

University of Michigan

**Gerald R. Ford School of Public Policy, and the
Literature, Science and the Arts School
Joint PhD Programs**

**Public Policy and Economics
Public Policy and Political Science
Public Policy and Sociology**

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Understanding the Environment for Diversity

The University of Michigan and the Ford School of Public Policy move 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 don't just mean that we have people of different racial and ethnic backgrounds here. We also mean that we have people of different genders, sexual orientations, religious beliefs, political outlooks, lifestyles, physical appearances, substantive interests in public policy. We like that diversity here. 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 and staff, 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.

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 several people at the Ford School who can be contacted for guidance and advice. Our designated sexual harassment counselor is trained to provide counseling and assistance. You may always seek this person out. You may also speak with the Director of Student & Academic Services or the Associate Dean 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, lead to dismissal from the Ford School.

Academic Integrity¹

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 Rackham 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 or vertebrate animals, and aiding and abetting academic misconduct.

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 and the Director of Student & Academic Services. The student will then meet with the Director. The faculty member, Associate Dean, and Director will meet and discuss the appropriate sanctions, if any. The student will be notified in writing regarding the outcome of this meeting. The student has the right to appeal to the Dean.

¹ See also the Rackham Policy statement on Academic and Professional Integrity at: http://www.rackham.umich.edu/policies/academic_and_professional_integrity/

I. Goals of the Doctoral Program in Public Policy and Social Science

The Gerald R. Ford School of Public Policy and the departments of Economics, Political Science and Sociology offer three doctoral degrees: Ph.D. in Public Policy and Economics, Ph.D. in Public Policy and Political Science, and Ph.D. in Public Policy and Sociology.

These programs are designed to train scholars to bring the theoretical, conceptual, and methodological advances of social sciences to bear on the challenges of public affairs. These programs provide: (1) full training in a social science discipline, (2) multi-disciplinary training in the economic and institutional frameworks within which policies are implemented, administered and evaluated, and (3) training in a wide range of methods used to analyze policy outcomes and effects. Students also will specialize in a substantive policy area such as health, aging, poverty and welfare, international trade, tax policy, or immigration. This program prepares students for faculty positions in departments of Economics, Political Science, Sociology, or in schools of public policy and for research positions in government, non-profit institutions, and business.

II. Program Structure, Advising, and Policies

A. The Doctoral Program Advisory Committee (DPAC)

The Doctoral Program Advisor Committee (DPAC) provides direction on policy matters pertaining to the Joint Doctoral Program in Public Policy and Social Science. The DPAC membership includes the Director of the Joint Doctoral Program, and a representative from each department.

Policy changes to the Joint Doctoral Program must be approved by the Ford School Executive Committee and by the Ford School Voting faculty.

B. Public Policy Advisor

In a student's first term, the Director of the Joint Program assigns a Public Policy faculty member to serve as the student's primary academic advisor in Public Policy. After the first term, students can select their own advisor.

C. Social Science Advisor

Each student is assigned a social science advisor by the relevant departmental graduate office.

D. Course Options and Alternatives

Faculty advisors approve course selections and advise students about alternative ways of fulfilling Public Policy and departmental requirements. A request for a waiver or a substitute of a Public Policy requirement must be approved by the Director of the Joint Program. Decisions about using graduate courses taken at other universities toward a Public Policy requirement will be made by the Director of the Joint Program. Students requesting that courses from other universities can be used to fulfill a Public Policy requirement should submit a cover letter explaining the request (i.e., I want to substitute x for y) and supporting documentation (the syllabus for the course and a transcript showing the grade received) to the Public Policy Doctoral Program Administrator.

E. Registration and Enrollment

All students who are receiving university services should be enrolled. Ph.D. students may request a leave of absence when certain life events prevent continued active participation in their degree program. [Rackham's Leave of Absence Policy](#) enables students to officially suspend work toward their degree for a limited time. Please consult with the PhD Program Office six months prior to the term the leave is to start.

F. Incompletes

A student may receive a grade of Incomplete ("I") for a course only if the reason(s) for the unfinished work is acceptable to the instructor.

A student who cannot complete the work for a course on time must arrange to meet with the instructor and discuss a schedule for finishing the remaining work **before** the instructor assigns a grade of "I".

Good standing in the program is compromised by having more than one outstanding incomplete.

III. Rackham Graduate School Requirements

Requirements of the Graduate School include course work, doctoral dissertation, and the oral examination on the dissertation.

The Dean and the Executive Board of the Rackham Graduate School have approved the adoption of a continuous enrollment requirement for Ph.D. students at the University of Michigan, to become effective in the Fall Term 2010.

Once admitted to a Ph.D. program, students will register every fall and winter term until their degree is awarded, unless they are taking an official leave of absence. Requirements for registration in the summer will not change. Students will register in spring or summer terms only when they elect courses, take preliminary examinations, or defend their dissertations. http://www.rackham.umich.edu/policies/continuous_enrollment/overview/

Many resources and services are available to students at the University of Michigan. Ph.D. students can, and often do work toward the completion of their degree requirements throughout the year -- including the summer. All of the University's services and resources are available to students who are registered. Ph.D. students will have consistent access to University resources and services, even during the summer when they are not registered (effective Spring/Summer 2011 term). [Download a select list of the resources and services available to Ph.D. students.](#)

Ph.D. students on a [leave of absence](#) suspend their work toward their degree when certain life events prevent continued active participation in their degree program. While on a leave, Ph.D. students will remain eligible for limited services that foster continued connection to the program or facilitate the return to active study. Some services are available for an additional cost. U-M fee-based services require U-M registration, and are not available to a student on a leave.

Ph.D. students enrolled for the fall and winter terms have twelve-month privileges for all University facilities and student services. Students are entitled to these services during the Spring and Summer half terms or Spring/Summer full term even when they are not enrolled or registered for academic credit.

Enrollment for a full term (8 hours) of Candidacy credits must occur when the dissertation is defended. (For more details see The Rackham Graduate Student Handbook, which is online at http://www.rackham.umich.edu/dissertation_information/)

IV. Public Policy Requirements

A. Required Policy Courses

1. Policy Seminar (4 1-credit courses.) A biweekly seminar series designed to introduce students to applied policy research.
Public Policy 809-812
2. Policy Institutions (3 credits)
Public Policy 815
Political Science 622 or 635 or 630 or 617
(Econ and Soc Joint Students, Political Science 611 or 641 or 660 can be counted as well).
3. Microeconomics (3 credits)
Public Policy 555 or 559
Economics 601 or 602
4. Program Evaluation (3 credits)
Public Policy 569 or 636
5. Substantive Policy Courses (2 3-credit courses.) These must be approved by the program director and one course must be outside the student's social science home department. (Appendix A lists courses students have taken to satisfy this requirement.)
6. Social Science Methods
Survey Research 600 or
Economics 675 or
Sociology Research Practicum Soc 522-523 or Soc 532-533
or Soc 542-543 or Soc 600, 672, 673
Political Science 680 (if second minor is not methods)
Political Science 680, 681, 699 and 694 (if second minor is methods; please see Joint PhD Program Office for clarification)
7. Departmental Statistics Sequence (6 credits)
Economics 671-672
Political Science 599-699
Sociology 510-610

B. Research Internship

The research internship must be completed by the end of the third year in the doctoral program. This requirement can be satisfied by a research assistantship with a faculty member, a paid summer research internship with a faculty member, collaborating on a paper with a faculty member or writing a sole-authored research paper under the supervision of a faculty member. When the internship is completed, students should have their faculty supervisor sign The Research Internship Completion Form and submit that form to the Joint PhD Program Office. Please see the Program Administrator for assistance.

C. Third Year Public Policy Paper/Policy Prelim (PubPol 830)

1. Purpose

Provides students a chance to begin their careers as independent researchers. It should be an original research paper on a policy-related topic. This paper may be related to papers written for doctoral courses and may, but does not need to, lead into the dissertation proposal. The goal is a paper that would eventually be suitable for publication.

2. Approval of the Third Year Paper Topic

Students typically choose a paper topic, a chairperson and a second reader for their third-year paper committee during the fifth semester of graduate work. Once the topic is chosen and the chairperson and reader agree to serve, students should file a Third Year Paper Committee Approval Form with the Public Policy Doctoral Program Administrator. The chairperson and second reader are typically Ford School faculty. Sociology students should also have a reader from the Sociology Department. Faculty from other Michigan programs can serve as chairperson or reader if approval is obtained from the Doctoral office.

3. Role of Faculty and Third Year Paper Completion Form

There should be one faculty member from the students' social science department on the committee. The chairperson advises the student on (1) the preparation of the third-year paper proposal, (2) the execution of that proposal, and (3) the write-up of the paper. The reader reads and evaluates the completed third year paper and provides students feedback on that paper. Once the paper is accepted by the chairperson and reader, the student should submit the paper and the Third Year Paper Approval Form signed by the Chairperson and reader to the Public Policy Administrator. The paper is expected to be completed prior to the fourth year of doctoral work.

4. Third-Year Paper Workshop (PubPol 830)

A year-long workshop with a faculty supervisor is organized by the Director of the Doctoral Program for students writing third year papers. The faculty supervisor's role is to lay out expectations and rules for the third-year paper, advise students in choosing paper topics and in matching up with faculty mentors, monitor students' progress, and provide advice/support for students' throughout the process.

5. Co-authorship

In most cases the third year paper will be sole-authored. Students who wish to submit a co-authored paper should petition the Director of the Joint Doctoral Program in writing at the time they file their Third-Year Paper Committee Approval Form. Decisions will be made on a case by case basis. Typically, exceptions are not granted. Papers are expected to be sole-authored.

V. NOTE: A student who wishes to substitute a course other than those listed above for a required policy course must submit a copy of the course syllabus to the Joint PhD Program Office for approval by the Director.

VI. Social Science Doctoral Program Requirements

(These requirements are set and administered by the departments)

A. Social Science Requirements – Economics (See Table 1)

1. **Economic Theory:** Students take core sequences in micro- economic theory (Economics 601, 602, 603, 604) and in macro-economic theory (Economics 605 & 607). Preliminary exams are given in August in microeconomics and macroeconomics. Students must pass each exam within a year of completing the respective course. Satisfactory performance in these examinations is a prerequisite for continuing in the program.
2. **Mathematics and Statistics:** Students must demonstrate competence in mathematics, statistics, and econometrics by successful completion of Economics 600, 671, and 672, or by passing written equivalency examinations. Students who do not place out of the math and statistics courses must receive at least a B- in each of these courses.
3. **Area of Specialization:** Students must complete two courses in an area of specialization and successfully pass a written preliminary examination in the area of specialization. Areas of specialization include:

Advanced Theory	Monetary Theory and
Industrial Organization	Economic Stabilization
International Economics	Population Economics
Labor Economics	Public Finance
Natural Resources Economics	Economic Development

Courses in the area of specialization cannot be counted toward the substantive policy area course requirement.
4. A student must be enrolled the semester during which a preliminary examination is taken. Registration may be under the 990, Candidacy Preparation, course number or another number in Economics or Public Policy. According to the Rackham Graduate School, unless the student has been enrolled on a full-time basis in the preceding fall and winter terms, he/she is not required to enroll for the term (Summer half-term) in which the prelim is taken.
5. **Third-Year Economics Paper:** Students must complete an original research paper on an economics topic. This paper is typically the same as the third-year public policy paper

Table 1 Typical Program for Public Policy/Economics Students

<u>Year 1:</u>	Microeconomics (Econ 601-604) Mathematics (Econ 600) Econometrics (Econ 671-672) Macroeconomics (Econ 605-607) Policy Seminar (PubPol 810) Microeconomics Preliminary Exam Macroeconomics Preliminary Exam Summer Research Internship
<u>Year 2:</u>	Two Field Courses – Economics Survey Methods (600) or Applied Econometrics (Econ 675) Policy Seminar (PubPol 810) Required Public Policy Courses* Economics Field Preliminary Exam Complete Research Internship Requirement
<u>Year 3:</u>	Required Public Policy Courses* Third Year Paper (Economics and Public Policy) Third Year Public Policy/Economics Paper – Completed and Approved Achieve Candidacy
<u>Year 4:</u>	Choose Dissertation Committee Defend Dissertation Proposal Begin Dissertation Work
<u>Year 5:</u>	Complete and Defend Final Dissertation

*Required Public Policy courses include:

- Program Evaluation
- Policy Institutions
- Two substantive policy area courses (one must be taken outside Economics)

B. Social Science Requirement – Political Science (See Table 2)

1. **First-Year Evaluation:** The student takes a first-year evaluation toward the end of the second term of graduate study. The evaluation committee consists of the student's current Political Science advisor and one other faculty member chosen by the student. The committee considers the student's grade record, proposed future courses, and a seminar paper or other piece of work selected by the student.
2. **Follow-up Evaluation:** A follow-up evaluation is conducted toward the end of the fourth term in residence. The committee consists of the student's advisor and two faculty members chosen by the student (one from the student's major field). The committee reviews course work, a recent piece of written work, and plans for achieving candidacy.
3. **Preliminary Exam, Major Field, and Second Minor:** The student must pass a preliminary major examination in a regular political science field and complete the requirements for a second minor in Political Science. **Neither the major field nor the second minor can be in Public Policy.** Preliminary exams are oral or written examinations (depending on field) conducted by faculty and are normally given only during September, January, and April/May. A student must be enrolled the semester during which the final preliminary examination is taken. Registration may be under the 990, Dissertation/Pre-candidate, course number or another number in Political Science or Public Policy. Failing a preliminary exam for a second time is grounds for dismissal from the program. Requirements for the second minor field can be satisfied through either a preliminary examination in this field or the completion of three graduate-level courses with grades of B+ or better, except when separate field guidelines specify otherwise.

Political Science recognizes the following majors and modular sub-fields.

MAJOR

American Government
Comparative Government and Politics
Political Theory
Public Law
Research Methods
World Politics

SUBFIELDS

Gender and Politics
Organization Theory
Political Development
Political Economy
Race, Ethnicity, and Politics
Urban Politics

Table 2 Typical Program for Political Science/Public Policy Students

Year 1: Proseminar in Pol. Sci. Major Field
Statistics (PolSci 599 and PolSci 699)
Courses in Pol. Sci. Major and Second Minor Fields
Policy Seminar (PubPol 810)
Summer Research Internship
First-Year Evaluation in Political Science

Year 2: Complete Courses for Pol. Sci. Major and Minor Fields

Required Public Policy Courses*

Policy Seminar (PubPol 810)

Preliminary Exam in Pol. Sci. Major Field

Complete Research Internship Requirement

Follow-up Evaluation in Political Science

Year 3: Required Public Policy Courses*

Third-Year Paper (PubPol 830)

Third Year Public Policy Paper - Completed and Approved

Achieve Candidacy

Year 4: Choose Dissertation Committee

Defend Dissertation Proposal

Begin Dissertation Work

Year 5: Complete and Defend Final Dissertation

*Required Public Policy courses include:

Policy Institutions

Microeconomics

Program Evaluation

Social Science Methods

Two substantive policy area courses (one must be taken outside Political Science).

C. Social Science Requirements – Sociology (See Table 3)

1. Orientation Seminar (Soc 500)
2. Theories and Practices of Sociology (Soc 505 and 506)
3. Logic and Strategy of Sociological Research Inquiry (Soc 507)
4. Statistics (Soc 510 and 610)
5. Research Practicum

Students must complete one of the following research practicums:

Qualitative Methods (Soc 522 & Soc 523) or

Comparative and Historical Methods (Soc 532 & Soc 533) or

Quantitative Practicum (Soc 542 & Soc 543) or

Survey Methodology (Soc 600, 672, 673)

6. Elective Courses: Students must complete 4 one-semester courses, three of which must be core courses or other 3-credit (or more) substantive topical courses in Sociology. Core courses provide a general introduction to a program area and preparation for the preliminary exam. Core courses include:
 - Culture and Knowledge: Soc 555
 - Economic Sociology and Organization: Soc515
 - Gender and Sexuality: Soc547
 - Health and Aging and Life Course: Soc 575
 - Race and Ethnicity: Soc 503
 - Social Demography: Soc 530
 - Social Psychology: Soc 590
 - Power, History, and Social Change: Soc 560
7. Preliminary Examination: Students must take a written preliminary exam in a core program area. At the student's request, each program area will offer a preliminary exam at the beginning of each semester. Students must notify the Sociology Graduate office by March 1 for a Fall exam and by October 1 for a Winter exam. Failing a preliminary exam for a second time is grounds for dismissal from the doctoral program. Students are required to take two four-hour prelim exams in two of the eight Sociology prelim areas. A student must be enrolled the semester when a preliminary examination is submitted.

*All students must produce an original, scholarly paper of publishable quality.

Table 3 Typical Program for Sociology Students

- Year 1: Sociology Orientation (Soc 500)
Theories and Practice of Sociology (Soc 505-506)
Logic of Social Research (Soc 507)
Statistics (Soc 510, 610)
Elective Courses in Sociology
Policy Seminar (PubPol 810)
Pass Sociology Preliminary Exam
Summer Research Internship
- Year 2: Sociology Research Practicum (Soc 522-523 or 532-533 or 542-543
or SURVERY METHODOLOGY 600, 672, 673)
Finish Sociology Electives
Public Policy Required Courses*
Policy Seminar (PubPol 810)
Pass Sociology Preliminary Exam
Complete Public Policy Research Internship
- Year 3: Third Year Paper Workshop
Public Policy Required Courses*
Complete and Pass Third Year Public Policy Paper
Achieve Candidacy
- Year 4: Choose Dissertation Committee
Defend Dissertation Prospectus
Begin Dissertation Work
- Year 5: Complete and Defend Final Dissertation

*Required Public Policy Courses include:

- Policy Institutions
- Program Evaluation
- Microeconomics
- Two substantive policy area courses (one must be taken outside Sociology)

VII. Candidacy

A. Requirements

Recommendation for admission to Candidacy is made when the student has completed all Public Policy and social science course requirements; finished the research internship; passed the social science preliminary examination(s) with a satisfactory grade(s); and has a completed third year paper in Public Policy approved by their committee.

Students apply for candidacy through the Public Policy Doctoral Program Administrator. They must submit a departmental checklist signed by the administrator of the Departmental Graduate Office which certifies they have satisfactorily met all departmental requirements for the Joint degree. The Public Policy Doctoral Program Administrator confirms that students have satisfactorily met the Public Policy requirements for the Joint degree and then fills out and forwards a Nomination for Candidacy Form, signed by the Director of the Joint Doctoral Program to Rackham.

B. Deadlines

The Rackham Graduate School establishes deadline dates for admission to Candidacy prior to the beginning of each term. Students anticipating becoming a candidate in a term should check the deadline dates on the Rackham webpage at http://www.rackham.umich.edu/policies/academic_policies/ *at least two months* before the beginning of that term so that the Nomination for Candidacy form can be filed with Rackham.

C. Registration

When registering, a Candidate enrolls for eight (8) hours in the Fall, Winter, or Spring/Summer full-term.

Doctoral Candidates may elect one course per full-term without payment of additional fees. This policy is administered as follows: (1) The one additional course must be elected for credit, not for visit; (2) This privilege applies to any course regardless of its level or credit hours; (3) A Candidate may elect a free full-term or half-term course concurrent with either a full-term or a half-term Candidacy enrollment. No more than one free course may be taken during a Spring/Summer period. http://www.rackham.umich.edu/policies/academic_policies/section5/#542

If a Candidate elects more than one course in addition to enrollment as a Candidate, that student is assessed the appropriate fee per credit hour for the second and any additional course. Additional courses for which fees are assessed may be elected for either credit or visit.

VIII. Dissertation

A. Goals

The dissertation should investigate a topic relevant to public policy utilizing and contributing to theory and/or research methods in the Candidate's social science field.

B. Committee

The dissertation committee shall have at least four members, three of whom are regular members of the Graduate Faculty. Two members shall be from the social science department in which the student is specializing, and typically two members will be from Public Policy. Your committee members should be faculty members that are working closely with you on your research.

As soon as students have selected the members of their dissertation committee and obtained their agreement to serve, they should inform the Public Policy Doctoral Program Administrator. No oral examination can take place unless the "Nomination of Dissertation Committee" form has been approved by Rackham one month previously. This form requires the signature of the Director of the Joint Doctoral Program. The Public Policy Doctoral Program Administrator will complete the Rackham form and submit it to the proper office in Rackham. At that time, the student must also provide either a tentative title or topic for the dissertation to the Public Policy Doctoral Program Administrator.

C. Roles of Dissertation Committee Co-chairs and Members

The Dissertation Committee is responsible for approving the dissertation topic, supervising research, conducting an oral examination on the dissertation, and recommending the student to the Graduate School for the Ph.D. degree.

Committee co-chairs should be consulted at each stage of the dissertation – development of models, research design and methodology, choice of cases, substantive analyses and write-up. Students should not schedule a dissertation defense until the co-chairs and members have read the dissertation and agreed that it is ready to defend.

Practice varies as to the specific roles of members and chairs. In general, the co-chairs will read and comment on any written work before it is submitted to the other committee members. Students should clarify early on with their committees how the co-chairs and members expect to be involved (e.g., who is to see drafts of any data collection instruments before data collection begins; who is to be consulted on data analysis strategies, on the organization of the written dissertation, etc.; who wants to see drafts of the individual chapters of your dissertation as they are produced; who wants to see a draft only when there is one for the entire dissertation; how much time they typically need between receipt of your entire dissertation and scheduling of orals; are they expecting to be on leave or out-of-town for any extended period within your time frame for dissertation completion)?

Students are advised to meet with their full dissertation committee at least once a year.

D. Approval of Dissertation Proposal/Prospectus Defense

Students are expected to defend their thesis proposal in a meeting with the thesis committee **within one year of achieving candidacy**. Students should bring both the Public Policy Prospectus Approval Form (available from the Public Policy Doctoral Program Administrator) and the relevant department's Prospectus Approval Form (available from departmental graduate office) to the meeting. Students must submit a copy of their approved dissertation proposal to the Public Policy Doctoral Program Administrator. After the meeting, the Public Policy Co-Chair submits the signed Policy Prospectus Approval Form to the Public Policy Doctoral Program Administrator, and the departmental Chair submits the signed departmental Prospectus Approval Form to the departmental graduate studies office.

E. Changes to Dissertation Proposal

Once the thesis proposal is approved, any changes to it must be approved **in writing** by the co-chairs of the dissertation committee.

F. Registration for Oral Defense of the Completed Dissertation

The defense of the dissertation must be held under a full-term eight- (8) hour Candidacy enrollment. This regulation applies whether or not the student has reached the required fee total minimum.

G. Scheduling the Dissertation Defense

Students are responsible for arranging the time of the defense, recognizing that this may require substantial lead time. As students approach the dissertation defense, they should consult the Rackham Dissertation office. They will need to work closely with this office to ensure completion of the dissertation requirements. **Students should inform the Public Policy Doctoral Program Coordinator and graduate office in their department of their defense date.**

H. Preparation and Distribution of Copies

The *Dissertation Handbook* and a schedule of deadline dates for format checks are available to Candidates in the Dissertation Office, 110 Rackham. Online version: http://www.rackham.umich.edu/dissertation_information/

The student should submit the required number of copies of the dissertation to the Graduate School and one copy each to the Public Policy and departmental Doctoral Program Offices and the Dissertation Committee members.

IX. Guidelines for Progress through the Doctoral Program

A. Expectations for Completion of Requirements

Students enter the program either directly or as transfers from a University of Michigan doctoral program in Economics, Political Science, or Sociology. Direct entrants are expected to become candidates within three years and finish all doctoral requirements including the dissertation within five years after entry. Transfers with one or two prior years of work in a social science doctoral program are expected to become candidates within two years of entry and to complete the degree within four years of entry.

Table 4 lists the expected completion time for doctoral program requirements. These guidelines, transcripts, and advisor evaluations are used as benchmarks in assessing student progress.

B. Time Limits to Candidacy and Degree Policies

Students are expected to become candidates by the end of their third year of doctoral work at Michigan. Students will not receive fourth-year research internship funding from the Gerald R. Ford School of Public Policy or their fourth year RMF funding from Rackham until they have achieved candidacy. Students who have not achieved candidacy by the end of their fourth year of doctoral studies will typically be designated as “not in good standing”. This can negatively affect the provision of and/or recommendations for continued financial support. Failure to become a candidate by the end of four years will result in a letter to the student and his/her advisor advising that unless candidacy is achieved by the end of the next term, Rackham will be asked to discontinue enrollment.

Students are required to complete a dissertation within five years of becoming candidates. Failure to do so will result in students being required to retake their preliminary examinations. Rackham also will be advised at this point to discontinue enrollment.

Students may request an extension of time limits for reasons of child care, dependent care, illness, academic or professional development by submitting a letter to the Director of the Joint Doctoral Program. This request should be accompanied by a letter of support from the student’s Public Policy or social science advisor. The Director of the Joint Doctoral Program makes this decision.

C. Rackham Policy on Time to Degree

The Rackham policy on time to degree states: “You will be expected to complete all requirements for your degree within seven years from enrollment.” Students request extensions of time limits for child-bearing, dependent care or other reasons.

See Graduate School Academic Policies at: http://www.rackham.umich.edu/policies/academic_policies/

Table 4 Timetable for Completion of Degree Requirements

Requirements	Expected Time of Completion in Calendar Years	
	Starting Student	Transfer Student*
Research Internship	3	1
Social Science Required Courses	2	1
Social Science Preliminary Exams	2	1
Public Policy Courses	3	2
Public Policy Third Year Paper	3	2
Candidacy	3	2
Dissertation Proposal	4	3
Dissertation	5	4

*This timetable assumes that transfer students enter the joint program after one or two years in a social science department. Transfers with more than two years in a social science department should be able to move more quickly through the program.

X. Good Standing

A. Required GPA

Both Public Policy and Rackham require that students have a cumulative grade point average (GPA) of at least a B (5.0) for good standing in the program. Students who fail to maintain this GPA will have their records reviewed by the Director of the Joint Doctoral Program and action may be taken concerning their future enrollment.

B. Requirements for Financial Aid

Students must be in good standing in the program in order to receive financial aid from Rackham and The Joint Doctoral Program. Good standing is compromised by not progressing through the program in a timely fashion, accruing more than one incomplete grade at any one time, or having a GPA below 5.0.

XI. Leaves of Absence

A. Leave of Absence

Effective Fall 2010, Ph.D. students may request a temporary leave of absence when certain life events prevent continued active participation in their degree program. [Rackham's Leave of Absence Policy](#) enables students to officially suspend work toward their degree for a limited time.

Students may request a leave of absence as early as six months prior to the term the leave is to start. A leave will be granted to students for illness (either physical or mental) or injury, to enable them to provide care or assistance for family or dependents, to allow them to meet military service obligations, or for other personal reasons.

The Leave of Absence Policy, a checklist for Ph.D. students, and a checklist for faculty and staff are available. They provide guidance and information about how the process supports academic planning and protects students' privacy

http://www.rackham.umich.edu/current_students/doctoral_students/phd_students/leave_of_absence/

To obtain a leave of absence the student must write a formal letter of petition to the Director of the Joint Doctoral Program and the Graduate Chair of the Social Science Department. There is no special form.

If a pre-candidate takes a leave of absence for more than 12 consecutive months, that student must apply for re-admission to the Joint Doctoral Program.

XII. Research, Teaching, and Funding Opportunities

A. Teaching Opportunities

1. Students are typically guaranteed two years of teaching as Graduate Student Instructors (GSI) in their department in their second and third year of doctoral work.
2. Students typically work as GSI's in either their LSA departments or the Ford School or as GSRA's in the Ford School in the first year as a candidate.

B. Research Opportunities

1. Students typically hold a Ford School funded, part-time summer research fellowship with a faculty member in either their first or second summer of doctoral work.
2. Students typically work as a research intern, graduate research assistant or GSI in the first academic year after achieving candidacy.
3. Public Policy/Economics PhD. students are eligible for departmental summer research funding in the first summer of doctoral work.
4. Public Policy/Sociology students and Public Policy/Economics students are eligible to apply for demography traineeships at the Population Studies Center.

C. Ford School Nominated Awards

1. One-term Dissertation Grants (3 awards per year.) These grants are typically awarded at the writing of the dissertation. Students must have an approved prospectus, have filed a dissertation committee with Rackham, and have made substantial progress on the dissertation.
2. Rackham Predoctoral Fellowships (up to 5 nominees.) For outstanding students who will complete the dissertation in the year in which they hold the fellowship and who will complete the doctorate within six years of beginning the program. Students must have an approved prospectus, and have made substantial progress on the dissertation.
3. Susan Lipschutz, Margaret Ayers Host and Anna Olcott Smith Awards (1 nominee.) For women graduate students who have achieved candidacy and have demonstrated particular commitment to their community and the University. Students must have a GPA of 7.5 or higher.
4. Mary Malcolmson Raphael Fellowship (1 nominee.) For women graduate students who have completed at least two terms at UM. Students must demonstrate academic excellence and capacity for intellectual growth; clarity of scholarly and potential goals; potential to make a contribution of exceptional usefulness to society. Application includes a financial need statement.
5. Michigan Society of Fellows (4 fellowships, University wide.) For students in an interdisciplinary program who have achieved candidacy.
6. Rackham Debt Management Awards (4 awards of \$10,000 each, University wide.) Full-time candidates who are candidates in doctoral programs in Social Work/Social Science, Public Policy, Public Health, or Nursing are eligible. Eligible students will have spent 2 years in community service prior to graduate school, must intend to return to public service careers in the US after graduation and will be carrying student-related debt accrued as an undergraduate or graduate.

- D. University Nominated Awards** (Students apply directly to the program. This is only a limited selection of the awards offered at UM).
1. Rackham Graduate Student Research Funds (Precandidate, Candidate) The following types of expenses are eligible for this funding: Research funds not covered by other funding programs, off-campus language study when the language training is NOT taught at Michigan. Normal living costs, equipment purchases, conference expenses, copying/binding dissertations, internships are not eligible. Doctoral students are limited to 2 research awards – one as a precandidate (up to \$1500) and one as a candidate (up to \$3000). Contact the Office of Financial Aid at Rackham for information.
 2. ISR Dissertation Fellowships (Candidate) Three fellowships to support candidates to complete dissertation research and writing. The Innovation in Social Research Fellowship promotes innovative, empirically grounded, social scientific analysis of intellectual or practical issues pertaining to human behavior or social life. The Founders Fellowship promotes empirically grounded, social scientific analysis of important intellectual or practical issues pertaining to human behavior or social life. The award should facilitate such analysis in active association with an ISR research project or program area.
 3. Gerald R. Ford Dissertation Fellowship (available only to Political Science students who are candidates)
 4. IRWG “Community of Scholars” (Precandidates, Candidates) For graduate students planning or conducting research, scholarship, and creative activities focusing on women and gender. Awardees must participate in a weekly seminar during May and June. Fellowships are for 4 months (summer) or 8 months (summer/fall).
 5. FLAS (Precandidates, Candidates) One year or summer fellowship for US citizens and permanent residents enrolled full-time in a UM program where they will specialize in a non-West European languages area study.
 6. SSRC: International Pre-dissertation Fellowship 12 months of support for a training program that prepares students to undertake dissertation research in Africa, Central Asia and the Caucasus, China, Latin America, Caribbean...
 7. ICOS Research Grant
 8. Global Perspectives Seminar (non-candidate)

E. Non-University Funded Fellowships for Pre-Candidates Which Policy Students Have Received

1. National Science Foundation Graduate Research Fellowship Program. A three-year fellowship for beginning graduate students in the social sciences. Students apply in the fall of their first or second year of graduate study (usually in the last week of October).
<http://www.nsf.gov/funding/>
2. Ford Foundation Diversity Fellowships. A three-year predoctoral fellowship open to students beginning doctoral work. The awards will be made to individuals who, in the judgment of the review panels, have demonstrated superior academic achievement, are committed to a career of teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are well prepared to use diversity as a resource for enriching the education of all students (Applications are typically due in early November).
<http://www.fordfoundation.org/>
3. American Sociological Association. For American citizens and permanent residents beginning or continuing work in Sociology or related fields and who have a commitment to teaching, research, and service careers in the sociological aspects of mental health. Minority Fellowship Program, ASA, 1307 New York Ave., Washington, DC 20036-2981 (202) 383-9005 www.asanet.org (Applications are typically due in late December)
4. Jacob Javits Fellowships. This program provides fellowships to students of superior academic ability—selected on the basis of demonstrated achievement, financial need, and exceptional promise—to undertake study at the doctoral and Master of Fine Arts level in selected fields of arts, humanities, and social sciences.
<http://www2.ed.gov/programs/jacobjavits/index.html>

Selected Non-University Dissertation Fellowships Past Students Have Received (Candidates only);

5. Unrestricted

Ford Foundation Diversity Fellowships

National Science Foundation Dissertation Fellowships

6. Housing

HUD's Office of University Partnership Doctoral Dissertation Research Grant

7. Education

Spencer Dissertation Fellowship

8. International

Fullbright-Hays Doctoral Research Council Dissertation

Research Abroad Fellowship

MacArthur Foundation Fellowship. Dissertation Fellowships for innovative and interdisciplinary research in peace and security in a changing world. Social Science Research Council Fellowship (SSRC) Fellowships on conflict, peace, and social transformations provide support for 1 – 2 years of training and research at doctoral and professional levels. Grants for research collaborations in conflict zones fund up to 6 months.

Henry Frank Guggenheim Foundation Fellowship. For projects that promise to increase understanding of the causes, manifestations and control of violence, oppression, and dominance in the modern world. Fellowship awards range up to \$15,000.

Institute of World Politics (IWP). Fellowships are for 3 – 9 months and may include funds for travel or other field-related issues.

9. Women's Studies

American Association of University Women (AAUW)

www.aauw.com

<http://www.msu.edu/>

10. Brookings Institution's Research Pre-Doctoral Fellowships. Resident fellowships for policy-oriented doctoral research. Candidates must be nominated by the Director of the Joint Doctoral Program.

<http://www.brookings.edu/>

XIII. Career Planning/Job Search

The Joint Doctoral PhD. prepares student for academic and non-academic jobs. Students interested in the non-academic track should begin exploring the range of non-academic job options available to PhDs early in their time at Michigan by signing up for, and attending information sessions about non-academic jobs. The Ford School Graduate Career Services Office (Weill Hall, Suite 2200) contacts all doctoral students each fall in order to set up an email list of those interested in learning about non-academic jobs.

Doctoral students are encouraged to use the full resources of UM in the job search. Your faculty advisor will be the primary source of academic career advice, however UM offers a range of resources to assist in career planning.

A. Ford School of Public Policy

1. Contacts:

Academic Careers – Michelle Spornhauer, PhD Program Administrator (migalita@umich.edu)

Non-academic – Jennifer Niggemeier, Ford School Graduate Career Services (jennig@umich.edu)

2. Programs:

- a. The Graduate Career Services Office organizes recruiting sessions/meetings with potential employers of PhD.'s such as GAO, RAND, CBO Mathematica, Congressional Research Service.

These sessions are a good way to gather data on non-academic jobs (pay, benefits, advancement opportunities, skill requirements, duties) and to gain access to non-academic job networks.

- b. Ford School Alumni Board Meetings (Fall)

The Career Office can set up mock interviews for students with Board members whose employers hire PhD.'s.

- c. Job Talks

Practice sessions for academic jobs (The Director of the Joint Doctoral Program and the Administrator of the Public Policy Doctoral Program Office can assist in setting these up).

- d. Debriefing Sessions (April)

Doctoral Policy students who were on the job market over the past year discuss their job search experiences (especially explaining the joint degree to potential employers) and answer questions.

B. UM Career Center

The Career Center provides resources and services for Ph.D. students pursuing both academic and non-academic careers. Graduate team counselors are available to meet individually with students by appointment or during drop-in advising to help with career decision-making and the job search process. Connect with employers on campus through our on-line recruiting system and job fairs to discuss full time and internship opportunities. Programs and

workshops are offered throughout the year on a variety of career-related topics. Details on the Career Center's programs and services for doctoral students can be found at: <http://careercenter.umich.edu/students/gradservices/index.html>).

C. Center for Research on Learning and Teaching (CLRT)

1. Academic Job Search Symposium (early Fall term)
2. Job Talk Practice Sessions

D. Department Services

Students should check with the Graduate and/or Placement Office in their department. All departments keep lists of job openings in the discipline. Departmental graduate offices sometimes help in setting up job practice talks. Economics and Political Science provide some help in sending out references and job market materials.

E. Post-Doctoral Fellowships

Students in academic careers should consider applying for post-doctoral fellowships. These fellowships provide time to prepare and submit the dissertation research for publication and to start a new research project before taking on major teaching and advising responsibilities.

APPENDIX A: SUBSTANTIVE AREA POLICY COURSES

Students are not restricted to the Ford School or LS&A for substantive area policy courses and are encouraged to consider courses in UM's other colleges and schools. Some courses current/past students have taken to satisfy this requirement are listed below.

Public Policy 540, International Trade and Finance
Public Policy 575, Tax Policy and Business
Public Policy 652, Housing and Community Development
Public Policy 673, International Security Affairs
Public Policy 675, Human Rights and International Public Policy
Public Policy 677, Immigration Policy
Public Policy 680, Globalization and Public Policy
Public Policy 692, Thinking About Crime
Public Policy 695, Education Policy
Public Policy 721, Race and Civil Rights Policy
Public Policy 723, Wealth Inequality and Public Policy
Public Policy 730, Women and Employment Policy
Public Policy 736, Poverty and Inequality
Public Policy 739, Topics in International Trade and Public Finance
Public Policy 746, Welfare Policy
Public Policy 747, International Economic Policy
Public Policy 774, Issues in Child and Family Health
Public Policy 836, Poverty and Public Policy

Economics 642, International Finance
Economics 665/666, Economics of Development and Transition
Economics 684, Government Revenue
Education 643, Sociology of Education
Political Science 670, Foreign Policy
Political Science 688, Asian Security/Comparative Public Policy
Political Science 846, (SW 846) Poverty, the Underclass and Public Policy
Sociology 535, Urban Community
Sociology 544, Sociology of Family and Kinship

School of Information Science 702, Seminar in Organizational Studies
School of Natural Resources 558, Water Resources Policy
School of Public Health 693, Health and Poverty
Social Work 849, American Immigration

