



# Ph.D./M.S. in Public Affairs Program 2024-2025 Handbook

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Issued August 2024

Welcome to the Rutgers University-Camden Department of Public Policy and Administration's Ph.D./M.S. Program in Public Affairs!

The study of public affairs takes place at the intersection of increasingly complex economic, political, legal, and social systems. Our rigorous interdisciplinary program, with its emphasis on community development, brings together scholarship and applied research from the fields of public policy, public administration, law, business, and the social sciences to prepare students for careers in academia, applied research-related fields, the non-profit sector, and government.

As you begin or continue your graduate studies at one of the nation's best research institutions of higher learning, you join a distinguished group of faculty trained across a range of disciplines in the social sciences. Our Public Affairs Ph.D./M.S. program is unique in its emphasis on the study of community development, however, our rigorous curriculum in research methods will also equip you with the necessary analytical skills to conduct high quality research in many areas of public policy and applied social research.

This *Handbook* sets forth our expectations about the requirements and the timeline for completion of the Ph.D. and M.S. degree programs. It outlines the governance of the programs, details the curricula, and summarizes relevant University policies. Each student should read the *Handbook* carefully early in the program and refer to it often to formulate a plan of study and to avoid potential problems along the way. The *Handbook*, however, is no substitute for mentoring; please remember, many important questions need to be explored and answered in consultation with your adviser.

The *Handbook* is a living document and will be updated annually or as needed as rules change or modifications to the program are made by the faculty. Governing policies are those in place at the time the student is first enrolled in the Ph.D. or M.S. program, although students may request to follow a subsequent curriculum. Exceptions such as these may be made on a case-by-case basis by the Public Affairs Program Graduate Director.

We have made every effort to ensure that this *Handbook* is consistent with the existing rules and procedures of Rutgers University. Should a conflict arise, however, the rules of the Rutgers University-Camden Graduate School and of the University at large take precedence over any statements and procedures discussed in the *Handbook*. Rutgers University-Camden Graduate School academic policies may be reviewed here: [http://catalogs.rutgers.edu/generated/cam-grad\\_current/pg39.html](http://catalogs.rutgers.edu/generated/cam-grad_current/pg39.html). Questions regarding inconsistencies should be directed to the Program Director.

~ The DPPA Faculty

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## I. Academic Calendar

The [academic calendar can be found on the Rutgers website here](#).

## II. Program Governance

The Ph.D./M.S. program in Public Affairs/Community Development is administered by the Rutgers University-Camden Department of Public Policy and Administration (DPPA). As such, the faculty of the Department is responsible for the program. The Public Affairs Graduate Director is the immediate point of contact for students and carries out the policies adopted by the faculty. The Director also chairs the Public Affairs Program Committee which oversees the operation of the program. Substantive changes in the rules must be approved by the full faculty; however, the Graduate Director may make case-by-case exceptions for good cause and may consult with the full Committee at his or her discretion.

### Governance Structure for the 2024-2025 Academic Year:

#### *DPPA Department Chair:*

Patrice Mareschal  
401 Cooper Street, Room 305  
(856) 225-6859

#### *Public Affairs Program Graduate Director:*

(Fall Term) Paul Jargowsky  
401 Cooper Street, Room 201  
(856) 225-2729  
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(Spring Term) Nathaniel Wright  
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*Ph.D./M.S. Program Committee:* Gloria Bonilla-Santiago, Stephen Danley, Paul Jargowsky, Jovanna Rosen, and Nathaniel Wright.

#### *DPPA Administrator:*

Lisa Vargas-Long  
401 Cooper Street, Room 203  
(856) 225-6337  
[lavargas@camden.rutgers.edu](mailto:lavargas@camden.rutgers.edu)

### III. Admissions and Financial Aid

#### A. Admissions

Admission to the Public Affairs program requires a formal application, supporting documents, and appropriate references. For applicants to the Ph.D. program, a relevant Master's degree is preferred; however, exceptional applicants with only a Bachelor's degree and outstanding credentials will be considered. All application materials must be provided by the application deadline, which is January 10<sup>th</sup> for the PhD program, and March 1<sup>st</sup> for the M.S. program. Some University financial awards require an earlier submission and students should consult with the Program Director on the deadlines for full consideration. Apply online at <https://admissions.camden.rutgers.edu/camden-graduate-admissions> by uploading the following required documents and information:

- Official graduate school admissions test scores. The Graduate Record Exam (GRE) is preferred, especially for applicants seeking funding; however, results from the LSAT and GMAT are also accepted. GRE/LSAT/GMAT scores may be no more than six years old. Please use institution code 2790 to send official test scores to Rutgers University. GRE scores are waived for all MS applicants and required for PhD applicants. There is one exception for the PhD GRE requirement – students who are already in our MS program and apply to enter the PhD may have their GRE requirement waived.
- An official transcript of all undergraduate and graduate coursework completed or in progress. You may upload an unofficial (student-issued) transcript if there is a delay in the processing of official transcript requests, but an official transcript is needed to complete the application process. Official transcripts should be sent directly to the Rutgers University-Camden Office of Admissions (<https://admissions.camden.rutgers.edu/contact-us>). Any electronic transcripts should be sent to [e-transcripts@camden.rutgers.edu](mailto:e-transcripts@camden.rutgers.edu).
- Three letters of recommendation that indicate a potential for succeeding in the Ph.D. or M.S. program. At least two of the letters should be from persons familiar with your work in an academic setting, preferably at the graduate level for applicants to the Ph.D. program.
- A résumé.
- Personal statement indicating your motivation to earn an M.S. or Ph.D. and what you will bring to the class of students. Describe your background and experience, and how an M.S. or Ph.D. will benefit your future.
- A statement of evidence of an ability to succeed in graduate-level quantitative methods courses, such as successfully completed coursework in statistics, research methods, or economics. (This statement may be included in the personal statement.)
- A writing sample of your choice.



Any supporting materials that are not uploaded into the Rutgers University Graduate Admissions portal should be mailed to the Office of Graduate and Undergraduate Admissions, Rutgers University-Camden, 406 Penn Street, Camden, NJ 08102-1400 U.S.A.

Applications will be reviewed by the Rutgers University–Camden Office of Graduate Admissions and the DPPA Public Affairs Program Committee and decisions will be made within one month of the application deadline. Preference is given to full-time applicants; the Department admits very few part-time students each year. Applications that are incomplete by the deadline, with the exception of the official transcript, will not be considered. Timely submission is critically important to full consideration for graduate assistantships and other financial awards. All applicants to the Ph.D. program will also be considered for admission to the M.S. program.

Admitted applicants will receive notification of admissions and funding by regular mail and by email from the Rutgers University-Camden Office of Admissions. Applicants to the Ph.D. program who accept admissions offers must indicate their acceptance by February 5<sup>th</sup>, and for the M.S. program by May 30<sup>th</sup>. You must indicate your acceptance through the online application system, accessed through the Admissions Office’s Application Status page (<https://admissionservices.rutgers.edu/graduate/programStatusLogon.app>). Failure to formally accept an offer online by the deadline could result in it being withdrawn. More information for admitted students may be found here: <https://graduateschool.camden.rutgers.edu/admitted-students/>.

## B. International Applicants

If you are currently studying in the U.S. on an F-1 or J-1 visa, or if you intend to enter the U.S. with a student or scholar visa, you are considered an international student. The application process is the same as above for domestic applicants, however, international students must submit proof of English language proficiency if their undergraduate education was completed in a country where the primary language is not English.

Proof of English language proficiency is established by the TOEFL (minimum score of 79) or IELTS (acceptable score of 6 or greater) exam. The Rutgers University TOEFL code for submission of test scores is 2765.

International applicants may be exempt from submitting test scores by completing Level 112 of the ELS Intensive English for Academic Purposes program, or by earning a grade of B or better in a college-level English composition course at an accredited U.S. college (not a foreign affiliate).

International applicants who are not already in the U.S. on a program of study should apply for a student visa *only after* being accepted for admission to Rutgers University.

More information for international applicants to the Rutgers University-Camden Ph.D./M.S. in Public Affairs program may be found here:

<https://admissions.camden.rutgers.edu/apply/international-applicants>.

## C. Financial Aid

Financial aid for graduate study is available in the form of ‘need-based’ grants and employment; merit-based assistantships for students in the Ph.D. program and other competitively awarded grants; and non-need-based loans. We recommend filing the Free Application for Federal Student Aid or FAFSA (<https://studentaid.gov/h/apply-for-aid/fafsa>) by January 10<sup>th</sup> for each school year in which the student seeks financial assistance using the Rutgers University school code 002629. A student does not have to be accepted into a Rutgers degree-granting program to file a FAFSA; however, formal acceptance is required before the Office of Financial Aid (OFA) (<https://financialaid.rutgers.edu/>) can determine eligibility for aid.

It is important to note that applicants interested only in merit-based assistantships need not file a FAFSA; rather, they should indicate in their application that they would like to be considered for merit-based awards.

### 1. Need-based Grants and Employment

‘Need-based’ financial aid is based on family income, as reported on the FAFSA form. An applicant is eligible for need-based aid if the difference between the cost of attendance, which includes tuition and fees, books, room and board, transportation, and other education-related expenses, and the ‘expected family contribution’ or EFC, as calculated from the FAFSA information, is greater than zero.

There are two need-based financial aid programs open to graduate students at Rutgers University: employment through the Federal Work-Study program, and the Educational Opportunities Fund program.

#### *a) Federal Work-Study Program (FWSP)*

Students who wish to be considered for the FWSP must be financially eligible according to federal and university policies. Students must meet all annual OFA eligibility parameters for obtaining aid and must adhere to all deadlines. Continuing students must also meet a minimum earnings requirement, established by the OFA, to be eligible from year to year. Please see the [OFA’s webpage](#) for more information about this program.

#### *b) Educational Opportunity Fund (EOF) Program*

The New Jersey Educational Opportunity Fund Grant is awarded to New Jersey-resident graduate students from educationally disadvantaged backgrounds with demonstrated financial need. The number of available grants is limited and may not match the number of students eligible for these awards from year to year. However, once awarded, grants are renewable annually based upon satisfactory academic progress and continued financial eligibility. Graduate students may receive up to \$4,350 per year depending on costs and calculated financial need. To be eligible for an EOF grant, a student must have been a New Jersey resident for twelve consecutive months prior to the award period; must demonstrate “historical poverty” as defined

by EOF guidelines (see here: [https://www.nj.gov/highereducation/EOF/EOF\\_Eligibility.shtml](https://www.nj.gov/highereducation/EOF/EOF_Eligibility.shtml)), as well as adhere to family size and income cut-off levels; and must be enrolled full-time. More information is available here: <https://admissions.rutgers.edu/costs-and-aid/financial-aid/eof>

## 2. Merit-based Assistantships and Other Competitively Awarded Scholarships

### a) *Graduate Assistantships*

Major financial support awarded based on academic merit is available for a limited number of full-time doctoral students in the form of *Graduate Assistantships* (GA). GAs are not available for students in the M.S. program (see below for Rutgers-Camden Graduate School awards available to M.S. students). At Rutgers University, a ‘Graduate Assistant’ or GA is the general term for a funded full-time graduate student who can serve as either a Teaching Assistant (TA) or a Research Assistant (RA) depending on the needs of the Department and the student’s faculty supervisor.

Full-time GA appointments cover the period of an academic year, from August 25<sup>th</sup> to Commencement, and come with a stipend, full tuition remission, and fee waiver. For payroll purposes, appointments are effective September 1<sup>st</sup> through June 30<sup>th</sup> of the academic year. In addition, Graduate Assistants are eligible for health insurance and certain other benefits as long as they are in good standing in the Ph.D. Program. For more information on GA benefits, please see <http://uhr.rutgers.edu/sites/default/files/TA-GABenefitsGuide.pdf>.

Students will be notified of their assignments for the academic year by the Graduate Director by August 15<sup>th</sup>. GA duties include research in public policy, community development, and related fields under the supervision of a faculty member, or other duties or tasks defined by the Graduate Director. Although it is understood that the weekly workload will fluctuate during the term of appointment, Graduate Assistants are expected to devote no more than an average of fifteen (15) hours a week, or approximately 570 hours per semester, toward the accomplishment of their duties, excluding work associated with academic progress toward the degree. Students with a GA appointment may not have outside employment; this is explicitly prohibited by state law and, for students on federal grants, by federal law. For more information regarding GA duties and responsibilities, see Section IX of this handbook.

In addition to Graduate Assistantships, there are several other competitively awarded Camden Graduate School and Rutgers University scholarships, as described on the Camden Graduate School’s website.

### b) *Dean’s Graduate Scholarship*

Scholarship funds are intended for tuition only (and not fees), and available for one academic year only – this scholarship is not automatically renewed. Eligible students may be full- or part-time Master’s or doctoral students, and in-state or out-of-state status. Students with Graduate Assistantships, government sponsorship, or students who are Rutgers employees are not eligible. Awards range from \$2,000 to \$10,000 for the academic year.

*c) Dean's Competitive Scholarship for Out-of-State Students*

This scholarship is awarded on a competitive basis to incoming, domestic Master's and doctoral degree program applicants who reside outside of New Jersey. The scholarship covers the cost differential between in-state and out-of-state tuition for full-time students taking a minimum of nine credits, up to twelve credits per semester for up to four sequential semesters (two academic years, fall and spring semesters only). Students are nominated by each department for this award.

*d) Chancellor's Scholarship for International Students*

The Camden Graduate School Chancellor's Scholarships for international students are available to all non-sponsored, international F-1 applicants who meet the requirements and enroll full-time in a Master's or doctoral degree program in the Graduate School. All scholarship recipients must meet the international admissions criteria. These scholarships are awarded based on merit: a \$10,000 scholarship (\$5,000/semester) if the GRE is waived or the GRE score less than 150; a \$12,000 scholarship (\$6,000/semester) if the GRE score is between 151 and 157; and a \$14,000 scholarship (\$7,000/semester) if the student's GRE score is 158 or higher.

*e) University Fellowships/Scholarships:*

The Rutgers-Camden FAS Dean's Office will send out a "call for nominations" when funding for the following campus-wide awards becomes available to Rutgers-Camden graduate students. Please note: these awards are competitive at the campus level across all departments and programs of the Camden Graduate School:

*f) Presidential Fellows*

One Presidential Fellowship will be awarded to an incoming graduate student in a doctoral program selected for a GA position. This award carries an additional stipend of \$15,000 per year and may be renewed up to three years. Exceptional candidates are nominated by the Public Affairs Program Director for consideration.

*g) Bunche Fellowship*

Two Bunche Fellowships will be awarded to incoming graduate students representing a diversity population. The fellowship includes a stipend plus tuition remission. Exceptional candidates are nominated by their Program Director for consideration, and the award is renewable for a second year.

*h) Hazel Vera Dean Fellowship*

The Hazel Vera Dean fellowship is a scholarship awarded to one graduate student who is a resident of New Jersey who shows financial need.

*i) Trustee Fellowship in the Humanities and Social Sciences*

One Trustee Fellowship will be awarded to a student representing a diverse population and pursuing a Master's degree likely to lead to a Ph.D. in the same field. The fellowship includes a stipend and tuition remission. Exceptional candidates are nominated by their Program Director for consideration, and the award is renewable for a second year.

*j) Coverdell Scholarship*

Returning Peace Corps volunteers are considered for funding as a Coverdell Scholarship. This scholarship includes a tuition remission, and the award is renewable for a second year.

The Graduate School maintains a list of additional funding opportunities and resources for searching for external financial support for graduate education (see: <https://graduateschool.camden.rutgers.edu/graduate-student-funding/>).

*k) Non-need-based Loans*

Low-interest Graduate PLUS loans are available to graduate students to supplement an award package. As part of the William D. Ford Federal Direct Loan Program, no bank or lender other than the U.S. federal government is needed to receive a Graduate PLUS loan, and as such, PLUS loans are not subject to commercial market conditions. More information is available here: <https://scarlethub.rutgers.edu/financial-services/types-of-aid/loans/federal-direct-and-plus-loans/>

Educational loans from private banks and financing agencies should only be considered after all state and federal sources of financial aid have been exhausted. Rutgers University offers reasonable no-interest tuition payment plans (see here for more information: <https://studentabc.rutgers.edu/tuition-payment-plans>) which students should consider before choosing to borrow money through a private educational loan program. Information on private educational loans for Rutgers-Camden graduate students may be found here: <http://beta.elmselect.com/?schoolid=81#/schoolLanding>.

## IV. Master of Science in Public Affairs

The M.S. in Public Affairs degree program consists of 30 credits, including an applied research course taken in the last semester of study in which the student completes a thesis project. Each student should fill out [a degree plan worksheet](#), to be updated each semester, and which serves as a record of courses taken, milestones achieved, and exceptions granted. A copy of the student's degree plan will be kept on file in the program office. See the Program website for course descriptions. Core courses are offered once a year, and only during the fall and spring semesters.

### A. Introductory Courses (3 courses/9 credits)

- 824:701 Theory and History of Community Development
- 824:703 Logic of Social Inquiry
- 824:710 Planning, Markets, and Community Development

## B. Research Methods Courses (4 courses/12 credits)

- 824:702 Quantitative Methods I
- 824:714 Qualitative Research Methods

*and choose two of the following:*

- 834:608 Geographic Information Systems
- 824:708 Categorical and Limited Dependent Variables (Prerequisite – 709)
- 824:709 Quantitative Methods II (Prerequisite – 702)
- 824:718 Data Management
- 824:713 Research Design (Prerequisite – 709)

## C. Applied Research Course/Capstone (1 course/3 credits)

- 824:706 Practicum in Community Development (3 credits)

M.S. students are required to enroll in 56:824:706 Practicum in Community Development during their final semester (or, in some cases, final year). The Practicum is an opportunity to apply the research skills developed throughout the program in a client-based or project-based pedagogy. It serves as the capstone course for M.S. students (and an applied research course also open to MPA and Public Affairs doctoral students). When opportunities are available, it could engage students in grant-funded or contracted work for a public or non-profit client. Projects could include data analysis, development of plans, interviewing and data collection. The research experience is meant to provide a venue for applying theories and concepts learned through coursework to real-world community development problems, and to create an opportunity for gaining professional consulting skills.

The Practicum is an opportunity to apply the research skills developed throughout the program in a client-based or project-based pedagogy. It serves as the capstone course for M.S. students (and an applied research course also open to MPA and Public Affairs doctoral students). When opportunities are available, it could engage students in grant-funded or contracted work for a public or non-profit client.

## D. Elective Courses (2 courses/6 credits)

The elective course requirement consists of *two* graduate level courses relevant to community development and/or the student's core research interests. Related courses may be taken at the Rutgers University-Camden School of Law or School of Business, or any department in the Rutgers University-Camden Graduate School of Arts and Sciences (i.e., Childhood Studies, Social Work, Criminal Justice, Economics, etc.). The Graduate Director maintains a list of courses in the Law and Business Schools that are open to Ph.D. students and best suited to our program.

## E. Transitioning from the M.S. to the Ph.D. Program

The M.S. in Public Affairs program is a terminal degree program; however, because the curriculum is aligned with the core curriculum of the Public Affairs doctoral program, M.S. students interested in continuing their studies at the doctoral level who meet certain criteria have the opportunity to seamlessly transition to the Ph.D. program.

M.S. students interested in continuing in the Ph.D. program may apply for admission after completing one year or 18 credits. A formal application as outlined above is required, though students do not need to submit new graduate admissions exam results. As mentioned above, the GRE is waived for M.S. students. Applications will be reviewed by the Public Affairs Program Committee during the regular admissions cycle. To be considered, M.S. students must maintain a 3.0 GPA, and only those courses with a grade of “B” or better will count toward fulfillment of the Ph.D. curriculum requirements.

## F. Typical Timelines

Here is a suggested plan of study for full-time and part-time students. In some cases, course availability and/or student obligations may require deviation from this plan. Consult with your academic advisor to resolve any issues.

### 1. Full-time M.S. Students

#### Year 1, Fall

- 824:703 Logic of Social Inquiry
- 824:702 Quantitative Methods I
- Elective (Total of 2)

#### Year 1, Spring

- 824:701 Theory and History of Community Development
- Research Methods Course (often 824:709 Quantitative Methods 2)
- Elective (Total of 2)

#### Year 2, Fall

- 824:714 Qualitative Research Methods
- 824:706 Practicum in Community Development
- Elective (Total of 2)

#### Year 2, Spring

- 824:710 Planning, Markets and Community Development
- Research Methods Course
- Elective (Total of 2)

## 2. Part-time M.S. Students

### Year 1, Fall

- 824:703 Logic of Social Inquiry
- 824:702 Quantitative Methods I

### Year 1, Spring

- 824:701 Theory and History of Community Development
- 824:709 Research Methods Course (often 824:709 Quantitative Methods II)

### Year 2, Fall

- Elective
- 824:714 Qualitative Research Methods

### Year 2, Spring

- Research Methods Course
- 824:710 Planning, Markets and Community Development

### Year 3, Fall

- 824:706 Practicum in Community Development
- Elective

## V. Ph.D. in Public Affairs

The Ph.D. in Public Affairs consists of 66 credits, including 51 credits of coursework and 15 credits for the dissertation. Full-time students should focus on completing core curriculum courses in their first two years, part-time students in their first three years. Each student should fill out [a degree plan worksheet](#), to be updated each semester, and which serves as a record of courses taken, milestones achieved, and exceptions granted. A copy of the student's degree plan will be kept on file in the program office. See the Program website for course descriptions. Core courses are offered once a year, and only during the fall and spring semesters.

### A. Core Curriculum (8 Courses/24 Credits)

#### 1. Introductory Courses (9 credits):

- 824:701 Theory and History of Community Development
- 824:710 Planning, Markets, and Community Development
- 824:703 Logic of Social Inquiry

#### 2. Methods Courses (12 credits):

- 824:702 Quantitative Methods I
- 824:709 Quantitative Methods II



- 824:714 Qualitative Research Methods

*and choose one:*

- 834:608 Geographic Information Systems
- 824:708 Categorical and Limited Dependent Variables
- 824:718 Data Management

### 3. Research Course (3 credits):

- 824:713 Research Design

The Public Affairs Program Graduate Director must approve any exemptions from or substitutions for required courses. Requests should be submitted in writing and approvals must be contemporaneously documented in the student's file.

## B. Elective Courses (9 courses/27 credits)

The elective course requirement consists of nine graduate level courses relevant to community development and/or the student's core research interests. Related courses may be taken at the Rutgers University-Camden School of Law or School of Business, or any department in the Rutgers University-Camden Graduate School of Arts and Sciences (i.e., Childhood Studies, Social Work, Criminal Justice, Economics, etc.).

*Note:* Prior versions of the curriculum required that students take two courses outside that graduate school. That requirement no longer exists.

## C. Dissertation Credit Hours (15 Credits)

Students register for Dissertation Hours (1-9 credits per semester) only after successfully passing their comprehensive exams moving to 'post-qualified' student status. See below for further information about preparing a proposal, forming a doctoral committee, conducting research and writing a dissertation, and the doctoral dissertation defense.

*Note:* Curriculum requirements changed in 2018; students admitted to the Ph.D. program in 2016 or 2017 may elect the new curriculum, OR the curriculum in place when they were admitted. Consult the Program Director if you are unsure which curriculum applies to you.

## D. Ph.D. Program Qualifying Examinations

The purpose of qualifying examinations, sometimes referred to as "comprehensive examinations" or "comps," is to certify that the student is "qualified" to transition from coursework to independent dissertation research. The examinations are not simply a replay of the final exams in the covered courses. Rather, the examinations are an attempt to measure the extent to which students have integrated the material into a cohesive understanding of the literature in the field and the research process.

As such, the two parts of the written exam cover community development theory and practice, and social science research methodologies, as described in more detail below. The written exams are scheduled for the week before the start of each semester. Each exam is five hours long. Students are allowed to bring hard copies of their notes, but not electronic notes. There is no limit to the quantity of notes that can be brought, but students may not bring pre-written prose to be used in answering questions.

### 1. Timing of the Qualifying Examinations

The examinations may not be taken before the completion of the 24-credit core curriculum and a total of 36 credits, including any transfer and transient credits. The written examination *must* be taken within two semesters of completing all 51 credits of required coursework, however, students are strongly advised to plan to take the exam in the semester after the completion of the core curriculum. Any IN grades (Incompletes) must be resolved before students may take the exam.

During the semester before a student intends to take the exam, it is the student's responsibility to consult with his or her academic adviser and then to notify the Graduate Director and DPPA secretary that the student is prepared to take the exam in the following semester.

### 2. History and Theory of Community Development Exam

The qualifying exam in social and community development theory and practice draws broadly from the required theory and practice courses of the core curriculum. Questions on the exam cover the epistemology of social science, and the community development legacy of theory and practice and are drawn from the literature on classical social theory, poverty, urban policy, governance and community development, including community participation, community organization and local economic development. The logic of social inquiry is included in this portion of the exam, and thus, students are expected to be able to demonstrate analytical thinking and mastery of key texts, ideas, theories and concepts, and to apply theoretical insights from the philosophy of science to community development problems and research. Students write three essays on topics that may include: community participation and debates concerning social capital, capacity building and sustainable development; community social planning and economic development; community development and organization; and community action and social justice.

### 3. Quantitative and Qualitative Research Methods and Research Design Exam

The qualifying exam in research design and methods includes questions that cover the topics of research design, statistical inference, and the application of quantitative and qualitative methods in the social sciences. Again, please note that each question is not testing knowledge from specific courses, but rather asking students to draw on knowledge from all of their research design and methodology coursework to address problems that social scientists regularly encounter. Students are expected to be able to discuss conditions for causal inference, the strengths and weaknesses of different research designs and approaches, and threats to internal and external validity. Students could be asked to propose a design to answer a specified research

question or to critique a proposed design and are expected to be familiar with issues related to qualitative research, experimental, and quasi-experimental design problems.

In addition, students are expected to be able to compute various descriptive measures from raw data and to be able to calculate confidence intervals and conduct standard hypothesis tests, such as a difference of means t-test. They should be able to explain how the meaning of these tests depends on how the data are collected. An applied regression question will typically require students to answer questions about an Ordinary Least Squares (OLS) or Logit regression table from a published journal article, testing their ability to interpret regression results and use them to draw substantive conclusions.

#### 4. Preparation for the exams

The exam tests students' knowledge of the field as indicated by the literature and substantive material from the core curriculum. However, to reiterate, the exam is not a test (or re-test) of individual coursework. Rather, students should approach their core courses as tools for accessing different aspects of community development theory and practice that are of most interest to them. Because the purpose of the exam is to establish the qualifications for independent scholarly research, students are also expected to have a strong grasp of underlying theories and philosophies of empirical research and to master basic research methodologies in the social sciences.

Students report that their independent efforts to study for the written exam in groups have helped them to integrate and articulate their thinking and enriched their education overall. Therefore, the Public Affairs faculty strongly recommend that students form their own independent study groups to prepare for the written exam.

A Study Guide with lists of topics, practice study questions, and suggested readings is provided in the Appendix of this *Handbook*.

#### 5. Assessment of the Qualifying Examinations

Members of the Public Affairs Committee write and grade the exams, which are coded to maintain student anonymity during the grading process. Exams are administered in a classroom with computer terminals (with Wi-Fi access disabled) and students type their answers. There are multiple graders for each exam. Each set of graders convenes to resolve any differences in assessment of students' written answers. Results will be communicated to students within two weeks after the exam.

Some of the factors considered in grading the exam include: demonstrated breadth and depth of knowledge of current debates and the development of a critical appraisal of the literature; the ability to use theories and concepts to assess issues and problems in the field; mastery of basic methods of social science research and the underlying theories behind basic approaches to understanding the empirical world; completeness, logical organization and clarity of the answers.

The possible outcomes on each examination are Pass with Distinction, Pass, Fail, and – in rare circumstances – Decision Deferred. Students receiving a Decision Deferred will be asked to

complete additional work; for example, they may be asked to complete an essay or to retake a course and pass with a grade of “B” or better. If the additional work is completed satisfactorily in the opinion of the exam committee, the grade is changed to Pass. The exam sub-committee chairs and/or the Public Affairs Graduate Director will meet with students upon request to review the evaluation and outcome of each exam.

To move to the dissertation stage, a student must pass both qualifying examinations. Students receiving a grade of Fail on one or both qualifying examinations may retake the exam(s) they failed the following semester. Students receiving more than one failing grade on either examination may be dismissed from the program. The decision to dismiss a student from the program may be appealed (see Section VI.E below for details).

After passing the qualifying examinations, a doctoral student is officially advanced to candidacy and considered “post-qualified” (or ABD, “all-but-dissertation”). Post-qualified students who are fully engaged in graduate study beyond the required coursework, and who are registered for fewer than nine dissertation credits (official full-time status requires registration of at least nine credits per semester), and who need to maintain full-time status for financial aid purposes may apply for Full-Time Certification by filing the appropriate form with the Senior Associate Dean of the Graduate School. A pdf version of the form can be found here: <https://graduateschool.camden.rutgers.edu/current-students/forms/>.

## E. Dissertation

The final step to completion of the PhD is the dissertation. A doctoral dissertation should make an original contribution to scholarship through a rigorous analytical examination of theory and evidence, exploring a significant argument or testing a relevant hypothesis.

While working on the dissertation proposal and the dissertation itself, students should enroll in *56:824:790 Doctoral Dissertation (up to 9 in any one semester, 15 total, By Arrangement)*. This course is restricted to candidates who have completed the core curriculum and are actively conducting dissertation research. Credit hours per semester should be determined in consultation with the student’s dissertation adviser. Students register for dissertation adviser’s section. Students can take as few as ½ credit per semester. To be used instead of matriculation continued if students are actively working on research not on a leave of absence.

The dissertation phase of a student’s program has several distinct stages as outlined below.

### 1. Forming a Dissertation Committee

Upon passing the written examinations, the student develops a dissertation proposal under the guidance of a dissertation adviser and executes an oral defense before the student’s dissertation committee. Ideally, this should be done within six months of passing the written exam.

A dissertation committee is chaired by a tenured faculty member who serves as the student’s principal academic adviser and guides the student toward completion of his or her doctoral dissertation. Students should identify possible dissertation advisers as soon as possible upon admission to the program. Only tenured members (associate and full professors) of the

Department of Public Policy and Administration may chair doctoral committees. Students are free to approach any tenured member of the program faculty to be the chairperson of their committee, or to consult with the Graduate Director or other members of the Public Affairs Committee to determine a suitable committee chair. Faculty members, however, are not obliged to accept a request to chair a student's committee.

In identifying a potential dissertation chair, students are encouraged to approach faculty members whose research interests are congruent with their own. Ideally, the chairperson is an expert in an area of interest for the student, though this may not always be possible. The student and the dissertation adviser work together to develop a topic consistent with the student's interests that the adviser feels has significant potential to be recognized as a contribution to scholarship.

The student and the chairperson select the remaining members of the student's dissertation committee, with the advice and consent of the Graduate Director, if needed. A dissertation committee consists of no fewer than three and not more than five faculty members. Only one member may be from outside the Rutgers University-Camden DPPA faculty, subject to both consultation with and the approval of the Graduate Director. Rutgers University faculty from outside of the Camden Graduate School count as external committee members. All members of the Dissertation Committee must have a Ph.D. or equivalent doctoral degree and a record of research accomplishment appropriate to evaluate original research.

Once the student and dissertation chair form the student's dissertation committee, the chair should notify the Graduate School office by email. If the committee has an outside member who has first been approved by the Graduate Director, a *c.v.* for the person should be forwarded to Ms. Bethany Lawton in the Graduate School by the student's chairperson, along with a brief explanation of why the person was selected for the committee. The Graduate School officially appoints outside committee members as adjunct members of the Graduate Faculty of Rutgers University-Camden, notifying them by email of their appointment.

Students who have completed all or nearly all of the 51 credits of coursework may register for their adviser's section of 56:824:720 Dissertation Development until they successfully defend their dissertation proposals. The number of credits of Dissertation Development a student should take in any one semester depends on the student's matriculation status (part- or full-time), but may not exceed fifteen credits over two semesters. Exceptions must be approved by the Graduate Director.

## 2. Dissertation Proposal and Oral Defense

The dissertation proposal defines the student's doctoral project. The function is to articulate a problem and lay out an approach to analyzing it. It should address the major literature on the topic and how other scholars have dealt with the problem to indicate what remains to be done.

There is no set, strict format or length. A dissertation proposal should contain a statement or explanation of the problem to be investigated and addressed, the student's rationale for conducting the research, research hypotheses, a preliminary literature review, and a proposed research design and work plan. It should also identify the data to be used in the dissertation,

either an existing data source or a procedure for developing new data, in which case, data collection instruments should be discussed and appended to the proposal. If relevant, include a discussion of logistical aspects of the project, for example, the need to travel to archives, or financial or time constraints. Also include a plan for securing Institutional Review Board (IRB) approval of any research involving human subjects (discussed in more detail in Section VII.D). Preliminary results may be reported, but this is not an expectation.

When the student and adviser determine that the proposal is ready to be presented to the committee, the student works with the adviser to identify a date for the defense. It is then the responsibility of the student to schedule the defense with the rest of the committee and to notify the Department administrator, Mrs. Vargas-Long, of the date. Mrs. Vargas-Long will assist the student in securing a room and any audio-visual equipment needed for the presentation. The defense is closed unless the student requests it be open to other faculty members and students.

Once the dissertation proposal defense date is set, the chair of the committee must complete a Graduate School DocuSign form two weeks prior to the exam date. The Graduate School will send out the official preliminary examination certification to the committee chair, copying the other committee members, the Public Affairs Graduate Director, and the department administrator. Upon receipt, the Graduate School will facilitate the appropriate coding of the student's status with the Registrar's Office.

Dissertation proposal defenses are usually scheduled for two hours, with the student making a presentation of 30 to 45 minutes. After the presentation and an open question and answer period, the committee deliberates in private and then informs the student of the result of the proposal defense. The student's proposal may be Passed (as is), Passed with (specified) Revisions, or Not Passed.

If Passed with Revisions, or Not Passed, the chair and other committee members decide on how to proceed. The chair should prepare a memorandum to the student to summarize the outcome of the defense and outline the specific revisions to be made, and a timeline for completing the work. A copy of this memo will be placed in the student's file. Minor revisions may be managed by the chair; however, if major revisions are required or if the student does not pass the defense, the student will be required to defend the proposal again. A second defense must take place within six months of the first.

A proposal that has been passed, with revisions or not, forms a contract between the student and the program. If the student competently carries out the research outlined in the proposal and presents the results of such research according to professional standards, then the student will have passed the dissertation requirement whether or not the student's original research hypothesis is confirmed.

### 3. Dissertation Guidelines

Upon the completion of all core coursework, the student may begin to take dissertation credit hours with the chair of his or her committee (56:824:790 Doctoral Dissertation). No classes meet for these dissertation hours, rather, students devote their entire effort to conducting research, supervised by the chair of their doctoral committee, their dissertation adviser.

A doctoral dissertation project is a major endeavor requiring a serious commitment of time and effort. Students should expect to spend at least a year or more conducting research and writing. If at all possible, those students working full-time and studying part-time should plan ahead to take leave from their employment or other obligations for however long might be feasible and affordable in order to complete their projects in a timely manner.

The Rutgers University-Camden [“Dissertation Style Guide”](#) states that the doctoral dissertation must conform to accepted scholarly standards for format, style and general writing procedures. It goes on to prescribe specific standards for the abstract, margins, pagination, and so forth. It is imperative that students follow these guidelines closely. It is also important that the dissertation, as with other student work, conforms to the [Rutgers University Academic Integrity Policy](#).

#### 4. Final Dissertation Defense

It is necessary to plan for a dissertation defense well in advance of the graduation date. Students often underestimate both the amount of advance time faculty committee members need to review a final version of a dissertation, and the time needed to make subsequent revisions before an oral defense may be executed. In addition, there are Graduate School deadlines for final submission of an accepted dissertation that are well in advance of graduation dates. Students need to pay attention to these deadlines and to plan accordingly. [The Rutgers University-Camden Graduate School maintains a website with information about graduation policies, deadlines and forms.](#)

Students should understand that doctoral committee members typically need up to six weeks to review a completed dissertation. Faculty also do not expect to participate in oral examinations (dissertation proposal and dissertation defenses) during the Winter or Summer recesses. Factoring in time for the student and his or her chair to respond to comments on final drafts by committee members means that students should anticipate that a defense cannot be scheduled for at least two months after the student completes a final draft of the dissertation. In planning to meet graduation deadlines, students should also factor in time after the defense for any revisions that may be required as a result of the defense.

The completed dissertation must be presented and defended at a *public* meeting of the dissertation committee. After the student and his or her chair identify possible dates for the defense, it is the responsibility of the student to coordinate with the rest of the committee to finalize the date, and to communicate this to the Graduate Director and the Department secretary. To encourage student and faculty attendance, the time and place of the defense must be posted by the chair of the committee at least ten calendar days in advance of the presentation. Normally the Department administrator works with the student and the committee chair to reserve a room and any audio-visual equipment needed for the candidate’s presentation, and to publicize the time and date of the defense.

Final approval of the dissertation is the jurisdiction of the dissertation committee.

Normally, the dissertation defense is held within five years of the dissertation proposal defense. Once the dissertation defense date is set, the chair of the committee must complete a Graduate School online form two weeks prior to the exam date. The Graduate School will send out the

official final examination certification to the committee chair, copying the other committee members, the Ph.D. Program Graduate Director, and the department administrator. Upon receipt, the Graduate School will facilitate appropriate coding of the student's status with the Registrar's Office.

In accordance with Graduate School policies, possible outcomes (based on a unanimous decision) are: Pass with Distinction (noted on the transcript and the graduation ceremony program); Pass; Pass pending specified revisions; Decision Deferred; and Fail. If the outcome is Pass, Pending a Revision of the Dissertation or Decision Deferred, the dissertation committee chair must re-submit the paperwork to the Graduate School with the new outcome once the revisions or other required work are satisfactorily completed. If the decision is 'Fail,' the chair must notify the Graduate School if the student will be allowed to defend the dissertation again.

#### 5. Submission of Dissertation and Procedure for Awarding the Degree

The Graduate School requires approved dissertations to be submitted in electronic format to the [Rutgers University Electronic Theses and Dissertation website](#). There are no exceptions to the deadlines for completing graduation paperwork, as set forth by the Graduate School. Information regarding deadlines and other important requirements for graduation are emailed to students and as noted above, [available on the Graduate School's website](#). It is the responsibility of the student to keep informed of these rules and regulations.

#### F. Ph.D. Students and the M.S. Degree

As noted above, the M.S. degree curriculum is aligned with the core course requirements of the Ph.D. program, with a few exceptions: M.S. students are not required to take 56:824:709 Quantitative Methods II and are not eligible to take 56:824:713 Research Design unless they take Quantitative Methods II as one of their additional Methods courses. Ph.D. students complete 27 credits of electives in addition to the core curriculum, compared to six credits of electives for the M.S. degree, and complete a 15-credit dissertation. M.S. students, but not Ph.D. students, are required to take 56:824:706 Practicum in Community Development, which serves as their capstone course.

Thus, Ph.D. students interested in earning the M.S. degree should plan to take the 824:706 Practicum in Community Development as one of their electives in order to satisfy the M.S. coursework requirements. Upon completion of the courses that constitute the M.S. curriculum, *including the Practicum*, Ph.D. students [may apply for the M.S. degree through the regular Rutgers University-Camden Graduate School procedures](#)

#### G. Typical Timelines

##### 1. Full-time Ph.D. Students with master's degrees

Students entering with master's degrees typically transfer 12 credits into the program, leaving 39 credits (13 courses) to be taken as well as 15 dissertation credits. Plan accordingly if transferring more or less than 12 credits.



### Year 1, Fall

- 824:702 Quantitative Methods I
- 824:703 Logic of Social Inquiry
- Elective (Total of 5)

### Year 1, Spring

- 824:701 Theory and History of Community Development
- 824:709 Quantitative Methods II
- Elective (Total of 5)

### Year 2, Fall

- 824:714 Qualitative Research Methods
- Research Methods Course
- Elective (Often 824:706 Practicum in Community Development)

### Year 2, Spring

- 824:713 Research Design
- 824:710 Planning, Markets and Community Development
- Elective (Total of 5)

### Year 3, Fall

Students should plan to take the written examination upon completion of the 24-credit core curriculum. As noted above, the exam is given in the week prior to the start of each semester. Students with Graduate Assistantships must register for nine (9) credits each semester to maintain full-time status, including during the semesters in which they take the qualifying examination, which, as noted above, consists of a two-day written exam (ideally taken in the fall semester).

- Take both written exams)
- Elective (Total of 5)
- 6 credits of 824:790 Doctoral Dissertation (by arrangement, ideally with Chair)

### Year 3-5

After completing the qualifying exam, students are advanced to candidacy and the presumption is that they are working full-time on their dissertation research each semester until the final defense.

- Defend dissertation proposal (ideally before the end of Year 3)
- 9 credits of 824:790 Doctoral Dissertation (by arrangement, ideally with Chair)

Once students reach this point in their course of study, they must register for some number of credit hours of 824:790 Doctoral Dissertation with their dissertation adviser each semester until the student completes fifteen credit hours, successfully defends his or her dissertation and is awarded the degree. Post-qualified students are eligible for ‘full-time certification,’ which allows them to register for just one credit hour of 824:790 Doctoral Dissertation per semester (for up to six more semesters), as long as they meet certain basic conditions. Post-qualified students should plan their credit hours distribution with the advice of their dissertation advisers and/or the Graduate Director.

## 2. Full-time Ph.D. Students Without Master’s Degrees

The timeline for students without a master’s degree is largely the same except that students without master’s degrees (or who are not transferring in any graduate course credit) must complete nine electives. While such students should plan on taking the written exam in the fall of their third year once the core curriculum is completed, these students may not be ready to defend a dissertation proposal in the spring of their third year given the workload associated with completing their coursework. Instead, they should be ready to defend by the end of the fall semester of their fourth year.

## 3. Part-time (at least 6 credits per semester)

Experience has shown that it is best for part-time students to take the core curriculum as early as possible, leaving electives until the end. This facilitates moving to the preliminary exams quickly, before the skills and knowledge of the courses taken in the first year become rusty. While a variety of plans that mix in a few early electives are possible, the plan below enables part-time students to get the preliminary examinations after just two years.

### Year 1, Fall

- 824:702 Quantitative Methods I
- 824:703 Logic of Social Inquiry

### Year 1, Spring

- 824:701 Theory and History of Community Development
- 824:709 Quantitative Methods II

### Year 2, Fall

- 824:714 Qualitative Research Methods
- Research Methods Elective

### Year 2, Spring

- Research Design
- 824:710 Planning, Markets and Community Development

## Years 3-6

Part-time students should plan to take the written examinations upon completion of the 24-credit core curriculum. Part-time students (and only part-time students) may elect to take the written examination over the course of one academic year, or two concurrent semesters.

Part-time students must also take 5-9 electives depending on how many credits were transferred from any previous graduate work. Often this workload will make it hard to complete the proposal by the end of year 3. However, part-time students should endeavor to complete and defend a dissertation proposal by the end of Year 4.

When the student has passed the qualifying examinations and completed coursework, the student must register for three or six credit hours of 824:790 Doctoral Dissertation with his or her dissertation adviser each semester until the student completes fifteen credit hours, successfully defends his or her dissertation, and is awarded the degree.

## VI. Assessment and Academic Progress

### A. General Advising

In most years, the Graduate Director serves as the academic adviser for first-year Ph.D. students, including those with GAs. After the first year, faculty supervisors serve as academic program advisers for full-time doctoral students with GAs until students identify dissertation advisers. Once a student has a dissertation adviser, that person becomes the student's academic adviser (in some cases the dissertation adviser and the GA supervisor may be the same person).

The Graduate Director, working with the chair of the department, assigns academic program advisers to M.S. students, part-time students, and any other un-funded full-time students. New students will be notified about their academic program adviser during the summer before they matriculate. As noted above, students may request a different academic adviser, or the Graduate Director may re-assign academic advisers depending on departmental and student needs.

### B. Student Status, Enrollment, and Registration

#### 1. Full-time vs. Part-Time

Graduate students are considered full-time if they carry a nine-credit load or higher during the current semester. Part-time status is anything less than nine credits per semester, however part-time students are expected to carry a minimum of six credit hours or two courses per semester. Exceptions to the two-course minimum may be granted on a temporary basis in extraordinary circumstances. Students seeking exceptions must petition the Graduate Director in writing, explaining the reasons why the student wants or needs to enroll in fewer than six credits. The request must be received prior to the semester for which the exception is to be granted.

## 2. Non-matriculated Status

Non-matriculated students are those who wish to pursue courses without enrolling in a degree program. Students are not admitted to the Public Affairs program on a non-matriculation basis, nor does the Department accept credit hours taken at Rutgers University-Camden on a non-matriculation basis.

## 3. Registration

All students are urged to consult with their advisers and obtain their approval before registering for courses. Careful planning of the student's academic program is encouraged, especially for doctoral students with Graduate Assistantships, since full-time matriculation must be maintained as a condition of the award. Because students may not transfer credits into the program until they have completed a certain number of coursework credits at the Rutgers University-Camden Graduate School, transferred credits sometimes unexpectedly change the calculation for what is needed to maintain full-time status, and can also affect the timing of the Ph.D. qualifying exam. Expectations for what prior coursework will count and how it will be applied, and when coursework requirements will be fulfilled should be settled early in the program planning phase.

Once the student consults with his or her adviser, he or she may then register for courses online through the Rutgers University Web Registration (WebReg) system (<https://sims.rutgers.edu/webreg/>). Students may add or drop courses through the add/drop period, which usually runs into the first week of the semester. Courses added after the add/drop period require permission of the instructor and the Senior Associate Dean of the Graduate School.

To register for a course listed "by permission of the instructor" requires a 'special permission' (SP) number to process the registration. Special permission numbers are available either directly from the instructor or from the Department Administrator and must be entered into WebReg at the time of registration. If a student lacks the proper academic background on his or her transcript to meet any course prerequisites, the student will be blocked from adding the course. A special permission number will not remove the block; instead, prerequisites may be overridden by filing the "Pre-requisite Override Form" with the Registrar which can be found at <https://graduateschool.camden.rutgers.edu/current-students/forms/>. The course instructor must approve the override.

## 4. Continuous Enrollment and Re-enrollment

It is the policy of the University and the Camden Graduate School to require continuous enrollment by students admitted to degree programs. All students must maintain status in the school by registering each fall and spring semester in coursework, research, dissertation study, or matriculation continued. A student whose enrollment status lapses must be approved for re-enrollment when he or she wishes to begin studies again. Students so approved will be retroactively registered for Matriculation Continued status in the semester prior to their re-enrollment. Please note that there is a fee equal to the cost of registering for matriculation continued for the semester prior to reenrollment associated with Matriculation Continued status; a bill will be issued by the Office of the Bursar that must be paid before a student may register

for credits. The application for re-enrollment can be found online at <https://graduateschool.camden.rutgers.edu/current-students/forms>.

Matriculation Continued status is available only to students not present on campus and not using faculty time or university research facilities. Both the Public Affairs Graduate Director and the Senior Associate Dean must approve the student's request for re-enrollment. Students approved should register for *56:824:800 Matriculation Continued*.

#### 5. Full-time Certification

Students who are *de facto* full-time doctoral students, but whose programs do not require enrollment for at least nine credits may be certified as full-time enrollees if the following conditions are met:

- The student has completed all required coursework.
- The student has successfully completed the qualifying examination, and the certification has been sent to the Graduate School Office.
- The student has fewer than nine credits of the required 15 credits of dissertation hours to complete.
- The student is devoting the preponderance of his or her efforts to the completion of the doctoral program, including departmental assistantship duties.
- The student is not employed for a total of more than 20 hours in other, non-degree related activities.

The student registration for fewer than nine credits is academically appropriate for one of the following reasons:

- The student is conducting dissertation research.
- The student will not be in residence in the tri-state area.

Certifications will not normally be approved for more than five years. Exceptions are rare and must be approved by the Senior Associate Dean of the Graduate School.

There are three different options available to eligible students, based on registration needs. All three result in the registration of one credit of dissertation hours for the semester:

*56:824:897 Full-time Certification for Students Living in University Housing*

*56:824:898 Full-time Certification for Students Not Living in University Housing*

*56:824:899 Full-time Certification for Students Away from Campus*

All students certified as full-time are required to pay the appropriate student fee, with the exception of GAs, for whom student fees are waived. Students must request certification from the Graduate Director by filing the appropriate form. The Graduate Director must sign the form and submit it to the Senior Associate Dean's Office for approval. Once approved, the form is

sent to the Registrar who enrolls the student for one credit of dissertation hours using the appropriate course number. Students using any of these options are considered full-time for purposes of financial aid. See the table on the next page for a summary of these options.

## 6. Time Limits for Graduate Degrees

Under Rutgers University rules (see the Graduate School Catalogue: [http://catalogs.rutgers.edu/generated/cam-grad\\_current/pg107.html](http://catalogs.rutgers.edu/generated/cam-grad_current/pg107.html)), M.S. study is limited to three years of full-time status, and five years of part-time status; doctoral study is limited to seven years of full-time status, and nine years of part-time status. These time limits can be waived with permission of the Public Affairs Graduate Director and the Senior Associate Dean of the Graduate School. Graduate Assistantships for full-time doctoral study are limited to five years.

### C. Grading System and Course Completion

#### 1. Grades and Credits

The grading system for courses in the Rutgers University-Camden Graduate School is as follows:

Grade	<b><u>Definition</u></b>	<b><u>Numerical Equivalent</u></b>
A	Outstanding	4.0
B+		3.5
B	Good	3.0
C+		2.5
C	Passing	2.0
F	Failing	0.0
S/U	Satisfactory/Unsatisfactory	0.0
IN	Incomplete	0.0
W	Withdraw	0.0

“S/U – Satisfactory/Unsatisfactory” may be assigned to 700-level courses of research carrying credit or to regular courses taken on a non-credit basis.

#### 2. Incompletes

A grade of Incomplete (IN) may be used at the discretion of the instructor when the student is unable to fulfill the course requirements by the end of the regular term. At least 50 percent of the class must be completed before an IN grade may be issued. The student must complete the remaining coursework within a reasonable time period after the end of the semester, as determined by instructor, but no more than 12 months from the time the Incomplete was assigned. The specific assignments and the timeline for completion should be stated in a written agreement. The normal grace period for completion of any graduate level Incomplete grade is one year. Extensions beyond one year must be justified in writing and approved by the Instructor, the Graduate Director, and the Senior Associate Dean of the Graduate School. The

form for requesting the extension is found here:

<https://graduateschool.camden.rutgers.edu/current-students/forms/>

Using the Registrar's electronic change-of-grade procedure, the instructor changes the grade to a regular letter grade once the student submits the completed work. The regular letter grade will then appear on the student's transcript and will be factored into the student's GPA. Unlike undergraduate IN grades, graduate IN grades do not automatically convert to an F after one semester; however, if an official request for an extension is not filed before the end of the one-year grace period, the IN grade will convert to a permanent Incomplete (PIN) on the student's transcript.

Students with two or more Incomplete grades are not permitted to register for additional courses without permission of the Graduate Director. Incomplete grades may negatively affect the annual assessment of student progress toward the doctoral degree and should be cleared within one semester.

### 3. Pass/No Credit Courses

With permission of the Graduate Director, and subject to available space, a student may take any graduate course on a Pass/No-Credit basis. The decision to do so must be made at the time the student registers for the course. Students are graded Pass (PA) or No Credit (NC). A Pass grade earns degree credit and is equivalent to an A, B, or C. A No-Credit grade is equivalent to an F. In either instance, the GPA is not affected.

### 4. Auditing Courses

Upon the consent of the instructor, and subject to the availability of space, full-time graduate students may audit courses without registration. It is understood that no academic credit is earned in this manner, and no official record of audited courses is kept.

### 5. Matriculation Continued

Once admitted to either the M.S. or Ph.D. programs, students are expected to maintain continuous enrollment and to make academic progress toward the degree. However, there are personal and other reasons why students temporarily may not be able to take courses. To maintain continuous enrollment in a semester in which a student who has not yet completed his or her coursework may not be able to take courses, the student should nevertheless maintain matriculation by registering for 56:824:800 Matriculation Continued. Matriculation Continued maintains enrollment. The student will be charged a modest fee to maintain matriculation.

If a student creates a break in enrollment by not registering for courses and later attempts to return to the program, he or she must *re-enroll* in the program and register retroactively for Matriculation Continued for the prior semester. Re-enrollment does not mean re-applying for admission. Rather, re-enrollment is accomplished by filing the proper form with the Dean's Office. Students who break enrollment and fail to re-enroll within one year or who otherwise fail to make arrangements with the Graduate Director are assumed to have withdrawn from the program and will be dismissed. It is best to communicate with your academic adviser and the

Graduate Director if circumstances interfere with your ability to make progress toward the doctoral degree.

#### D. Academic Probation

Students must maintain satisfactory progress toward the degree. In February of each academic year, the Public Affairs Program Committee, in consultation with the student's academic faculty adviser, will conduct a review of each student's progress toward the M.S. or doctoral degree. For Ph.D. students, special attention will be paid to students completing their first and second years of doctoral study to quickly identify any problems that could preclude completion of the degree in a timely manner.

In general, evidence of a lack of satisfactory progress may include but is not limited to the following:

- two grades of C+ or lower;
- two incompletes (IN grades);
- any violation of academic integrity, including plagiarism;
- failure to maintain continuous registration;
- failure to register for at least 6 credits (9 credits for GAs).

In addition, for doctoral students, a lack of satisfactory progress may also include:

- failing to take the written exam within two semesters of completing all coursework;
- failing both qualifying examinations or twice failing one of them;
- a cumulative GPA lower than 3.0;
- failing to pass the oral defense of the dissertation proposal within two semesters of passing the written exam.

Additional criteria applicable to students with GA awards:

- a negative job performance evaluation;
- a cumulative GPA lower than 3.5.

If the Public Affairs Program Committee determines that a student is not making satisfactory progress toward the degree, the student will be placed on Academic Probation. Both the student and the student's adviser will be notified in writing. The notice will identify the problem and a course of action so that the student has an opportunity to address the issue. Failure to improve by the start of the following semester may result in dismissal from the program or termination of the student's GA.

A decision to terminate a student from the program may be formally appealed, as discussed in the following section. The decision to terminate a Ph.D. student's GA is appealable pursuant to Article 23A of the current AAUP-AFT contract.



## E. Appeals Procedures

Students are entitled to fairness in the way their academic performance is assessed. Both the grades received in individual courses and decisions to dismiss are appealable. There is no department-level appeals process for a decision of non-reappointment of a GA award; however, the decision may be grievable under Article 23 of the agreement between Rutgers University and the Rutgers Council of the AAUP-AFT.

### 1. Appeal of Grades in Individual Courses

Students who believe they have been graded unfairly should confer informally with the instructor who assigned the grade in question. Such a conference shall take place within ten school days of official notification of the grade.

If the matter is not resolved during the conference, the student may file an appeal in written form to the Graduate Director for review and mediation within ten school days of the meeting between the student and instructor. Note that faculty judgements concerning the quality of a student's work are normally respected. Appeals based solely on difference of opinion about the appropriate grade are unlikely to be successful. Rather, grounds for appeal are normally based on (1) technical error; (2) new information; or (3) extenuating circumstances.

Within ten school days of notification of the dispute, the Graduate Director shall consult with all parties and propose a resolution. If this is unsuccessful, the matter shall be referred to a faculty committee appointed by the Chair of the Department. This committee shall render a decision within fifteen school days. In arriving at a decision, the committee may consult with whomever it chooses and may, in extraordinary cases, ask third parties from among the faculty to review the grade in question.

Appeal from the program faculty's decision may be made to the Senior Associate Dean of the Graduate School–Camden. Such appeal shall be in writing, shall be made within ten school days of receipt of the program faculty's decision.

### 2. Appeal of Dismissal from the Program

A student who fails to address the conditions noted in their Academic Probation letter is considered for dismissal by the Public Affairs Committee. If the student is dismissed, a letter is written to the student within ten calendar days of the end of the probation period. In cases of dismissal for failure to pass the Ph.D. program written examinations, the decision to terminate is prescribed by the rules and no vote is taken by the Public Affairs Committee.

If the student chooses to appeal a negative decision, the student must make a written appeal to the Graduate Director within ten days of notification of the faculty action, stating the grounds for appeal. The only grounds for appeal are (1) technical error; (2) new information; or (3) extenuating circumstances. The appeal is considered by the Graduate Director, unless the Graduate Director recuses him- or herself. The Graduate Director shall recuse themselves if for any reason they may be unable to judge the case impartially. When the Graduate director recuses, the appeal will be considered by another member of the Public Affairs committee.

If the student does not accept the Graduate Director's decision, the Chair of the Department appoints an ad hoc appeals committee of three faculty members, all of whom must have taught in the M.S. or Ph.D. programs. The student presents his or her case, the Graduate Director presents his or her case, the committee decides, and the decision is usually considered final.

While action within the faculty is normally treated as final, a student may still appeal to the Graduate School-Camden if he or she feels that the decision was unfair. Any such request must be made within thirty calendar days of notification of the faculty committee's decision. Such cases will be reviewed as appeals by the Senior Associate Dean of the Graduate School-Camden, who may appoint and consult with an ad hoc subcommittee (of two members) of the Graduate Directors. Decisions at the graduate school-level are considered final and may not be appealed.

#### F. Letters of Recommendation

Students seeking letters of recommendation from faculty members should approach faculty who know their work and who are willing to write strong letters. Individual faculty members may handle these requests differently; in general, it is best to supply a copy of a job notice or other information concerning the job, grant, or fellowship the student is applying for; an up-to-date *curriculum vitae* or résumé; and complete contact information and instructions for addressing and sending out the letter. Students should give faculty as much time as possible to write and submit letters, at least a minimum of two weeks, as good letters take time to compose. Rutgers University-Camden has a subscription to Interfolio, the higher education management and support software program that allows faculty to send out confidential letters of recommendation, and students to store confidential letters and job application materials to help manage the academic job application process. More information about using Interfolio is available here: <https://cc.camden.rutgers.edu/online-credentials-and-reference-service>.

#### G. Waiving of Requirements

Where students have a demonstrated competency or course concentration in a particular area, they may request that degree requirements in that area be waived. For instance, if a student brings proficiency in statistical analysis, it may be redundant to take one or more of the required quantitative methods courses. The waiving of a required course does not reduce the number of credits required for the degree. The Graduate Director makes decisions about waived requirements and will document the decision in the student's file.

## VII. General Policies and Information

### A. Academic Integrity Policy

Academic integrity is a fundamental foundation of higher education and is taken very seriously by Rutgers University. It means that work submitted is the student's own, and that when that work is informed by the efforts of others, appropriate credit is given. Different forms of academic dishonesty include cheating on assignments or exams, fabrication of sources, facilitating academic dishonesty by allowing one's work to be passed off as the work of another,

plagiarizing the work of others, or denying access to data or scholarly resources to others by stealing or defacing books or journals or other potentially criminal activity.

Although any violation is a serious matter, sanctions for academic dishonesty depend upon the severity of the violation and are organized into two levels at Rutgers University. The first type of violation is considered “non-separable” and applies to less serious violations that are characterized by a lower degree of premeditation or planning, and the absence of malicious intent. “Non-separable” means that the sanction does not reach expulsion or suspension.

The second level of sanction is for the most serious “separable” violations that affect a more significant portion of the course work than non-separable violations, and for which student violators may be suspended or even expelled from the University. Forms of separable violations demonstrate malicious intent and premeditation and include making up or falsifying evidence of data, and substantial plagiarism on a major assignment. Be advised that all alleged violations of academic integrity must be reported to the Graduate Dean’s office for adjudication and may not be handled privately between the student and instructor.

The Rutgers University Academic Policy statement explains what constitutes academic dishonesty and the procedures for dealing with it in more detail and may be found here: <https://camden.rutgers.edu/deanofstudents/academic-integrity>

Academic Integrity procedures for faculty reporting suspected violations of academic integrity at Rutgers University-Camden may be found here: <https://fas.camden.rutgers.edu/faculty/faculty-resources/academic-integrity-policy/>.

Students are responsible for understanding and abiding by the principles of academic integrity in all of their work at the University.

## B. University Code of Student Conduct

The University Code of Student Conduct is the official policy of Rutgers University first adopted in 1972, and since amended. It sets out specific expectations for student behavior, including behavior that is prohibited, the process for addressing allegations of student misconduct, and the consequences for violating the Code. Students are responsible for becoming knowledgeable about the Code, a copy of which may be found here: <https://studentconduct.rutgers.edu/processes/university-code-student-conduct>

## C. Transfer and Transient Credit Courses

Transfer and transient credits are course credits earned at institutions other than Rutgers University or other graduate schools at Rutgers. Transfer credits are those earned *before* the student enrolls in a particular graduate school at Rutgers, while transient credits are those earned elsewhere *after* the student enrolls in a Rutgers school and graduate program.

## 1. Definitions and Basic Guidelines for Transferring Credits

All transfer credits must be approved by the Graduate Director, and all transient credits must be approved BEFORE the student registers for a course at another institution or another Rutgers graduate school while he or she is enrolled in our program. *Requests for transient credit after-the-fact will not be approved.*

Students in the M.S. program may transfer up to 6 credits and Ph.D. students up to 12 credits of coursework from other Rutgers University graduate schools or other accredited graduate institutions to count toward the total credit hours requirements of either program, contingent upon certification by the Rutgers University-Camden Registrar.

Exceptions to this policy are limited to the discretion of the Public Affairs Graduate Director and Program Committee. Note that courses taken at the Rutgers-Camden Law and Business schools do not count toward the 12-credit limit. In addition, although students matriculating into the Public Affairs program from our MPA program are not technically held to the one-third transfer/transient credit limit because their credits were earned at the Rutgers-Camden Graduate School, our department policy is to accept 18 of the 42 credits required for the MPA degree toward the 24-credit elective requirement for the Ph.D. program. The transfer/transient limit for the M.S. program remains the same for these students (six credits toward the six-credit elective requirement).

Transfer credits automatically count as electives. Substitutions for core courses may be approved on a case-by-case basis by the Graduate Director, and a copy of the class syllabi for transient or transfer courses may be required. For the quantitative methods classes, a placement test may be used to determine whether a student might substitute transfer credits.

To request approval for transfer credits, fill out the Transfer Credit form on the Graduate School forms page: <https://graduateschool.camden.rutgers.edu/current-students/forms/>

## 2. Other Transfer Credit Rules

- Credits cannot be transferred into the M.S. and Ph.D. programs until at least 12 credits of coursework at the Rutgers-Camden Graduate School are completed.
- Grades earned in the courses must be a “B” or better to be eligible for transfer.
- Credits should not have been taken more than six years prior to the transfer request. Students can appeal this rule in writing to the Graduate Director.
- Quarter-term credits are converted to semester credits by reducing the total by one third.
- International transcripts must be evaluated by a credential evaluation organization in the National Association of Credential Evaluation Services (NACES). A list of acceptable evaluation organizations may be found here: <http://www.naces.org/members.html>

## D. Research with Human Subjects

A capstone or dissertation project that involves the collection of new data from human research subjects requires approval by a university board overseeing ethical research practices. The purpose of Human Subjects Review is to protect individuals who participate in research conducted by others. The rules for conducting such research are regulated by federal law as administered by the U.S. Department of Health and Human Services ([see here for more details on the DHHS Office for Human Research Protections and its regulatory mission](#)). No research involving human subjects may begin until the research protocol has been approved and the student has been so notified (by email) by the University's Institutional Review Board (IRB). This policy applies to all Rutgers University faculty, staff and students, including full- and part-time graduate students, and to all research conducted at Rutgers University regardless of funding source. See the website maintained by the Rutgers University Office of Research and Regulatory Affairs' for detailed information regarding the rules and how to submit an application. Information may be found here: <https://research.rutgers.edu/faculty-staff/compliance/human-research-protection/eirb>

## E. Veterans Benefits

Rutgers University-Camden has been repeatedly recognized by GI Jobs as “Military Friendly,” and was recently named a Purple Heart University by the Military Order of the Purple Heart – the first institution of higher learning to earn the distinction in the state of New Jersey. Many resources and services are available to military veterans through our Office of Military and Veterans Affairs (<https://veterans.camden.rutgers.edu>). The United States Veterans Administration operates various education assistance programs for eligible veterans, war orphans, surviving spouse or child of any veteran killed while on duty with the Armed Forces, disabled veterans, dependents of a veteran with service-related total disability, and certain members of the selected reserve.

Veterans and others mentioned above who plan to utilize veteran's education benefits should initially present the Veteran's Administration Certificate of Eligibility (COE) Form(s) and discharge papers (certified copy of the DD214), to the Office of Military and Veterans Affairs (Campus Center, Room 301) and the Certifying Official located in the Office of the Registrar. Veterans transferring benefits (changing venue) must provide a “Transfer benefits Form -22-1995.” When registering for courses Veterans must complete a “Statement of Understanding Form” to certify and process benefits.

Veterans planning to utilize benefits under Chapter 30 of the New (Montgomery) GI Bill of 1984, or Chapter 1606 and 1607 for Reservists are required by the university to pay cash for tuition, fees, books and supplies, when due. Veterans, in turn, receive allowance for each month of schooling based upon credit hours. Veterans using Chapter 33 benefits must initially provide a Certificate of Eligibility letter. Under this Chapter tuition and fees are paid directly to the University.

No Veteran may officially withdraw or drop a course (or courses) without prior consultation with the Certifying Official, Ms. Dora Perez (at [doperez@camden.rutgers.edu](mailto:doperez@camden.rutgers.edu)), and/or the Dean of Students' Office. All withdrawals must be submitted in writing. The date of official withdrawal

must be the determining date for changes in benefits. Changes below full-time status will create an adjustment to monthly benefits. Any change in class schedule must be reported to the Office of the Registrar. Failure to comply with the official school withdrawal procedure may affect benefits. Inquiries concerning eligibility should be directed to the Educational Call Center, at (888) 442-4551. For additional information please visit the GI bill website at: <http://benefits.va.gov/gibill/>.

## F. Students with Disabilities

Rutgers, The State University of New Jersey provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law against Discrimination. Doctoral students with disabilities should contact the Rutgers-Camden Coordinator for Disability Services; contact information for the office may be found at <https://ods.rutgers.edu/contact-ods>.

## G. Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights & Privacy Act of 1974 is federal law that outlines rights students have to their educational records. Students have the right to inspect and review their educational records, to request amendment of inaccurate or misleading records, and to prevent disclosure of information without prior consent, with a few limited exceptions. The Office of Compliance, Student Policy, and Research and Assessment publishes an annual notice about rights protected under FERPA, which may be accessed here: <https://uec.rutgers.edu/wp-content/uploads/Annual-FERPA-Notice-to-Students.pdf>. Questions regarding privacy rights and FERPA should be directed to the Rutgers University-Camden Dean of Students Office at <https://deanofstudents.camden.rutgers.edu/>.

## H. Information Technology

### 1. Setting Up a NetID and Rutgers Email

Your NetID gives you access to your Rutgers email account and other online services at the University. New students should activate their Net IDs as soon as possible, using the website [netid.rutgers.edu](http://netid.rutgers.edu).

All University and Department email is sent through the University's central email system for students, ScarletMail. It is imperative that students read their Rutgers email and check their Rutgers email account for important program, department and university information. Faculty and staff are not able to keep track of students' personal email accounts. Rather, it is the student's responsibility to set up and utilize a Rutgers University email account for Rutgers University communications.

### 2. Computer and Software Access

Rutgers University's Office of Information Technology has prepared a Student Tech Guide with updated information regarding the University's computer buying program and access to software

covered by university licensing agreements. The Guide for students at the Camden campus may be found here: <https://it.rutgers.edu/technology-guide/students/?loc=camden>.

In addition, the DPPA has a small computer lab directed by Dr. Adam Okulicz-Kozaryn, and located on the first floor of 321 Cooper Street. The lab may be used for student needs, tutorials and workshops. Contact Dr. Okulicz-Kozaryn if you have an interest in working in the lab.

## I. Security

The Camden Division of the Rutgers University Police Department has a strong record of ensuring the campus community is safe. However, precautions should still be observed. Do not leave personal valuable items in your office work station or share your keys. If you expect to use the offices at 321 or 401 Cooper Street late at night and/or on the weekend, please inform the Rutgers University Police.

Rutgers University Police Department (RUPD)  
409 North 4<sup>th</sup> Street, (856) 225-6111

The Rutgers Police Department will provide a walking security escort for individuals to their cars, campus housing, the PATCO Hi-Speed Line station at Fifth and Market Streets, and the Walter Rand Transportation Center on Broadway. Members of the campus community may take advantage of this service by calling the RUPD at (856) 225-6009, using a campus emergency phone, or visiting the police station at Fourth and Linden Streets (409 North 4<sup>th</sup> Street).

## J. Leave Policy

### 1. Purpose

Acceptance by a student to the DPPA program implies full commitment to graduate and professional study. Such a commitment involves fulfillment of degree work as quickly as possible, compatible with the requirements of the program. Continuous enrollment between admission and the completion of degree work is thus considered the norm and required unless a formal leave of absence is granted by the Graduate School Dean.

We recognize, however, that circumstances may force students to interrupt their studies temporarily. On the recommendation of a student's director of graduate studies and other departmental advisers, the Graduate School may grant a leave for a term or for a year to a student in good standing. If a Leave of Absence is needed, the graduate student should make the need known to their department adviser and committee chair (if applicable) as promptly as possible and before the first day of classes for the impacted semester.

### 2. Leave of Absence Policy

A Leave of Absence (LOA) is a temporary cessation. A Leave of Absence (LOA) allows graduate students in good academic standing to postpone their studies for a definite period, normally not to exceed two (2) years in the event of unavoidable circumstances (e.g., documented medical reasons, active military duty, etc.).

All LOAs are reviewed and granted on a case-by-case basis. Leaves of absence from PhD studies are typically granted for one or two semesters. Leaves requested for a longer period are approved only in exceptional circumstances (for example, mandatory military service).

The approval of a Leave of Absence is predicated on the expectation that the student will resume their studies at the end of the absence. Upon return, the student is expected to meet the program requirements in place when the student was originally admitted, unless upon mutual agreement of the student and the program the student will meet the current program requirements.

While on leave, a student will not be formally working towards the completion of his/her/their program. No degree examinations may be taken while a student is on a leave of absence. Students may not earn credit for courses taken at another institution during a leave of absence. Leave should not be granted for the purpose of evading tuition charges.

A student without an approved leave of absence who fails to register each semester will be considered to have withdrawn from candidacy for the degree. Approval by the Graduate Dean and recertification are required for reinstatement.

### 3. Application Procedure

To be eligible for a Leave of Absence, a graduate student must be a currently enrolled student and in good academic standing as required by their program and the Graduate School. Students wishing to take a leave of absence should fill out of MS/PhD Leave of Absence Request form.

MS/PhD students will be granted a leave of absence for significant life events: military duty, medical reasons, or family leave; any of these may require documentation. Significant life events eligible for a Leave of Absence include, but are not limited to:

- Illness/injury and recovery of the graduate student
- Illness/injury and recovery of an immediate family member requiring care by the graduate student.
- Birth or adoption of a child.
- Bereavement for the death of an immediate family member.
- Active-duty service members or activated reserve-component members of the U.S. Armed Forces and/or spouses/domestic partners of active-duty members or activated reserve-component members who are ordered by their military service to relocate or deploy and, as a result, are unable to complete a schedule of courses for a given semester may request a Leave of Absence.

A graduate student who wishes to request a Leave of Absence (LOA) will submit to the Graduate Director a completed Leave of Absence form which requires the endorsement of the student's academic advisor. Supporting documentation (of illness, military circumstances, etc.) must be submitted with the LOA form. A letter of support from the student's departmental advisor, Graduate Director or the Department Head may be included.



The LOA form must be approved by the Graduate Director. The terms of the leave will be specified at the time the leave is granted.

Whenever possible, leaves should be timed to begin at the end of a term, preferably at the end of a full academic year. If because of extreme or exceptional personal circumstances a leave is granted to a student during a term, the leave will generally be inclusive of what time is left in that term and the whole of the following term as well

Military, medical and family leave “stops the clock” on time to completion. Personal leave for other reasons may be granted with the approval of the Graduate Director, but does not, absent exceptional circumstances, “stop the clock” on time to completion. Additional requirements for return may be imposed by the Graduate Director.

#### 4. Extended Absence

To ensure successful completion of the PhD, a student’s leave should generally not exceed two years over the course of the doctoral program. However, under exceptional circumstances, students may request an extension of leave, to be approved by the PhD Director in consultation with the Graduate Chair.

Extension requests should be submitted in writing prior to the original deadline made by the student and at least 30 days before the expiration of the original leave of absence. Notification must be given to the student’s adviser and the Graduate Director.

If it is determined in an individual case that extension of the leave period beyond two years is appropriate, students may need to repeat coursework or other requirements, as determined by the Public Affairs Committee.

#### 5. Re-enrollment

Students who take an extended leave of absence must re-apply during the fall or spring application period. Reenrollment after an approved leave will not depend on ranking among new applicants but will be subject only to (1) confirmation by the department of the student’s continued professional suitability; (2) a written request from the student to reenroll, and (3) completion by the student of requirements, if any, stipulated by the department and/or the Public Affairs Committee or the Graduate school as conditions for reenrollment.

The student’s written request to reenroll must be received by July 1 for return in the following fall term, and by December 1 for return in the following spring term. Returning students will be required to meet any conditions of their Leave of Absence and pay any outstanding balance on their student account before re-enrolling.

Students NOT returning from leave of absence within the approved date may be required to reapply to the Graduate School and undergo a new admissions process.

## VIII. Special Information for International Students

The Department of Public Policy and Administration welcomes international applicants to our Ph.D./M.S. Program in Public Affairs. International students bring perspectives and experiences from their home countries that enrich intellectual life on our campus and in our classrooms.

The Rutgers University-Camden Office of International Students and Global Programs has a dedicated staff ready to assist international students in adjusting to life in the United States and in the Camden and Philadelphia region. Their website contains useful information, such as how to maintain your visa status and obtain identification documents and a Social Security number, as well as information about the Rutgers University-Camden campus and other resources for international students. You can access the website here:

<https://international.camden.rutgers.edu/international-student-services>.

### A. Immigration Status

F-1 and J-1 students are required to pursue a full course of study every fall and spring semester. However, we understand that situations may arise that require you to take a break from your studies. In any such situation, even in the case of an emergency, please contact an academic dean or your graduate program director and an international student adviser about your situation before leaving the United States.

Please note that closing your SEVIS record will end your legal status in the United States. Your SEVIS record will be closed (terminated) and you will need to leave the United States if:

- you plan to withdraw from your courses;
- you will not or cannot register for the next semester;
- you are unable to meet full course of study requirements and you are not eligible for a reduced credit load.

Once terminated, you must leave the United States if your SEVIS record is closed (terminated). You should depart the U.S. as soon as possible, and no later than 15 days from your approved leave of absence/withdrawal. Failure to leave in a timely manner can have negative implications on future visa/immigration applications.

### B. Leaves of Absence and International Students

International students must communicate their intention to take a leave of absence with their ISSS advisor. You may need to obtain new immigration documents for re-entry.

If you are taking a leave of absence for a medical reason, you may be eligible for a reduced credit load. If you are on approved medical leave, your SEVIS record will remain active, and you may stay in the United States. Visit our Full Course of Study And Reduced Credit Load page for more information and contact an international student adviser.

If you plan to return to your program at Rutgers after a leave of absence, you will need to request a new I-20 or DS-2019. Please see our [Returning to Rutgers page for more information](#).

### C. Impacts on Student Funding & Benefits

Taking a leave of absence can have a significant financial impact on you. Please make sure you understand the potential ramifications before formally applying for a leave of absence.

#### 1. Graduate Assistantships

Graduate Assistantships are not available for students on a Leave of Absence. If the student is currently being supported on a graduate assistantship, fellowship, or traineeship, there is no guarantee that there will be funding for that assistantship, fellowship or traineeship available upon return.

#### 2. External Funding

Students receiving funding from external sources, such as government grants, are subject to the conditions established by the funding source.

#### 3. Health Benefits

Taking a leave of absence (LOA) can impact a student's eligibility for health insurance benefits. Figuring out the impacts can be a complicated process, so students who are considering a LOA should be in early communication with both the Graduate School and the Student Health Center. Detailed information about student health insurance can be found on the Student Health Center website.

## IX. Graduate Assistantships for Ph.D. Students

The Department has a limited number of fully-funded Graduate Assistantships (GAs) to award for full-time doctoral students. Graduate Assistants enjoy an employment relationship with Rutgers University, governed by and subject to the provisions of the collective bargaining agreement between the University and the Rutgers Council of the American Association of University Professors-American Federation of Teachers ([AAUP-AFT](#)). For further information about the AAUP-AFT contract, visit <https://laborrelations.rutgers.edu/faculty/labor-contracts>.

### A. Notification Criteria

Academic departments that have employed GAs in each of the three previous semesters are required to give notice in writing of the departmental criteria for such appointments and reappointments. The statement of criteria should be included with all letters of appointment, reappointment and notice of waiting list status.

## B. Notification of Status

Currently employed GAs must be notified in writing of their status for the coming year on or before April 30<sup>th</sup>. Those GAs appointed only for the fall semester must be notified on or before October 31<sup>st</sup> of their status for the spring semester.

If a student is not to be reappointed, he or she must be provided with a written explanation of the reasons for non-reappointment, and the names of students who receive such notification must be forwarded to the Rutgers University Office of Academic Labor Relations at the time such notification is given. This procedure is usually handled by the Graduate School Senior Associate Dean's Office.

If the status is 'waiting list,' notification shall indicate if reappointment is contingent upon the availability of funding, or meeting other previously established and announced criteria, or both. GAs with waiting list status shall also be notified of the number of GAs employed in the department in the current year and the number of appointments already offered in the department for the coming year.

Those students who are placed on a waiting list shall be notified as soon as possible with respect to any changes in their status. If a student on a waiting list requests it in writing, he or she shall receive a second notification in writing on or before June 30<sup>th</sup> of the number of appointments already offered in the department for the coming year.

Should an assistantship become available for a student whose name is on the waiting list, he or she must be sent an appointment letter and a consent form.

## C. Notification of Assignment

All GAs will be notified of their academic year research assignment no later than August 15<sup>th</sup>. GAs are expected to work no more than an average of fifteen (15) hours a week during the term of appointment on specifically assigned duties, excluding non-GA related activities associated with academic progress toward the degree.

It is understood that unexpected circumstances may require modification of the assignment. If an assignment is changed substantially subsequent to notification, the GA must be notified of the change in writing. If at any time over the course of an appointment, a GA reasonably believes that his or her specifically assigned duties routinely require hours that will cumulatively exceed the hours of effort required by the appointment percentage over its full term, he or she may raise the matter with the Public Affairs Program Graduate Director.

The GA term of appointment is from August 25<sup>th</sup> to Commencement, which includes pay for work during times when school is not in session. GAs should consult with their faculty supervisors about expectations concerning availability during the winter break period and after classes have ended in May. For payroll purposes, the GA appointment is from September 1<sup>st</sup> to June 30<sup>th</sup>.

Students with Graduate Assistantships are strongly urged to log their hours worked as evidence of satisfactory performance. The Public Affairs Program Committee may request such evidence to support its reappointment decision-making process.

#### D. GA Appointments, Reappointments and Research Assignments

Graduate Assistantships are awarded on the basis of academic merit; reappointment of up to four additional years of funding, for a maximum total of five years, is contingent upon maintaining at least a 3.5 cumulative GPA and satisfactory progress toward the degree, as determined by the Public Affairs Program Committee and Graduate Director, as well as positive evaluations from faculty supervisors of the GA's work.

GA duties include research in public policy, public administration, community development and related fields, under the supervision of faculty members within the Department of Public Policy and Administration, or other duties or tasks defined by the Graduate Director. GAs are considered primary research staff in the Department for the academic year. Should the Graduate Director assign a GA to a particular faculty member, the GA will conduct research under the supervision of the faculty member for the academic year.

As GA appointments are made on an annual basis, supervising faculty members are asked to provide a brief annual evaluation of the GA to which the GA must consent. The evaluation will be placed in the GA's file and will be used in the annual assessment of student academic progress and for consideration of reappointment of the student's graduate assistantship.

Routine student assessments will be conducted by the Public Affairs Program Committee each February covering GA performance over the prior calendar year. Students placed on probation, however, will be evaluated every semester until probation is lifted.

There are two principal criteria for evaluating students for reappointment: 1) evidence of satisfactory progress toward the degree; and 2) evidence of satisfactory performance in duties assigned by the Graduate Director and faculty supervisor for the student's Graduate Assistantship. The Public Affairs Program Committee makes decisions about reappointment based on this evidence, and any additional evidence of extenuating circumstances, and at its discretion recommends appointment and reappointment of all Graduate Assistantships to the FAS Senior Associate Dean of the Rutgers-Camden Graduate School.

If a student falls below the cumulative 3.5 GPA threshold for renewal of his or her GA at the end of the spring semester, or otherwise is deemed not to be making satisfactory academic progress toward the degree, the student will be notified in writing no later than May 30<sup>th</sup>, or as soon as possible thereafter that he or she is being placed on probationary status for the next semester. If a student with a GA falls below a cumulative 3.5 GPA for the fall semester, he or she will be notified in writing no later than December 30<sup>th</sup> that he or she is being placed on probationary status for the next semester. Students who fall below a 3.5 GPA for a semester, but whose cumulative GPA remains at 3.5 or above will be sent a warning letter informing them that they are at risk of being put on probation should their cumulative GPA dip below the threshold for maintaining their financial awards. If a student returns to a 3.5 GPA or higher before the end of

the probationary period, the student will be removed from probation as long as there are no other reasons why the student was placed on probation.

If, after one semester the student's cumulative GPA is less than 3.5, and/or there is insufficient evidence that satisfactory academic progress is being made, the Public Affairs Program Committee may decide to not reappoint the student to a Graduate Assistantship. Students must be notified about their status and whether or not their GA awards are being renewed by October 30<sup>th</sup> for the spring semester, and April 30<sup>th</sup> for the fall semester.

If a decision is made to terminate a GA, the student must be notified in writing with an explanation of the reason for non-reappointment. There is no department-level appeals process for non-reappointment, however, the student has access to the grievance procedure outlined in Article 23 of the agreement between Rutgers University and the Rutgers Council of the AAUP-AFT.

The Graduate Director will make GA research or other assignments in consultation with both the student and the supervising faculty in an effort to find a good fit between the faculty member's research needs and student interest. However, in striking a balance across departmental needs, a GA may or may not be reassigned to the same faculty member from year to year. GA assignments are annual contracts that are either renewed, re-assigned, or terminated. There is no expectation that a faculty supervisor will be the student's doctoral dissertation adviser.

#### E. Course Number for Students Awarded Graduate Assistantships

*56:824:866 Graduate Assistant*

Full-time students awarded Graduate Assistantships should register for this non-credit bearing course each semester to reflect GA status on their transcripts.

#### F. Request for Research Absence for Graduate Assistants

In some circumstances, students who have been awarded Graduate Assistantships may need to be absent from campus to conduct research related to their doctoral dissertations. An extended absence may complicate the student's ability to fulfill the 15-hour per week work requirement of the Assistantship. In order to support and encourage student research and to strike a balance with GA requirements as governed by University policy, the Department sets forth the following guidelines and procedures to be eligible for such leaves:

- The student requesting a research leave while holding a GA appointment must be admitted to candidacy before the time of the leave;
- The place or places visited must be materially related to approved dissertation research.

The student requesting the leave must submit a copy of his or her approved dissertation proposal along with 1) a statement of the academic semester of the requested leave, the location or locations visited, the type of research to be conducted, and the status of any IRB requirements for the research; 2) a statement of how he or she specifically will fulfill the 15-hour per week work

requirement during this time period; and 3) a signed, hard copy letter from the student's dissertation adviser and from the student's GA supervisor (if different people) attesting to the necessity and dates of the absence, and to arrangements for fulfilling the work requirement.

Materials must be submitted to the Graduate Director as early as possible before the start date of the absence, but no later than the beginning of the semester prior to the proposed leave. It is strongly recommended that students and faculty advisers discuss the need and possibility of extended absences (of at least three to six months) well in advance of the desired leave so as to allow for planning by all involved.

### G. Office Space and Supplies

GAs are assigned cubicle work stations in 321 Cooper Street. Each work station includes a desk and chair, networked desktop computer, and locked shelving. Computers are connected to printers in the building. Please remember that your work station belongs to the university.

Keys to the building and locked shelf space will be ordered for GAs by the Department administrator, Mrs. Lisa Vargas-Long. Students must pick up keys at the Cashier's Office, located on the main level of Armitage Hall, across from the Registrar's Office (the Cashier's Office is open Monday through Friday, 8:30 a.m. to 4 p.m.). A \$5 deposit is required and will be returned upon return of the key. Please do not duplicate or loan keys to anyone. There is a replacement cost for each key that is lost, stolen or not returned. All keys must be returned to Mrs. Vargas-Long before final departure from campus. Keys to a professor's office will not be given out to anyone unless the department has written approval from the professor.

All GAs have a mailbox assigned to them on the second floor of 401 Cooper Street. It is important to check your mailbox regularly. GAs may obtain supplies pertinent to their research duties upon request to Mrs. Vargas-Long.

Upon request, Ph.D. students will be assigned access codes for the large office printer on the first floor of 321 Cooper Street; no access code is needed to use the office photocopying machine on the second floor of 401 Cooper Street. The photocopiers in both buildings may be used for larger print jobs; we ask that you refrain from using them for personal business. The GA work stations on the second and third floors of 321 Cooper Street are also networked to desktop printers on each floor. GAs should familiarize themselves with the operation of the printers and photocopier machines. Problems with the 401 Cooper Street machine, and the printers on the second and third floors of 321 Cooper Street should be directed to Mrs. Lisa Vargas-Long; problems with the photocopier on the first floor of 321 Cooper Street should be addressed to Mrs. Lisa Alston.

**Please note:** it is the student's responsibility to clear out all personal items from his or her work station once the student's GA has ended, and to leave the work station clean and ready for its next occupant. Personal items left behind cannot be stored by the Department or shipped to students who have relocated, rather, they will be disposed of or donated to charity.

## X. Research Opportunities, Conference Participation, and Student Awards

### A. Rutgers University Libraries

Graduate students have access to a vast array of resources for scholarly research through the [Rutgers University Library](#) system, consisting of 26 libraries, centers and reading rooms located across the University's four campuses. Rutgers University's library system ranks among the nation's top research libraries, with more than 4.3 million volumes and a wide array of electronic indexes, electronic journals and research guides.

The Camden campus library is named after the international civil rights icon, performing artist, and Pan-Africanist political activist Paul Robeson, who hailed from Princeton and Somerville, New Jersey, and was a graduate of Rutgers University. At the age of 17, Robeson won a statewide academic competition to earn an academic scholarship to Rutgers. He was an enormously talented man, recognized for his athletic ability in football, basketball, baseball and track while he was at Rutgers by being twice named an All-American athlete. He wrote plays, sang opera, acted on the stage, served on the debate team and won awards for his oratory. Most important, he was a brilliant student. His classmates elected him valedictorian of the Class of 1919. At the time, he was only the third African-American to attend Rutgers University in its 150-year history.

New students, especially, should avail themselves of the resources and services available to them through the library system. A librarian is assigned to each academic department at Rutgers University-Camden; our Reference Librarian is Ms. Katie Elson Anderson ([katie.anderson@rutgers.edu](mailto:katie.anderson@rutgers.edu)), who is available to assist students in finding materials and using the library system to support their research.

### B. Centers Affiliated with the Department of Public Policy and Administration

#### 1. Community Leadership Center

The Community Leadership Center (CLC) was founded in 1990 by DPPA faculty member, Dr. Gloria Bonilla-Santiago, who continues to serve as the CLC's Director. Its mission is to provide new organizational environments and strategies in order to build urban communities. The CLC also develops programs to strengthen partnerships between community stakeholders, and conducts research to develop new knowledge and strategic approaches to meet the changing needs of urban communities. The CLC's most notable project is the multi-million dollar Rutgers/LEAP Initiative, a comprehensive effort by Rutgers University launched in 1997, to increase educational opportunities for Camden children and families through the LEAP Academy University Public Charter Schools.

Website: <https://clc.camden.rutgers.edu/>

Address: 501 Cooper Street, Camden, New Jersey 08102



## 2. Senator Walter Rand Institute for Public Affairs

The Senator Walter Rand Institute for Public Affairs (WRI) was founded in 2000, under the leadership of DPPA faculty member Dr. Richard A. Harris, and honors the legacy of Walter Rand, a proud resident of Camden and outstanding public servant. Currently, the Institute is lead by Executive Director, Dr. Darren Spielman and Faculty Director, Dr. Sarah Allred. Over the course of his long career in state and local government, where he served first on the Camden Board of Education and then in the New Jersey Assembly and State Senate, Senator Rand worked tirelessly to bring resources to southern New Jersey. His vision of strong communities through regional development animates the collaborative work of WRI researchers who over the years have made important contributions to state policy debates through rigorous, non-partisan policy analysis and program evaluation. Each year, at least one full-time doctoral student is awarded a Graduate Assistantship placement at the WRI.

Website: <http://rand.camden.rutgers.edu>

Address: 411 Cooper Street, Camden, New Jersey 08102

## 3. Center for Urban Research and Education

DPPA faculty member, Dr. Stephen Danley, is the current director of the Center for Urban Research and Education (CURE), which was created in 2011, and provides support to the Department's Ph.D. program. The mission of CURE is to encourage, facilitate and promote research on urban issues by Rutgers University-Camden faculty and their collaborators around the nation, and to help train the next generation of urban scholars by providing opportunities for students to become involved with ongoing research projects.

Website: <https://cure.camden.rutgers.edu>

Address: 321 Cooper Street, Camden, New Jersey 08102

## C. Professional Associations

Doctoral students are encouraged to consider membership in any of the following professional and scholarly associations, which host conferences on current research, publish journals, and provide a range of opportunities for graduate students to network and learn more about the scholarly and practitioner communities across the broad disciplinary areas of public policy, public administration, political science, sociology, and urban affairs.

### 1. American Political Science Association (APSA)

APSA was founded in 1903, and, with more than 12,000 members, is one of the larger professional social science associations in the United States. It serves at the leading organization for the study of political science and adopts as its mission the promotion of scholarly research on politics and government to deepen understanding of democracy and citizenship across the world. It has more than forty organized sections, some of which, like the Urban and Local Politics section, publish their own peer-reviewed journals (*Urban Affairs Review*). Other sections that may be of interest to doctoral students are: Health Politics and Policy; Public Administration; Public Policy; Qualitative and Multi-Method Research; Race, Ethnicity and Politics; and State

Politics and Policy. Students enjoy reduced membership rates, and other benefits, such as Dissertation Workshops held every year at the organization's Annual Meeting, access to a jobs bank and interview service, a mentoring program and other professional development opportunities.

Website: <http://www.apsanet.org>

## 2. American Society for Public Administration (ASPA)

ASPA is the leading inter-disciplinary association of scholars and practitioners of the art, science, practice and teaching of public and non-profit management. It is the largest professional association for the field of public administration, and publishes the academic journal, *Public Administration Review*, and the quarterly magazine, *PA Times*, which focuses on issues in public management and best practices in public administration. Student members enjoy a range of benefits and opportunities, including the ASPA International Young Scholars Workshop, which takes a small group of students to an international location each year to study different public policy issues, student awards, access to job listings, and a Student and New Professional Summit at the ASPA Annual Conference geared toward student members who are starting their careers.

Website: <http://www.aspanet.org>

## 3. American Sociological Association (ASA)

The ASA is the professional association for sociologists with a membership of over 13,000. It is dedicated to advancing sociology as a scientific discipline and profession serving the public good. Like its sister organizations, the American Political Science Association, and the Association for American Geographers, the ASA was founded at the turn of the last century in 1905. The organization publishes nine professional journals and magazines and is organized into 52 special interest sections, some of which publish their own peer-reviewed journals. Of special interest to doctoral students in public affairs and community development is the section on Community and Urban Sociology, which publishes the journal *City & Community*.

Website: <http://www.asanet.org>

## 4. Association for Public Policy Analysis and Management (APPAM)

APPAM has a robust program for student members, including regional student conferences where graduate students can present their research, student programming at the Annual Fall Research Conference, a mentor matching program, and access to a job board hosted by APPAM, the American Society for Public Administration and the National Association of Schools of Public Administration (NASPAA). As an institutional member of APPAM, the Department of Public Policy and Administration provides free annual student memberships to up to 20 students per year. Membership includes a subscription to APPAM's peer-reviewed journal, the *Journal of Policy Analysis and Management*. In addition, student presenters are eligible to apply for the APPAM Diversity and Inclusion Fellowship to support travel and participation costs at the Annual Fall Research Conference.

Website: <http://www.appam.org>

#### 5. Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)

Founded in 1971 as the Association of Voluntary Action Scholars, ARNOVA is a leading association for scholars, teachers and practitioners interested in research on nonprofit organizations, voluntary action, philanthropy and civil society. A retired member of the DPPA faculty, Dr. Jon Van Til, was instrumental in establishing the organization in the mid-1970s, and served as a working president and editor of the organization's *Journal of Voluntary Action Research* – which changed its name to *Nonprofit and Voluntary Sector Quarterly* in 1989. Student benefits include reduced membership dues, a subscription to *Nonprofit and Voluntary Sector Quarterly*, discounts on annual conference fees and special ARNOVA publications, and potential membership in any of the six ARNOVA sections, including the Community and Grassroots Associations section, whose 2017-2018 chair was Dr. Stephen Danley.

Website: <http://www.arnova.org>

#### 6. Association of American Geographers (AAG)

AAG is a nonprofit scientific and educational society founded in 1904. Despite the name, it has an international membership across nearly a hundred countries of professional geographers and scholars in related fields working in a range careers – from teaching, planning, and government service, to private business and entrepreneurial endeavors, and in nonprofit organizations engaged in science, human services, and community and economic development. The AAG support and promotes research on theory, methods and the discipline of geography. With more than 60 Specialty Groups on diverse subjects, such as Development Geographies, Black Geographies, Qualitative Research, Spatial Analysis and Modeling, Urban Geography and more, doctoral students particularly interested in spatial analysis may find membership in AAG useful. AAG holds an annual conference and publishes four academic journals, including *Annals of the American Association of Geographers*. Graduate students enjoyed reduced annual dues.

Website: <http://www.aag.org>

#### 7. Urban Affairs Association (UAA)

DPPA doctoral students and faculty have been active members of UAA over the last several years. For example, in 2018, Dr. Paul Jargowsky was elected to the UAA Governing Board. In contrast to some of the larger scholarly professional associations, such as APSA and ASA, UAA has a much smaller membership – around 700 in 2017 – that “fosters diverse activities to understand and shape a more just and equitable urban world.” UAA’s annual conferences create supportive environments for the presentation of graduate student research.

Website: <http://urbanaffairsassociation.org>

## D. Travel and Conference Participation Policies

One of the highest budgetary priorities of the Department of Public Policy and Administration is to provide support for professional development to students. At the same time, it is important that the first years of doctoral study are dedicated to completing coursework and developing a dissertation project. In general, we discourage doctoral students from submitting conference paper proposals and presenting at conferences during this time as the pressure to prepare a paper that may or may not advance a student through coursework or toward a dissertation can distract from the necessary work at hand. To that end, in general, the Department will provide limited funding to students whose papers have been selected for presentation at academic conferences, under the following conditions:

- the student has passed his or her qualifying examination;
- the student has applied for support from the Dean of the Faculty of Arts and Sciences and the Graduate School through the Dean’s Graduate Student Research and Travel grant programs (see: <https://graduateschool.camden.rutgers.edu/graduate-student-funding/>), as long as these funds are available;
- the student’s adviser approves the conference participation.

Funding is contingent upon availability and awarded at the discretion of the Ph.D. Program Graduate Director. Students may apply for conference travel support for no more than one conference per year. Original receipts are required; request reimbursement of approved expenses from Mrs. Lisa Vargas-Long.

## E. Public Affairs Dissertation Research Fund

In 2019, the DPPA created a research fund to provide one-time grants of up to \$1,500 for research-related expenses to advanced doctoral students engaged in dissertation research activities. Students may apply for these grants via an online application form found here: <https://dppa.camden.rutgers.edu/degrees/phd-ms/research-fund/>.

## F. Rutgers University Graduate Student Conferences

### 1. Rutgers-Camden Semi-Annual Graduate Student Conference on State and Local Economic Development Policy

The Rutgers-Camden Department of Public Policy and Administration sponsors a semi-annual graduate student conference organized by students in the Public Affairs program. For each conference, students constitute themselves into a committee charged with organizing all facets of the conference under the guidance of faculty adviser, Dr. Lorraine C. Minnite. The over-arching theme is “State and Local Economic Development Policy,” (SLED), and each year the student committee selects a sub-theme. The first conference was held in 2016, with the sub-theme, “What Works for Distressed Cities?” The 2017 conference focused on “Municipal Transformation and Economic Equality,” and the 2019 conference addressed “Common Roots: Urban Agriculture and Economic Development.” The goal is to bring together graduate students

interested in community economic development with practitioners and community members in the region for a day of presentations and discussion of pressing issues. In addition, participation on the conference planning committee provides an opportunity for students to learn how to organize an academic-community conference, and to build networks for the promotion of public-oriented scholarship. Selected papers from the conference will be published as working papers and posted on the conference website.

## 2. Rutgers University Annual Krueckeberg Doctoral Conference

The Edward J. Bloustein School of Planning and Public Policy hosts an annual conference for doctoral students in urban studies, urban planning and public policy. Organized by doctoral students engaged in urban planning and policy-related research, the conference presents an opportunity for Public Affairs students to engage with colleagues across the New Jersey-Pennsylvania-New York metropolitan region. Students are encouraged to present their dissertation research. The 2019 conference featured presentations on community and economic development, energy and transportation planning, and social policy, among other topics.

### G. Faculty-Student Brown Bag Series

The Ph.D. program hosts lunch-time workshops or seminars each semester as a forum for faculty and graduate student research-in-progress. Students interested in presenting should contact Dr. Mike Hayes at the beginning of the Fall 2021 semester. Full-time doctoral students are expected to attend and participate in the Brown Bag Series.

# Study Guide for the PhD Qualifying Exams

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## I. Rationale

### A. Purpose

The qualifying exam, as the name suggests, provide doctoral candidates in the Public Affairs-Community Development program the opportunity to demonstrate that they are ready to begin independent dissertation research. Thus, the written portion of the exam requires students to display a mastery of both: (a) the substantive and theoretical issues that define the broad field of community development; and (b) the challenges of research design and methodology essential to producing publishable research. It is also critically important that students' writing evinces a level of organization and sophistication expected of doctoral candidates.

### B. Structure

Following its two-fold purpose, the written examination is administered in two parts, each on a separate day: community development and social theory on day one and research design and methodology on day two. Each exam is five hours long (from 9 a.m. to 2 p.m.); there are two days of rest in between. The exam is open notes – meaning students can bring hard copy notes to the exam (to be submitted along with the exam) -- and proctored by a member of the Examination Committee in a room with computers for typing your answers.

Two separate Examination Committees, each comprised of three Department of Public Policy and Administration faculty members prepares and grades all exams for their respective parts. Grading is done first individually and then each Committee meets to assure that there is agreement on final grading. The two parts of the exam are graded separately and students may receive one of the following grades (on each part): (a) Pass with Distinction; (b) Pass; or (c) Fail. If a student fails, he or she is entitled to retake the failed part(s) of exam – one time – and must do so at the next scheduled exam date. In rare instances, a student may receive a grade of 'Decision Deferred' (a Provisional Pass) – some remedial work will be required, or the student will be permitted to re-take the failed portion of the exam a second time (see Section III.D(ii) of the *Ph.D./M.S. in Public Affairs Program Handbook* for more details).

### C. Philosophy

The written examination is meant to be comprehensive, and as such is not simply a replay of the final exams in the covered courses, but rather an attempt to measure the extent to which students have integrated the material into a cohesive understanding of the literature in the field and the research process. Moreover, students must show that they can critically evaluate and apply theories, substantive knowledge and research approaches (both design and methods) to concrete questions.

## II. Key Concepts, Frameworks and Approaches

The topics listed in this section reflect concepts, theories and approaches that are central to the study of community development and in the foundations of social theory underlying empirical social science. Since the field as a whole is interdisciplinary, the list also includes topics that are drawn from allied fields such as economics, law, political science, public policy sociology, social work and statistics.

### A. Social and Community Development Theory and Practice

#### (i) Approaches to Social Science Research

The topics listed here reflect seminal and/or critical approaches to research design and the philosophy of social scientific inquiry. Students should be able to explain the logic, the strengths and the weaknesses of these approaches as well as be able to associate influential seminal scholars with each (for example, Karl Popper with demarcation or Herbert Marcuse with critical theory or Karl Pearson with correlation). Students should also be prepared to write about how these approaches can inform or be applied to specific research design questions.

- Positivism
- Post-Positivism
- Critical Theory
- Interpretive Theory
- Correlation v. Causation
- Logic of Causal Inference
- Fact/Value Distinction & Demarcation
- Sociology of Knowledge
- Scientific Paradigms
- Level of Analysis

#### (ii) *How Communities Develop: History, Policy and Politics*

The following list of topics represents a wide range of ideas, concepts, and developments in the community development field; it is by no means meant to be exclusive or complete. Rather, students should have a critical understanding of how ideas about community development have evolved and changed over time, and in the context of broader theories of market and state. The topics below should be familiar, as they dominate much of the language of the contemporary literature on community development in the U.S. context, in particular. How have they been dealt with in the history, policy and politics of the community development movement and field of study?

- Anchor Institutions
- Adaptive Leadership
- Blight

- Capabilities Approach
- Capacity Building
- Collective/Community Ownership
- Community
- Community Benefits Agreements
- Community Control
- Community Development Corporations
- Community Economic Development
- Community Engagement
- Community Organizing
- Community Power/Pluralism-Elite Debate
- Concentrated Poverty
- Cooperatives
- Decommodification
- Deindustrialization
- Development
- Disinvestment
- Displacement
- Eminent Domain
- Federalism
- Gentrification
- Ghetto
- Globalization
- Human Ecology and the Chicago School
- Just City
- Land Banking
- Local Democracy
- Mass Incarceration
- Municipal Takeovers
- New Economy
- Pedagogy of the Oppressed
- Placemaking/Place Attachment
- Planned Abandonment
- Political Machine
- Regionalism
- Right to the City
- Root Shock
- Segregation
- Shrinking Cities
- Social Capital
- Social Entrepreneurship
- Spatial Fix
- Structural Racism
- Sustainability



- Theories of Poverty
- Third Sector Organizations
- Urban Agriculture
- Urban Social Movements
- Utopianism

### (iii) Research and Applications of Community Development Theory and Practice

Research on community development is a creative, vibrant and interdisciplinary undertaking. Students should be able to demonstrate knowledge of many of the tools researchers use to diagnose and study problems in community development, including strategies for practical application of community development theories addressing the causes and consequences of poverty, state and market failure, racial and social inequality, and obstacles to the political empowerment of the poor. Some of these tools include:

- Asset Mapping
- Community Planning
- Community Mapping
- Community Visioning
- Network Analysis
- Photomapping
- Power Analysis
- Social Indicators
- Stakeholder Analysis
- Strategic Planning
- Theory of Change/Logic Model

## B. Research Design and Methods

### (i) Measurement and Sampling Issues

The topics listed here refer to issues that may compromise the data/information collected for research. Students should be mindful that these issues may pertain to both qualitative and quantitative designs. Student should be able to explain not only the nature of these measurement issues but also possible remedies and do so not simply in generic terms, but in the context of specific research questions and data.

- Internal Validity
- External Validity
- Reliability
- Index and Scale Construction
- Ecological Fallacy
- Simple Random Sampling
- Stratified Sampling

- Multi-stage Cluster Sampling
- Case Selection
- Survey Research Design
- Questionnaire Construction
- Open-ended v. Closed Questions

### (ii) Research Design

The topics listed here are distinct research designs. Students should be able to explain the strengths and weaknesses of each and evaluate the appropriateness of each approach to specific research questions.

- Experimental Designs
- Quasi-Experimental Designs
- Natural Experiments
- Mixed Methods

### (iii) Quantitative Methods

The topics listed here are specific techniques, tools and approaches used in quantitative research. Students should be able to describe each and recognize its use in a particular example. They should also be able to explain why a particular technique, tool or approach is appropriate to a particular research question and data.

- Descriptive Statistics
  - Central Tendency
  - Variability
  - Correlation
  - Graphical Techniques
- Probability
  - Random Variables
  - Discrete Probability Distributions (Binomial, Poisson)
  - Continuous Probability Distributions (Normal, Standard Normal)
- Statistical Inference
  - Sampling Theory
  - Type I and II Errors
  - Statistical Significance vs. Importance
  - Standard Errors and Margins of Error
  - Confidence Intervals
- Hypothesis Tests
  - Tests of Means, Proportions, and Variances ( $z$ ,  $t$ ,  $\chi^2$ ,  $F$ )
  - Tests of association ( $\chi^2$ ), ANOVA ( $F$ )
- Regression Analysis
  - Bivariate and Multiple Regression
  - Population and Sample Regression Functions

- Regression Assumptions and Violations
- Properties of Ordinary Least Squares Estimators (BLUE)
- Functional Form (log models, polynomials, piece-wise linear)
- Indicator Variables (dummies)
- Predicted Values
- Standardized Coefficients
- Goodness of Fit ( $R^2$ )
- Tests of Hypotheses re Regression Coefficients ( $t$  and  $F$ )
- Omitted Variable Bias
- Mediating and Moderating Variables
- Design Elements in Regression
  - Instrumental Variables
  - Regression Discontinuity
  - Interrupted Time Series
  - Difference-in-difference models

#### (iv) Qualitative Methods

Topics listed here are qualitative techniques and approaches. They should also be able to explain why a particular technique, tool or approach is appropriate to a particular research question and data.

- Case Studies
- Participant Observation
- Thick Description
- Interviews
- Action Research
- Ethnographic Designs

### III. Study Questions

The questions below are meant to help guide students in their preparation for the written examination portion of the qualifying exam. They are not actual exam questions, but rather in a general way, set out the scope and nature of the kinds of questions students are likely to encounter on the respective parts of the written exam. It would be helpful, as you review these examples, to keep in mind the purpose and philosophy of the written examination described in Section I, above.

#### A. Social and Community Development Theory and Practice

##### (i) The Logic of Social Inquiry

1. Is what we do as researchers ‘objective’ or ‘subjective’? Does it matter? In answering this question, explain central concepts and positions taken by key theorists in this debate.

2. Donna Haraway writes:

All Western cultural narratives about objectivity are allegories of the ideologies governing the relations of what we call mind and body, distance and responsibility. Feminist objectivity is about limited location and situated knowledge, not about transcendence and splitting of subject and object. It allows us to become answerable for what we learn how to see.

Discuss Haraway's argument. How does it relate more broadly to social science research? Do you agree or disagree with Haraway? In answering this question, explain how Haraway's epistemology relates to other theories of epistemology.

3. Examining the positivist and interpretive traditions in qualitative research, Ann Chih Lin argues:

The usual juxtaposition of qualitative research against quantitative research makes it easy to miss the fact that qualitative research itself encompasses at least two traditions: positivist and interpretivist. Positivist work seeks to identify qualitative data with propositions that can then be tested or identified in other cases, while interpretive work seeks to combine those data into systems of belief whose manifestations are special to a case...I argue that discovering causal relationships is the province of positivist research, while discovering causal mechanisms is the province of interpretivists.

(a) How does a positivist view of research differ from an interpretivist view? Please consider the difference from an ontological perspective (the nature of reality), an epistemological perspective (the nature of knowledge), and a methodological perspective (appropriate research methods).

(b) What are the advantages and disadvantages of an interpretive v. a positivist, approach?

(c) Select a community development issue of interest to you (e.g. housing affordability, environmental justice, or power distribution). Carefully describe a qualitative research design to address a specific question/hypothesis pertinent to your issue and consider the applicability of Professor Lin's argument: what are the positivist and interpretive aspects of your design?

(ii) *How Communities Develop: History, Policy and Politics*

1. What intellectual perspectives influence the theories and practice of community development?

2. What are the major structural and institutional factors that shape and constrain community development?

3. Beyond external forces influencing how we think and engage in community development, how do communities themselves impact community development?

4. Trace how race, class and gender influence the theory and practice of community development.

5. When we think about community development, what is the big elephant in the room – capitalism, racism, localism, something else? Make a case.

(iii) *Research and Applications of Community Development Theory and Practice*

1. Describe how you would go about planning and executing a community impact study of reinvestment strategies designed to improve a distressed city.

2. Demonstrate what you have learned about effectively designing a research project in community development. Identify and describe:

(a) a research question that you consider important to community development theory and practice, and explain why it is;

(b) a theory that would allow you to situate your research within the existing community development field;

(c) the research methods you would use, including any instrumentation such as survey or other data or evidence gathering method.

(d) major research design provisions, such as comparison groups or statistical control variables you would use in regression analysis.

(e) the type of data you would collect and how you would analyze it.

### Comprehensive Exam Sample Essay

**Please note that this is a distinction level exam answer. Not all essays will be quite this long or thorough, but it is an example of the quality of work we are striving for in the exam setting.**

*1. You are a community development consultant hired by the government to develop a plan for narrowing racial disparities in a distressed city. Your proposed plan should explain how you would narrow the problem to make the plan actionable and should take into account at least one economic and one political obstacle that will likely be faced. To support and illustrate your proposal, draw on theories of community development and provide examples of successful efforts.*

The majority of racial disparity and segregation in cities occurs in three areas: housing, education, and crime. By narrowing the problem of racial disparities in the city, we can target these three specific issues. With interventions in each of these areas, we can hope to bridge the

racial gap that currently and has continued to exist in communities and cities within the United States.

First, there is still significant segregation between people of color and white people with regard to housing and neighborhoods in cities (Rothstein, 2017). This segregation is due to decades of de jure reinforced neighborhood segregation by federal, state, and local governments; despite the passage of the Fair Housing Act (FHA) in the 1960s, the effect of these policies of segregation are still being felt today (Rothstein, 2017). One actionable plan in the area of housing would be to adopt a local policy in the city similar to the Moving to Opportunity (MTO) program developed by the U.S. Department of Housing and Urban Development (HUD). The HUD MTO program allows low-income people to choose if they want to receive housing counseling and vouchers to move to other/better low-income neighborhoods. These vouchers would allow people to color to integrate into neighborhoods with a higher socioeconomic status and out of concentrated poverty. Scholars such as Myron Orfield (2015) argue that it would be better to disperse housing throughout the cities rather than trying to boost up already distressed areas. In other words, continuing to focus on improving segregated, distressed areas will not address the issue of ongoing racial disparity.

Despite this theory, the outcome of HUD's MTO program does have mixed findings. Sanbomatsu et al. (2011) conducted the government's review and found that HUD's MTO program did not have much impact on educational attainment or employment, but that the program did have a positive effect on health and happiness. Studies done later in time found that the MTO program was a successful effort; neighborhood can predict a child's educational outcomes and that the MTO program worked in developing greater opportunities for children in their new neighborhoods (Chetty, Hendren & Katz, 2015; Briggs, Popkin & Goering, 2010). Positive outcomes in creating greater opportunities for children of color shows that a program like MTO in a city is one plan to narrow the racial disparity created by segregated housing.

However, it must be noted that one political obstacle to this type of intervention advocated for by scholars like Orfield is the displacement of citizens from their neighborhoods (Fullilove, 2012; Goetz, 2015). Goetz (2015) argues that interventions in housing should be built from the community up rather than pushing people to leave which will only further the decline of distressed areas. In the past we have seen the attempted (and sometimes successful) displacement of citizens from their neighborhoods and/or public housing (gentrification) in areas like Cabrini Green (Chicago), Pruitt Igoe (St. Louis) and Roxbury (Boston) has led to a political firestorm from the residents of those neighborhoods (Bristol, 1991; Comerio, 1981; Heathcott, 2012; Miller, 2008; Montgomery, 1985; Nagel, 1990; Taylor, 1994; Trancik, 1986). Because of these historic reactions, we must be mindful to overcome this political obstacle through communication with the community, participation by the community, and emphasis on the feature which distinguishes MTO from displacement, which is the choice to participate in the program or not. Despite the potential political obstacle, programs like MTO, which give people the choice to move or not, have produced enough positive outcomes to advocate for this type of program as a possible intervention to address racial disparity.

Second, schools in the United States have been pervasively and continually segregated by race despite legal mandates to integrate schools (Brown v. Board; Kozol, 1991; Kramer & Hogue,

2009). Historic advantages in socioeconomic status for white citizens has perpetuated a concept known as “opportunity hoarding” where historically white citizens are able to protect their educational spaces (Diamond & Lewis, forthcoming; Grooms, 2019; Seicshnaydre, 2014). Racial segregation in schools has become a byproduct of the economic segregation encouraged by a longstanding history of disparate economic treatment for people of color. In short, by spatial metrics, the black population is hyper segregated from the white population and as a result, there is a quality gap between higher minority and lower minority schools (Koski & Horng, 2007; Moreira, 2013).

The city can narrow the racial disparity in education in three ways. The first is to create a public school choice lottery such as the successful one in Harlem called the “Harlem Children’s Zone”. Studies have shown positive outcomes for this intervention, which results in lower crime, higher college enrollment, and degree completion for those students who gain access to higher quality schools without actually moving neighborhoods (Deming, 2011; Deming et al, 2014; Dobbie & Fryer, 2013; Card & Krueger, 1992). The second is to redraw boundaries around school districts with the intent of actually desegregating the boundaries that have been created by socioeconomic status (Frankenberg et al, 2017; Rury 2020; Siegel-Hawley, Diem & Frankenberg, 2018; Wilson, 2016). This type of intervention would require governments to play a greater role and mandate that local districts consolidate schools and services (Bruck, 2008). This type of intervention is largely theoretical as it has not yet been attempted beyond the redistribution of state funds, which leads to the third possible intervention: to redistribute property tax funds within the city (or state) with the intent of providing extra funds to school districts of lower socioeconomic states (Abbott v. Burke; Cerf, 2012; Steffes, 2020). This intervention has been attempted with moderate success through the Abbott v. Burke cases in New Jersey and the Resource Equalizer Formula in Illinois. Specifically in New Jersey, the school district in Elizabeth has had success utilizing the extra funding along with structural changes to focus on the early years of education (preschool/kindergarten); the district has reported improvements in student achievement scores and winning awards as a National Blue Ribbon School from the U.S. Department of Education (Abbott v. Burke; NJDOE, 2012).

However, with each of these possible educational interventions there are political and economic issues. A school choice lottery or redrawing school district boundaries would be difficult to implement as it requires political participation in order to pass legislation to enact these changes. Politicians in neighborhoods who do not wish to share their schools with those outside the community will be a significant political roadblock to enacting these changes. The solution to this political obstacle is to lobby and encourage the community to become civically minded in electing officials who will enact these legislative changes.

Lastly, the provision of extra funds to schools of lower socioeconomic status will hit an economic obstacle in the city’s budget. Finding funds to redistribute throughout the city means either raising taxes or taking the funds from another area of the budget; in either scenario, citizens of the city will likely not be happy with the economic impact. However, the budget of a city will always be a contentious topic and budget shuffling has been done in the past. Electing officials who will make education a priority is the most surefire way to enact these budgetary changes. The positive outcome produced by addressing the racial disparities in education is

enough to suggest these interventions as a possibility to address racial disparity in the city overall.

Lastly, we can address the issue of the overcriminalization of people of color in the city. Through the Black Lives Matter movement in the past year, the need for criminal justice reform has become more and more apparent. In short, people of color have pervasively been targeted and harassed by police, leading to mass incarceration and occurrences of extreme police brutality (Alexander, 2010; Holloway, 2013; Kendi, 2019). The disparate treatment of offenses, especially drug offenses, for white people versus people of color has also led to extreme incarceration rates for people of color (Alexander, 2010; DiAngelo, 2018; Wilkerson, 2020). For example, due to mandatory minimums, New Jersey has the most racially disparate prison population in the United States (The Sentencing Project, 2019). Blacks in New Jersey are incarcerated at a rate 12 times that of white people in New Jersey (The Sentencing Project, 2019). The effects of the mass incarceration of people of color are being felt in communities and cities across the United States.

The plan to address this issue is the city's efforts to decriminalize drug offenses, reform the targeting of people of color by police, the elimination of mandatory minimums, and the provision of support for those returning citizens most affected by the historic injustice of overcriminalization. On a community level, the city can reform the negative externalities that convictions have had on people of color returning to society. As an example, there are little to no resources available for returning citizens who are now unable to get jobs, receive public housing, vote, or even drive due to their criminal background (Alexander, 2010; Minow, 2019; Montross, 2020; Stevenson, 2014). One example of a successful community development program which could be undertaken in the city to address such an issue is a reentry court like the "ReNew" court currently happening in Camden. This court brings together lawyers, judges, parole officers and citizens to ease the transition back into society for returning citizens by providing assistance in the form of GED tutoring or job interview training. In exchange for participation in such a program, returning citizens are eligible to reduce the amount of years that they are on parole.

Intervention by the city is undoubtedly necessary to remedy the pervasive past harms of the disparate treatment of people of color in the criminal justice system. However, there will likely be political opposition to the enactment of these reform programs. Similar to the educational programs, politicians in communities who do not believe in criminal justice reform or who do not want to spend budget dollars on correcting past injustices for people of color will be a significant political roadblock to enacting these changes. This is especially true for programs which will require changes in legislation to the criminal justice system such as eliminating mandatory minimums or changing the punishments for drug offenses. Programs like ReNew are almost entirely run by volunteer attorneys and judges. The city should be able to implement such a program without too much economic impact. Legislative changes may require more political influence, but the demonstrations done by Black Lives Matter activists have already established the need for criminal justice reform broadly in this country; effectuating legislative changes in a city should be possible. Taken all together, using specific interventions in housing, education, and criminal justice can have positive outcomes in addressing the overall racial segregation in our cities by targeting three major areas of the disparate treatment of people of color.



## B. Research Design and Methods

1. During the 2020-2021 COVID-19 pandemic, there was a sharp increase in unemployment. The Federal Government responded by increasing unemployment benefits. This was thought to contribute to a labor shortage as the economy rebounded.

Despite the cessation of these benefits, unemployment has remained relatively high *and* there are reports of worker shortages in low-wage industries. Little is understood about choices of workers who are not reentering the work force, less still is understood about how local context such as housing, the local economy, or education matters for such decisions.

Perhaps these circumstances present an opportunity to study the reasons workers are choosing not to reenter the workforce. In answering this question, you should sketch out a design for a study that you could bring to your advisor as a potential dissertation. You will need to decide on a specific outcome to study. Please answer each sub-question individually.

- a) State a specific research question and hypotheses for your proposal. How will you go about devising your hypotheses, drawing from literature on community development or its methods?
- b) What specific research design will you propose? Why is this design appropriate to study your research question and hypotheses above?
- c) What are the expected weaknesses or challenges of this design for addressing your research question?
- d) Explain and justify your choice of data, your process of data collection, and your process of data analysis. How, specifically, is this data useful in answering your questions?
- e) What is your approach to case and sample selection given the answers above? Why is this case/sample approach you specified appropriate to study your research question and hypotheses?

2. “Alternative sentencing programs,” such as *drug courts*, offer a way to reduce mass incarceration. In the drug court model, one or two judges control all non-violent drug cases in a jurisdiction and, working with in collaboration with defendants, prosecutors, probation officers and nonprofits, devise a program of supervision instead of a prison sentence. A doctoral student interested in explaining the factors that lead a community to establish drug courts proposes a dissertation in which she will examine four municipalities that have adopted the drug court model. Based on her literature review, she hypothesizes that the critical independent variable in deciding to adopt the drug court model is the number of community organizations that focus on public safety as an issue. To control for other influences, she selects four cities of comparable size, demography, and crime rates, all located in the same state. Her dissertation advisor, a disciple of the King, Keohane, and Verba approach to qualitative analysis, agrees that she has identified an interesting question and formulated a solid hypothesis, but rejects her research design.

- (a) Identify and explain the flaw the advisor sees in her research design.
- (b) How do you think her dissertation advisor would recommend she fix the flaw? Again, frame your discussion in terms of the specific hypothesis about creating drug courts.

3. The City of Philadelphia observed that one of the most common causes of auto accidents is drivers who run red lights. Philadelphia has data on traffic accidents over many years, coded by location. In an attempt to reduce accidents, Philadelphia installed red light cameras at some of the most accident-prone intersections. The cameras take pictures of red light violators and a ticket is sent to the registered owner of the vehicle. The City expects a reduction in accidents over time, as more people learn about the cameras by getting tickets or by hearing about the program from others who did. The City has given you their monthly accident data going back to 1990, coded by location, as well as the date of red light camera installations and the number of tickets per month at each location.

- (a) State the City’s hypothesis and the appropriate null hypothesis.
- (b) What analytic/design strategy will you use to test the City’s hypothesis?
- (c) What is your dependent variable? What is your main independent variable?
- (d) What additional independent variables do you intend to control if any?
- (e) What is the main threat to internal validity in this design? List only one. Explain.

4. Five recent graduates were randomly selected from Eastside Charter School (ECS) and five more from Westside Public School (WPS). The SAT scores for the students are shown below.

- a) Based on descriptive statistics, what do you conclude about the difference in SAT performance of the students from the two schools?
- b) Given that the students were randomly selected, can we attribute the difference in performance you described in (a) to the fact that one is a charter school and one is a public school. Why or why not?
- c) Is the difference in SAT performance between ECS and WPS statistically significant at the 95 percent confidence level? Show all the steps in the hypothesis test and be sure to state your conclusion.

<u>Eastside Charter School</u>		<u>Westside Public School</u>	
Male	530	Male	520
Female	630	Female	560
Female	610	Female	530
Male	530	Female	410
Male	550	Male	430

5. In response to concerns about housing conditions, the city council is debating a bill to provide matching funds to homeowners for renovations. To assess the need for the program, building inspections were carried out on randomly selected residential dwellings in several city neighborhoods: Center, Eastside, and Westside. For each inspection, the result was recorded as no violation, cosmetic violation, or structural violation. The results are shown in the table below.

Some members of the council argue that the program should apply to the city as a whole, while others argue that only particular neighborhoods should be targeted.

- a) Overall, is there a relationship between the outcome of the inspection and neighborhood? Conduct the appropriate statistical test at the 0.05 level of significance. Show all the steps and calculations in the test and be sure to state your conclusion.
- b) Representatives of the Center neighborhood argue that the test in (a) is too general and that the right test is whether Center, the oldest and poorest neighborhood, is more prone to violations than other neighborhoods. Test whether the proportion of dwellings with any violation is greater in the Center neighborhood compared to the other neighborhoods combined.
- c) In terms of the decision about making the program citywide vs. targeting, what information does each of these two tests provide? Are there any additional tests that would be helpful?

**Violations by Neighborhood**

	Neighborhood Inspection Outcome		
	None	Cosmetic	Structural
Center	16	7	13
Eastside	19	6	5
Westside	21	7	6

6. Asthma among children is a growing problem nationwide. Asthma is often triggered by environmental conditions, such as mold, dust mites, and contaminants that are more common in older homes. Because asthma is a chronic condition that requires medical management, the incidence of asthma is also linked to the quality and availability of medical services in the community, which is typically better in suburban areas. To better understand this issue, a coalition of children’s advocates sampled housing units with children present from the central city and suburbs of their metropolitan area. Housing units were classified as “old” or “new” depending on whether they were built before or after 1975, when building codes were substantially upgraded in the area. Each household was then assessed to see whether one or more of the children living there was suffering from asthma. The counts are shown below:

**Asthma in Housing Units with Children, by Location and Age**

Child w/ Asthma?	Central City		Suburbs	
	Old	New	Old	New
No	168	159	75	252
Yes	44	20	18	26

- a) What is the 95 percent confidence interval on the metropolitan area’s rate of asthma occurrence among housing units with children?

- b) Test the hypothesis that there is a greater risk of asthma in suburban housing units relative to central city units at the 0.05 level of significance.
- c) Test the hypothesis that the risk of asthma differs depending on the age of the housing units at the 0.01 level of significance.
- d) The health director argues that to reduce asthma among children the metropolitan area should focus on improving health care in the central city, whereas the housing director argues that the focus should be on remediating conditions in older housing units regardless of where they are located. Do the data in the table provide evidence one way or the other to make this decision? (Note: do not conduct any further hypothesis tests to answer this part.)

7. The State Department of Economic Development (SDED) is interested in evaluating its housing rehabilitation program. Although most of the funding comes from the state, the program is administered by cities. Cities are required to partially match state expenditures, but the match rate varies from 48 to 77 percent depending on the city's demographics. Cities that have a higher match rate are likely to be more concerned about the success of the program, since they are investing more of their own money.

Another factor that could influence the success of the program is the quality and efficiency of the city's management. In the past, some cities participated in a previous program that was similar, which should improve the success rate. Cities also vary in administrative capacity. There may also be an interaction between administrative capacity and previous program experience.

Data were collected for a sample of 187 cities, including the following variables:

<i>Success Rate</i>	The success rate of the program (% of eligible units rehabilitated)
<i>Match Rate</i>	% of funds matched by the city
<i>Population (thousands)</i>	City population in thousands
<i>% Owner Occupied</i>	% housing units that are owner occupied
<i>Previous Program</i>	= 1 if the city participated in a previous program, 0 otherwise
<i>Capacity</i>	City's administrative capacity rating on a 25-point scale

Two regression models were estimated, as shown below:

**Dependent Variable: Success Rate**

	<b><u>Model 1</u></b>	<b><u>Model 2</u></b>
Constant	-24.31* (11.36)	-19.85 (11.35)
Match Rate	0.223** (0.0728)	0.208** (0.0731)
Population (thousands)	0.0496*** (0.0101)	0.0471*** (0.0102)
% Owner Occupied	0.596*** (0.157)	0.547*** (0.157)
Previous Program	2.104** (0.736)	-2.379 (2.557)
Administrative Capacity		0.0384 (0.147)
(Previous Program) * (Administrative Capacity)		0.356 (0.198)
r2	0.386	0.412
N	182	182

Note: Standard errors in parentheses

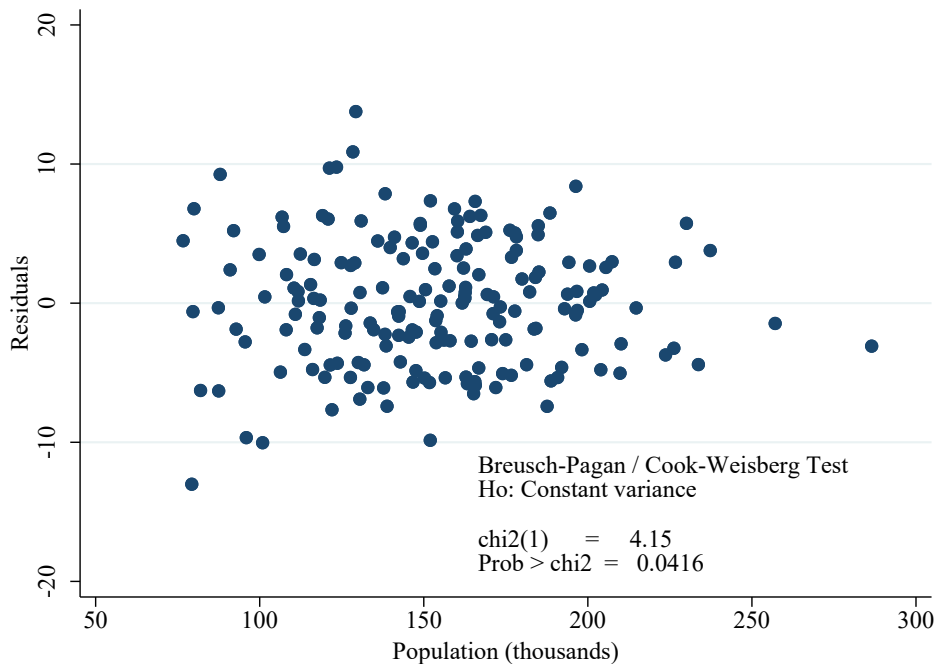
\* p<0.05, \*\*p<0.01, \*\*\*p<0.001

Descriptive statistics for the variables are show below:

<b>Variable</b>	<b>Obs</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Min</b>	<b>Max</b>
Success Rate	182	42.9	5.9	23.1	58.5
Match Rate	182	62.1	5.2	47.6	76.8
Population (thousands)	182	153.2	37.2	76.7	286.5
% Owner Occupied	182	75.0	2.4	69.4	82.4
Previous Program	182	0.52	0.50	0	1
Administrative Capacity	182	12.2	3.6	1.3	21.1

- Discuss the findings of Model 1. Be specific about what the model implies about how the independent variables affect the success rate.
- One analyst argues that city size does not matter as much the match rate, because the coefficient on population is quite a bit smaller. Do you agree with that argument? Which variable do you think has the greater impact on the success rate?
- Mayor Smith of Centerville has been criticized for having a lower than average success rate of 38 percent. She argues that her city has actually done better than expected given that it has no previous program experience, a 50 percent match rate, a 70 percent owner occupancy rate, and a population of 100,000. Do you agree with the mayor?
- Based on Model 2, does administrative capacity affect the success rate? If so, how?

e) A diagnostic plot and statistical test are shown below. Based on these, do you see any problem with the regression and what corrective action, if any, do you recommend?



8. Milltown City is a typical aging city in the Northeast that has experienced deindustrialization and struggles with many high-poverty neighborhoods. Several years ago, the city designated the poorest one-fifth of its 87 neighborhoods as opportunity zones, in which fees for building permits and other city services were sharply reduced. Recently, the City retained a consulting firm to investigate the effectiveness of the Opportunity Zone policy. The consultant's report criticized the policy and recommended that it be eliminated. Descriptive statistics and a table of OLS regression results from the report are shown on the following page.

The variables included are:

povrate	Neighborhood poverty rate
opzone	= 1 if the neighborhood is designated as an opportunity zone, else 0
vacrate	Vacancy rate of residential buildings
medyrblt	Median year built for residential buildings
lnpop	Natural log of neighborhood population

- a) According to the two regression models estimated, how does Opportunity Zone designation affect the neighborhood poverty rate? Why do the estimates differ? Which model is preferable?
- b) Based on Model 2, how exactly does each of the three variables added in that model affect the neighborhood poverty rate?

- c) What is the predicted poverty rate for an Opportunity Zone neighborhood with a 20 percent vacancy rate, median year built of 1960, and a population of 1000?
- d) The consultant argued that Opportunity Zones had higher poverty rates than comparable neighborhoods that were not Opportunity Zones, and that therefore the program was ineffective and should be eliminated. Is this interpretation of the model correct, and do you agree with the consultant's recommendation? Explain.
- e) What additional regression model would you estimate to get a better estimate of the effect of the Opportunity Zone program?

**Table 1: Descriptive statistics**

	N	Mean	Std. Dev.	Minimum	Maximum
opzone	87	0.20	0.40	0	1
vacrate	87	15.8	1.0	13.5	18.3
pop	87	418.6	522.7	17.0	2700.0
medyrblt	87	1965.6	4.6	1952.7	1976.7
povrate	87	27.0	9.2	0.0	49.5

**Table 2: Models for Neighborhood Poverty Rate**

	<u>Model 1</u>	<u>Model 2</u>
opzone	5.327 (2.434)	10.39 (2.244)
vacrate		2.521 (0.792)
medyrblt		-1.015 (0.198)
lnpop		-2.019 (0.876)
_cons	25.94 (1.076)	1991.5 (391.5)
r2	0.0533	0.375
N	87	87
F	4.789	12.29

Note: standard errors in parentheses

9. In a widely cited article, Bruce Western (2002) explores the effect of incarceration on men's wages using a longitudinal panel from the National Longitudinal Survey of Youth (NLSY). His OLS regression models for the log of wages are shown below:

**Unstandardized Coefficients from the Regression of Log Hourly Wages on Incarceration,  
Main Effects Model: NLSY Men, 1983 to 1998**

Variables	Model 1		Model 2		Model 3		Model 4	
	<i>B</i>	<i>SE</i>	<i>B</i>	<i>SE</i>	<i>B</i>	<i>SE</i>	<i>B</i>	<i>SE</i>
Intercept	1.04**	.02	.71**	.05	2.23**	.09	2.23**	.14
Was Incarcerated ( <i>P</i> )	-.07**	.01	-.19**	.02	-.16**	.02	-.16**	.02
Now Incarcerated ( <i>C</i> )	-.23**	.02	-.24**	.02	-.23**	.02	-.23**	.02
Log age ( <i>A</i> )	.42**	.02	.50**	.02	2.27**	.13	2.05**	.21
Education ( <i>E</i> ) x10	.43**	.01	.65**	.03	-.05	.05	-.15	.08
Year ( <i>t</i> )	---		---		-.11**	.01	-.10**	.01
(Education x Year) x 100	---		---		.41**	.02	.38**	.03
Fixed Effects	No		Yes		Yes		Yes	
Sample	Full		Full		Full		At-risk	
<i>R</i> <sup>2</sup>	.34		.61		.62		.60	
<i>Observations</i>	47,616		51,424		51,424		18,923	
<i>N</i>	4,953		5,438		5,438		2,092	

**Notes:** Model 1 includes controls for juvenile contact with the criminal justice system, cognitive ability, race, and ethnicity. All models control for work experience, enrollment status, drug use, marital status, union membership, industry, and region. The full sample includes all respondents. The at-risk subsample includes respondents who report crime, delinquency or any incarceration. \**p* < .05. \*\**p* < .01 (two-tailed test)

- a) Based on Model 1, how does previous incarceration affect wages, controlling for the other variables in the model? What is the predicted wage for a previously incarcerated man, not currently incarcerated, who is 25 years old with 10 years of education? Explain how to interpret the coefficient on "Log age" in Model 1.
- b) Western states that "the fixed effects models (Models 2, 3, and 4) remove large differences in work experience between never-incarcerated and pre-incarcerated men as a confounding source of variation." Explain what this means and how it affects your interpretation of the "Was Incarcerated" coefficient in Model 2 compared to Model 1.
- c) Model 3 adds year and an education by year interaction. Test the hypothesis that these two variables are jointly significant with 99 percent confidence.

10. Carminati (2018) writes that "The strength of qualitative inquiries defined by the interpretivist tradition is the understanding of how individuals, through their narratives, perceive and experience their lives, constructing meanings within their social and cultural contexts".



- a) Briefly explain what is gained in the study of community development by conducting qualitative research that focuses on narratives, perceptions, and experiences? How does this differ from quantitative work that seeks to generalize?
- b) Cite specific examples of mixed methods research and/or research that would have benefited from mixed methods.
- c) Choose a qualitative method that could be used in community development research. How does this particular method help construct meanings as described by Carminati? Use specific examples from research to show the potential of this method to build community development theory.
- d) Given your choice of a method in part (b), what are the tradeoffs of different sampling/case selection strategies within qualitative research in community development on Carminati's conception of the construction of meaning within the social and cultural context?

## V. SUGGESTED READING LISTS

The reading lists that follow indicate the literature, issues, and leading scholars that a Public Affairs/Community Development student should know as a foundation for his or her qualifying exams and dissertation work. Some of the texts have been assigned in courses in the core curriculum, others have not. The lists are not meant to be exclusive; in answering questions on the written examination, students may also draw on texts discussed in their classes that are not included here. Students should develop their knowledge of the field broadly, but also through the development of questions that will guide their doctoral dissertation research agenda. The written examination will not test students' knowledge of all of the texts below, rather, students are expected to be able to draw from the literature, some of which is highlighted in these lists, to provide thoughtful, informed, and critical answers to questions posed on the exam.

### A. Social and Community Development Theory and Practice

Adams, Carolyn T. *From the Outside In: Suburban Elites, Third-Sector Organizations, and the Reshaping of Philadelphia*. Ithaca, N.Y.: Cornell University Press, 2014.

Alexander, Frank S. *Land Banks and Land Banking*. Flint, Mich.: Center for Community Progress, June 2011.

Alinsky, Saul. *Rules for Radicals*. New York: Vintage Books, [1971] 1989.

Arena, John. *Driven from New Orleans: How Nonprofits Betray Public Housing and Promote Privatization*. Minneapolis: University of Minnesota Press, 2012.

- Atlas, John. *Seeds of Change: The Story of ACORN, America's Most Controversial Antipoverty Community Organizing Group*. Nashville: Vanderbilt University Press, 2010.
- Beauregard, Robert A. *Cities in the Urban Age: A Dissent*. Chicago: University of Chicago Press, 2018.
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