

PH.D. IN POLICY AND  
MANAGEMENT PROGRAM  
STUDENT  
HANDBOOK  
2008-2009

Evans  
School  
*of Public Affairs*

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UNIVERSITY OF  
WASHINGTON

## **PREFACE**

This handbook provides prospective students and currently enrolled students with general information about the Evans School Ph.D. program curriculum, policies, and procedures. It has important information about the school's academic policies and requirements. The handbook is also available on the Evans School website at <http://evans.washington.edu/students/handbooks>.

For more general information on the school's mission, history, research, teaching, and public service initiatives, please see the school's website (<http://evans.washington.edu>).

All students should review this material and consult it as they progress through the Ph.D. program. This document is intended to accompany the UW *Graduate School's Policies and Procedures for Graduate Students* available online at [http://www.grad.washington.edu/area/currstuds\\_f.htm](http://www.grad.washington.edu/area/currstuds_f.htm). Please consult both for comprehensive information about policies and requirements.

No handbook or website can answer all the questions you have, and certainly cannot replace contact with the faculty and staff who are here to serve you. The following faculty and staff (2008-09 assignments) may be helpful in answering your questions or providing assistance:

- Professor William Zumeta, faculty coordinator, Ph.D. program
- Jason Smith, assistant dean of student services and admissions
- Sharon Doyle, program coordinator, Ph.D. program
- Melissa Best, student services program coordinator
- Heather Krasna, director of career services
- Associate Professor Rachel Kleit, graduate program coordinator

These individuals are responsible for administering the Evans School's academic and student services programs. Go to them when you have questions about your enrollment in the program, Ph.D. policies, the curriculum and its requirements, or any matter related to your academic progress at the school. In addition, each new student is assigned a faculty advisor. Your advisor is a valuable resource on questions about classes, resources on campus for academic study, or other matters of graduate-level academics, and we urge you to use him or her often and wisely.

## **PROGRAM OVERVIEW**

The Ph.D. in Public Policy and Management is a research doctoral program that prepares its graduates for careers as faculty in university programs in public policy and management, and for research positions in the public and nonprofit sectors. The Ph.D. program seeks to prepare scholars who can advance the state of research, practice and the formation and evaluation of policies in the academic, nonprofit, and public sectors. It takes an interdisciplinary perspective in its curriculum and draws broadly on theoretical and methodological foundations in policy analysis and management.

## DEGREE REQUIREMENTS

Ph.D. students must complete a minimum of 90 credits to earn the Ph.D. degree, generally through 60+ credits of coursework, and a minimum of 27 dissertation credits. The degree can be completed in four years, generally through two years of coursework with the remaining time for the dissertation research, writing, and defense.

### A. YEAR ONE

The first-year core curriculum prepares students to undertake independent scholarship in public policy and management. Prior coursework in calculus is expected before matriculation. In addition to the course requirements below, students have some restricted elective options in the first year, along with more electives available in the second year (see sample course schedule in Section C).

- **Research Design (PPM 502).** This course provides a doctoral-level applied social sciences background that combines theoretical and practical skills for conducting research. Students are exposed to issues involved in research decisions and to diverse problem-solving strategies at various stages of the research process. The course examines the logic of scientific inquiry, conceptualization and measurement of social phenomena, principles of research design, and alternative methods for describing, analyzing, and modeling primary and secondary data.
- **Institutional Perspectives on Management (PPM 504).** This foundation course prepares doctoral students for careers in research and teaching public policy, management, and leadership. It examines competing theories of institutional design and action that illuminate pressing challenges of policy, management, and leadership.
- **Public Policy Processes (PBAF 575/PolSci 575).** This course is concerned with research about policy processes. It is structured as a research seminar that combines theoretical frameworks for studying policy processes with discussion of student research. Options for this course include domestic and comparative institutional perspectives.
- **Advanced Microeconomics for Policy Analysis (PPM 506).** This course provides a doctoral-level introduction to microeconomic theory and tools that are used to inform public policy analysis. The course covers individual and firm behavior, decisions under uncertainty, information, strategic behavior, property rights, transaction costs, externalities, public goods, and related topics.
- **Public Policy Analysis (PPM 510).** This course engages students in an explicit consideration of the role of policy research and analysis in public decision-making and a review and synthesis of the policy research, analysis, and evaluation literature. Students assess the contributions and limitations of seminal and recent research, gain exposure to cutting-edge techniques, and identify unresolved and emerging research questions that offer opportunities for future research.
- **Quantitative Methods (SOC 505 & 506).** Two core courses developing research skills in quantitative analysis are provided in the Department of Sociology. These two courses, offered in Winter and Spring Quarters, provide a foundation in the development, application, and diagnosis of linear models. Alternatively, students may opt for the quantitative sequence offered in Economics (ECON 580 and 581).
- **Proseminar in Public Policy and Management (PPM 500).** This weekly course provides a means to become familiar with research agendas and opportunities in this field and in the Evans

School as well as other aspects of socialization into the academic process, including teaching, grant writing and publishing.

## **QUALIFYING EXAMINATION**

All students will take the written qualifying examination approximately one month after the end of the Spring Quarter of the first year. This exam requires students to demonstrate mastery of the seven required courses taken in year one and to integrate knowledge across them. Students must pass all parts of the exam to continue in the program. In cases where a student's performance is less than fully satisfactory (conditional pass) in a particular area, remedial work may be required (e.g., retaking a course or a special assignment). In case of a failing grade on a question, the student will be permitted a single retake which will be scheduled for the September following the examination. A student who fails the retake exam cannot continue in the program. In addition to the grades of Pass and Pass with Conditions, students may earn a grade of High Pass on individual questions and the exam as a whole.

## **B. YEAR TWO**

### **ADVISORY COMMITTEE**

With the aid of his/her adviser, each student should form an Advisory Committee in the Autumn Quarter of the second year to serve an expanded role in advising the student, particularly on elective coursework, the second year paper, and the development of a research agenda leading to the dissertation. The committee should consist of a primary advisor and two or three additional members. The primary advisor and at least one additional member must be from the Evans School (these members may have joint appointments in other units). One member may be from outside the Evans School. The primary advisor and at least two other members of the committee must also be members of the UW Graduate Faculty. Members of this Advisory Committee will often form the nucleus of the official Supervisory Committee, appointed in year three, that supervises the General Examination and the Dissertation phases of the student's Ph.D. program.

### **TEACHING**

Students are expected to develop teaching competence during their Ph.D. program. This is initiated by participating in the Teaching Assistant Conference on Teaching and Learning (1 credit), offered by the Center for Instructional Development and Research (CIDR), which takes place just before the Autumn Quarter of each year, or another course or seminar with similar aims. This workshop should normally be completed prior to serving as a Teaching Assistant (TA). In addition, all students are expected to TA for at least one course in the Evans School or elsewhere on campus and/or to teach a course of their own before graduation.<sup>1</sup>

For students who receive funding offers from the school that include teaching responsibilities, the expectation is that the student will TA for three quarters during their second or third year, as indicated by the Evans School. In some cases, qualified students may be asked to be a TA during their first year. TA assignments will be made by the Associate Dean for Academic Affairs in consultation with the Ph.D. faculty coordinator and the faculty. Students may choose to be a TA for more than the minimum three quarters, teaching opportunities permitting.

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<sup>1</sup> In an effort to improve students' preparation for teaching roles, the School will endeavor to develop guided teaching experiences beyond the TAship such as a for-credit teaching seminar.

A student may request a waiver from this requirement if he or she has had equivalent prior teaching experience in public policy or public management or a closely related field.

## SECOND YEAR COURSEWORK REQUIREMENTS

1. The Data Analysis Practicum and at least two additional courses in research and analytic methods that have been approved by the student's advisor. At least one of these two courses must be a qualitative methods course. The second may be either a quantitative or qualitative methods course.

**Data Analysis Practicum (PPM 512).** This course builds on and integrates methodological aspects of the core curriculum and develops capacity to undertake independent research. Students will read, critique, and replicate portions of selected empirical papers from a range of scholarly areas that contribute to this Ph.D. program, such as sociology, political science, management, economics, and risk analysis. The exercises will be selected to provide opportunities to deal in-depth with issues of research design, data limitations, measurement of key concepts, model specification, and interpretation.

2. At least three graduate-level courses in a substantive policy area (e.g. environmental policy, education policy, international development, etc.). The Ph.D. program recommends that these courses be taken from at least two departments (including professional schools) and cross disciplinary lines. These courses should be rigorous enough to enable each student to competently read and critique research in the field of specialization.

The Ph.D. program recommends that students develop significant disciplinary depth in social science by taking three or more graduate-level courses in one discipline (anthropology, economics, geography, political science, psychology, or sociology). These courses are in addition to discipline-based courses that focus on research methods. They may overlap with substantive policy area courses. Students may want to take the field examination in their external discipline concentration from the relevant unit on campus, but this is not required.

The Ph.D. program recommends that students specializing in public or nonprofit management build their knowledge of how management tools are applied in context by taking at least three graduate-level courses in substantive policy areas. Depending on student interests, the courses may focus on more than one area.

The course planning should be done in close consultation with the student's advisor and committee.

## SECOND-YEAR PAPER

Students must pass a written *second-year assessment paper* before being permitted to take the General Examination. The second year paper requires students to demonstrate competence in their selected concentrations, and in analytic methods. Students should work closely with their Advisory Committee in designing the particulars of their assessment within the parameters described below. Students may opt to enroll for supervised independent study credits (PPM 600) for readings they undertake in preparation.

In the second year paper, the student develops a critical review of the literature in his or her area of study. The review should integrate research on the area of study and identify potential research opportunities that may subsequently form the basis for a dissertation proposal. The review should demonstrate broad familiarity with relevant research in the chosen area, and with the range of theory and methods applied within

the reviewed literature. It should demonstrate that the student is prepared to carry out the independent research needed to develop a dissertation proposal and complete a dissertation. The paper should be approximately 30 pages in length, and be submitted to the student's Advisory Committee for evaluation by the end of Spring Quarter of the second academic year. Each member of the Advisory Committee will provide written or oral feedback to the student within 2-3 weeks. The student will revise the paper in light of the feedback and resubmit it to the committee. Within 2-3 weeks after the resubmission the student and committee will meet to discuss the paper and the student's plans for research. The committee will submit to the Ph.D. faculty coordinator a written evaluation of the paper and discussion which will include its assessment of the student's readiness to begin work on a dissertation proposal. This step must be completed before the student forms a Supervisory Committee and schedules the General Examination.

As they complete this requirement, students may elect to take a Doctoral Research Seminar, jointly listed with URBDP 593, currently offered in the Autumn Quarter, which provides a structured environment for the development of a paper meeting these objectives.

**SAMPLE COURSE SCHEDULE FOR YEARS ONE AND TWO**

<b>YEAR ONE*</b> <i>Core courses are noted in yellow</i>			<b>YEAR TWO</b>		
<b>Quarter</b>	<b>Course</b>	<b>Credits</b>	<b>Quarter</b>	<b>Course</b>	<b>Credits</b>
<b>Autumn</b>	PPM 506 Advanced Microeconomics for Policy Analysis	3	<b>Autumn</b>	Quantitative and qualitative methods courses: policy/management and disciplinary specialization courses	7
	PPM 504 Institutional Perspectives on Management	3			
	PPM 500 Proseminar in Public Policy and Management	1		PPM 512 Data Analysis Practicum	3
	PPM 502 Research Design	3			
<b>Winter</b>	PBAF 575 Public Policy Processes	3	<b>Winter</b>	Quantitative and qualitative methods courses; policy/management and disciplinary specialization courses	10
	SOC 505 Applied Social Statistics	3			
	PPM 500 Proseminar in Public Policy and Management	1			
	Elective(s)	3			
<b>Spring</b>	PPM 510 Public Policy Analysis	3	<b>Spring</b>	Quantitative and qualitative methods courses; policy/management and disciplinary specialization courses	10
	SOC 506 Quantitative Techniques in Sociology	3			
	PPM 500 Proseminar in Public Policy and Management	1			
	Elective(s)	3			
<b>Total Credits, Year One</b>		<b>30+</b>	<b>Total Credits, Year Two</b>		<b>30+</b>

**Course Schedule Notes:**

- Ph.D. students who have completed prior coursework similar to that of a particular core course may request approval from the Ph.D. Program Faculty Chair for a course substitution.
- In years one and two, Ph.D. students are expected to maintain a minimum credit load of 10 credits per quarter.
- Students may take second year methods and policy or management courses in any term in which they are offered.
- Scheduling is subject to change on an annual basis. This schedule is meant to be an example.

## **C. YEAR THREE AND BEYOND**

### **GENERAL EXAMINATION**

The General Examination will be an oral defense of a written dissertation proposal. Upon passing the Examination, the student will advance to candidacy for the Ph.D.

The dissertation proposal should provide a plan for the dissertation that the student develops in consultation with his or her Supervisory Committee (see below), and which reflects a shared expectation of what the dissertation will involve. The proposal should include a clear statement of the research questions and hypotheses and their significance, review of the literature, research design, description of the data and analytic methods to be used in the study, and expectations of the contributions to be made by the dissertation.

The timing of the General Examination will depend on the progress of the student in working with the Supervisory Committee to develop a suitable proposal. In general, the proposal and defense should be completed by the end of year three in the Ph.D. program.

### **ESTABLISHING A SUPERVISORY COMMITTEE**

One quarter prior to scheduling the General Examination, the student needs to formalize his or her Supervisory Committee, including appointment of a Graduate School Representative (GSR), by filing the appropriate forms with the Graduate School. (See Graduate School Memorandum No. 13: <http://www.grad.washington.edu/acad/gsmemos/gsmemo13.htm>.) The committee's size and membership (excluding the GSR) should follow the guidelines for the Advisory Committee explained earlier. The scheduling and location of the General Examination must be filed and approved by all members of the Supervisory Committee and the GSR at least three weeks prior to scheduling the General Examination.

### **DISSERTATION**

Once the student passes the General Examination, he or she advances to the level of doctoral candidate, may form a Reading Committee from among the members of the Supervisory Committee to assist closely with the dissertation work, and develops a dissertation based on the proposal approved at the General Examination. The final step in the Ph.D. program is the formal presentation and defense of the dissertation before the Supervisory Committee. This process follows the normal protocol as set by the Graduate School.