



Gerald R. Ford  
School of Public Policy  
UNIVERSITY OF MICHIGAN

Bachelor of Arts in  
Public Policy

**Program  
Handbook**

2010-2011

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# Undergraduate Student Handbook

## Fall / Winter 2010-2011

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This handbook is available online at [http://fordschool.umich.edu/current/academic\\_resources.php](http://fordschool.umich.edu/current/academic_resources.php).

Fall 2010

Dear Students,

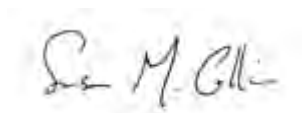
On behalf of the entire Ford School community, I write to welcome you to the Gerald R. Ford School of Public Policy and to thank you for choosing to join us this year. As you begin your studies, you are embarking on a new trajectory that we hope you will find both intellectually stimulating and personally fulfilling. You are also beginning a life-long affiliation with an extensive network of Ford School and University of Michigan colleagues. This is a special membership, and one that we hope you will value and enjoy far beyond your actual time here on campus.

I am honored to be beginning my fourth year as dean of the Ford School after fifteen years in Washington D.C., where I served as a senior fellow at the Brookings Institution and a professor at Georgetown University. At Georgetown, I taught international macroeconomics and trade as well as macro aspects of development. These days, my research focuses on determinants of growth in developing economies. I also spend a great deal of time working with the Ford School's students, faculty, and staff, and hope you will share my excitement at being a part of this vibrant and dynamic community!

We have designed an orientation program that we believe will help you to acclimate to your new community. The materials you will receive are intended to cover what you will need to know to begin classes. We also hope that the opportunity to meet some of your new classmates, as well as members of the faculty and the staff, will help you to feel comfortable right from the beginning of the program. This handbook provides guidance and information about your degree program, as well as useful information about the Ford School, the University of Michigan, and life in Ann Arbor. It is meant to be a resource for you throughout your studies. However, if you have questions not covered here or need assistance of any kind, please ask any member of the Student Services staff. They are here to help.

Again, welcome! I look forward to meeting and working with you as you build new skills, knowledge, and relationships in the years ahead.

Best Wishes,



Susan M. Collins  
Joan and Sanford Weill Dean of Public Policy

# Chapter 1: Welcome to the Ford School

## 1) Understanding the Environment for Diversity

The University of Michigan and the Ford School of Public Policy moved into the twenty-first century with a commitment to being a national and world academic leader in the racial and ethnic diversity of its faculty, students, and staff. We must work hard together to achieve this leadership. The following statement of principles reflects understandings that the faculty and staff have adopted as part of our professional code of conduct. We suggest them as a common framework for students to consider adopting on an individual basis.

Part of what makes the Ford School special is the diversity of its student body, staff, and faculty. We have worked hard at promoting this diversity, and we care about it a great deal. When we say diversity, we mean that we have people of different racial and ethnic backgrounds, genders, sexual orientations, religious beliefs, political outlooks, lifestyles, physical appearances, and substantive interests in public policy. We don't just tolerate it; we think that it enriches all of us. Much of the enrichment happens naturally as we interact with one another in class and out. To make the most of this opportunity, however, it is useful to have a few guidelines and some common understandings. We, the faculty, staff and students, have adopted the following simple understandings as part of our professional code of conduct.

Our first understanding is that the Ford School is a community and that *every* member of the community is important. Every member of the community should be treated with complete respect. In particular, we will listen to what all others have to say.

Our second understanding involves talking. Sometimes people in the community say or do things that are upsetting or offensive. This is often the result of a misunderstanding. Such misunderstandings sometimes occur as part of the education process in which assumptions are challenged. If someone says something or does something that is upsetting or offensive, we will try to talk about it. Talking directly to the person is preferred, but we understand that sometimes it just feels too difficult to do that.

Our third understanding involves clarifying. It isn't always clear why something is upsetting or offensive. We each have some responsibility to clarify the situation. Sometimes we find ourselves in the position of saying something that gives offense. If someone tells us that we have said or done something that others find upsetting or offensive, we will try not to be defensive. We understand that this is a common part of living in a diverse community. It is, in fact, a common part of any relationship. We will not intentionally offend anyone. We will try to engage in a discussion, not a debate or an argument. The discussion is not about right or wrong. It is not about what the person should be feeling. If someone is upset because of something we said or did, it is part of our responsibility as a member of the community to understand why, and it is a chance to learn. If we tell someone that we are upset, we expect to engage in a discussion about why. We do not have to justify our feelings; we do need to help the other person understand them, and we need to listen to what others have to say.

We have found that following these guidelines can generally turn a potentially negative experience into a constructive learning experience for everyone. These guidelines work for most situations that arise in our everyday life. We also recognize that some problems may arise for which these guidelines are not effective. In such situations, students should contact the Director of Student and Academic Services. The University also has administrators who can provide assistance and counsel.

## **2) Academic Integrity & Discipline Process**

The Ford School is a community of scholars who are ardently committed to the free exchange of ideas. As a community we rely on individuals to identify, affirm, and promote the values of academic integrity among students, faculty and staff.

A clear sense of academic honesty and responsibility is fundamental to good scholarship. Conduct by students that violates the ethical or legal standards of the University community or of one's program or specialization may result in serious consequences, including immediate disciplinary action and future professional disrepute. Among the serious offenses against these standards are: cheating, plagiarism, misrepresentation or falsification of data, dishonesty in publication, falsification or improper modification of an academic record, misuse of human subjects, and aiding and abetting academic misconduct.

Students are responsible for being familiar with and are held accountable to the standards as articulated in the Academic Integrity Statement, as well as University policies outlined in the Statement of Student Rights and Responsibilities (<http://oscr.umich.edu/statement/>).

In a case of alleged academic misconduct, the student will first meet with the instructor of the class during which the alleged misconduct took place. The faculty member will advise the Associate Dean of the Ford School, the Faculty Director of the Undergraduate Program, and the Director of Student & Academic Services. The student will then meet with the Director of Student & Academic Services. The faculty member, Associate Dean, and Directors will meet and discuss the appropriate sanctions, if any. Sanctions will range from a warning up to dismissal from the program. The student will be notified in writing regarding the outcome of this meeting. The student has the right to appeal to the Dean.

## **3) Ford School Policy Statement on Harassment and Creating a Constructive Learning Environment**

At the Ford School we strive for a supportive learning environment, one in which people treat each other with the utmost respect. We believe in open inquiry and intellectual honesty. Arguments over differences of opinion and interpretation are often at the heart of the learning process. Students, faculty, and staff come to the Ford School from a great variety of backgrounds and from many countries and cultures. This diversity enhances learning, but it also means that styles of expression and inquiry may vary. For instance, a person's behavior or language may be perceived differently than he or she intends. We have a responsibility to listen with respect to the perspectives of others and to take their concerns seriously.

Sometimes people in our community say or do things that upset or insult others. This can be the result of misunderstanding or misperception by people who do not mean to give offense. We encourage students, faculty, and staff to talk about and clarify what makes such words or behaviors offensive. Potentially, doing so can turn a negative experience into a constructive one for those involved. It can become an opportunity for learning.

The following types of behavior are discriminatory harassment and are subject to discipline: Verbal or physical conduct by a member of the faculty or staff that is based upon race, color, creed, religion, national origin, sex, sexual orientation, ancestry, age, marital status, handicap or Vietnam-era veteran status and that:

- a) adversely affects a term or condition of an individual's education, employment, housing or participation in a University activity; or
- b) is used as the basis for a decision that adversely affects an individual's education, employment, housing or participation in a University activity; or
- c) has the purpose or effect of creating an intimidating, hostile, or offensive environment for academic pursuits, employment, housing, or participation in University activities.

If you feel yourself to be the object of harassing behavior, or if this behavior creates a hostile environment, there are people at the Ford School who can be contacted for guidance and advice. You may speak with the Director of Student & Academic Services, Associate Director or the Fellowship and Academic Advising Manager if you are experiencing harassment of any kind. If you are unsure of what constitutes harassing behavior and want clarification, please see one of them promptly. Behavior that inhibits other people's ability to learn in our community is unacceptable. The consequences of engaging in such behavior can, in serious cases, may lead to dismissal from the Ford School.

#### **4) Community Expectations**

The U-M's Statement of Student Rights and Responsibilities (<http://www.oscr.umich.edu/statement/>) describes certain rights and responsibilities of University of Michigan students. While it imposes no specific morality on students, the University requires certain standards of behavior on and off campus to secure the safety of the Ford School community and to ensure that the School remains a center of intellectual engagement. Students alleged of conduct in violation of the Statement may be referred to the Office of Student Conflict Resolution for mediation, review, and possible sanctions. Students whose behavior is disruptive to the Ford School community and/or is in conflict with the expectations of the Ford School community will be asked to meet with the Director of Student and Academic Services to discuss that behavior. In cases where a student's behavior has significantly disrupted the community, the Director and/or other Ford School administrators reserve the right to impose sanctions, up to and including dismissal, to protect the well-being of the community.

#### **5) Community Events**

##### *Orientation*

Ford School Orientation takes place the week prior to the start of classes. Ford School Orientation gives students the opportunity to meet their fellow classmates, the faculty and staff.

### *Brown Bag Series*

Throughout Fall and Winter semesters, the Ford School will offer brown bag lunch meetings on a variety of topics. Topics may include: student organizations fair, student advising, information technology resources, internships/career services, and funding graduate education. Watch for emails about these opportunities.

### *Dessert with the Directors*

Each fall, the Director of Student and Academic Services and the Director of the Undergraduate Program host "Desserts with the Directors." These informal events provide an opportunity for juniors to meet and get to know the Directors and your classmates, and to express how and why they chose to attend the Ford School.

### *Holiday Party*

Each December the Ford School celebrates the end of the semester with an evening of food and socializing. It is Ford School tradition that each student class presents a skit about their Ford School experience.

### *Gramlich Showcase of Student Work*

Held in March, the Gramlich Showcase is an opportunity for the community to celebrate the intellectual achievements of graduate and undergraduate students at the Ford School. The showcase features a poster session highlighting outstanding student work at all levels. This annual event is named for long-time U-M faculty member and former Federal Reserve Board Governor Ned Gramlich, as a tribute to his belief in and commitment to the value of a public policy education.

### *Charity Auction*

In the spring, the Ford School celebrates the end of the school year with a semi-formal evening charity auction. Faculty, staff, and students donate items and services for the silent auction and the live auction, and the evening's proceeds benefit a charity selected by student vote.

### *Public Policy and International Affairs (PPIA) Summer Program*

PPIA is an intensive seven-week summer program that focuses on preparing students for graduate programs in public policy and international affairs and for careers as policy professionals, public administrators and leaders in areas of public service. The PPIA curriculum includes calculus, economics, and domestic/international policy issues. In addition, the program provides social and cultural programming designed to fit with the coursework assigned. The Ford School has hosted the PPIA program for more than 25 summers and continues to serve as one of the five PPIA program sites

## **6) Undergraduate Council**

The Ford School Undergraduate Council is an elected board of undergraduate public policy students. The Council consists of three seniors and two juniors. Two juniors are elected each fall term and serve for four terms. Another junior is elected in winter term to serve during her/his senior year. The Ford

School Undergraduate Council is responsible for planning social events for the undergraduate class, organizing community service opportunities and acting as the liaison to the Ford School Administration. The council meets on a weekly basis.

One of the things we strive for at the Ford School is to be a caring community. In the Carnegie Foundation's Special Report on Campus Life the report states '... a caring community not only enables students to gain knowledge, but helps them channel that knowledge to humane ends.' The outstanding efforts of the student organizations play a central role toward this objective. We do hope that you will become involved and continue the remarkable tradition of contribution to our community.

## **7) Ford School Facilities & Services**

The Joan and Sanford Weill Hall, on the University of Michigan's central campus, is the academic, administrative, and social hub for the Ford School. This beautiful new world-class academic facility, made possible by generous donations from the University, friends and alumni of the school, opened its doors in August 2006.

During the 2010-2011 academic year, we in Weill Hall will need to adapt to accommodate the construction site to our immediate north. It is important that students pay close attention to emails with relevant information and updates from the Facilities Manager during construction.

### *Building Hours and Accessibility*

Weill Hall has 2 "front doors": the south door (at the corner of Hill and State) and the north door (facing the Law school). Both doors use "card-key access" when the building is locked, requiring visitors to swipe a valid University MCard.

Card reader access doors automatically unlock at 7:30 am and lock at 6 pm, Monday - Friday. From 6 pm until 7:30 pm, anyone with a valid MCard will be able to enter the building using the card reader. After 7:30 pm and on weekends, only Ford School faculty, staff, and students will be able to enter the building. Of course, arrangements can and will be made for evening and weekend special events by contacting the facilities manager [fspp-facilities@umich.edu](mailto:fspp-facilities@umich.edu). Doors to the building should not be propped open at any time and individuals should not let people they do not know into the building after hours.

### **Baby Changing Station and Lactation Station**

Baby changing stations are available in both the Women's and Men's restrooms on the 1st floor of Weill Hall. There is also a Lactation station in room 2112 Weill Hall, within the Communications and Outreach offices.

### *Computing Center (3rd Floor, Weill Hall)*

The Hudak Family Computing Center is operated by Campus Computing Sites ([sites@umich.edu](mailto:sites@umich.edu)) and is intended to be used as a resource for faculty and students. The Basic Computing Package allows

students to print up to 400 b&w pages per term. (Double-sided printing counts as two pages.) Additional b&w pages are charged at \$0.06 per printed side.

More information about the Basic Computing Package, including allotments for faculty and staff, can be found on ITweb at <http://www.itd.umich.edu/your-account/bcp.intro.html>

#### *Reading Room*

The Margaret Dow Towsley Reading Room, located on the third floor, has a library atmosphere with couches and comfortable chairs for reading and studying. It will hold reserve materials and is open to the public during business hours. The photocopier located in the Reading Room can also be accessed using a MCard and any copies made are counted in a student's 400 page printing allotment.

#### *Lost and Found*

The Student and Academic Services Office in room 2245 has a lost and found box. Any valuable item received at the lost and found box will be delivered to the Department of Public Safety.

#### *Student Mailboxes*

Student mailboxes are located on the second floor next to the Student and Academic Services Office. Please check your mailbox frequently as much School-related mail will be delivered to you there.

#### *Faculty Mailboxes*

Faculty mailboxes are located on the fourth floor by the Faculty and Staff Lounge in room 4240. Students may leave materials in these mailboxes but should note that faculty may not pick up their mail daily and assignments left in the mailboxes may be marked late.

#### *Room Reservations*

As members of the Ford school community you are encouraged to reserve space in Weill Hall for your study groups and/or other school related events. You can check the availability of the different rooms and fill out the room reservation form at <http://fordschool.umich.edu/facilities/>. Once you have submitted the room request you will receive an electronic notice updating you on the status of your reservation.

#### *Safety and Security*

In the event of severe weather, you will be asked to go to the first floor hallways and interior class rooms for shelter. In the event of a building evacuation, please leave the building using the exit nearest your location. Assemble at the West side of the building on the sidewalk adjacent to State Street. Do not cross the street unless directed to do so.

Construction may dictate changes to the emergency plans during the 2010-2011 academic year. Please note emails from the facilities manager regarding updates to emergency plans and building use throughout the year.

## 8) Electronic Communication

Student Services has established e-mail groups for each class and degree program. These group lists are a quick and easy way to broadly distribute information to everyone at the School.

Ford School email groups such as FSPP-BA-class-of-2011@umich.edu and FSPP-all-students@umich.edu, et cetera, are intended only as venues to disburse information directly related to the activities of the school. Please choose the appropriate email group for your message so as to avoid sending mail to unintended recipients.

New email groups can be created by students for many purposes, including those who would like to discuss or debate issues outside of the activities of the school, by going to the U-M directory, creating a new group, and inviting other interested parties to join: <http://directory.umich.edu/>

Students are expected to adhere to the “Guidelines of Responsible Use of Technology Resources” as stipulated by the University of Michigan here: <http://www.umich.edu/~policies/responsible-use.html>

In accordance with the University guidelines, inappropriate use of University of Michigan technology resources may result in termination of access or other consequences.

As a U-M student, you should plan to check your U-M email account often to receive important announcements and information. Ford School staff will use your U-M email account in communications with you. Be advised that emails sent to staff from other accounts (e.g., gmail, yahoo, hotmail, etc.) often end up in junk mail boxes inadvertently, delaying our response.

If you have any questions about your University of Michigan email account, you can contact ITCS by visiting their office in the basement level of the Michigan Union at 530 S. State Street or by calling them at 734-764-8000. E-mail inquiries can be directed to [itcs.accounts@umich.edu](mailto:itcs.accounts@umich.edu).

## 9) Campus Safety Statement

Each year, the University of Michigan prepares and “Annual Security Report” and publishes it in the Campus Safety Handbook. The report, which is issued each October 1st, contains detailed information on campus safety and security policies, procedures, and programs, including information on: emergency services, security telephone numbers, sexual assault policy, stalking laws, handling obscene phone calls, sexual harassment policy, dealing with workplace violence and threats, police agencies, health services, counseling services, safe transportation after dark, safety tips, and alcohol and drug policies and programs. The report also includes statistics concerning crimes on campus, If you would like to receive a complete copy, visit the University of Michigan Department of Public Safety website at [www.umich.edu/~safety/](http://www.umich.edu/~safety/) or call (734) 763-3434.

## Chapter 2: Academics

All students admitted to the Bachelors of Arts in Public Policy are subject to the rules and regulations that govern the Ford School and the BA program. Ford School course planning information is provided in this handbook and on our website. It is the responsibility of students to know their degree requirements and to develop a plan to fulfill those requirements. Students are strongly encouraged to take advantage of academic resources available in the Ford School and U-M community.

Your academic advisor, the BA peer advisors, and the Student & Academic Services Staff are available to answer student inquiries regarding course prerequisites, course requirements, and academic status. In addition to the advice students receive from staff and faculty members, students entering the Ford School will find that second-year students are ready and willing to help incoming students with their course selections.

### 1) Degree Requirements: Bachelor of Arts (BA) in Public Policy

Overall Requirements: The BA degree requires completion of 120 credit hours. A minimum of 22 credits must be completed in the Ford School (in “PubPol” courses).

Courses used to fulfill the prerequisite, required, or elective courses for the public policy major cannot be counted toward the distribution requirements.

#### Liberal Education requirements

- First Year Writing  
One course from acceptable First Year Writing Requirement courses (FYWR)
- Upper Level Writing  
One course from acceptable Upper Level Writing courses (ULWR)  
Note: PubPol 495 will meet ULWR and Public Policy Core
- Quantitative Reasoning  
One course from acceptable Quantitative Reasoning courses (QR/1)  
Note: Stats 250 or 350 will meet QR/1 and Public Policy core
- Race and Ethnicity  
One course from Race and Ethnicity (RE)
- Language  
One fourth term proficiency course in a language other than English

#### Public Policy Core

- Admission Requirements  
Econ 101 and Econ 102  
One other introductory social science course
- Public Policy Core  
PubPol 320: Politics, Political Institutions, and Public Policy  
PubPol 330: Microeconomics for Public Policy

Stats 250 or 350: Introduction to Statistics and Data Analysis

PubPol 495: Policy Seminar (completed junior year)

PubPol 495: Policy Seminar (completed senior year)

At least 6 additional credits in PubPol 300-level or higher courses

*Note: Students may need additional PubPol credits to meet the residency requirement as described below.*

- Focus Area (12 credits)

*The Focus Area consists of a set of related courses (300- or 400-level) that provide appropriate disciplinary depth or breadth in an approved, student-defined area of studies that complements the student's policy studies.*

Area Distribution requirements (30 total credits)

- Humanities  
7 credits from acceptable Humanities courses (HU)
- Natural Sciences  
7 credits from acceptable Natural Sciences courses (NS)
- Social Sciences  
7 credits from acceptable Social Sciences courses (SS)
- Additional Area Distribution (9 credits)  
3 credits in 3 of the following 5 areas: Humanities (HU), Natural Sciences (NS), Social Sciences (SS), Mathematical & Symbolic Expression (MSA), and Creative Expression (CE)

Public Policy GPA and Total Hours

- Total Hours  
A minimum of 120 credits are required for the BA in Public Policy
- Residency  
A minimum of 22 upper-level credits must be taken in residence (in Ford School courses in Ann Arbor)
- GPA  
A minimum of 2.0 cumulative GPA required at the time of graduation

## 2) Academic Policies

*Calculating Major GPA*

Sometimes applications for employment or for graduate study will ask for a student's "Major GPA." Your transcript will not show a "Major GPA," so you must calculate it yourself. To calculate your Major GPA, you should average your grades (on a 4.0 scale) from the following courses: ECON 101, ECON 102, STAT 250 or 350, PUBPOL 320, PUBPOL 330, PUBPOL 495 (junior year), PUBPOL 495 (senior year), and all of your focus area and elective courses.

*Classes taken on a Pass/Fail grading basis*

Public Policy BA students may use a maximum of 30 credits of classes taken on a pass/fail (P/F) basis toward their total 120 degree credits. Students may not take Public Policy Core classes (listed above) or Focus Area classes P/F.

### *Degree Honors*

Public Policy BA students with a cumulative grade point average of 3.750 or higher upon graduation will be awarded their degrees “with distinction.”

### *Graduation and Commencement*

Graduation means having a degree conferred by the University. In order to graduate, a BA student must complete all degree requirements and apply to graduate through Wolverine Access. Students may graduate in the April, December, or August, depending on when they complete their degree requirements. Diplomas are mailed approximately 6-8 weeks after graduation. For questions about graduation, contact the School Registrar.

Commencement is the ceremony celebrating graduation. Ford School BA students are eligible to participate in the University’s ceremony and the Ford School’s ceremony. (For more information on University Commencement, see <http://www.umich.edu/~gradinfo/>.) The Ford School’s Commencement is typically held the Saturday of Commencement weekend in April/May. Students who have graduated in December or April of that academic year, or who will graduate in August, may participate in the Ford School’s Commencement. There is a rehearsal for the Ford School’s commencement on the Study Day between the last day of classes and the beginning of the Final Exam period. Students receive emailed information about the Ford School’s Commencement beginning in February, and must RSVP no later than two weeks before the ceremony to participate in Commencement. For questions about Commencement, contact the Student Services office.

### *Incompletes*

A student may receive a grade of Incomplete (“I”) for a course only if

- a) the unfinished part of the work for the course is small, and
- b) the reason(s) for the unfinished work is acceptable to the instructor, and
- c) the student’s standing in the course is that of a grade of “C” or higher.

If the student finds he or she cannot complete the work for a course on time, he or she must then arrange to meet with the instructor and discuss a schedule for finishing the remaining work before the instructor assigns a grade of “I.” The student’s grade point average will continue to be based on hours of coursework he or she has completed.

A grade of “I” stays on the student’s academic record permanently. If the student has made up the coursework according to the procedures noted above, the grade for the course will appear on the academic record as, for example, “I / B+”.

If the work for an incomplete is not finished by the fourth week of the next term of enrollment, the incomplete will lapse to a failing grade.

### *Minimum grades and grade point average*

Ford School students must earn a grade of C- or better in each core course (as listed under Public Policy Core in the degree requirements).

A student whose cumulative grade point average falls below a 2.00 in a given term or half term will be placed on probation for the following term or half term, or may be denied permission to register. A student whose cumulative grade point average falls below a 2.00 average for two successive terms or half terms may, upon the recommendation of the Director of Student and Academic Services be granted a final opportunity to correct the scholastic and/or academic deficiency. A student whose cumulative grade point average falls below a 2.00 average for three successive terms or half terms may not be permitted to enroll again and, further, may be required to withdraw from the University.

Note: Any student placed on academic probation is not allowed to serve as an officer in any Ford School Student Organization or club.

#### *Contesting a Grade*

Grades may be contested up to 30 days after being posted.

#### *Petition process*

In order to request an exception to any academic program requirement or policy, a student must submit a petition form and supporting documentation to Student and Academic Services. BA students' petitions are reviewed by a committee of the BA Program Director, faculty, and staff. Decisions are communicated by email. The petition process may take several weeks, so it's best to submit petitions early. Petitions from students in their last semester of the program will not be considered. Students are informed of the outcome of their petition by email, and should not consider their petition approved until they receive written confirmation.

#### *Progress Toward Degree Completion*

It is expected that BA students enroll in classes at U-M (Ann Arbor campus) in the fall semester of their junior year and in the last semester of their senior year.

A student who is not making satisfactory progress in his or her program, or who has failed to demonstrate an ability to succeed in his or her plan of studies, may be required to withdraw from the School. A student has until the end of the fourth (4th) week into the next term of enrollment to finish any incomplete coursework. If the coursework cannot be completed in this time, the student must submit a time-extension request, signed by the instructor, to the Director of Student & Academic Services. If a student takes an Incomplete in two (2) or more classes, a hold will be placed on registered classes for the subsequent term, and the student will be notified in writing. The student will need to meet with the Fellowship and Academic Advising Manager to develop a course of action to ensure timely completion of coursework.

#### *Study Abroad/Study Away*

We encourage students to consider spending a term in an off-campus program. Students planning to undertake Study Abroad or Study Away programs should meet with their academic advisor prior to

committing to the Study Abroad/Study Away program to discuss transfer credits, degree requirements, and other Study Abroad/Study Away issues. Courses taken on Study Abroad/Study Away programs can, if appropriate, be used toward the Focus Area.

#### *Transfer and AP Credits*

Like most U-M undergraduate schools and colleges, the Ford School does not allow AP credit to be applied toward distribution requirements.

Transfer credit (from courses taken outside U-M) is handled by the Office of Transfer Credit Evaluation, under Undergraduate Admissions. They maintain lists of external courses equivalencies (<http://www.lsa.umich.edu/students/transfer/equivalencies>) and a web form for credit pre-approval (<http://www.admissions.umich.edu/current/oor.php>). Please use these resources to plan any coursework that you plan to undertake outside U-M. After you've completed your external coursework, have a transcript sent to Undergraduate Admissions, Student Activities Building, Ann Arbor, MI 48109-1316.

### **3) Academic Advising**

All incoming students will be assigned an academic advisor. Students should work with their advisor during the first semester of their enrollment in the Ford School to complete their Academic Plan. It is expected that students will regularly check their degree audit and see their advisor with questions or concerns. The audit can be viewed through Wolverine Access. In addition, undergraduate peer advisors can assist you with developing your Focus Area.

Walk-in Advising Hours: Students with a quick academic advising or registration question are welcome to stop into the Student Services office during walk-in advising hours. No appointment is necessary for walk-in hours. Students with more detailed questions or who may require a longer meeting should contact the Student Services front desk to schedule an advising appointment.

### **4) Academic Resources**

#### *Writing Skills Assistance*

A successful career in public policy rests not only on your ideas, but on your ability to effectively communicate those ideas well. Many Ford School courses help you to sharpen your writing skills. In general, our students are good writers, but because many have not had the opportunity to enhance their writing skills, we provide several support services.

A writing instructor is available to read all your written course work for Ford School courses. To schedule an appointment, please visit [http://fordschool.umich.edu/current/academic\\_resources.php](http://fordschool.umich.edu/current/academic_resources.php).

In addition to our writing instructor, your GSI and professor are available to help you with paper topics and writing skills. In classes that demand written work, GSI's will read drafts of papers and review them with you. Before a paper deadline approaches, take advantage of these support services and get help early!

### *Faculty*

All of the Ford School faculty members have offices in Weill Hall and hold office hours which they will list on their course syllabi. You are encouraged to talk with them about your academic interests and career aspirations.

### *Graduate Student Instructors (GSIs)*

Ford School core courses and some elective courses have at least one Graduate Student Instructor (GSI). GSIs are generally second year Master's students in the Ford School. They have a comprehensive understanding of the course materials and can provide explanation or clarification about the subject matter outside of the professor's lecture.

Some classes have scheduled weekly review sessions that will be conducted by the GSI. These sessions are an opportunity for you to ask questions and to seek additional information about topics covered in the lecture. All GSIs will hold scheduled office hours during which you can talk one-on-one. Office hours will be announced in class during the first week of the semester. Remember, GSIs are here for you. They are a great source of information about course subject matter, as well as life at the Ford School. GSIs have been where you are; they are a very understanding and supportive source of information during your first year at the School.

## **5) Emergency Mental Health Withdrawal and Readmission Policy and Procedures**

The University's policy and procedures are available at <http://umich.edu/~spolicy/mentalhealth.html>.

# Chapter 3: Professional Development

## 1) The Career Center

The U-M Career Center provides career advising to the Ford School undergraduates. Staff can assist students exploring career options, seeking internships, preparing for graduate school or professional programs, and applying for full-time positions.

The Career Center is committed to preparing University of Michigan students and alumni/ae to be active, life-long learners in developing and implementing their career decisions. Guided by theory and reflective practice, The Career Center facilitates clients' overall development and provides resources to help them explore and pursue their career and educational goals in a complex, diverse and interconnected world. The Career Center forges appropriate partnerships with the University community, as well as employers and educational institutions, to support our clients. In these ways, The Career Center fosters meaningful links between education and fulfilling lives.

The Career Center is located in 3200 Student Activities Building. Their website ([www.careercenter.umich.edu](http://www.careercenter.umich.edu)) introduces you to their full range of services and also provides a number of helpful resources.

## 2) Michigan in Washington

The Michigan in Washington Program offers an opportunity for 20-25 U-M undergraduates from all majors to spend a semester in Washington, D.C. combining coursework with an internship that reflects each student's particular area of interest. The areas of interest include (but are not limited to) American politics, international relations, history, the arts, public health, economics, the media, the environment, and science and technology policy. While classes are taught by U-M faculty, students also gain access to local Washington experts in their research area.

Applications are due in late September for students going to D.C. in the winter term and in late January for students heading to D.C. in the fall. Public Policy students are expected to be in Ann Arbor for their first and last terms in the program, which means that the best times to participate in MIW are the winter of your junior year or the fall of your senior year. Please see the MIW office or website for further information.

## 3) Study Abroad

Students pursuing the BA in Public Policy are encouraged to think about spending a term studying in another country. Study abroad can play an important role in developing your understanding of public policy, whether your interests are in domestic or international policy. It can provide important comparative perspectives on policy issues, foreign policy, or international development. Studying in another country, at a different academic institution, also gives you opportunities to interact with

students, faculty, and policy professionals from around the world. Experience abroad can also be a source of important perspectives on careers in public policy.

Public Policy students are expected to be in Ann Arbor for their first and last terms in the program, which means that the best times to study abroad are the winter of your junior year or the fall of your senior year. Students may also study abroad during the summer. The Office of International Programs (OIP) is a good place to begin your search of programs. Please see your academic advisor to determine whether your chosen study abroad program coursework meets degree requirements.

#### **4) Electronic Newsletter**

The BA Program Assistant produces a weekly email newsletter that is sent to all Ford School BA students with information about events, programs, job openings, internships, and other opportunities of interest.

#### **5) Post Graduation Plans**

##### *Scholarship Programs*

A number of U-M graduates have pursued nationally competitive scholarship programs for post-BA work or study including the Rhodes, Marshall, Mitchell, Churchill, Goldwater, Truman, Beinecke Brothers, Jack Kent Cooke, Udall, Fulbright, and Luce Scholars. All are highly competitive and some require U-M endorsement (through an application process). Students interested should explore the program's website and discuss their possible eligibility with the BA Public Policy Faculty Director early in their junior year.

##### *Occupational Opportunities*

The study of public policy provides an excellent background for a wide variety of careers, both domestic and international. It also serves as an excellent foundation for graduate study in any number of professions: business, law, education, public health, social work. This select list of occupations pursued by public policy majors offers a glimpse of the wide-ranging career paths for which a public policy degree provided preparation.

Government/Public Service: Policy analyst, Manager of a public agency, Legislative aide, Foreign Service Officer, Elected Official, Campaign staff

Private Sector: Management consultant, Public affairs officer, Lobbyist

Nonprofit Sector: Grassroots organizer & advocate, Foundation program officer, Lobbyist, Policy analyst

Public Interest/Social Change: Peace Corps, Teach For America, AmeriCorps

## Who's Who in Student Services

Trey Williams

[treyw | 2246 Weill]

Director, Student & Academic Services

- \* Oversee all area functions; hire, train, supervise, and evaluate staff
- \* Develop and manage area budget
- \* Provide leadership and strategic planning for area
- \* Assist with implementation of new initiatives
- \* Assist Associate Dean and/or Dean with special projects as requested

John Chamberlin

[johnch | 4121 Weill]

Faculty Director

- \* Chair the BA Program Committee
- \* Consult with students, faculty and staff concerning policy questions and program development
- \* Represent the BA program in conversations with the faculty and the Dean
- \* Coordinate and consult with faculty who teach BA courses
- \* Welcome student thoughts through office visits and email

Beth Soboleski

[bsobo | 2234 Weill]

Associate Director, Student & Academic Services

- \* Oversight of all Ford School recruiting and admissions processes and events
- \* Represent the Ford School at graduate fairs and other student recruiting events
- \* Serve as the Ford School admissions representative in professional organizations such as APSIA, APPAM and NASPAA
- \* Development and maintenance of partnership programs with organizations such as Teach for America, Americorps, the Peace Corps, etc.
- \* Serve as the Ford School liaison with other university offices regarding university admissions policies and procedures
- \* Supervision of the admissions office staff
- \* Assist the Director with special projects as needed

Regina Zmich

[reginaz | 2248 Weill Hall ]

Fellowship and Academic Advising Manager

- \* Oversight of all Ford School academic advising and fellowship processes and events
- \* Administer the fellowship program
- \* Manage the MPP/MPA and BA academic advising programs
- \* Serve as Ford School Liaison with other university offices regarding university advising, student records and student financial policies and procedures
- \* Advise current students on academic matters

- \* Supervise the School Registrar
- \* Assist the Director with special projects as needed

Amy Thudium  
 [athudium | 2252 Weill]  
 Ford School Registrar

- \* Help students navigate the registration process from enrollment to the posting of grades
- \* Develop class schedules for upcoming semesters
- \* Maintain student academic records including verification of progress toward and completion of degree requirements
- \* Coordinate the GSI application process
- \* Organize the faculty and GSI evaluations
- \* Submit all Ford School course approval forms
- \* Plan Fall and Winter Coursemart programs

Skye Stewart  
 [skyes | 2252 Weill]  
 Academic Advisor

- \*Serves as Academic Advisor to both Undergraduate and Masters students

Megan Piersma  
 [mpiersma | 2244 Weill]  
 Program Coordinator

- \* Assist in planning and implementation of Ford School admissions and recruitment efforts
- \* Communicate, meet and advise prospective students about Ford School programs
- \* Primary contact for Ford School student services events
- \* Primary contact for students for commencement
- \* Overall coordination of Summer Program in Public Policy & International Affairs (PPIA) preparation
- \* Assist with Student Services publications
- \* Plan and design programs with student organizations

Scott Berkley  
 [berkleys | 2236 Weill]  
 Admissions & Recruiting Information Manager

- \* Manage and develop the systems related to admissions and recruiting for undergraduate, masters and certificate programs
- \* Online recruitment activities, including mass mailings and email communications
- \* Organize the application evaluation process, including reporting and advising on trends, demographics, etc.
- \* Communicate, meet and advise prospective students about Ford School programs
- \* Create and maintain web content, e-mail lists, and online surveys related to student services activities

Assistant to the Director (Position is currently open, to be filled in late August)

[2245 Weill]

- \* Provide support for student services area, i.e. recruitment, admissions, registration, and graduation
- \* Serve as liaison between student services area and Ford School
- \* Assist in the resolution of routine inquiries and problems from students, clients, visitors or guests regarding admissions, financial aid, registration, or counseling.
- \* Coordinate and schedule meetings, conferences, facilities and services for student services staff.
- \* Assist with special projects as needed



**For more information:**

Joan and Sanford Weill Hall  
735 S. State Street, Suite 2245  
Ann Arbor, MI 48109-3091  
[www.fordschool.umich.edu](http://www.fordschool.umich.edu)

Student & Academic Services: 734-764-0453 (p)

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