

PUBLIC POLICY (PhD)

Faculty

Randy Albelda (Department of Economics), PhD, *University of Massachusetts Amherst* • Political Economy • Women's Economic Status • Family Policies • Poverty

Ramon Borges-Mendez, PhD, *Massachusetts Institute of Technology* • Labor Economics • Economic Development • Political Economy • Latino Studies • Governance and Institutional Development • Evaluation and Methodology

Elizabeth Bussiere (Department of Political Science), PhD, *Brandeis University* • The Supreme Court and Welfare Policy • Constitutional Law and Equal Protection • History of Judge-Jury Relations

Alan Clayton-Matthews, PhD, *Boston College* • Business Cycles • Labor Market Mobility • Income Distribution • Quantitative Methods

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

Donna Haig Friedman, PhD, *Brandeis University* • Social Welfare Policy • Qualitative Research Design

Janis Kapler (Department of Economics), PhD, *American University* • International Trade and Finance • Open Economy Macroeconomics • Transnational Corporations

Winston Langley (Department of Political Science), PhD, *Howard University*, JD, *Suffolk University* • Human Rights • Alternative Models of World Order • Religion and Politics

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

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

Enrico Marcelli (Department of Economics), PhD, *University of Southern California* • Demographic and Labor Economics • Economic Development • Immigration • Urban Economics

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

Robert Moran, MBA, *Harvard University* • Public Management

Janet Farrell Smith (Department of Philosophy), PhD, *Columbia University* • Theories of Justice • Racial and Ethnic Policies

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

Michael Stone (College of Public and Community Service), PhD, *Princeton University* • Planning and Public Policy Theory • Housing • Urban Political Economy

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

David Terkla (Department of Economics), PhD, *University of California, Berkeley* • Environmental and Marine Resource Economics • Regional Economic Development • Public Finance

Miren Uriarte (College of Public and Community Service), PhD, *Boston University* • Applied Sociology • Race and Ethnicity

James Ward (Department of Political Science), PhD, *Harvard University* • Political Theory • Health Policy

Paul Watanabe (Department of Political Science, Institute for Asian American Studies), PhD, *Harvard University* • Foreign Policy-Making Process • American Political Behavior • Ethnic Politics

Eben Weitzman (Dispute Resolution Program), PhD, *Columbia University* • 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 (College of Public and Community Service), PhD, *Brandeis University* • Social Welfare History and Policy • Feminist Theory

The Program

With the recent creation of the John W. McCormack School of Policy Studies, the PhD Program in Public Policy joined with the master's program in Public Affairs and the Certificate Program for Women in Politics and Public Policy to form the new Department of Public Policy and Public Affairs.

The PhD Program in Public Policy is designed to educate students in methods and approaches to public policy analysis in a variety of policy areas. The program provides interdisciplinary study at both the theoretical and applied levels, drawing on a broad variety of academic disciplines. The program's curriculum offers students a solid grounding in a wide range of political and economic philosophies and theories of public policy and emphasizes a commitment to urban issues and multicultural perspectives, with a focus on state and local policy. In addition, students acquire intensive experience in a range of research methods and in both quantitative and qualitative analysis techniques.

The program is dedicated to the personal and intellectual growth of a small group of students: Eight to ten are admitted each year. Approximately one-third of program students are African American, Asian American, or Latino; and more than half are women. Program students range in age from 24 to 69, with a median age of 39.

UMass Boston's Public Policy graduates will play important roles in 21st century public policy-making in the following research areas:

- Children, Youth, and Family
- Community Development
- Disability Rights and Policy
- Dispute Resolution
- Economic Development
- Education Reform
- Environmental Policy
- Health Care Policy
- Homelessness
- Housing
- Human Rights
- Labor Policy
- Law and Public Policy
- Mental Health Policy
- Minority Issues
- Poverty Reduction
- Regional Development
- Science and Technology Policy
- Special Education and Disability Policy
- Welfare Policy
- Women's Issues

Public Policy

Full-time study is required during the first two years of enrollment, and students are generally expected to complete the degree in five years.

Financial support, including tuition waivers and graduate assistantships, is typically available for full-time students for the first two years of study; partial support may be available in years three and four.

Students are awarded an en-route Master of Science degree in Public Policy upon successful completion of the core courses and a two-part comprehensive exam.

Part-Time Study for Commonwealth of Massachusetts Employees

The program also offers a part-time study option for Commonwealth of Massachusetts managers and policy makers who are eligible for flexible work schedules. These employees will acquire a strong foundation in theory and analytical skills and will be able to use their job responsibilities to contribute to class discussions, assignments, and research papers, obtain faculty input on important policy considerations, and contribute to the field of state policymaking through their dissertation research.

The sequence of the part-time curriculum requires completion of three courses in one and one half days on campus each week during the first semester. After the first semester, the normal part-time load is two courses (typically two half-days on campus) per semester. All classes are held during the day.

The part-time schedule allows students to complete all core courses in three years. Elective courses and dissertation research typically begin in the fourth year.

Commonwealth of Massachusetts employees use their state benefits for tuition coverage and are not eligible for assistantship awards.

The Concentration in Regional Development

The concentration in regional development enriches the program's core curriculum, bolsters the campus's urban mission, and promotes both intra- and inter-campus collaboration. In particular, the program is partnered with the master's program in Public Affairs on the Boston campus and the master's program in Regional Economic Development on the Lowell campus. (NB: Some courses, including one core requirement, are offered in Lowell—approximately thirty miles north of Boston.)

In addition to other program requirements, students complete three courses (nine credits) to fulfill the concentration. Foundations of Comparative Regional Development (UMass Lowell, 57.513) is required. For the other two, students may choose among recommended courses which address topics including community mapping, the New England economic environment, public budgeting and finance, municipal management, comparative environmental studies, principles of economic development, and organizational dynamics in regional development; Community Mapping (UMass Lowell, 57.514) is strongly recommended as one of these electives.

The Concentration in Leadership in Special Education and Disability Policy

Students enrolled in the Public Policy Program may choose to focus their elective courses in this concentration, which is collaboratively administered by the Public Policy Program and the Leadership in Urban Schools track of the EdD Program.

There is an eight-course sequence embedded into the core requirements for the doctoral program as well as field work and internship opportunities. The curriculum provides students with the opportunities to develop skills in design, implementation, management, and analysis of programs and systems that support children, youth, and adults with disabilities. Internships will require 300 to 500 hours and focus on special education or disability policy issues.

The concentration targets the very serious issues that plague urban school systems as they struggle with education reform, accountability systems, and the worsening shortage of special education leaders. Graduates can assume top-level positions as policy analysts, state and federal agency personnel, special education and school administrators, university faculty, or researchers.

The Concentration in Dispute Resolution

The "art" of public policy is mediated among interested and key players. Increasingly, state and local governments and non-profit organizations have recognized the role and importance of conflict resolution. This nine-credit concentration in dispute resolution has been developed in conjunction with the UMass Boston program in Dispute Resolution and allows public policy students to focus on the role of conflict and conflict resolution in interna-

tional relations or the administrative and public policies of state and local governments and non-profit community organizations. Students must complete three courses in Dispute Resolution, including two required courses (Negotiation and Dispute Resolution and Public Policy). Other Dispute Resolution courses available for this concentration include DISRES 601 (Mediation) and DISRES 690 (Internship), which may substitute for PPOL G 898 (Internship).

Facilities

The PhD Program in Public Policy resides in the new John W. McCormack Graduate School of Policy Studies. The program has its own classrooms, computer laboratory, and student lounge and is located in proximity to the University's most prominent research centers and public policy institutes: the Center for Survey Research, the Center for Social Development and Education, the Center for Social Policy, the Joiner Center for the Study of War and Social Consequences, the William Monroe Trotter Institute for the Study of Black Culture, the Mauricio Gastón Institute for Latino Community Development and Public Policy, and the Institute for Asian American Studies. Other institutes and centers include the Gerontology Institute, the New England Resource Center for Higher Education, the Center for Women in Politics and Public Policy, and the Urban Harbors Institute. These nationally and internationally known research centers provide students with opportunities for jobs, internships, and other types of assistance.

Degree Requirements

The program involves two years of full-time coursework followed by a part-time course of study consisting of electives (third year) and dissertation research and writing (fourth year and beyond), for a total of 76 credits.

Requirements include

- completion of nine interdisciplinary core courses and five research and quantitative methods laboratory courses (42 credits).
- successful performance in a two-part comprehensive examination taken by the end of the second year.
- completion of an additional 24 credit hours (8 courses) in a combination of electives and internship work.
- completion of a doctoral dissertation (10 credits).

Students who enter the program already

Public Policy

holding an appropriate master's degree may petition the Graduate Program Director and Dean of Graduate Studies to waive up to 12 credit hours of elective credits.

Required Courses

The core courses, taken during the first two years of the program, acquaint students with the basics of political economic thought and public policy analysis. They also introduce students to applied economic reasoning and political institutions at the federal and local government levels. Core courses include

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

Electives

During the first three years of the program, students are expected to enroll in five to eight elective courses which focus on public policy in particular subject areas. Up to nine credit hours (three courses) may be completed as an internship. Not all courses are available every semester. Courses offered as electives include

- PPOL G 743 (Social Welfare Policy)
- PPOL G 744 (Community Political and Economic Development)
- PPOL G 745 (Advanced Quantitative Methods)
- PPOL G 747 (Law and Public Policy)
- PPOL G 748 (Topics in Health Policy)

Comprehensive Examinations

Two comprehensive examinations are given in the late spring and summer between the second and third years of full-time program enrollment, or between the third and fourth year of study for part-time students. One exam consists of a quantitative analysis project where students are provided with quantitative data and prepare an analysis of these data using appropriate quantitative methods. The second exam is an extensive policy analysis essay. After being provided with case material, students work for a specified period to prepare an analysis and a policy recommendation on a current issue in public policy. The work on these exams demonstrates a grasp of economic and

political theory, the fundamentals of public policy analysis, and the fundamentals of research methods and quantitative analysis.

Internships

Through the internship option, students work on an individual policy project and apply relevant theory and technical skills to a public policy issue. Students with substantial prior public policy work experience may choose to complete additional elective course work instead of an internship. The internship will normally be completed in the third year of the program.

Dissertation

One of the most important requirements of the program is the completion of a dissertation, an original project that makes a substantive contribution to knowledge about public policy. The student's dissertation work is supervised by a primary advisor and a doctoral committee. The committee is responsible for approving the thesis proposal, overseeing the data collection and analysis, and reviewing the written draft of the dissertation. The completed dissertation must be approved by the program's doctoral committee, and an oral defense must be successfully presented.

Admission Requirements

Please see the general statement of admission requirements for all graduate studies programs in the "Admissions" section of this publication and, at the back of this publication, the sections on "Graduate Admissions Application Instructions" and "Special Instructions for Applicants to Individual Programs."

Students are admitted to the Public Policy Program to work toward the PhD degree only. Applications are due in the UMass Boston Graduate Admissions Office by January 15, for enrollment in the following September. There are no spring-semester admissions. Applicants must submit the following:

- A completed UMass Boston graduate admissions application form.
- An autobiographical sketch.
- A personal statement about the applicant's interests and reasons for applying to the program.
- Three letters of recommendation, at least two of which should come from individuals who can assess the applicant's academic preparation for advanced graduate work.

- Official transcripts of all prior academic work, including evidence of a bachelor's degree from an accredited institution.
- An official report of scores on the general aptitude (verbal, quantitative, and analytic) sections of the Graduate Record Examination (GRE).

The admissions committee of the program will schedule interviews for all finalists once applications have been reviewed. Interviews are considered an important part of the application process and whenever possible are held on campus.

Public Policy Courses

PPOL G 601 Political Economy I

This is the first term of a two-semester multi-disciplinary course sequence exploring the basic philosophical, social, political, and economic underpinnings of public policy development, through a series of discrete units. 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; theories of freedom and justice; the conservative, liberal, and radical paradigms in social science; and, finally, a synthesis of paradigms regarding the role of the state, race, ethnicity, gender, and class. (Course offered in the fall only.)
3 Lect Hrs, 3 Credits
Ms Albelda, Ms Uriarte, and Ms Smith

PPOL G 602 Political Economy II

A continuation of PPOL G 601. (Course offered in the spring only.)
3 Lect Hrs, 3 Credits

PPOL G 604 Statistics I

This course is one of five required quantitative and research methods courses. 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. The course makes frequent use of case studies, examples, and computer programs. (Course offered in the fall only.)
2 Lect Hrs, 2 Lab Hrs, 3 Credits
Mr Clayton-Matthews

Public Policy

PPOL G 605

Statistics II

Second term of the statistics sequence. This statistics 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. (Course offered in the spring only.)

2 Lect Hrs, 2 Lab Hrs, 3 Credits

Mr Clayton-Matthews

PPOL G L609 (GERON L609)

Qualitative Methods

This course is designed to introduce students to qualitative research methods; its specific focus is on policy research and aging. Students practice the skills needed to observe the world around us, by attending to social phenomena, descriptively and analytically. The course functions as both a seminar and a research workshop, and students learn by doing, engaging in a field work project.

3 Lect Hrs, 3 Credits

Ms Friedman

PPOL G 611

Foundations of Public Policy Analysis I

This is the first term of a two-semester course that makes use of both theory and case study to examine various approaches to 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. (Course offered in the fall only.)

3 Lect Hrs, 3 Credits

Mr Levy, Mr Stone, Mr Ward

PPOL G 612

Foundations of Public Policy Analysis II

A continuation of PPOL G 611. (Course offered in the spring only.)

3 Lect Hrs, 3 Credits

Ms Withorn

PPOL G 621

Economics for Policy Analysis I

This is the first term of a two-semester course sequence devoted to exploring the basic economics of policy analysis from both a microeconomic and macroeconomic perspective. The course is taught from both a theoretical and case study perspective. 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 analytics 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 and 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. (Course offered in the fall only.)

3 Lect Hrs, 3 Credits

Ms Stevenson

PPOL G 622

Economics for Policy Analysis II

A continuation of PPOL G 621. (Course offered in the spring only.)

3 Lect Hrs, 3 Credits

Mr Clayton-Matthews

PPOL G 630

Research Methods I

This course provides the conceptual and practical foundation for policy research and program evaluation. Students develop an understanding of the fundamental concepts and problems involved in designing research. (Course offered in the fall only.)

3 Lect Hrs, 3 Credits

Mr Stone, Mr Borges-Mendez

PPOL G 704

Research Methods II

This course assists students to become critical consumers of policy research and to apply specific quantitative and qualitative techniques in policy analysis. Both generic and policy-specific aspects of various techniques are discussed and demonstrated through background readings and examination of concrete policy reports. Students are required to apply and present analyses in their field of interest. (Course offered in the spring only.)

3 Lect Hrs, 3 Credits

Mr Clayton-Matthews, Mr Borges-Mendez

PPOL G 740

Political Institutions

This course is designed to introduce students to a number of issues in the study of the American political system at the national, state, regional, and local levels. The readings bring together research and analysis concerning specific topics and theoretical reflection concerning conceptual and analytic approaches. The course's objectives are to show how a variety of theoretical, methodological, substantive, and political presuppositions condition research and analysis; and to encourage students to acquire both substantive knowledge of the American political system and a critical attitude toward ways in which social scientists produce this knowledge. Both the subject matter and the ways in which it is analyzed are characterized by multiple conditions and contexts. Awareness of these relations is crucial for policy analysts. (Course offered in the fall only.)

3 Lect Hrs, 3 Credits

Mr Ward, Mr Borges-Mendez

PPOL G 743

Social Welfare Policy

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

3 Lect Hrs, 3 Credits

Ms Albelda, Ms Withorn

Public Policy

PPOL G 744

Community Political and Economic Development

This course explores the complex relationship between economic development policy and sociocultural and political processes at the community level. The readings are presented in three parts. The first examines global trends and local economic conditions. The second utilizes a selection of short case studies to survey a range of local policy responses to the pressures of economic decline. These studies will provide an empirical basis for evaluating the explanatory adequacy and policy implications of the theories presented in part one. The third introduces additional case studies and readings analyzing the role of grassroots organizations, leadership, and populist movements in shaping alternative approaches to economic development. Finally, the course explores emerging issues in the field.

3 Lect Hrs, 3 Credits

Staff

PPOL G 745

Advanced Quantitative Methods

The goal of this course is to extend the student's knowledge of statistical techniques for use with social science data beyond that acquired in PPOL G 604 and 605. The course seeks 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 other methods labs, the course has a strong practical bias, with attention to statistical and econometric theory kept to a minimum.

3 Lect Hrs, 3 Credits

Mr Clayton-Matthews

PPOL G L747 (HIST L747)

Law and Public Policy

This course exposes students to differing theoretical perspectives in the academic literature, as well as to important areas of law. The course focuses on judicial policy making and on the nature of the litigious US society. In addition to examining why the courts are such central actors in US policy making, participants also explore the consequences of the distinctive role the courts play in various policy areas—for example, abortion, civil rights, desegregation, the environment, health care, labor policy, social legislation, special education, and welfare.

3 Lect Hrs, 3 Credits

Ms Bussiere

PPOL G 748

Topics in Health 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.

3 Lect Hrs, 3 Credits

Mr Ward and staff

PPOL G 749

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 comparatively. 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.

3 Lect Hrs, 3 Credits

Mr Taylor

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 importantly, 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?

3 Lect Hrs, 3 Credits

Mr Langley

PPOL G L755 (EDLDRS L755)

Research in Special Education and Disability Policy

Students 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 also critique and interpret the research in order to make policy and practice recommendations applicable to urban schools and to leaders of service systems working with diverse groups of students and adults with disabilities.

3 Lect Hrs, 3 Credits

PPOL G L756 (EDLDRS L756)

Disability Policy and Practice Frameworks

Focusing on the Americans with Disabilities Act, the Individual 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.

3 Lect Hrs, 3 Credits

PPOL G 780

Policy Planning and Program Development I

This 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 and evaluation and for program development, both qualitative and quantitative, technical and political. The course begins with an examination of various models of planning: comprehensive rationality, its limits and counterpoints; synthetic methods; and strategic planning. The course then covers—through participation in carefully selected consulting projects—techniques of problem definition; goal setting; developing, evaluating, and selecting programmatic options; predicting social,

Public Policy

economic, and fiscal impacts; designing and testing pilot programs; implementation planning; and developing models and methods for public participation and constituency development. Ethical issues arising from policy planning and implementation are also considered. (Course offered in the fall only.)

3 Lect Hrs, 3 Credits

Mr Borges-Mendez, Mr Stone, Ms Uriarte, Ms Withorn

PPOL G 781

Policy Planning and Program Development II

A continuation of PPOL G 780. (Course offered in the spring only.)

3 Lect Hrs, 3 Credits

Mr Stone, Ms Uriarte, Ms Withorn, Mr Borges-Mendez

PPOL G 795

Independent Study

Students may choose to work independently with a faculty member on a special topic not available in the instructional program. Students must make individual arrangements with faculty members regarding the amount of individual supervision to be provided and the outcome expected from the independent study.

Hrs by arrangement, 3 Credits

PPOL G 797

Special Topics

From time to time, specialized courses are added to the curriculum on a one-time-only basis.

3 Lect Hrs, 3 Credits

Staff

PPOL G 891

Dissertation Seminar

Fifth in the five-semester "laboratory sequence" in quantitative and research methods. The course is divided into the two broad areas of research and writing, a distinction that is only conceptual; in reality, it is very difficult to divorce one from the other: good research is the product of both solid reasoning and clear communication.

The research aspect of the course covers defining a proposal and a thesis, selecting a topic, literature search and data collection, alternative methodologies, and selecting an advisor and a thesis committee. The writing aspect covers organizing research materials and developing an outline, avoiding writer's block, and professional and impact writing.

3 Lect Hrs, 3 Credits

Mr Borges-Mendez, Ms Stone, Ms Uriarte

PPOL G 898

Internship in Public Policy

Students carry out supervised internships in such settings as state and local governments, quasi-public and non-profit organizations, and some areas of the private sector. Students are given credit for their internships on the basis of a detailed research or evaluation paper written about their experience.

Hrs to be arranged, 3-9 Credits

Mr Moran

PPOL G 899

Dissertation Research

Research conducted under faculty supervision that leads to the presentation of a doctoral dissertation.

Hrs by arrangement, 1-12 Credits