

Ph.D. Program in Public Policy

Program Objectives

The Ph.D. in public policy is designed for those students who are interested in questions surrounding the origins, development, implementation, and analysis of public policy decisions in government and related institutions. The program prepares students to function within a variety of fields while focusing their dissertation research on a specific topic. Students undertake the Ph.D. in order to develop answers to questions about the ways in which policy is formulated and implemented, and to make their own original contribution to the knowledge of these public questions. In pursuing the Ph.D. program, students acquire skills as independent researchers, the ability to interpret and assess the research of others, and the ability to communicate their knowledge to a wide variety of audiences. Those who successfully complete the degree are equipped to bring their knowledge to senior policy and management positions in government, nonprofit agencies, school districts, research organizations, consulting firms, and in college and university faculty and administrative appointments.

Admission

The Ph.D. program in public policy admits students to study *every other year*, beginning in 2003. Students begin study in the fall and are expected to complete the policy core in three semesters.

Admission to the program is highly selective. A small number of applicants will be chosen for admission based on evidence of their capability to undertake studies at the doctoral level, their demonstrated readiness for doctoral studies, the match between the applicant's proposed field of advanced study and faculty research interests, and programmatic capacity. The following sections describe the admission criteria and the application review process. Persons interested in applying to the program are strongly encouraged to talk with the Ph.D. program chair and Muskie School faculty prior to submitting their applications.

Criteria for Admission

The program has the following admission criteria:

1. The applicant's capability to undertake doctoral studies
2. The applicant's demonstrated readiness for doctoral studies
3. Programmatic capacity and the match between applicant and faculty research interests

To be admitted, applicants must demonstrate outstanding potential to be successful in the course work required for doctoral studies and to conduct doctoral-level research appropriate to their policy field of study. Applicants are expected to be outstanding in academic qualifications, standardized examinations, and professional experience. Applicants must also submit a statement of research interests outlining their professional goals and areas of doctoral study. Each applicant's record is reviewed as a whole; performance which is not outstanding on a single criterion may be compensated for by superior performance on the remaining criteria.

1. The applicant's capability to undertake doctoral studies: Capability to undertake doctoral studies is assessed by review of the applicant's previous academic record, scores on the Graduate Record Examination (GRE), recommendations, and professional experience.

Previous academic record: Applicants must have either a master's degree or complete all requirements for a master's degree by the spring of the year in which their application is reviewed. Master's degrees and/or graduate study in public policy, or related fields such as public administration, planning, political science, or economics are preferred, but degrees in other fields may be presented for evaluation of the extent to which the master's degree program or graduate study prepares the students for doctoral studies in public policy. The applicant's overall academic record should demonstrate a superior level of accomplishment. Successful applicants will have maintained a grade point average (GPA) of 3.3 or higher on a 4.0 scale, or the equivalent in post-baccalaureate studies. An applicant's previous academic record is assessed based on grade point averages, fields of study, analysis of transcripts, and recommendations.

Scores on the Graduate Record Examination (GRE): Applicants must submit official scores for the GRE. Scores must be for tests taken within five years of application deadlines. (The Educational Testing Service, which administers the GRE, does not retain scores after five (5) years from date of testing.) Applicants who present scores of less than 550 on the quantitative portion, less than 550 on the verbal portion, and/or less than 4 on the analytic writing portion of the post-October 2002 GRE, or who present scores of less than 550 on each portion of the pre-October 2002 GRE, should present records of exceptional academic accomplishment, but two are preferred.

Recommendations: Three letters of recommendation are required. Applicants must submit at least one recommendation from a person familiar with their academic, scholarly, and/or research interests and performance.

2. The applicant's readiness for doctoral studies: *Professional experience in the proposed field of study:* Applicants must have a minimum of two years of professional-level work experience prior to commencing doctoral study, preferably in the proposed field of study. Normally, professional experience does not include university-sponsored work experience while an undergraduate or graduate student.

Applicants are asked to submit a "statement of research interests" with their University application materials. This statement should address the applicant's motivation and preparedness for doctoral study in public policy and how doctoral studies at the Muskie School of Public Service fit with the student's previous academic record, previous professional experience, and professional goals in light of the mission of the Ph.D. program. The statement will play an important role in assisting the Admissions Committee to determine the applicant's readiness for doctoral studies and the potential match between the applicant's areas of interests and the expertise of the faculty.

In their statement, applicants are asked to respond to the following points:

1. Describe your professional goals and how doctoral study in public policy at the Muskie School will help you achieve them.
2. Describe your professional and/or research experience and how they help prepare you for doctoral study in public policy.
3. In light of your professional goals and the mission of the Ph.D. program, please describe your current research interests and/or the research you would like to pursue as part of doctoral studies in public policy at the Muskie School. This portion of the statement may take a number of forms, including identifying specific questions of public policy that you wish to assess or previous works in a field that have inspired your interests in doctoral studies in public policy. Be as clear and specific as possible about your research interests.

The suggested length for the statement is a maximum of 5-7 pages double spaced, minimum 10 point font.

3. Programmatic capacity and the match between applicant and faculty research interests: There must be a clear match between an applicant's research interests and the capacity of the program to make available faculty who share such interests and who can mentor the doctoral student through his or her research. Applicants with the potential to undertake doctoral study may not be accepted into the program if the match between the applicant's interests and those of program faculty cannot be assured.

The Muskie School faculty has a broad range of expertise for guiding doctoral studies, which is defined generally by the fields in which the School offers master's degrees. In addition, the School can draw on faculty resources from other schools and colleges of the University of Southern Maine. Applicants who seek to undertake doctoral studies involving fields outside of the Muskie School are strongly encouraged to contact the chair of the doctoral program and faculty in other units of the University prior to submitting applications.

Program capacity also includes the number of students in the program in relation to the number of faculty who can serve as Doctoral Research Committee chairs.

Application Process

To be considered complete, an application must include:

1. A completed application form.
2. Three letters of recommendation. Applicants must submit at least one recommendation from a person familiar with their academic, scholarly, and/or research interests and performance.

3. Official transcript(s) of all previous undergraduate and graduate work.
4. Official scores from the Graduate Record Examination (GRE); scores must be for tests taken within five years of the application deadline.
5. If the applicant's native language is not English and the applicant has not completed a degree program in an accredited North American institution, a score on the Test of English as a Foreign Language (TOFEL) must be submitted. The TOEFL score must be 550 or higher on the paper-based test or 213 or higher on the computer-based test.
6. If departmental financial aid is requested, a statement requesting financial aid and describing the need for aid.
7. A nonrefundable application fee, the amount of which is determined by the University.

Application forms for admission to the program are obtained from and submitted to the USM Office of Graduate Admissions.

Admissions cycle: Applications are accepted for study beginning in the fall semester only and are reviewed every two years, beginning in 2003.

The deadline for a completed application to the program is February 1. For an application to be considered complete, all elements listed in 1-7 above, if applicable, must be received by the USM Office of Graduate Admissions by February 1. Only completed applications will be reviewed for admissions. In unusual cases, such as international mail delays, a time extension may be granted for incomplete applications.

Program of Study

Students pursue their Ph.D. studies in four stages:

1. *Core courses in the field of public policy* (18 credit hours). Knowledge and competencies are assessed in the preliminary examination.
2. *Core courses in research methods* (15 credit hours). Knowledge and competencies are assessed in the research methods examination.
3. *Specialized study* (12 credit hours). Courses preparing the student to conduct doctoral research directed toward context, practice, and performance in support of public policy. Knowledge and competencies assessed by successful defense of the dissertation proposal. At this point students are admitted to doctoral candidacy.
4. *Doctoral Research* (12 credit hours minimum). Knowledge and competencies assessed by successful defense of the completed research dissertation.

1. The Policy Core: 18 credits

At the conclusion of this stage of doctoral study, students should demonstrate in the preliminary examination their:

- Understanding of the basic intellectual frameworks and perspectives that are used to analyze and influence policy development and implementation (economics, political science, organizational behavior, sociology, etc.)
- Ability to cross disciplinary boundaries.
- Ability to accurately and appropriately critically evaluate and to apply the theories, perspectives and overall contributions of key thinkers and analysts in the field of public policy.
- Understanding of the tensions between values and knowledge/information utilization in policy development and implementation.
- Ability to analyze complex public policy issues.
- Ability to frame a policy issue and relevant research questions.

Courses in the Policy Core expose students to an overview of the major questions that scholars have asked about public policy and public organizations as well as the substance and process of theory building in the field. Emphasis is on such questions as what is public policy, who makes it, and how is it made, the role of organizations in the shaping of how policy is made and its consequences, and formal exploration of key economic concepts that tend to drive the study of public policy. Heavy emphasis in these courses should be on frequent student "production" in discussions or written assignments.

The six courses in the Policy Core will be offered two each in the fall, spring, and fall semesters of the two-year cycle. All students admitted to the program will be required to take at minimum these Policy Core courses. They will then be expected

to take the preliminary examination after the third (fall) semester in their second year. Full-time students may take courses in the Research Core during these first three semesters.

The Policy Core courses are:

PPM	701	Intellectual Foundations of Public Policy
PPM	702	Seminar in Public Policy
PPM	703	Economic Foundations for Public Policy Research (Prerequisite: PPM 611 or equivalent)
PPM	704	Seminar in Public Organization and Management
PPM	705	Seminar in Policy Analysis
PPM	706	Seminar in Policy Research

At the conclusion of the Policy Core, students sit for the preliminary examination (see the Examinations section of this chapter).

2. *The Research Core: 15 credits*

Courses in the Research Core are designed to provide doctoral students with the study design and the quantitative and qualitative methods used in the policy sciences. Students also will have the opportunity to begin to develop specific skills in those methods they expect to use in their own doctoral research. The goals of the research courses are to provide:

- Fundamental understanding of basic research methods and designs and the appropriate application of these to policy research—quantitative, qualitative, and mixed.
- Ability to apply research methods appropriately and interpret their results.
- Awareness of both the strengths and weaknesses of various methodologies and strategies for making appropriate design choices for different policy settings and research purposes.
- Ability to communicate clearly about complex questions of research methodology and complex issues of public policy.

There are five Research Core courses.

PPM	710	Conduct of Inquiry
PPM	711	Seminar in Quantitative Methods (Prerequisite: PPM 601, HPM 545 or equivalent)
PPM	712	Advanced Quantitative Methods (Multivariate Methods) (Prerequisite: PPM 711)
PPM	713	Qualitative Design and Methods for Policy Research

and

Research Methods Defined by the Student's Committee This course (or courses if one-credit modules) will provide the student with advanced training in research techniques specific to the student's planned area of dissertation research.

With the approval of their Advising Committee, a student may request a course substitution for PPM 712 Advanced Quantitative Methods. A course substitution may be made only for graduate courses in research methodology that are appropriate to the student's proposed research area. The student must specify the content of the course to be substituted, the faculty who will teach the course, and provide a statement of the competencies in the research methodology that they expect to obtain. The faculty member who teaches the course that will be substituted must also agree to participate in the research examination for the student through preparation of questions and grading of the examination. Requests for a substitution must be made in accordance with the schedule for course waivers.

The Research Methods Examination provides the opportunity for the candidate to demonstrate attainment of the knowledge and competencies covered in the Research Core. All students who have completed PPM 710-713 are expected to take the examination at the first opportunity following completion of the research courses.

3. *Specialized Study: 12 credits*

At the conclusion of this stage of doctoral study, students should demonstrate in their dissertation proposal their:

- Ability to formulate researchable questions and develop research strategies to address the planned study topic.

- Fundamental understanding of the policy context in which their study is relevant.
- Familiarity with the literature in their chosen substantive area, including an ability within this literature to critically assess ideas in the literature.
- Appropriate grounding in the specific body of knowledge relevant to their planned study including extending their familiarity with theory building and content from the core to a specific area of study.
- Ability to apply research skills appropriate to the chosen area of research including familiarity with the major research methodologies of relevance to their field.

In this stage, each student's study focus becomes individualized. The student defines the precise means of achieving these objectives in consultation with their committee. The student and committee chair are jointly responsible for preparing a plan of study for this period and for working with the committee to approve the plan. Within the 12 specialization credits, one three-credit course will be taken in common with all Ph.D. students.

PPM 720 Dissertation Pro-Seminar This seminar provides an intensive review of the process of preparing to undertake a major research project such as the dissertation. It will cover such topics as literature reviews, evaluation of research methodologies, and preparation of research proposals.

Other elements of the student's individualized plan consisting of nine credits of electives may include:

- Regular courses taken at the Muskie School or, with permission of the student's chair, at other institutions.
- Individualized readings courses, preferably with members of the student's committees.
- Advanced research courses directly appropriate to the student's planned doctoral research. An illustrative array of 1-3-credit courses could include: health services research, epidemiology, logistic regression, cost benefit analysis, program evaluation, forecasting, economic impact analysis.
- Mini-Research projects. These should generally be no more than three credits in length and should focus in particular on data development and analysis preparatory to the dissertation.

Course Scheduling Courses in the Policy Core will be scheduled over three semesters at a rate of two courses per semester during the first two academic years in which a new class of students is admitted. *All students are expected to complete the policy core over these three semesters.* Courses in the Research Core will be offered at least once every two years. The dissertation pro-seminar will be offered at least once every academic year.

Course Waivers A student may request a waiver from a required course in the Ph.D. program based on prior study at the graduate level. The following process will be followed in the case of waiver requests:

1. The student submits a request, with appropriate supporting documentation (e.g. course syllabi, descriptions), to the chair of his/her Advising Committee. The chair forwards the request with or without endorsement to the chair of the Academic Affairs Committee, with a copy to the chair of the Ph.D. program.
2. The Academic Affairs Committee decides whether to grant the waiver based on the documentation submitted by the student, the advice of the chair of the student's committee, and, upon request of the committee, the advice of faculty who normally teach the course for which a waiver is requested.
3. The decision of the Academic Affairs Committee will be communicated in writing to the student, the chair of the student's advising committee, the chair of the Ph.D. program, and the Office of Student Affairs.

An approved course waiver waives the credit requirement; however, the student remains responsible for demonstrating knowledge of the material covered in the waived courses at the time of their preliminary or research examination.

A student may not waive PPM 720 Dissertation Pro-Seminar, and may not waive the required number of dissertation credits. Course waivers for more than 12 credits of policy or research core courses will not normally be granted.

4. *The Doctoral Dissertation*

The dissertation is a comprehensive, independent research project that demonstrates the candidate's ability to undertake empirical analysis appropriate to the question they are addressing. It should contribute to knowledge in the field of public policy and provide new information to the theory and empirical knowledge of the subject they are studying and the potential contribution of the research. Finally, the dissertation research should be worthy of presentation at national conferences and publication in policy-relevant journals. The dissertation is orally defended to the committee and the scholarly community at large.

Dissertation Proposal The topic, focus, and quality of the student's doctoral research should be directed toward a significant public policy issue and provide the opportunity to demonstrate that the student can develop a theoretically interesting and researchable question. The dissertation proposal should define the scope of the student's doctoral research, address specific hypotheses, propositions, or research questions to be examined, discuss data collection and analysis procedures, and provide a timeline for the research project. The general form of the dissertation proposal should be essentially the same as a research proposal sent to a funding organization for peer review.

Human Subject Research Review If a student's dissertation proposal involves human subject research as defined by the University of Southern Maine Institutional Review Board (IRB), the student must obtain IRB approval for the proposed research prior to a dissertation proposal receiving final approval by the Doctoral Research Committee. Students are advised to contact the IRB or to visit their Web site (www.usm.maine.edu/orc/irb) if they will be conducting human subject research.

Admission to Candidacy for the Doctoral Degree A student is considered admitted to candidacy for the Ph.D. upon completion of all required course credits and examinations, completion of an oral defense of their dissertation proposal before their Doctoral Research Committee with IRB approval, if required, as outlined above, and submission of a written version of the proposal signed by the committee chair and committee members, to the program chair, the Muskie School Office of Student Affairs, and USM's Office of Graduate Studies.

Completed Dissertation Final oral examination of the dissertation is intended to judge the quality of the dissertation, the amount of original work being presented, and the ability of the candidate to defend the approach, methods, and conclusions of the dissertation. The committee must approve the dissertation by majority vote. The committee may make approval conditional upon certain changes in the dissertation being made by the candidate. For editorial changes, the committee may refer final approval to the chair of the committee. If substantive changes are required for approval, committee members are expected to withhold their signatures of approval until the required changes have been made.

If a majority of the committee does not approve the dissertation, the candidate shall receive a written explanation of the committee's review. One re-examination, possibly after additional revisions of the dissertation, may be requested.

The candidate's dissertation is considered complete when it has been successfully defended orally before the student's Doctoral Research Committee and a copy of the dissertation, bearing the signatures of the committee members on the cover page, is filed with the Office of Graduate Studies.

Upon approval of the dissertation by their Doctoral Research Committee, a copy of the dissertation meeting applicable standards of formatting set forth by University Microfilms Incorporated (UMI) if an arrangement has been made with UMI, must be submitted to the Office of Graduate Studies. There is a \$100 dissertation review fee plus a dissertation microfilming fee (set by UMI) which must be paid prior to receipt of the degree.

Students who anticipate participating in the University's graduation ceremony must submit a completed and correctly formatted dissertation to the Office of Graduate Studies no later than one month prior to the date of graduation to allow adequate time for review and revisions.

Credit Requirements and Time Limits A candidate must enroll in a minimum of 12 credits for work on the dissertation proposal and dissertation research in PPM 799 or GRS 701. The dissertation must be completed within five years after candidacy status is attained. A student working on the dissertation who wishes to maintain eligibility for financial aid and loan deferment, as well as to maintain visa compliance, eligibility for

health insurance, and access to University services, and who is not enrolled in 6 credits of coursework, must register for GRS 701 (1 credit). Other students may be enrolled for fewer than 6 credits. If those students have completed their coursework, including 12 credits between GRS 701 and PPM 799, they should register for GRS 701 or GRS 702 (one credit) or have an approved leave of absence.

Examinations

The examinations provide an opportunity for the student to demonstrate the competencies and materials of the policy and research cores as defined above.

The Preliminary Examination The preliminary examination provides the opportunity for the candidate to demonstrate attainment of the knowledge and competencies addressed in the Policy Core. A student should be able to respond to questions that cross subjects, theories, and fields of research with coherent arguments, well grounded in the literature that they have studied.

The preliminary examination is offered in the winter only. All students who have completed the Policy Core are expected to take the examination at the first opportunity following completion of the policy courses.

An Examining Committee is appointed by the program chair for each examination (see below). The Examining Committee will provide students who will take the examination with a statement of the format and procedure for the examination no later than October 15 for examinations following the fall semester, and no later than March 15 for examinations following the spring semester.

The Research Examination The Research Examination will be offered annually in the spring, and may be offered at other times as determined by the program chair.

Examinations are written and graded by the Examining Committee. The Examining Committee for the research examination will generally be comprised of faculty who have taught the Policy and Research Core courses.

Students will be notified by the Examining Committee of the format and process of the examination on the same schedule as the preliminary examination for regularly scheduled examinations. For non-regularly scheduled exams, the Examining Committee will provide students with a statement of format and process not less than 30 days before the exam.

Failure of Examinations A student who fails either the preliminary or research examination will be withdrawn from the program. A student who fails one section of either examination may be allowed to retake that part of the examination within a time specified by the Examining Committee appointed for that examination, generally no more than one month following the grading of the first examination.

Examination Prerequisites A student must have completed and have no grades of I, I*, or INC except as noted below in any of the policy core courses at the time they take their preliminary examination, or in research core courses PPM 710-713 at the time they take their research examination. A student with grades of I, I*, or INC in the relevant courses will be permitted to take the examination only with the approval of the program chair on the basis that resolution of the incompletes is imminent at the time of the examination. A student who cannot resolve the incompletes may be suspended from taking courses until such time as the incompletes are resolved and the examination passed.

The Statement of Research Interests and Doctoral Studies Plan

Doctoral Studies Plan All doctoral students must submit a completed doctoral program of studies form to their advisor in the first semester of doctoral study. The form is available in the Student Handbook and from the Muskie School Office of Student Affairs. Students are encouraged to use the form throughout their program as a planning mechanism. It can be updated as needed.

Statement of Research Interests Students who have not begun preparation of a dissertation proposal shall submit an annual statement of research interests to their Advising Committee. The statement will identify areas of public policy that the student proposes to investigate in courses, research projects, and readings ultimately leading to the dissertation. The statement serves as a means of self-assessment and reflection by the student and the basis for guidance by the advising committee.

Review of the statement of research interests normally will take place in the spring semester, or at such time as the chair of the Advising Committee and student agree.

Appeals

Students wishing to appeal a grade in a course may do so using the appeals procedure specified in the University of Southern Maine Graduate Catalog.

Students wishing to appeal a decision to withdraw them from the program as the result of a failed preliminary or research examination may lodge an appeal with the chair of the program. An appeal may only be made on grounds of procedural defect and must be made in writing within three months of the student being notified of the examination failure. The program chair shall refer the appeal to the Academic Affairs Committee for a recommendation. The recommendation to uphold or deny the appeal shall be transmitted to the program chair who will make a recommendation to the dean. The dean will make a final decision based on the program chair's recommendation.

Students whose appeals of a withdrawal decision are being heard during an academic semester may remain enrolled while their appeals are being heard. If the appeal is denied, their withdrawal will be effective at the end of the semester in which the appeal is decided.

Academic Affairs Committee members who served on the Examining Committee for the student making the appeal will not review the student's appeal. If the program chair served on the Examining Committee, the dean shall serve in place of the program chair for purposes of this process.

Academic Integrity

All students must adhere strictly to the University of Southern Maine policies regarding academic integrity. For more information on these policies, the possible penalties for violation, and appeals, see the USM Graduate Catalog.

Withdrawal from the Program

A student may be withdrawn from the program by the Ph.D. program director if he/she has not made satisfactory progress toward fulfilling degree requirements, failed to maintain a cumulative grade point average of 3.3 (B+) for three or more semesters, has failed the preliminary or the research examination (*see Examinations information earlier in this section*), or has not completed the dissertation within 5 years after attaining candidacy status or within 10 years of matriculating.

Leaves of Absence

A student who anticipates that they will not register for any courses or for GRS 601 or GRS 701, or for dissertation credits in PPM 799 during one or more consecutive semesters must request a leave of absence from the program. The leave of absence must be endorsed by the chair of the student's Advising or Doctoral Research Committees. The endorsed leave request must be filed with the Office of Student Affairs no later than September 30 for a leave beginning in the fall semester or January 31 for leaves beginning in the spring semester.

Leaves of absence will not normally be approved for periods exceeding two years.

PPM 701 Intellectual Foundations of Public Policy

Public policy concerns itself fundamentally with the creation, articulation, implementation, and evaluation of "ideas" and "theories" applied to problems and issues within the public sphere or in the civic realm. Perhaps the most revolutionary among these ideas is the very notion of "democracy" itself and the culture of democracy that it fosters and that is created by it. Broadly defined, democracy implies self-government built upon majority rule with protection of the minority, the elaboration and protection of liberties and freedoms, respect for legal entitlements, the guarantee of free discussion and discourse, and the uncensored distribution of news and fair comment. Democracy has an "intrinsic value" in that civic participation and freedom of human life expands and

enriches the lives of its citizens. Democracy has an important "instrumental value" in enhancing the hearing that people get in expressing and supporting claims to political attention, and by holding governments responsible and accountable. Democracy also has a crucial "constructive value" in that its practice helps citizens to learn from one another and to form values and priorities along with an understanding of needs, rights, and duties. Though ancient in origin, the 20th century and our current era have witnessed both the universalization and globalization of the democratic idea. No longer do we say that certain communities are either "fit for democracy" or not. The emphasis now has become one in which it is acknowledged that all communities become "fit through democracy." Understanding the history and meaning of democracy is integral to a mature, robust,

and supple understanding of public policy and management in the American context. The programs of the Muskie School are about the practice of public policymaking and the management of public institutions and processes within a democratic society and a culture of democracy. This course seeks to address the problems inherent in the practice of democracy as it relates to public policy and management. Cr 3.

PPM 702 Seminar in Public Policy

This course provides students in the doctoral program with an overview of the major topics in the literature on public policy. The emphasis is on different theoretical approaches to public policy as these manifest themselves in both actual policy research and in the study of policy. The emphasis is on providing students with a background in the public policy literature that will be useful in framing research questions for the dissertation and which will provide the foundation for the public policy sections of the doctoral exams. Cr 3.

PPM 703 Economic Foundations for Public Policy Research

This course provides the economic foundations for analyzing public policy issues. The focus is on microeconomic theory and applications, including economic behavior at the consumer and producer level, the nature of markets, market structure, and economic efficiency concepts. Emphasis is placed on the underlying assumptions, postulate of rationality, and optimizing behavior for individual agents, efficiency of optimizing behavior, efficiency of markets, and compensation criteria. Applications focus on income maintenance programs, in-kind welfare transfers, education production function, markets, and the incidence and burden of taxation. Students determine which economic model is appropriate for specific policy issues and learn how to conceptualize policy issues using these models and interpret outcomes of such models. Prerequisite: PPM 611 or equivalent. Cr 3.

PPM 704 Seminar in Public Organization and Management

This course provides an overview of organization theory, research on behavior within organizational settings, various perspectives on the nature of public agencies (political, cultural, and economic). Various schools of organizational theory are addressed, from early classical theory through recent formulations based on chaos theory. The literature on organizational behavior is examined, especially as it pertains to policy leadership and implementation. The course is designed to accomplish three goals: (1) understanding of organizational theory and behavior and how it applies to governmental organizations; (2) awareness of the various theoretical constructs which can be applied in conceptualizing and analyzing agencies within the public sector; and (3) development of basic research skills in the analysis of organizations, including problem formulation, application of conceptual

frameworks, writing of literature reviews and oral presentation of information. Cr 3.

PPM 705 Seminar in Policy Analysis

This course provides an overview of the process, role, and methods of policy analysis. The role of policy analysis in the policy development process is explored, along with various ways in which the processes of policy development and policy analysis coincide and diverge. Students are introduced to major methods of policy analysis, including historical analysis, quantitative and qualitative research, simulation and forecasting, and operations research and their application to policy analysis. Cr 3.

PPM 706 Seminar in Policy Research

Examines issues, frameworks, and approaches in policy research. Specific consideration is given the social and behavioral sciences and their application in basic and applied research within the broad area of public policy. The course begins with a general consideration of the scientific method, the philosophical questions it raises (e.g. the fact-value dichotomy) and how it is employed in inquiry, from paradigm to theory through empirical verification. Ethical issues of social research (e.g. confidentiality and research review boards) are explored as well as the role that politics plays in the research act. Issues of operationalization are considered, especially alternative concepts of validity and scale and index construction and data quality. The process of designing studies (true, quasi, and nonexperimental) is a primary topic along with applications in cross-sectional and longitudinal research. The quantitative versus qualitative research debate is reviewed as well as the topics of grounded theory and triangulation (and associated multi-method strategies). Basic methodological approaches are described including sampling (probability and non-probability), experiments, survey research, qualitative field inquiry (simple observation, participant observation, semi-structured interviewing, focus groups), unobtrusive data (content analysis, statistical records) and program evaluation. Assignments focus on the conduct of literature reviews, interpretation of empirical research, and the design of actual policy studies. Cr 3.

PPM 710 Conduct of Inquiry

This course examines the history, philosophies, and methods of science as it is used in the behavioral and social sciences and, more specifically, within policy and organizational research. Theories of science will be described, analyzed, and assessed. Case studies wherein various forms of "social knowledge" have been utilized to shape public policy will be evaluated. A review of more recent thinking on these issues (e.g., casual inference, naturalistic inquiry, chaos theory, hermeneutics, etc.) within the context of the social sciences is also a topic of the course. Finally, some current ideas and debates in policy analysis, program evaluation, and other areas of applied research in public policy and management are presented. Cr 3.

PPM 711 Seminar in Quantitative Methods

This course provides the statistical foundations upon which to conduct public policy research. It prepares students to be able to communicate and become proficient in statistical research methods. Material covered will deal with descriptive statistics, probability and probability concepts, randomness and fundamental sampling concepts, statistical inference and hypothesis tests, correlation concepts, and simple linear regression analysis. Prerequisites: PPM 601, HPM 545 or their equivalents; and a computer laboratory. Cr 3.

PPM 712 Advanced Quantitative Methods (Multivariate Methods)

This second requirement in statistical research methods will expose the student to standard and advanced treatment of multivariate statistical techniques found in modern day statistical research and econometrics used in public policy analysis. The emphasis of the course will include both application and theory to enable the student to develop proficiency in applications in a variety of research settings, and develop a strong foundation in applied quantitative research at the professional level. This course also will include a laboratory component. *Under certain circumstances, a student may request that another course be taken in place of this course. Refer to the Program of Study section in this chapter.* Prerequisite: PPM 711. Cr 3.

PPM 713 Qualitative Design and Methods for Policy Research

The primary goal of this course is to develop an understanding of the breadth of perspectives in qualitative research with particular emphasis on the unique issues involved in the design and conduct of research studies in public policy. Attention will be given to single and multi-site case study designs as well as the design and implementation of field work. Primary emphasis will be given to providing opportunities for students to develop their skills in the collection and analysis of qualitative data. Cr 3.

PPM 720 Dissertation Pro-Seminar

This seminar provides an intensive review of the process of preparing to undertake a major research project such as the dissertation. It will cover such topics as literature reviews, evaluation of research methodolo-

gies, and preparation of research proposals. Cr 3.

PPM 730 Directed Doctoral Studies

Independent readings or other studies undertaken under faculty supervision. Cr 3.

PPM 740 Supervised Research

Applied policy research project conducted by doctoral student under faculty supervision. Cr 3.

PPM 799 Dissertation

Prerequisite: candidacy status. Cr 3.

GRS 601 Graduate Studies

A student who has completed the 12 required credits for dissertation research must register for GRS 601 to maintain enrollment in the Ph.D. program up to the time of dissertation completion. Cr 0.

GRS 701 Dissertation Completion

This course is primarily intended for students who have completed course work for the Ph.D. but have not completed their dissertation. It permits doctoral degree candidates to retain eligibility for financial aid including University-funded fellowships, scholarships, graduate assistantships, and loan deferment, as well as to maintain visa compliance, eligibility for health insurance, and access to University services including USM Libraries and Internet. Prerequisite requirements: passed qualifying exams, registered for less than 6 graduate credits (including PPM 799), adequate progress certified by advisor and program chair, and approval from the Office of Graduate Studies. Cr 1.

GRS 702 Dissertation Continuation

A student who has passed his or her qualifying exams and is registered for less than 1 credit can fulfill the continuous enrollment requirement of the University by registering for GRS 702. Students who are registered for GRS 702 have access to University services including USM Libraries and Internet. However, they are not eligible for financial aid, including University-funded fellowships, scholarships, graduate assistantships, and loan deferment. They are also not eligible for health insurance through the University or an international student visa. Cr 1.