you. The contact person is Carlos Lobato, 617-287-5261 or Carlos.Lobato@umb.edu. The main number to the graduate lab is 617-287-5272.

¹¹ <http://www.umb.edu/students/handbook/>

¹² <http://www.umb.edu/library/>

Writing Workshops

The McCormack Graduate School has teamed with the English Department to offer a series of writing workshops each semester to students of the college. Group and one-on-one assistance is provided to students for help with various types of writing assignments. Workshop dates are announced each semester.

Student Life

Visit [Life on Campus](http://www.umb.edu/life_on_campus/)¹³ for information on campus life and community benefits, such as student housing, clubs and organizations, student IDs, dining services, health services, student news, athletics & recreation, parking, the interfaith campus ministry, links to blackboard, the bookstore and the library, discount tickets to museums, cinemas, sporting events and various shows, and much more!

Additional Resources

Graduate Student Assembly (GSA)

GSA is UMass Boston's graduate student government representative assembly. Visit their [website](http://www.gsaumb.wordpress.com/)¹⁴ for more information.

Writing Resources

Many writing resources and links, including information on UMass Boston's Graduate Writing Center, can be found on our [Student Resources](http://www.umb.edu/student_resources/)¹⁵ website.

Career Services at UMass Boston

UMass Boston offers its own career counseling services, available to all students and alums. Create a MyCareer Online account at <https://www.myinterfase.com/umb/student/> to access the on-line resource library, search for jobs, and sign up for various workshops on resume, cover letter and interviewing skills.

Individual career counseling services are also available on campus. The Career Counselor appointed for the McCormack Graduate School is Michael Gaskins. Feel free to contact him at michael.gaskins@umb.edu for career and job advice.

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

The Office of Research and Sponsored Projects, 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.

¹³ http://www.umb.edu/life_on_campus/

¹⁴ <http://gsaumb.wordpress.com/>

¹⁵ http://www.umb.edu/academics/mgs/publicpolicy_publicaffairs/student_resources/

In addition, the Program routinely posts listings of internships, fellowship, scholarship, and grant opportunities.

C. Department Seminars

The department hosts job talks and research seminars once a month. Seminars are open to the Public Policy community. First and second year students are required to attend, and attendance by all students is strongly encouraged. Refreshments are provided. The department also hosts professional development seminars once a month. First year students are required to attend.

VII. COURSE DESCRIPTIONS

A. Core Interdisciplinary Courses

PPOL-G 601 & 602 Political Economy I & II

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.

PPOL-G 611 & 612 Foundations of Public Policy Analysis I & II

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.

PPOL-G 621 & 622 Economics for Policy Analysis I & II

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.

PPOL-G 780 & 781 Policy Planning & Program Development (“Practicum”) I & II

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 of 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.

PPOL-G 740 Political Institutions

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**PPOL-G 604 Statistics I**

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.

PPOL-G 605 Statistics II

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.

PPOL-G 630 Research Methods I

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.

PPOL-G 704 Research Methods II

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.

PPOL-G 891 Dissertation Workshop

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. Elective Courses

Electives are offered on a rotating basis depending on student interests and faculty availability.

PPOL-G L609 Qualitative Methods

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.

PPOL-G 743 Social Welfare Policy

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 is: social insurance, public assistance, health and housing services.

PPOL-G 744 Community Political and Economic Development

This course explores the complex relationship between economic development policy and socio-cultural 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.

PPOL-G 745 Advanced Quantitative Research Methods

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.

PPOL-G 746 Geographic Information Systems for Public Policy

The purpose of this course is to learn principles and applications of GIS to support doctoral-level research in public policy, public administration, public affairs and urban and regional planning, with a particular focus on spatial data collection and analysis for urbanized regions within the greater Boston area. The goal of this course is to enable students to identify spatial characteristics of diverse application areas, to build maps that integrate diverse data sources, formats and displays, to perform spatial analyses, and to integrate spatial thinking and GIS analysis into their own research topics.

PPOL-G 747 Law and Public Policy

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.

PPOL-G 748 Topics in Health Care Policy

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.

PPOL-G L749 Scientific and Political Change

(formerly titled: Science, Technology and Public Policy)

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.

PPOL-G 750 Human Rights and Public Policy

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.

PPOL-G 751 Public Policy Challenges: Urban Nonprofit Organizations

Nonprofit organizations play a variety of important roles in urban areas. In addition to their well-known function as service providers (e.g. hospitals or neighborhood health clinics), nonprofit organizations offer an opportunity for self-expression, recreation, religious observation, political representation, or the pursuit of social change. Through multi-disciplinary readings, this course considers a variety of public policy issues related to the role of nonprofit organizations in American cities including: tax exemption, the increasing commercialization of the nonprofit sector, charitable choice provisions guiding the distribution of federal funds, and the role of nonprofit organizations in political advocacy.

PPOL-G 752 Public Policy, Organizations and Social Change

Organizations are at the heart of societal governance; they develop, contest, implement, and evaluate public policy. Organizations are also frequent targets of public policy, as sites that generate, reproduce, or sustain, social and economic inequality. Some organizations, such as community-based nonprofit organizations or advocacy groups can also act as agents of resistance and social change. This course will help students to develop an understanding of organizations and institutions, their sources of power, role in governance, and structures and processes, and explore their implications for public policy.

PPOL-G L753 Epidemiological Thinking and Public Health

This course is an introduction to the concepts, methods, and problems involved in analyzing the biological and social influences on behaviors and diseases and in translating such analyses into population health policy and practice. Special attention is given to social inequalities, changes over the life course, and heterogeneous pathways. Case studies and course projects are shaped to accommodate students with interests in diverse fields related to health and public policy. Students are assumed to have a statistical background, but the course emphasizes epidemiological literacy with a view to collaborating thoughtfully with specialists, not technical expertise.

PPOL-G L755 Research in Special Education and Disability Policy

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.

PPOL-G L756 Disability Policy and Practices Frameworks

Focusing on the Americans with Disabilities Act, the Individuals with Disabilities Education Act, and the Elementary and Secondary Education Act, this course introduces students to the process by which these laws have been articulated, framed as regulations, put into practice and interpreted through the appeals process. Students will learn to identify: the values and principles of stakeholders who bring the mandate to the point of legislation, the role of written and oral testimony in the policy cycle, and the ways in which policy is interpreted in practice at the state and local level as well as through appeals processes.

PPOL-G 797 Special Topics

Occasionally, special topics courses are offered to address specific needs of doctoral students. In recent years, the following special topics courses have been offered:

Urban and Metropolitan Policy
Education Policy

DISRES 625 Conflict, Organizations & Systems

Recommended elective for the Organizations and Social Change Concentration

This course examines different systems for managing conflict. The system may exist in a large corporation, or between two or among many nations, between labor and management, or within a family. The system may be explicit and clear, informal and invisible, or both. The system may be effective or not. The course explores a of conflict management systems and criteria for measuring their effectiveness; and discusses the analysis and design of dispute managing systems.

SOCIOL 601 Complex Organizations

Recommended elective for the Organizations and Social Change Concentration

This course provides a comprehensive introduction to the sociological study of organizations, including major classic and contemporary theories and important applied studies. Private for-profit organizations have served as the focal point for much organizational theorizing, so we will often study them as we learn about fundamental organizational processes. Public agencies and non-profit organizations influence our lives in many ways, including creating research projects and jobs for many applied sociologists. Public agencies and non-profits will therefore frequently command our attention.

VIII. FACULTY DIRECTORY

Faculty in the Public Policy PhD Program may reside in the Department of Public Policy and Public Affairs (“departmental faculty”) or in other departments and degree programs (“affiliated faculty”). Departmental faculty teach the majority of courses within the department and are primarily responsible for the research and teaching directions within degree and certificate programs offered by the department.

The following departmental and affiliated faculty members are associated with the Ph.D. Program in Public Policy. For more information, please visit

http://www.umb.edu/academics/mgs/publicpolicy_publicaffairs/graduate/publicpolicy_phd/publicpolicy_phd/.

A. Departmental Faculty

Michael Ahn, PhD, *Syracuse University*

• e-Government • e-Democracy • Public Organization • Quantitative and Qualitative Research Methods • Comparative Public Administration • Performance Management •

Christine Brenner, PhD, *University of Texas at Arlington*

• Immigration Policy • Urban Affairs • Public Budgeting

Connie Chan, PhD, *Boston University*

• Mental Health Policy • Racial and Ethnic Health Disparities • Ethics.

Donna Haig Friedman, PhD, *Brandeis University*

• Social Policy • Family Welfare Policy • Qualitative Research Design.

Michael Johnson, PhD, *Northwestern University*

• Housing and community development • Human services • Community-based operations research • Decision support systems.

Heather MacIndoe, PhD, *University of Chicago*

• Nonprofit Organizations • Philanthropy • Organizational Theory • Public and Private Funding for Social Services

Gary N. Siperstein, PhD, *Yeshiva University*

• Social Relationships and Social Development of Children with Disabilities

Amy Smith, PhD, *State University of New York at Albany*

• Public Management • Social Networks Impact on Regulatory Settings
• Organizational Behavior and Theory

Christian Weller, PhD, *University of Massachusetts Amherst*

• Private Pensions • Social Security • Retirement Income Security • Wealth Inequality and Asset Development • Financial Institutions • International Economic Development

B. Affiliated Faculty

Randy Albelda, PhD, *University of Massachusetts Amherst*

(Department of Economics)

• Political Economy of Gender and Race • Public Policy • Economics of Taxation • Labor Economics

Elizabeth Bussiere, PhD, *Brandeis University*

(Department of Political Science)

• Welfare Policy • Law and the Courts • The Jury System

Thomas Ferguson, PhD, *Princeton University*
(Department of Political Science)
• Public Policy • Government Studies.

David Levy DBA, *Harvard University*
(College of Management)
• Organizational Theory • International Business • International Political Economy.

Catherine Lynde PhD, *University of California, Davis*
(Department of Economics, emerita)
• Macroeconomic Policy • Health Economics • Productivity Growth • Quantitative Methods

David Matz JD, *Harvard University*
(Dispute Resolution Program)
• Conflict Resolution and Negotiation

Edward Miller PhD, *University of Michigan*
(Department of Gerontology)
• Aging and Long-term Care • Telemedicine and e-health • Intergovernmental Relations • Program Implementation and Evaluation • Medicaid

Robert Moran MBA, *Harvard University*
(Adjunct Faculty)
• Public Management Control

Erin O'Brien, PhD, *American University*
(Department of Political Science)
• Public Policy; Politics of Poverty and U.S. Social Welfare Policy • Stratification, Politics, and Policy • Political Behavior • Urban Politics and Policy • Research Methods and Epistemology • Theoretical Approaches to Public Policy • American Politics

Frank Porell, PhD, *Carnegie-Mellon University*
(Department of Gerontology)
• Outcome-based quality indicators of nursing home performance measurement • Profiling the disability risks of community elders • The hospitalization of nursing home residents • The market supply behavior of home healthcare agencies • The long-run consequences of sentinel injuries on elders

Mary Huff Stevenson, PhD, *University of Michigan*
(Department of Economics, emerita)
• Urban Economics • Labor Economics • The Economics of Gender

Peter Taylor, PhD, *Harvard University*
(Critical and Creative Thinking Program)
• Science and Technology • Social Analysis of Environmental and Health Research
• Reflective Practice

David Terkla, PhD, *University of California Berkeley*
(Department of Economics)

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

Miren Uriarte, PhD, *Boston University*
(College of Public and Community Service)

- Applied Sociology • Race and Ethnic Relations

Eben Weitzman, PhD, *Columbia University*
(Dispute Resolution Program)

- Intra-group Conflict in Mediation • Cross-cultural Conflict on Campus • Cultural Differences in Attitudes toward Conflict • Effects of Cooperation and Competition on Small Group Processes
- Computer-aided Data Analysis in Qualitative Research.

Ann Withorn, PhD, *Brandeis University*
(College of Public and Community Service)

- Social Welfare Policy • Women in Poverty • Social Movements • Non-profit Organizations • Organizing

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

Student Handbook

Appendix

Dissertation Tracking Form 1
Stage 1 - Notification of Candidacy

Students should complete and forward the appropriate portion of this form to their Graduate Program Directors for approval. The GPD will then forward to the Office of Graduate Studies at each stage of the dissertation process. Signed copies will be returned when notification of each stage is received and approved, if required, by the Dean of Graduate Studies.

Submit when a student has passed the preliminary or comprehensive examination and is ready to begin working on a dissertation proposal.

Graduate Program: Public Policy

Student's Name:

Student Number:

Date of Admission to program (m/d/y):

Admission to Candidacy:

Major Advisor:

Approved by Graduate Program Director_____ **Date**_____
(signature)

Received by Dean of Graduate Studies_____ **Date**_____
(signature)

Dissertation Tracking Form 2
Stage 2 - Notification of Proposed Dissertation Committee:

Submit for approval by the Dean of Graduate Studies. This must be done prior to the committee's approval of a student's dissertation proposal.

Proposed Dissertation Committee. If a committee member is external to the university, please attach a CV and indicate their relationship to the candidate. If you would like to nominate a member outside your program to be the Dean of Graduate Studies representative*, please indicate with an X in the appropriate column. The Dean's initials will indicate approval of your nomination.

Graduate Program: Public Policy

Student's Name:

Student's Number:

<u>Proposed Committee</u>	<u>Dept/Affiliation</u>	<u>Approved</u> Dean, OGS
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Chair:

Member:

Member:

Member:

CVs included for members external to the University? ☐ Yes ☐ No

Approved by Graduate Program Director _____

Date:

Approved by the Dean of Graduate Studies _____

Date:

*According to the 1997-99 Graduate Catalog, "Each dissertation committee must have one external member designated by the Dean of Graduate Studies as the Dean's representative. At the option of the program, the Dean's representative may serve as a working member from the inception of the committee, or may participate only at the time of the defense. In either case, the Dean's representative is a voting member of the committee and must sign the dissertation.

Dissertation Tracking Form 3
Stage 3 - Notification of Proposal Acceptance

Graduate Program: Public Policy

Student's Name:

Student's Number:

Submit when a student's dissertation proposal has been accepted. Attach a copy of the approved proposal. A disk copy of the proposal will be accepted in Microsoft Word for Macintosh, or Word for Windows. Proposals formatted in Wordperfect for Windows can be accepted on paper only.

Title of Accepted Dissertation Proposal:

Dissertation Committee and their vote on the proposal. ("A" = approve, "AR" = approve with reservations, or "N" - do not approve)

Dissertation Committee

Dept/Affiliation

Proposal Vote

Chair:

Member:

Member:

Member:

Approved by GPD: _____ **Date:** _____

Received by Dean of Graduate Studies: _____

Date: _____

Committee Member Notes: _____

Dissertation Tracking Form 4
Stage 4 - Notification of Intent to Defend Dissertation

Graduate Program: Public Policy

Student's Name:

Student's Number:

Proposed Date of Dissertation Defense:

Final Dissertation Title:

A student's readiness to defend a dissertation must be approved by all parties listed below. Notice of the defense shall appear in the "Mass Media" and "The University Reporter".

Final Dissertation Committee

Dept/Affiliation

Chair:

Member:

Member:

Member:

Approved by Dissertation Committee Major Advisor (for the Committee)

_____ Date _____
Signature

Approved by Graduate Program Director

_____ Date _____
Signature

Received by the Dean of Graduate Studies

_____ Date _____
Signature

Dissertation Tracking Form 5
Stage 5 - Results of Dissertation Defense

Report on the results of the dissertation defense, include the committee's vote.

Graduate Program: Public Policy

Student's Name:

Student's Number:

Date of Dissertation Defense:

Action by the Committee:

Approve

Disapprove

Dissertation Committee

Dept/Affiliation

Vote

Initials

Chair:

Member:

Member:

Member:

Approved by the Graduate Program Director

_____ Date _____
Signature

Received by the Dean of Graduate Studies

_____ Date _____
Signature

Committee Member Notes: _____

COURSE WAIVER REQUEST FORM

PH.D. PROGRAM IN PUBLIC POLICY

Please print or type.

Date submitted: _____

Student Name: _____

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

Student signature: _____

FOR ADMINISTRATIVE USE ONLY:

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

Date of conference : _____

Notes:

Faculty signature: _____

Professor: Return request form in its entirety with attachments noted above to program staff.

ELECTIVE/INDEPENDENT STUDY AGREEMENT

PH.D. PROGRAM IN PUBLIC POLICY

Please print or type.

Date: _____

Semester to be credited: _____

Student name: _____

UMS #: _____

Elective option chosen (check one):

- ☐ 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.

- ☐ 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 doctoral level work and will obtain a Public Policy Independent Study number or forward the grade to the Public Policy Program to be credited.

- ☐ 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.

- ☐ 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 a copy of catalogue description and syllabus for the off-campus course.

Institution: _____ Faculty Member: _____

Name and level of course: _____

Signature of UMB faculty member to provide credit: _____

Student signature: _____

GPD signature: _____

Return agreement form in its entirety (with any attachments) to program staff.

INTERNSHIP PROPOSAL FORM

PH.D. PROGRAM IN PUBLIC POLICY

Please print or type.

Student name: _____ UMS #: _____

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: _____

GPD signature: _____ Date: _____

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

Return proposal form in its entirety (with any attachments) to program staff.

Career aspirations (e.g. teaching, research, practice):

Skills profile:Software skills:

Microsoft Excel	I have this skill	I would like to gain this skill	NOTES:
SPSS	I have this skill	I would like to gain this skill	NOTES:
STATA	I have this skill	I would like to gain this skill	NOTES:
NVivo	I have this skill	I would like to gain this skill	NOTES:
EndNotes	I have this skill	I would like to gain this skill	NOTES:
Other(s):	I have this skill	I would like to gain this skill	NOTES:

Research skills:

Survey design	I have this skill	I would like to gain this skill	NOTES:
Data collection	I have this skill	I would like to gain this skill	NOTES:
Data analysis	I have this skill	I would like to gain this skill	NOTES:
Transcription	I have this skill	I would like to gain this skill	NOTES:
Library/internet search	I have this skill	I would like to gain this skill	NOTES:
Other(s):	I have this skill	I would like to gain this skill	NOTES:

Other professional skills:

Scholarly writing	I have this skill	I would like to gain this skill	NOTES:
Teaching	I have this skill	I would like to gain this skill	NOTES:
Grading	I have this skill	I would like to gain this skill	NOTES:
Editing	I have this skill	I would like to gain this skill	NOTES:
Public speaking	I have this skill	I would like to gain this skill	NOTES:
Project management	I have this skill	I would like to gain this skill	NOTES:
Grant writing	I have this skill	I would like to gain this skill	NOTES:
Other(s):	I have this skill	I would like to gain this skill	NOTES:

Other skills you have or would like to gain in your assistantship assignment:

Special considerations (i.e., if you'd like to propose a split assignment or have other special considerations, please explain here):

LETTER OF UNDERSTANDING: GRADUATE ASSISTANTSHIPS

PH.D. PROGRAM IN PUBLIC POLICY

Please print or type.

Student name: _____

UMS 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: _____

Return agreement form in its entirety (with any attachments) to program staff.

ASSISTANTSHIP EVALUATION FORM

PH.D. PROGRAM IN PUBLIC POLICY

PLEASE RETURN TO THE PROGRAM ASSISTANT

Check one: ☐ **student self-evaluation**
 ☐ **supervisor evaluation**

Name of student: _____

Type of Assistantship: ☐ Research ☐ Teaching ☐ Administrative

Assistantship site (center or institute, if applicable): _____

Supervisor: _____

Dates of placement: ☐ Fall Indicate year: _____
 ☐ Spring Indicate year: _____
 ☐ Other (specify dates): _____

Description of assistantship assignment:

Attitude –Application to Work

- ☐ Outstanding in enthusiasm
- ☐ Very interested and industrious
- ☐ Average in diligence and interest
- ☐ Somewhat indifferent
- ☐ Definitely not interested

Comments on attitude:

Dependability

- ☐ Completely dependable
- ☐ Above average in dependability
- ☐ Usually dependable
- ☐ Sometimes neglectful or careless
- ☐ Unreliable

Comments on dependability:**Initiative**

- ☐ Proceeds well on his/her own
- ☐ Goes ahead independently at times
- ☐ Does all assigned work
- ☐ Hesitates
- ☐ Must be pushed frequently

Comments on initiative:**Quality of Work**

- ☐ Excellent
- ☐ Very good
- ☐ Average
- ☐ Below average
- ☐ Very poor

Comments on quality of work:**Relations with Others**

- ☐ Exceptionally well accepted
- ☐ Works well with others
- ☐ Gets along satisfactorily
- ☐ Has difficulty working with others
- ☐ Works very poorly with others
- ☐ Not applicable

Comments on relations with others:**Quantity of Work**

- ☐ Unusually high output
- ☐ More than average
- ☐ Normal amount
- ☐ Below average
- ☐ Low output, slow

Comments on quantity of work:**Judgment**

- ☐ Exceptionally mature in judgment
- ☐ Above average in making decisions
- ☐ Usually makes the right decision
- ☐ Often uses poor judgment
- ☐ Consistently uses poor judgment
- ☐ Not applicable

Comments on judgment:**Attendance**

- ☐ Regular
- ☐ Irregular

Comments on attendance:

Overall Performance

- ☐ Outstanding
- ☐ Very good
- ☐ Average
- ☐ Marginal
- ☐ Unsatisfactory

Comments on overall performance (please include the student's outstanding qualities as well as those that the student should strive to improve):

THE FOLLOWING THREE QUESTIONS ARE TO BE ANSWERED BY THE FACULTY SUPERVISOR ONLY:

This report has been discussed with the student: ☐ Yes ☐ No

Based on this review, would you recommend that the student continue to receive assistantship funding for next year? ☐ Yes ☐ No

If yes, would you like to continue to be his/her supervisor? ☐ Yes ☐ No

Supervisor's Signature: _____

Date: _____

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

Please print or type.

Date submitted: _____

Student Name: _____

UMS 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:

Faculty decision: (check one):

☐ Approved pending negotiations with student

☐ 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.

Return request form in its entirety with attachment to program staff.

Public Policy MS Degree Application Form

This completed form with the required signatures and the \$180.00 commencement fee is due on the date posted at www.registrar.umb.edu/audits.html. Please type or print clearly

Name to appear on diploma
(must be the same as on file in the Registrar's Office):

Student UMS Number: _____

Note: Diploma will be mailed to the address on file in WISER.

Anticipated degree date: May 20____ August 20____ December 20____

Part I : List only graduate courses to be counted toward the MS degree at UMass Boston. Please complete all boxes by writing the semester, credits and grade for all courses. If you received a waiver, please place a 'W' in the last column.

Course Name & No.	Sem/Yr	Credit	Grade Received
PPOLG 601 Political Economy I		03	
PPOLG 611 Foundations of PP Analysis I		03	
PPOLG 604 Statistics I		03	
PPOLG 602 Political Economy II		03	
PPOLG 612 Foundations of PP Analysis II		03	
PPOLG 605 Statistics II		03	
PPOLG 630 Research Methods I		03	
PPOLG 621 Economics I		03	
PPOLG 780 Practicum I		03	
PPOLG 704 Research Methods II		03	
PPOLG 622 Economics II		03	
PPOLG 781 Practicum II		03	
PPOLG 740 Political Institutions		03	

To the best of my knowledge the information given above is correct and complete.

Signature of candidate: _____ Date: _____

Part II : To be completed by Graduate Program Director

Passed Comprehensive Exams DATE: _____

Graduate Program Director's Approval

I recommend that _____ be awarded the MS degree in Public Policy.

This degree will be effective as of May 20____ August 20____ December 20____

The information furnished by the above named candidate has been verified from my program's records contingent upon (if applicable): Current semester grade(s)

Comments: _____

GPD signature: _____ Date: _____

Please make a copy of this document for your files.

Public Policy PhD Degree Application Form

Please type or print clearly

Student Identification Number: _____

Name to appear on diploma (must be the same as on file in the Registrar's Office):

Note: Diploma will be mailed to the address on file in WISER

Anticipated degree date: May 20____ December 20____

***Please be sure to return this form to the Public Policy Program office (M-3-426) with a check for **\$180.00** payable to UMass Boston to cover the commencement fee.

Part I

List only graduate courses to be counted toward the PhD degree at UMass Boston. Please complete all boxes by writing the semester, credits and grade for all courses. If you received a waiver, please only place a 'W' in the last column. If you transferred a course into the Program, please include them as well.

Course Name & No.	Sem/Yr	Credit	Grade Received
PPOLG 601 Political Economy I	fall	03	
PPOLG 602 Political Economy II	spring	03	
PPOLG 604 Statistics I	fall	03	
PPOLG 605 Statistics II	spring	03	
PPOLG 611 Foundations of PP Analysis I	fall	03	
PPOLG 612 Foundations of PP Analysis II	spring	03	
PPOLG 621 Economics I	fall	03	
PPOLG 622 Economics II	spring	03	
PPOLG 630 Research Methods I		03	
PPOLG 704 Research Methods II		03	
PPOLG 740 Political Institutions		03	
PPOLG 780 Practicum I	fall	03	
PPOLG 781 Practicum II	spring	03	
PPOLG 891Dissertation Seminar		03	
PPOLG 899 Dissertation			

ELECTIVES

Course Name & No.	Sem/Yr	Credit	Grade Received

Please check here if you received advanced standing (12 elective credits waived).

TRANSFER CREDIT: ON AND OFF CAMPUS

INSTITUTION	COURSE TITLE	SEM/YR TAKEN	CREDIT

For courses taken at another institution an official transcript must be on file before transfer credit will be granted.

To the best of my knowledge the information given above is correct and complete.

Signature of candidate: _____

Date: _____

Part II: To be completed by the Graduate Program Director

A. Passed Comprehensive Exams

DATE: _____

B. Passed PhD Oral Exam/Dissertation Defense

DATE: _____

C. Dissertation committee members

Dissertation and binding fee must be submitted to the Office of Graduate Studies.

D. Graduate Program Director's Approval

I recommend that _____ be awarded the PhD degree in Public Policy.

This degree will be effective as of May 20____August 20____December ____.

The information furnished by the above named candidate has been verified from my program's records contingent upon: (check if applicable).

Current semester grade(s)

Dissertation Defense

Dissertation Binding

Comments:

GPD signature: _____

Date: _____

Make a copy of this document for your files.

This completed form with the required signatures and the \$180.00 commencement fee is due on the date posted at www.registrar.umb.edu/audits.html.

DEGREE TIMELINE

PH.D. PROGRAM IN PUBLIC POLICY

For elective courses, indicate the course taken or internship (I). If the elective was waived, indicate if the elective was waived due to transfer credits (T) or advanced standing (AS).

For core courses, indicate if the course was waived and replaced with an elective (W-E) or waived due to prior/independent learning (W).

	<u>FALL</u>	<u>SPRING</u>
YR 1	PPOL 601 Pol Econ I _____ PPOL 604 Stats I _____ PPOL 611 Found Pub Pol I _____ PPOL 899 Diss Creds (3) _____ Elective I _____	PPOL 602 Pol Econ II _____ PPOL 612 Found Pub Pol II _____ PPOL 605 Stats II _____ PPOL 630 Res Meth I _____ PPOL 899 Diss Creds (3) _____
Summer 1	Quant Comp Exam P CP F Date: _____ Final Quant Comp Exam Result P F Date: _____	
YR 2	PPOL 621 Econ Pol Anal I _____ PPOL 780 Prac I _____ PPOL 704 Res Meth II _____ PPOL 899 Diss Creds (3) _____ Elective II _____	PPOL 622 Econ Pol Anal II _____ PPOL 781 Prac II _____ PPOL 740 Pol Inst _____ PPOL 899 Diss Creds (1) _____ Elective III _____
Summer 2	Qual Comp Exam P CP F Date: _____ Final Qual Comp Exam Result P F Date: _____	
	Complete MS Degree App _____ Date: _____	
YR 3	PPOL 891 Diss Sem _____ Elective IV _____ Elective V _____ Elective VI _____	Elective VII _____ Elective VIII _____
	Complete Diss Track Form 1 _____ Date: _____ (Admission to Candidacy) Complete Diss Track Form 2 _____ Date: _____ (Notification of Proposed Dissertation Committee) Chair: _____ Member: _____ Member: _____ Member: _____	

YR 4	CAS 600 Program Fee _____	CAS 600 Program Fee _____
	COMPLETE DISSERTATION PROPOSAL AND DEFEND Complete Diss Track Form 3 _____ Date: _____ (Notification of Proposal Acceptance) Proposal Title: _____	
YR 5	CAS 600 Program Fee _____	
	Complete Diss Track Form 4 _____ Date: _____ (Intent to Defend Dissertation) Dissertation Title: _____ _____ _____	
YR 6...	CAS 600 Program Fee _____	
COMPLETE DISSERTATION AND DEFEND Complete Diss Track Form 5 _____ Date: _____ (Results of Dissertation Defense) Complete PhD Degree Application: _____		

PRO-RATED FINANCIAL AID: Assistantships in the PhD Program in Public Policy

All full-time students in the PhD Program in Public Policy are offered full support during their first three years of study. Students may decline all or part of their assistantships during this time, however, declination of any assistantship during the first three years of study does not guarantee the student any support beyond their first three years of study.

Award level	Assistantship Stipend	Work requirement	Tuition Waiver	Fellowship Award *	Educational Operations Fee Waiver (Based on 12 cr.)	Health Insurance Credit**
Full	\$14,850 per year	18 hours per week	Paid in full	\$2,000 during first year of study	Paid in full	\$1,252 per year
$\frac{3}{4}$	$\frac{3}{4}$ of full-time stipend	13.5 hours per week	Paid in full	\$2,000 during first year of study	$\frac{3}{4}$ of the fee paid	$\frac{3}{4}$ of full-time credit
$\frac{1}{2}$	$\frac{1}{2}$ of full-time stipend	9 hours per week	Paid in full	\$2,000 during first year of study	$\frac{1}{2}$ of the fee paid	$\frac{1}{2}$ of full-time credit
$\frac{1}{4}$	$\frac{1}{4}$ of full-time stipend	4.5 hours per week	Paid in full	\$2,000 during first year of study	$\frac{1}{4}$ of the fee paid	$\frac{1}{4}$ of full-time credit

* The fellowship award is granted in two equal payments of \$1000 each, distributed following the add/drop period in the fall and spring semesters. This award is only available to first year students.

** In accordance with the State of Massachusetts "Qualifying Student Health Insurance Program" (QSHIP), all matriculating graduate students who carry seven (7) or more credits must carry health insurance. Therefore, if you do not have health insurance under another plan with "comparable" (that is equal or better) coverage, you are required to purchase the UMass Boston Student Health Insurance Plan.



PUBLIC POLICY PHD STUDENT HANDBOOK

2012
