MPA Handbook

This Student Handbook includes policies and procedures established by the Graduate Program in Public Administration in conjunction with University requirements.

ALL STUDENTS SHOULD BE FAMILIAR WITH THE REGULATIONS AND PROCEDURES IN THE GRADUATE STUDIES BULLETIN AND THIS 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 revise and update this handbook and welcome any comments, criticisms, or suggested improvements
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MPA Program

The Master of in Public Administration is a two-year graduate program designed for working adults, with evening classes (typically Mondays and Wednesdays from 6 p.m. to 8:30 p.m.) and occasional weekend seminars.

According to the National Association of Schools of Public Administration and Administration, an MPA program is "the professional degree for people who want a public service career in management. These degree programs develop the skills and techniques used by leaders and managers to implement policies, projects, and programs that resolve important societal problems while addressing organizational, human resource, and budgetary challenges."

The McCormack Graduate School is a NASPAA Member school.

Student Resources

There are two primary sources of reference you will want to bookmark on your personal web browser. One is the UMass Boston Graduate Studies website. Here you will find links to the services available to graduate students and other information pertinent to your graduate studies at UMass Boston. The other is the MPA website. Here you will find information about the program, degree requirements, course and faculty information. Additionally, our department’s Student Resources web site provides links to various career and research resources. Time-sensitive information will be sent to you via our email distribution lists.

Facilities

Computer lab
The department computer lab in M-3-414 has eight desktop computers and one printer. This lab is available for use by all students who are enrolled in degree or certificate programs within the Public Policy and Public Affairs department. The door to the lab is keypad-protected; key codes are given at the beginning of the semester and are available from the Graduate Programs Administrator, Melissa Quashie (melissa.quashie@umb.edu). The computer lab is available 24 hours a day, seven days a week. Workstations have 100MB/sec Ethernet connections to the university network and the Internet.

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

Graduate Student Lab and Printing Privileges
The Healey Library hosts a computer lab for graduate students on the 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.
**Student Life**
Visit [Life on Campus](#) 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](#) 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](#) 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.myinterface.com/umb/student/](https://www.myinterface.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.

**Students with Disabilities (Ross Center)**
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 [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 is strongly encouraged.

Students with disabilities are not waived from core program requirements or policies, but accommodations and adjustments are available based on documentation or 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).
Academic Regulations

University Policies and Regulations
It is every student’s responsibility to familiarize herself/himself with University codes, policies and regulations. Please refer to the University Policies & Regulations site for complete information on sexual offenses, academic dishonesty and student misconduct policies, as well as the Code of Conduct. For information on academic policies, visit the Registrar’s website.

Most regulations listed below have been taken from the University’s Graduate Bulletin. For a comprehensive listing of all University regulations, visit the “University Policies & Student Rights” section of the “Life on Campus” website.

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) 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.

You 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 academic honesty, 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.

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 MPA program.

Credit and Course Requirements
Full-time standing is considered to be a credit load of 9 credits per semester by the University. The University specifies that a graduate student may take up to 15 credits during the fall and spring semesters and up to nine credits in the summer. Any student who wishes to register for more than the maximum credit load must secure written permission from the Director and approval from the Registrar’s Office. For the purposes of the MPA program, such a request would be rare, as our students are expected to enroll in only 8 credits per semester, excluding the summer intersession (3 credits) and final semester (9 credits).

Transfer Credit Policy
University policy states that students who have completed graduate course work at other accredited institutions may transfer up to 6 credits from courses: 1) in which the student received a grade of B or higher; 2) which have not been used to fulfill requirements for another degree; and 3) which were earned no more than seven years prior to their matriculation at UMass Boston.

Additionally, students may transfer up to 6 credits from graduate coursework completed at UMass Boston 1) in which the student received a grade of B or higher; 2) which have not been used to fulfill requirements for another degree; and 3) which were earned no more than seven years prior to their matriculation to the MPA program at UMass Boston.

The procedure for both transfer credit policies is for students, during their first semester of study, to request a transfer of up to 6 credits from another university and/or up to 6 credits taken at UMass Boston to the Graduate Program Director. Requests should include copies of the student’s transcript and course syllabi. Transfer credit decisions are to be made on a case by case basis.

Incomplete Policy
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. A copy of the written agreement between the faculty member and the student which specifies the work to be completed and the deadline for completion must be kept on file in the program office.

The initiative in arranging for the removal of an “Incomplete” rests with the student. In all cases, a student can obtain credit for an “Incomplete” only by finishing the work of the course before the end of one calendar year from the time of enrollment in that course. At the end of that period, if a grade is not submitted an IF (Failure) will be recorded and calculated into the student’s cumulative GPA. After this period, students may be allowed to repeat the course (so long as this is the only attempted repeat of the course on the student’s transcript). Both grades will appear on the student’s transcript, but only the second grade will be calculated towards the cumulative GPA.

**PLEASE NOTE:** Because the MPA workshop courses (PUBADM 65X) are repeatable for course credit, any MPA workshop that is repeated will NOT replace the original grade of the workshop. Therefore, should a student receive an IF grade in an MPA workshop, for example, the repeat of that workshop will use BOTH grades for that workshop in the calculation of the student’s cumulative GPA.

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 Waiver Policy**
In the event that a student has taken and passed, with a B or higher, a required course of the MPA program, the student may request to waive out of that course and substitute a graduate elective course of equal credit in its place. Requests for a course waiver may be made to the Graduate Program Director. Requests should include a copy of the transcript with that course’s final grade and a copy of the course syllabus. Students should request a substitute course of their choosing by providing a course syllabus to the Graduate Program Director for approval.

**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 a copy of the form to the Graduate Programs Administrator and the Registrar’s Office 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.

Academic Progress
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.

Statute of Limitations
The University requires that each MPA candidate earn the degree within four calendar years of entering the Program. A student may obtain a leave of absence up to a maximum of two years which “stops the clock” by the length of time of the leave. Also, in exceptional cases, an extension of the statute of limitations (typically no more than two years) may be granted when a student can demonstrate that s/he is making substantial progress in the program. Students may request such an extension to the Graduate Program Director of the Master of Public Administration Program by providing a brief description of the need for academic leave, a progress report of degree requirements already met thus far in the program, and timeline for completion. If approved, a recommendation for a leave of absence will be made to the Registrar.
Tuition, Fees & Financial Aid

Tuition and Fees
A complete breakdown of current tuition and fee charges is posted on the Bursar’s website. Please note that Massachusetts residents are billed differently than out-of-state students.

Breakdown of Tuition and Fees

<table>
<thead>
<tr>
<th></th>
<th>Graduate Tuition and Fees: In State Resident</th>
<th>Graduate Tuition and Fees: Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cost per credit</td>
<td>MPA Full time (8 credits)</td>
</tr>
<tr>
<td>Tuition</td>
<td>108.00</td>
<td>864.00</td>
</tr>
<tr>
<td>Combined Mandatory Fees</td>
<td>34.50</td>
<td>276.00</td>
</tr>
<tr>
<td>Education Operations Fee</td>
<td>529.20</td>
<td>4,233.60</td>
</tr>
<tr>
<td>Total Tuition &amp; Fees:</td>
<td>$671.70</td>
<td>$5,373.60</td>
</tr>
</tbody>
</table>

Assistantships and Financial Aid

Teaching Assistant (TA) Position:
Each MPA cohort has at least one TA position. The requirements of the TA position include 4.5 hours of work per week of serving as the main liaison between students of the TA’s cohort, the professors, and staff of the program. Duties vary widely, including bi-weekly meetings in the Department with the Graduate Program Director and Graduate Programs Administrator; assisting the professors in setting up the classroom; cleaning blackboards; photocopying and distributing course handouts; preparing the classroom IT equipment; meeting and hosting prospective applicants to the MPA program; distributing and collecting confidential course evaluations at the end of each semester; assisting with weekend workshops; taking pictures and videotaping events; conducting interviews and similar tasks.

This quarter-time assistantship comes with a stipend of $3,842.50 for the Academic Year, a waiver of tuition, and a 25% waiver of the cost of the educational operations fee. A credit is also applied toward university-offered health insurance, should the appointee elect to keep that insurance (the appointee is responsible for the remaining balance for the year for health insurance).

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

**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

Most 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.
### MPA Degree Requirements

**Degree Requirements**
Students must complete 36 graduate credits consisting of:
- 8 three-credit courses
- 6 one-credit weekend intensive modules (two in each of three semesters)
- a final six-credit case study seminar ("capstone")

### Sample Course of Study

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall I (8 Credits)</strong></td>
<td>PUBADM 602</td>
<td>New England Economic Environment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PUBADM 610</td>
<td>Public Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PUBADM 651</td>
<td>Policy Workshop: Systems Thinking Approach</td>
<td>1</td>
<td>(weekend seminar, 1 credit)</td>
</tr>
<tr>
<td></td>
<td>PUBADM 655</td>
<td>Policy Workshop: Excel for Policy Analysis</td>
<td>1</td>
<td>(weekend seminar, 1 credit)</td>
</tr>
<tr>
<td><strong>Spring I (8 Credits)</strong></td>
<td>PUBADM 601</td>
<td>The New England Political Environment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PUBADM 620</td>
<td>Analytic Skills for Policy Analysis I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PUBADM 653</td>
<td>Policy Workshop: Media &amp; Public Policy</td>
<td>1</td>
<td>(weekend seminar, 1 credit)</td>
</tr>
<tr>
<td></td>
<td>PUBADM 654</td>
<td>Policy Workshop: Policy Analysis</td>
<td>1</td>
<td>(weekend seminar, 1 credit)</td>
</tr>
<tr>
<td><strong>Summer I (3 credits)</strong></td>
<td>PUBADM 625</td>
<td>Public Budgeting &amp; Financial Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Fall II (8 Credits)</strong></td>
<td>PUBADM 645</td>
<td>Program Evaluation/Elective or</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PUBADM 614</td>
<td>e-Government: Internet &amp; Public Policy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PUBADM 621</td>
<td>Analytic Skills II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PUBADM 653</td>
<td>Policy Workshop: Ethics &amp; Public Policy</td>
<td>1</td>
<td>(weekend seminar, 1 credit)</td>
</tr>
<tr>
<td></td>
<td>PUBADM 654</td>
<td>Policy Workshop: Municipal Govt.</td>
<td>1</td>
<td>(weekend seminar, 1 credit)</td>
</tr>
<tr>
<td><strong>Spring II (9 Credits)</strong></td>
<td>PUBADM 614</td>
<td>H.R. Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PUBADM 690</td>
<td>Case Study Seminar (6 credits)</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

*All courses are three credits unless otherwise noted. Courses may vary from those listed above.
**Policy workshop topics may change. A full list of offerings is listed in the course description of policy workshops.
Course Descriptions

PUBADM 601 The New England Political Environment
An introduction to the key contemporary systems that now constitute the environment in which legislative and executive policy-making and implementing processes work. This course is designed to provide a thorough understanding (in theory and practice) of: where, how, and by whom policy is made and implemented; how the process is/can be influenced; who pays and who benefits; and how to evaluate results (intended and actual).

PUBADM 602 The New England Economic Environment
This course introduces the student to the theory and tools of regional economies as a framework for analyzing policy issues. The economic and fiscal structure of Massachusetts is studied to identify the inner and outer workings of the Massachusetts economy vis-a-vis New England and the nation. The latter part of the course focuses on the economics of major issues facing policy makers. Such issues include public and private housing, health care costs, public pensions, fiscal and economic competitiveness and the economics of the capital city, Boston.

PUBADM 610 Public Management: Theories & Principles
This course explores the complex environment in which today’s public managers must effectively function. It introduces students to the various theories of complex organizations, with a particular emphasis on those developments most relevant to public organizations. As part of the effort to relate theory to practice, students’ own work experiences become a legitimate and important aspect of the subject matter.

PUBADM 611 – E-Government: Internet and Public Policy
The Internet and Public Policy is a graduate-level seminar course that examines how the new Information and Communication Technologies (ICTs) influence the way government functions and shape public policy. The course consists of three sections. In the first section, important characteristics of the Information Society are examined and put on a broader context of social transformation from the Agricultural, Industrial and to the Information Age. The role of establishing trust in the Information Age and the functions of the public sector are examined. The second section introduces the notion of e-government. Critical factors of successful e-government operation are explored and innovative cases of e-government practices in the US and around the world are introduced. The concept of e-democracy and online citizen participation and their implications in our democratic system of governance are discussed. The third section focuses on public policy area where the domain of the public sector in the Information Age is re-examined and some emerging public policy issues are discussed.

PUBADM 612 Organizational Behavior
This course examines the nature of human behavior in public sector organizations as a function of the individual, the groups within which he or she interacts, and the organizational setting. Topics include such things as motivation, leadership, adaptation, socialization, conflict, and communication.

PUBADM 614 H.R. Management
This course introduces graduate students to the concepts and principles required for successful management of people within a public organization so that the organization can achieve its mission and goals. Students develop an understanding of: the political, social, economic and technical factors shaping the personnel function in government and the compromises that grow out of their conflicting roles; the
system, language, and concepts in the field of human resource management; and the impact of personnel systems and processes on the public employee as well as the citizens who are served by the public organization.

PUBADM 620  Analytic Skills for Policy Analysis I

*Skills for Policy Analysis.* This course will introduce a variety of policy analysis tools for policymakers and public managers/administrators; provide an overview of how public policy is shaped by research and numerical data; encourage students to generate research questions and match research methods to the questions; teach how to interpret numerical data in tables, charts, research reports and articles; introduce basic statistical results as they inform public policy decision making.

PUBADM 621  Analytic Skills for Policy Analysis II

*Research Methods.* This course will provide a more in-depth focus on the Case Study Method and its related skills including interviewing, analysis of documents/archives, analysis of prior research findings, qualitative research skills and analysis, and determination of policy implications. Students will cover both theoretical aspects of these topics and will apply them as they prepare their capstone proposal.

PUBADM 625  Public Budgeting and Financial Management

This course covers the public budgeting process in theory and practice. Students are introduced to contemporary approaches to public budgeting as well as to the difficulty of planning in the public sector, the dilemmas of choice and of priority setting, the results of incrementalism, and the nature of budgetary "rationality." In addition, the course examines the nature and scope of public financial management at the state and local level. It familiarizes students with state and local government financial reporting and accounting, current operating expenditures, techniques for evaluating capital expenditures and products. It explores borrowing and debt management, evaluation of municipal credit quality, managing cash assets and liquid securities, simulations and financial forecasting, and evaluating and controlling financial management practices.

PUBADM 645  Program Evaluation

This course explores the issues involved in and techniques applicable to evaluation of programs in the public sector. The course focuses on how to define programmatic objectives and output measures and how to develop evaluation methods and instruments. It further addresses how to implement such studies and demonstrate their worth.

PUBADM 651, 652, 653, 654, 655 Policy Workshops, 1 credit each

A series of weekend workshops addressing public policy issues of concern to the Commonwealth. Workshop offerings include:

- **PUBADM 65X** Policy Workshop: Systems Thinking Approach
- **PUBADM 65X** Policy Workshop: Excel for Policy Analysis
- **PUBADM 65X** Policy Workshop: Media & Public Policy
- **PUBADM 65X** Policy Workshop: Policy Analysis
- **PUBADM 65X** Policy Workshop: Ethics & Public Policy
- **PUBADM 65X** Policy Workshop: Municipal Govt.

PUBADM 690  Case Study Seminar, 6 credits

Students in the Master of Public Administration Program complete a final project under the supervision of a faculty advisor. The project may be a case study of a public policy or significant piece of legislation which involves tracing its history, analyzing the political, economic, and social context in which it developed, identifying and examining the roles played by those who were instrumental in its development, and assessing its intended and actual impact. It may also be a critical examination of a
policy issue confronting a student at his or her place of employment. While completing their case study project, students participate in a weekly seminar that focuses both on the substantive issues under examination and on case study methodology.

PUBADM 695 and PUBADM 696 Independent Study, 1-3 credits
These are advanced courses of independent readings under the guidance of an instructor. Hours by arrangement. A maximum of 3 independent study courses may be taken, and must be approved in advance by the Graduate Program Director.

The Capstone
The personalized master’s capstone project maximizes each student’s potential for expanded learning and effectiveness in Public Administration. Many completed capstones from previous cohorts are available for review upon request. Capstones can be accessed by contacting the Graduate Programs Administrator, Melissa Quashie, at Melissa.quashie@umb.edu.

Capstone
During the final semester of enrollment in the MPA program, students complete a capstone project. The capstone is an original research project examining an issue pertinent to public policy and/or public management in a comprehensive manner. The final product includes a bound report and oral presentation. Students completing the capstone enroll in PUBADM 690 Case Study Seminar. This is a 6-credit course designed to facilitate the completion of the capstone project, the final requirement for the Master of in Public Administration degree. Continuing work that begins in the Analytic Skills for Policy Analysis II course, students will fine tune research questions and interview protocols; complete a literature review; generate descriptive statistics and graphical displays relevant to their capstone project; draft a comprehensive report of the theory, methods, findings and implications considered in their capstone project, and present their study during an oral presentation of their capstone project.

Sample Capstone Abstracts

The Stats Are In: An Evaluation of the Massachusetts Division of Marine Fisheries Trip-Level Reporting Program
Story R. Reed
Adviser: Michael Johnson, PhD
University of Massachusetts Boston

Abstract
This capstone evaluates the first year of the Massachusetts Division of Marine Fisheries (MA DMF) Statistics Project Trip-Level Reporting Program. MA DMF implemented this new reporting policy on January 1, 2010 requiring all commercial fishermen landing in Massachusetts to report all of their commercial trips on a monthly basis. Among other reasons, this policy and program were instituted to provide better data for management decisions. Existing literature on trip-level reporting discussed more of the need for trip-level reporting as opposed to the implementation of such a program. The main question of this capstone asks; what are the outcomes of the Trip-Level Reporting program after one year? Measures of reporting compliance, landings comparison, and landings accuracy were done with existing data to analyze outcomes of the program for two distinct groups of permit holders, Coastal Lobster and Striped Bass. Interviews were done with MA DMF staff and fishermen to gather additional data on outcomes. The main findings of the capstone show that the trip-level reporting program is meeting its goals for accuracy, collecting comprehensive data, and providing better data for
management decisions. However, reporting compliance of fishermen needs to improve and more resources need to be put into data entry and data auditing.

**Alternative Education Programs and the Massachusetts High School Dropout Rate**

Ryan Whalen  
Advisor: Amy Smith, PhD  
University of Massachusetts Boston

**Abstract**

As students across Massachusetts continue to leave high school prior to earning a diploma, placing a significant social and financial burden upon themselves and their communities, a strong statewide emphasis has been placed on dropout prevention and recovery efforts. This research examined alternative education programs, a school structure independent from the traditional school model that aims to engage and serve students who are at risk of dropping out. Using quantitative and qualitative methods, the research examined what effects alternative education programs currently have on reducing the Massachusetts dropout rate. Data provided by the Massachusetts Department of Elementary and Secondary Education (MA DOE) was supplemented by in depth interviews with program administrators and participants. Findings indicate that alternative education programs reduce the state’s dropout rate by providing targeted interventions to student participants in small, personalized settings. Social and emotion supports, flexible schedules and achievement measurement, and personalized academic attention were found to successfully engage students and prevent dropout in Massachusetts. By identifying intervention techniques that successfully reduce dropout in Massachusetts, this research has implications for policymakers and educators who seek to further mitigate the dropout phenomena.

**Funding Public Education: Massachusetts and Vermont: Two Different Approaches in the Quest to Provide Equitable and Adequate Funding**

Jacklyn Varela  
Advisors: Randy Albelda, PhD & Amy Smith, PhD  
University of Massachusetts Boston

**Abstract**

Education historically has been funded and provided by local government. Local property taxes have served as the primary source of revenue used by local government to fund public education. The contribution to education funding from state governments vary from state to state. This paper focused on education financing in Massachusetts and Vermont. Although they both collect similar types of taxes, they have taken very different approaches to education finance. This paper focused on two main research questions:

1. Is the current tax structure adequate for providing equitable funding of public education in Massachusetts?
2. What is the efficacy of statewide property tax policies for the purpose of funding public education?

To answer these two research questions, quantitative data available through state agencies was analyzed, seven interviews with experts on tax policy and education in Massachusetts and Vermont were conducted and government resources and guides were reviewed.

Using Wise and Berger’s (2010) five criteria for assessing tax systems the findings suggest that Vermont’s statewide education tax is a fair, stable, efficient and adequate tax system, however its major weakness is that it is an extremely complex tax system.

Reliance on local property taxes to fund public education in Massachusetts continues to result inequitable education funding and in an unfair tax burden on low income communities.
Course Registration & WISER

All UMass Boston students will need to use WISER, UMass Boston’s web-based, self-service system, for various tasks such as registering for courses, adding or dropping courses, and for checking on their grades. WISER can be used for many other activities as well such as updating and maintaining their personal, academic and financial information at the University.

Using WISER:

To log in to WISER, you must use the first portion of your UMass Boston email address (i.e. John.Smith001) and password for your email account.

If you are logging on to the WISER system for the first time, please visit http://www.umb.edu/it/getting_services/wiser/wiser_first_time and follow the instructions to log in. After this initial log-in, you will be prompted to change your password, which you should use to log in to WISER in the future.

Additional WISER instructions for registration and other functions are available at http://www.umb.edu/it/getting_services/wiser/.

For help with the WISER system, Contact the Help Desk at 617-287-5220, send an email to ITservicedesk@umb.edu, or visit the IT Service Desk in the Healey Library on the 3rd floor (Walk-in Hours: 8 a.m. to 5 p.m. EST).
Michael Ahn, PhD
Assistant Professor, Department of Public Policy & Public Administration

Degrees
PhD, Public Administration, Syracuse University
MPA, Public Administration, Syracuse University
BS, Economics, University of Oregon

Areas of Expertise
E-Government, E-democracy, Public Organization, Comparative Public Administration, Performance Management, Quantitative and Qualitative Research Methods

Additional Information
The primary focus of Professor Ahn’s research is the effects of the new information and communication technologies (ICTs) on government performance, accountability, and political dynamics. He has conducted research on the US state and local e-government, the effect of e-government on government transparency, and bureaucratic reform through innovative performance appraisal system. Currently he is examining the role of rapidly emerging image-oriented web communication (such as YouTube) on the communication of public policy between citizens and the government. In addition, he is involved in a benchmarking study of the top US MPA and MPP programs as a part of collaborative and comparative research project with Japan. Future research interests include citizen’s public policy compliance, effective policy delivery system in the age of digital convergence, international comparative e-government case studies, and public sector ethics.

Teaching in the MPA Program:
PUBADM601 New England Political Environment
PUBADM 621 Analytical Skills II
PUBADM 697 E-Government
PUBADM690 Case Study Seminar (Capstone course)

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Christine Thurlow Brenner, PhD
Associate Professor, and Chair, Department of Public Policy & Public Affairs

**Degrees**
- PhD, University of Texas at Arlington, Urban and Public Administration
- MA University of Texas at Arlington, Urban Affairs
- BA Allegheny College, History/Political Science, cum laude

**Areas of Expertise**
- Immigration Policy, Urban Affairs, Public Budgeting

**Additional Information**
Professor Brenner joined the faculty in fall 2011. Before coming to UMass Boston, she was an associate professor of Public Policy and Administration at Rutgers University in Camden where she also served as the program director for the undergraduate Urban Studies program. She also spent four years on the US-Mexico border in the political science department of the University of Texas at El Paso and as associate director of the Institute of Policy and Economic Development.

Professor Brenner addresses one of the most salient policy issues of the twenty-first century, which confronts local communities around the globe, the growing numbers of immigrant newcomers and the meaning of increasing demographic diversity as a central reality in their society. Her work contributes an interdisciplinary perspective to the study of institutional effects on immigrant integration at the sub-national level. She is co-principle investigator of a Robert Wood Johnson Foundation grant focused on health education literacy for immigrant parents. She is also a faculty affiliate with Rutgers University’s Eagleton Institute of Politics, Program on Immigration and Democracy, which is mapping the immigrant infrastructure of New Jersey.

She served as the academic advisor to former NJ Governor Corzine’s Blue Ribbon Panel on Immigrant Integration and was a Commissioner on the New Jersey Commission on New Americans from 2010-2011. Brenner also served on the advisory panel of the Washington-based Migration Policy Institutes’ E Pluribus Unum Awards, which recognize business, community and nonprofit organizations, and public sector exemplary best practices in immigrant integration in the United States. She is president-elect of the Association of Borderlands Studies and a past officer of the Latino Caucus of the American Political Science Association.


**Teaching in the MPA Program:**
- PUBADM 697 Human Resource Management

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**Teaching in the Public Policy PhD Program:**
- PPOL-G 780/1 Practicum
Connie Chan, PhD
Associate Dean, McCormack Graduate School
Associate Professor, Department of Public Policy & Public Affairs

Degrees:
PhD, Boston University, Clinical Psychology Research

Areas of Expertise:
Mental Health Policy, Racial and Ethnic Health Disparities, Ethics

Additional Information

Professor Chan has held several administrative positions within the university, most recently as interim dean of the College of Public and Community Service. She was co-director of the UMass Boston Institute for Asian American Studies for ten years from 1993–2003. In that role, she helped to create the institute’s applied research and policy agenda focusing on the needs of the Asian-American population in Massachusetts and the United States. In 2002, she was awarded a Polly Logan Research Fellowship by UMass Boston’s Center for Women in Politics and Public Policy for her research study, “Health Needs Assessment of Chinese American Elderly Women in the Boston area.”

A licensed clinical psychologist, Professor Chan has served on the staffs of the Boston Children’s Hospital, Westborough State Hospital, South Cove Community Health Center, and as a consulting psychologist for the Boston Juvenile Court and the MBTA Police. She presently serves as a supervising clinical psychologist for the Center for Multicultural Training in Psychology at Boston Medical Center.

Professor Chan is author of the book, If It Runs in the Family: At Risk for Depression (Bantam Books) and has published many book chapters and journal articles on the mental health and health of Asian Americans. Most recently she published “Psychological Issues of Asian Americans” in Teaching Gender and Multicultural Awareness: Resources for the Multicultural Classroom (American Psychological Association), and “Counseling Chinese American Lesbians, Gay Men, and Bisexuals” in Asian Voices: Emerging Needs of Asian Americans (Jones and Bartlett).

A Fellow of the American Psychological Association, Professor Chan has served as president of APA’s Division 44, as associate editor for the APA journal, Professional Psychology: Research and Practice, and as chair of the Boston Women’s Fund Board of Directors. She is currently a member of the board of trustees of the American Psychological Foundation.

Teaching in the MPA Program:
PUBADM 65X Policy Workshop: Ethics

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Michael Johnson, PhD
Associate Professor, Department of Public Policy & Public Affairs
GPD, Public Policy PhD Program

Degrees:
MS, University of California, Berkeley, Operations Research
MS, Georgia Institute of Technology, Electrical Engineering
BA, Morehouse College, BA

Areas of Expertise:
Management science planning models for public-sector facility location and service delivery, with applications to assisted housing and senior services

Additional Information
Professor Johnson’s research interests lie primarily in community-based operations research, and decision models for public-sector facility location and service delivery. Current substantive research areas of interest include: foreclosed housing, subsidized/affordable housing, and urban and regional development. Dr. Johnson also uses cost-benefit analysis to estimate impacts of public policies and information technology to design decision support systems. Prof. Johnson’s research goal is to develop quantitative methods that enable public organizations to serve disadvantaged and vulnerable populations in ways that jointly optimize economic efficiency, beneficial population outcomes, and social equity.


Johnson is currently principal investigator on a project, funded by the National Science Foundation, to develop decision models that assist community development corporations to design strategies for foreclosed housing acquisition and redevelopment for neighborhood revitalization. Prof. Johnson has previously earned post-doc fellowships from the National Science Foundation CAREER Program, U.S. Department of Housing and Urban Development Urban Scholars Program, and National Consortium on Violence Research.

Teaching in the MPA Program:
PUBADM 620 Analytical Skills for Policy Analysis I

Teaching in the Public Policy PhD Program: PPOL-G
- 630 Research Methods I
- PPOL-G 746 Geographic Information Systems for Public Policy
- PPOL-G 780/781 Practicum I/II

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Additional Information

Professor MacIndoe's research applies theoretical frameworks from organizational and urban sociology to address questions concerning the organizational behavior of nonprofit organizations, patterns of public and private funding to nonprofit organizations, and the role of nonprofits in public policy.

A current research project, The Boston Area Nonprofit Study, consists of the first academic survey of Boston-area nonprofits in over two decades. This research is being conducted with Emily Barman (Boston University). The study focus on two organizational practices in the nonprofit sector: the use outcome measurement to evaluate nonprofit services, and engagement in inter-organizational collaborations to achieve nonprofit missions. This research received funding from The Boston Foundation and the Rappaport Institute of Greater Boston at Harvard University.

Professor MacIndoe received a Joseph P. Healey Grant (2010) for a separate project, "Funding the Social Safety Net: Learning Lessons for Challenging Economic Times," which examines cross-sectional data on public and private funding to nonprofit human service organizations.

Professor MacIndoe was elected Chair (2009-11) of the Community Research and Development Division of the Society for the Study of Social Problems. She also serves as a volunteer with the Somerville Commission for Women, Somerville, MA. The Commission's mission is education, advocacy, and outreach on behalf of women.

Her research is published in the American Journal of Sociology, Mobilization, and Sociological Forum (forthcoming).

Teaching in the MPA Program:
Foundations of Public Policy Analysis
Organizational Behavior

Teaching in the Public Policy PhD Program:
Research Methods I
Public Policy Challenges Facing Urban Nonprofit Organizations

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Aroon Manoharan, PhD
Graduate Program Director, Global Comparative Public Administration
Associate Professor, Department of Public Policy & Public Affairs

Degrees:
PhD, Rutgers University – Newark

Areas of Expertise:
E-governance & Information Technology; Strategic Planning & Management;
Performance Measurement & Reporting; Public Management, Organizational
Theory, & Behavior; Intergovernmental Relations; State & Local Government

Additional Information
Aroon Manoharan joins the UMass Boston community from Kent State University, where he served as an
Assistant Professor of Political Science. An alumnus of Rutgers University, his interests include e-governance and
information technology, public management, organizational behavior and theory, performance management and
reporting, state and local government, and international relations.

Dr. Manoharan’s work has been published in several peer-reviewed journals including Public
of Public Management and Social Policy, International Journal of Electronic Governance, and Electronic Government:
An International Review. He has edited three books and published numerous book chapters and monographs in the
areas of e-governance, public management, and intergovernmental relations.

Teaching in the MPA Program:
PUBADM 610 Public Management
PUBADM 601 New England Political Environment

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Amit Patel, PhD
Assistant Professor, Department of Public Policy & Public Affairs

Degrees:
PhD, George Mason University

Areas of Expertise:
Information Communication Technology & Public Health; Quantitative Analysis; GIS; International Housing Policy

Additional Information
Prior to joining the UMass Boston community, Amit Patel completed his PhD in Public Policy at George Mason where he studied slums and housing problems in India as a post-doctoral fellow. Patel has taught graduate-level courses in India and in the United States on transportation, health care, housing policy, statistics, Geographic Information Systems (GIS), and urban politics and policy.

Dr. Patel has published several articles in peer-reviewed journals including Habitat International, World Medical and Health Policy, and International Journal of Pharmaceutical and Healthcare Marketing and contributed several refereed book chapters, and conference presentations in the areas of healthcare data analysis and urban planning.

Teaching in the MPA Program:
PUBADM 602 New England Economic Environment

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Amy E. Smith, PhD
Graduate Program Director, MPA Program
Associate Professor, Department of Public Policy & Public Affairs

Degrees:
PhD, Public Administration and Policy, State University of New York at Albany
MPA, Public Administration and Policy, State University of New York at Albany,
BS, Public Administration, James Madison University

Areas of Expertise:
Public Management, Social Networks Impact on Regulatory Settings,
Organizational Behavior and Theory

Additional Information
Professor Smith’s research applies organization behavior and theory concepts to issues of public management in areas such as government regulation and the use of data in government. Her recent work has examined social networks in financial market regulation, the representation of women in leadership in regulatory agencies, and techniques for teaching statistics to students in practitioner-oriented masters degree programs. In a new research project funded by a Joseph P. Healy Grant, Dr. Smith will examine factors influencing data use in municipal governments.

Her articles have appeared in the Journal of Public Administration Research and Theory, the Journal of Public Administration Education (forthcoming), and Economics of Innovation and New Technology. In addition, she has presented her work at numerous conferences including the Academy of Management Annual Meeting (AOM), the Association for Public Policy Analysis and Management Conference (APPAM), the National Association of Schools of Public Administration and Administration Conference (NASPAA), the Public Management Research Association Conference (PMRAC), the American Society of Public Administration Conference (ASPA), and the System Dynamics Society Conference (SDS). Professor Smith has also conducted research projects and training sessions for various New York State government agencies and is a member of the New England StatNet Group.

Dr. Smith serves as a manuscript reviewer for the Journal of Public Administration Research and Theory, Public Administration Review, the American Review of Public Administration, and the Academy of Management Annual Meeting as well as the co-chair for the Public and Nonprofit Division Doctoral Consortium at the 2010 and 2011 Academy of Management Annual Meeting.

Teaching in the MPA Program:
PUBADM 610 Public Management
PUBADM 691 Case Study Seminar
PUBADM 620 Analytical Skills I

Teaching in the Public Policy PhD Program:
PPOL-G 604 Statistics I

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Additional Information

Mark R. Warren is a sociologist concerned with the revitalization of American democratic and community life. He studies efforts to strengthen institutions that anchor low-income communities—schools, congregations and other community-based organizations—and to build broad-based alliances among these institutions and across race and social class. He is interested in the development of educational and community leadership through involvement in multiracial political action as well as the outcomes of such efforts in fostering community development, social justice, and school transformation. He is committed to using the results of scholarly research to promote equity in public policy and to advance democratic practice.

Warren penned several books, including *Fire in the Heart: How White Activists Embrace Racial Justice* (Oxford University Press) and *Dry Bones Rattling: Community Building to Revitalize American Democracy* (Princeton University Press), and is co-editor of a book on social capital-based strategies for combating poverty called *Social Capital and Poor Communities* (Russell Sage Foundation Press). Mark also published a widely-cited lead article in the *Harvard Educational Review* on the relationship between community development and school improvement, entitled "Communities and Schools: A New View of Urban Education Reform." Directing a large-scale study of community organizing efforts at school reform in six localities across the country, Warren built an innovative collaborative model with sixteen doctoral students and faculty. The book from that project, *A Match on Dry Grass: Community Organizing as a Catalyst for School Reform* (Oxford University Press), was published in September 2011.

As founding chairperson of a new Special Interest Group of the American Education Research Association on Community and Youth Organizing for Education Reform, Mark Warren works with a growing number of scholars to build a new field of research on the role of community organizing in education reform and to promote international scholarship on community organizing.

Warren is also an active member of the community at the W.E.B. Du Bois Institute for African and African-American Research at Harvard University. Before coming to the University of Massachusetts, he was an associate professor of education at Harvard University and an associate professor of sociology at Fordham University, where he founded and directed the college's service learning program. Mark Warren continues his involvement with college students through his membership on the board of Harvard College's Phillips Brooks House Association, the college’s student-led community service/action network.

Teaching in the MPA Program:
PUBADM 621 Analytical Skills II

Teaching in the Public Policy PhD Program:
PPOL-G 797 Public Policy & Social Justice

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Christian Weller, PhD
Associate Professor, Department of Public Policy & Public Affairs

Degrees:
PhD, University of Massachusetts Amherst, Economics

Areas of Expertise:

Additional Information
Prior to joining our faculty, Professor Christian Weller was a senior economist at the Center for American Progress, where he remains a senior fellow. He has also worked at the Economic Policy Institute in Washington, D.C., Center for European Integration Studies at the University of Bonn in Germany, under the Department of Public Policy of the AFL-CIO in Washington, D.C., and in banking in Germany, Belgium and Poland.

Professor Weller has published more than 100 articles in academic and popular publications. His academic publications have appeared in the Journal of Policy Analysis and Management, the Journal of Development Studies, the Cambridge Journal of Economics, the Journal of International Business Studies, the Journal of Aging and Social Policy, and the Journal of Economic Issues, among others. His popular writings include publications in the New York Times, USA Today, the San Francisco Chronicle and the Atlanta Journal Constitution.

In 2006, he was awarded the Outstanding Scholar-Practitioner Award from the Labor and Employment Relations Association (LERA). He is also a research associate at the Economic Policy Institute in Washington, D.C. and a research scholar at the Political Economy Research Institute at the University of Massachusetts at Amherst.

His work is frequently cited in the press and he is often a guest on national TV and radio programs. Professor Weller is often asked to speak to professional audiences, such as pension fund managers and union officers, on a wide array of topics. He has also testified several times before the U.S. Congress, the Pennsylvania State House of Representatives, and the Baltimore City Council on retirement issues and middle class economic security.

Teaching in the Public Policy PhD Program:
Economics for Policy Analysis I and II
Political Economy I

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Mengzhong Zhang, PhD
Graduate Program Director, Global Comparative Public Administration
Associate Professor, Department of Public Policy & Public Affairs

Degrees:
PhD, Rutgers University – Newark

Areas of Expertise:
Comparative Public Administration; Chinese Public Administration

Additional Information
Mengzhong Zhang joins the UMass Boston community from the Rutgers University School of Public Affairs and Administration, where he was an Associate Professor and Associate Dean for International Affairs. His areas of teaching and research interests include, public administration history and theory, public sector management reform, public and nonprofit management, comparative public administration, performance management, and modern governance.


Dr. Zhang has been the managing editor of Chinese Public Administration Review (USA). He also serves as an editorial board member of Public Performance and Management Review (USA), Public Voices (USA), Journal of Public Management and Social Policy (USA), Guruluk Business Review (India), and Genesis-A Caravan (India). Dr. Zhang also serves as an academic board member of Fudan Public Administration Review (China).

Teaching in the MPA Program:

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Randy Albelda, PhD (Affiliated Faculty)
Professor, Department of Economics
Senior Research Fellow, Center for Social Policy

**Degrees:**
PhD, Economics, University of Massachusetts Amherst
PhD, University of Massachusetts Amherst, Economics

**Areas of Expertise:**
Public Policy, Economics of Taxation, Labor Economics, Political Economy of Gender and Race

Additional Information

Randy Albelda is a professor of economics and senior research fellow at the Center for Social Policy at University of Massachusetts Boston. She has worked as research director of the Massachusetts State Senate’s Taxation Committee and the legislature’s Special Commission on Tax Reform. Her research and teaching covers a broad range of economic policies affecting low-income women and families. In addition to many academic journal articles and policy reports, she is coauthor of the books, *Glass Ceilings and Bottomless Pits: Women’s Work, Women’s Poverty; Unlevel Playing Fields: Understanding Wage Inequality and Wage Discrimination;* and *The War on the Poor: A Defense Manual.* Albelda co-led the Bridging the Gaps project bringing together researchers and advocates from nine states and Washington DC to examine the gaps between basic needs and earnings in light of welfare reform in the 1990s. Albelda recently co-authored the report, “Women in the Down Economy: Impacts of the Recession and the Stimulus in Massachusetts.”

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Carolyn Arcand, BA (Affiliated Faculty)
Lecturer of Public Administration, Department of Public Policy & Public Affairs

Degrees:
BA, Accounting and Entrepreneurship, Syracuse University

Areas of Expertise:
Women's Issues, Health Care Policy, Environmental Policy, Economic Development

Additional Information
Carolyn Arcand is an adjunct faculty member in the Public Administration Program teaching the course, PUBADM 655 Excel for Policy Analysis. She is currently a PhD student in our sister program in Public Policy.

Teaching in the MPA Program:
PUBADM 655 Policy Workshop: Excel for Policy Analysis

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<table>
<thead>
<tr>
<th>Arthur Bowes, MBA, CAGS, SPHR (Affiliated Faculty)</th>
</tr>
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<tbody>
<tr>
<td><strong>Areas of Expertise:</strong></td>
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<tr>
<td>Human Resource Management</td>
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**Teaching in the MPA Program:**
PUBADM 614 Human Resources Management

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Kathy Fallon, MS (Affiliated Faculty)
Lecturer of Public Administration, Department of Public Policy & Public Affairs

Degrees:
MSPA, University of Massachusetts Boston

Areas of Expertise:
Public Budgeting

Additional Information
An alumna of the MPA Program, Ms. Kathy Fallon is an adjunct faculty member teaching in the Public Administration Program. She is also a senior level consulting executive at Public Consulting Group. She has worked in government and government consulting for over 18 years working with a number of funding sources including, but not limited to, TANF Medicaid, Title IV-E, CCDF and Title IV-D. She has been with PCG for 10 years and previous to this, Ms. Fallon worked for the Commonwealth of Massachusetts for eight years both in the legislature and in the Executive Office of Administration and Finance managing state budget and finance. While with PCG, Ms. Fallon has worked in nearly half of the states in the US focusing primarily on improving the business of government by improving fiscal functioning, service delivery and operational process.

Teaching in the MPA Program:
PUBADM 625 Public Budgeting

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Ellen Frank (Affiliated Faculty)

Degrees:
PhD, University of Massachusetts - Amherst

Areas of Expertise:
Macroeconomic Policy, Financial Institutions, State and Local Fiscal Issues, Retirement Security, Austerity Policies

Teaching in the MPA Program:
PUBADM602 New England Economic Environment

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Frank Herron, MA (Affiliated Faculty)
Lecturer of Public Administration, Department of Public Policy & Public Affairs

**Additional Information**

In addition to overseeing the Center on Media and Society, Frank Herron directs the journalistic work of the New England Ethnic Newswire. He teaches in the political science and communication studies departments at the University of Massachusetts Boston.

He has a master's degree in media studies from Syracuse University and a bachelor's degree in history from Cornell University.

He worked as an editor and staff writer for more than eighteen years at The Post Standard newspaper in Syracuse, New York, and taught news writing as an adjunct instructor at Syracuse University's Newhouse School of Public Communications for thirteen years.

He is keenly interested in fostering an appreciation of the value newspapers have as historical sources and is an elected member of the American Antiquarian Society. He is on the Advisory Council of the Egan Maritime Institute in Nantucket. In addition, he is an editor and partner in Cambridge-based TidePool Press.

And, since April 2006, he has written a blog that keeps track of what was in the news 100 years ago on a given day....

**Teaching in the MPA Program:**
PUBADM 653 Policy Workshop: Media and Public Policy

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Cathy Judd-Stein, JD (Affiliated Faculty)
Lecturer of Public Administration, Department of Public Policy & Public Affairs

Degrees:
JD, Harvard University Law School
AB, Dartmouth College

Areas of Expertise:
Government, government ethics, child welfare

Additional Information

Ms. Cathy Judd-Stein is an adjunct faculty member in the Public Administration Program teaching a weekend workshop on ethics and the Massachusetts state conflict of interest law. She also serves as the assistant director of Policy and Special Counsel at the Massachusetts Lottery. Prior to her current position, she was a Court Improvement Program Training Specialist at Supreme Judicial Court, Deputy Legal Counsel specializing in health and human services and ethics for Massachusetts Governors Cellucci, Swift, and Romney, and for Governor Patrick during his transition period after his election. She was also the executive director of the Judicial Nominating Commission, also in the Governor's Office.

Teaching in the MPA Program:
PUBADM 65X Policy Workshop: Ethics & Public Policy

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**Jennifer MacBlane, MPA (Affiliated Faculty)**
Lecturer of Public Administration, Department of Public Policy & Public Affairs

**Degrees:**
MPA, Arizona State University

**Areas of Expertise:**
Public Budgeting, Child Welfare Regulation and Management, Operations Management

**Additional Information**
Ms. Jennifer MacBlane is an adjunct faculty member in the Public Administration Program and is a Senior Consultant at the Public Consulting Group. She focuses on assisting child welfare agencies to better serve children within their existing resources, and to help them identify additional resources. Her expertise includes operations management, including workload and performance tracking, as well as forecasting, tracking, and management of federal funds. She also provides budget administration, grant allocation, and revenue maximization assistance. An additional area of interest is assisting agencies to obtain resources for transitional age foster youth and facilitating successful outcomes for this population through the establishment of provider networks and consumer choice.

**Teaching in the MPA Program:**
PUBADM 625 Public Budgeting

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John McGah, MPA (Affiliated Faculty)
Lecturer of Public Administration, Department of Public Policy & Public Affairs

Degrees:
MSPA, University of Massachusetts Boston

Areas of Expertise:
Systems Thinking

Additional Information
John McGah, MPA, is the founding Executive Director of Give US Your Poor, a national public education campaign to help end homelessness. A former Senior Research Associate at UMass Boston’s Center for Social Policy and researcher at Abt Associates, he is the (co)author of numerous reports/articles/presentations and an acknowledged expert on issues of homelessness. In 2002, John received an International Eisenhower Fellowship which allowed him to study homelessness in Central and Western Europe. He has worked closely with community leaders in Massachusetts and across the United States developing relationships with national homeless advocates; shelter directors and staff; business leaders, nationally known scholars; city, state and federal policy makers, funders and homeless people. In 2009, he spent a year in Mexico with his family co-directing a leadership development program for corporate and non-profit leaders addressing sustainability (for Interaction Associates). John has designed/delivered graduate courses in Systems Thinking as well as American Government, the latter which he taught at the Universidad Autónoma de Sinaloa in Mexico.

Teaching in the MPA Program:
PUBADM 65X Policy Workshop: Systems Thinking

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Bernard Steinman, PhD (Affiliated Faculty)
Lecturer of Public Administration, Department of Public Policy & Public Affairs

Degrees:
PhD, University of Southern California, Los Angeles
MS, Experimental Psychology, Mississippi State University

Areas of Expertise:
Gerontology; Vision Rehabilitation Therapy

Teaching in the MPA Program:
PUBADM 645 Program Evaluation

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Michael Ward, MPP (Affiliated Faculty)
Lecturer of Public Administration, Department of Public Policy & Public Affairs

**Degrees:**
MPP, Kennedy School of Government

**Areas of Expertise:**
Municipal Government

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Additional Information

Michael Ward works on a variety of municipal government projects, including regionalization and service-sharing work, performance management efforts, research projects, and charter reform work. Ward has worked for local government in Massachusetts and New Mexico. As a budget analyst for the Town of Concord, he helped the Town begin integrating performance measurement into its annual budget process, assisted with the financial management of a Recreation Center enterprise fund, and worked on numerous budget and procurement projects. As an intern with Doña Ana County, he helped the Health and Human Services Department bring together local agencies and providers to improve coordination of service delivery and lower costs.

Ward studied innovative urban policy in Curitiba (Brazil) and Singapore as a Thomas J. Watson fellow. He looked at how these cities both managed to reshape themselves through creative public transportation, economic development, and service provision strategies. He has also worked on numerous political campaigns, including managing a mayoral campaign in Massachusetts.

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**Teaching in the MPA Program:**
PUBADM 654 Policy Workshop: Municipal Government

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Ryan Whalen (Affiliated Faculty)

Degrees:
MSPA, University of Massachusetts - Boston

Areas of Expertise:
Performance Measurement

Teaching in the MPA Program:
PUBADM 651 Policy Workshop: Performance Management

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Master of Public Administration Program: Staff

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FAQs for the UMass Boston Public Administration Graduate Program

How would you describe your graduate program?

The MPA program at UMass Boston is a two-year professional degree program that prepares students for careers in public service and enhances the skills of those already employed in the public sector.

The curriculum is a carefully planned sequence of evening courses and occasional, two-day weekend seminars on politics, economics, management, budgeting, statistics and public finance. In our experiential learning capstone, you can choose a real-world project to test and apply theories learned in the classroom.

What distinguishes your MPA program from others?

- We offer the only master’s degree program in Public Administration in New England. (Source: NASPAA institutional member schools and Gradschools.com)
- Regional Focus: Our MPA Program concentrates on Public Administration topics relating to metropolitan Boston, Massachusetts and New England. Students will gain a keen understanding of the political and economic factors that influence the development and implementation of public policy initiatives, strategies and programs at the local, state, and regional levels.
- Convenient schedule for working adults; We offer a two-year graduate program with evening classes (typically Mondays and Wednesdays from 6 p.m. to 8:30 p.m.) and occasional weekend seminars (typically held Saturday 9 a.m. to 5 p.m. and Sunday 9 a.m. to 1 p.m.), so there is no need for you to take time off from your job to earn your degree.
- Convenient location: Located in the Dorchester section of Boston, our university is accessible on the Red Line subway (with free, frequent shuttle buses from the JFK/UMass Boston stop) and two minutes from the Southeast Expressway, Route 93. Safe, on-campus parking is abundant for evening students.
- 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.

How would your students describe your program?

Students find the program engaging; one that offers interesting and relevant courses in which students can learn from each other’s career experiences. Also, they find the program’s workload manageable as they juggle full-time jobs and families.

They also enjoy the many benefits of the cohort model, and often maintain personal and professional contacts with their classmates long after graduation.

Is it possible to complete the program on a part-time basis?
Yes. Our program is designed to be maintained by working professionals on a near-full time basis. Students take only two evening classes and one or two weekend seminars per semester.

**How long will it take me to earn the degree?**

Students typically complete the degree in 2 years.

**How would you characterize your current student body?**

Each cohort ranges between 18 and 25 students. In our 2012 cohort, our MPA candidates are 52% male, about one third ethnic minorities, five percent foreign students, and an average age of 32.2 years. This is representative of most of our cohorts.

**What do your graduates do?**

Graduates of the UMass Boston Public Administration master's degree program hold top-level professional positions in:
- City or Town Government
- Non-Profit Sector
- State Government
- Criminal Justice
- State Agencies
- Health Care Administration
- Federal Government
- Education

**Is it possible to transfer credits from previous graduate work?**

Students may transfer up to six credits of relevant coursework towards the MPA degree earned from other institutions as well as six credits earned at UMass Boston, so long as 1) The student received a grade of B or higher 2) the course was completed no more than 7 years prior to the transfer and 3) the course was not used as a requisite for the completion of another degree. Transfer credits are considered on a case-by-case basis by the Graduate Program Director.

**Must I begin in the fall semester?**

Yes, due to the sequence of courses, there is no spring admission.
Full URLs of Referenced Websites

Academic Policies
http://www.umb.edu/registrar/academic_policies/

Code of Student Conduct (CSC)
https://www.umb.edu/life_on_campus/policies/community/code

Financial Aid & Scholarships
http://www.umb.edu/admissions/financial_aid_scholarships/

Graduate Student Assembly (GSA)
http://gsaumb.wordpress.com/

Graduate Studies
http://www.umb.edu/academics/graduate/

Library
http://www.umb.edu/library/

Life on Campus
http://www.umb.edu/life_on_campus/

MPA Website
https://www.umb.edu/academics/mgs/publicpolicy_publicaffairs/graduate/mpa

MyCareer Online
https://www.myinterface.com/umb/student/

Ross Center for Disability Services
http://www.umb.edu/academics/vpass/disability/

Student Resources
http://www.umb.edu/academics/mgs/publicpolicy_publicaffairs/student_resources/

University Policies & Regulations
http://www.umb.edu/life_on_campus/policies/regulations/

WISER Instructions & Help
http://www.umb.edu/it/getting_services/wiser/

WISER Log-in
https://sm-prd.ucollaborate.net/UMassIdM/UMassSSOLloginForm.htm