Ph.D. in Public Affairs Program
2017-2018 Handbook

Issued July 30, 2017

Pending approval by the Department of Public Policy & Administration’s Ph.D. Committee
Welcome to the Rutgers University-Camden Department of Public Policy and Administration’s Ph.D. Program in Public Affairs!

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. program is unique in its emphasis on the study of community development, however, our rigorous curriculum in research methods will 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. program of study. It outlines the governance of the program, details the curriculum, 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. But the *Handbook* 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. program although students may request to follow a subsequent program. Exceptions may be made on a case-by-case basis by the Ph.D. Program Graduate Director.

We have made every effort to make the *Handbook* consistent with the extant rules and procedures of Rutgers University. Should a conflict arise, however, the rules of the Rutgers University 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/pg38.html](http://catalogs.rutgers.edu/generated/cam-grad_current/pg38.html). Questions regarding inconsistencies should be directed to the Graduate Director.

~ The DPPA Faculty
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<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration for Fall Term Classes Begins</td>
<td>Monday, March 27</td>
</tr>
<tr>
<td>Diploma Application Period for October Graduation</td>
<td>Tuesday, June 1 – Tuesday, August 15</td>
</tr>
<tr>
<td>Last Day to DROP ALL CLASSES and Receive 100% Refund</td>
<td>Friday, September 1</td>
</tr>
<tr>
<td>Diploma Application Period for January Graduation</td>
<td>Friday, September 1 – Tuesday, December 19</td>
</tr>
<tr>
<td>Labor Day—All University Offices Closed—No Classes</td>
<td>Monday, September 4</td>
</tr>
<tr>
<td>Fall Semester Begins</td>
<td>Tuesday, September 5</td>
</tr>
<tr>
<td>Last Day to ADD or DROP a Class Without a ‘W’ Grade</td>
<td>Tuesday, September 12</td>
</tr>
<tr>
<td>Diploma Conferral Date for October Graduates</td>
<td>Sunday, October 1</td>
</tr>
<tr>
<td>Registration for Winter Session Classes Begins</td>
<td>Monday, October 9</td>
</tr>
<tr>
<td>Last Day to Withdraw from ALL Classes in Order to Receive Tuition Refund. For All Refund Policy Information, Please see:</td>
<td>TBD</td>
</tr>
<tr>
<td><a href="http://www.studentabc.rutgers.edu/withdrawals">http://www.studentabc.rutgers.edu/withdrawals</a></td>
<td></td>
</tr>
<tr>
<td>Registration for Spring Term Classes Begins</td>
<td>Monday, November 6</td>
</tr>
<tr>
<td>Last Day to WITHDRAW from a Class, or All Classes, with a ‘W’ Grade. Deadline 5:00 p.m.</td>
<td>Tuesday, November 14</td>
</tr>
<tr>
<td>Change in Designation of Class Days—Observe THURSDAY Schedule</td>
<td>Tuesday, November 21</td>
</tr>
<tr>
<td>Change in Designation of Class Days—Observe FRIDAY Schedule</td>
<td>Wednesday, November 22</td>
</tr>
<tr>
<td>Thanksgiving Recess—All University Offices Closed—No Classes</td>
<td>Thursday, November 23 – Sunday, November 26</td>
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<tr>
<td>Last Day for Winter Session Registration and Bill Payment Without A Late Fee</td>
<td>Friday, December 8</td>
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<td>Late Registration for Winter Session Begins with $125 Late Fee</td>
<td>Monday, December 11</td>
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<tr>
<td>Regular Classes End</td>
<td>Wednesday, December 13</td>
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<tr>
<td>Reading Day(s)</td>
<td>Thursday, December 14</td>
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<tr>
<td>Diploma Application Period for January Graduation Ends</td>
<td>Tuesday, December 19</td>
</tr>
<tr>
<td>Final Exam Period</td>
<td>Friday, December 15 – Friday, December 22</td>
</tr>
<tr>
<td>Winter Recess—All University Offices Closed—No Classes</td>
<td>Saturday, December 23 - Monday, January 1</td>
</tr>
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</table>
### SPRING SEMESTER 2018

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration for Spring Term Classes Begins</td>
<td>Monday, November 6</td>
</tr>
<tr>
<td>Diploma Application Period for May Graduation</td>
<td>Tuesday, January 2 - Sunday, April 1</td>
</tr>
<tr>
<td>Last Day to DROP ALL CLASSES and Receive 100% Refund</td>
<td>Friday, January 12</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day—All University Offices Closed—No Classes</td>
<td>Monday, January 15</td>
</tr>
<tr>
<td>Diploma Conferral Date for January Graduates</td>
<td>Monday, January 15</td>
</tr>
<tr>
<td>Spring Semester Begins</td>
<td>Tuesday, January 16</td>
</tr>
<tr>
<td>Last Day to ADD or DROP a Class Without a ‘W’ Grade</td>
<td>Tuesday, January 23</td>
</tr>
<tr>
<td>Registration for Summer Session Classes Begins</td>
<td>Monday, February 19</td>
</tr>
<tr>
<td>Last Day to Withdraw from ALL Classes in Order to Receive Tuition Refund. For All Refund Policy Information, Please see: <a href="http://www.studentabc.rutgers.edu/withdrawals">http://www.studentabc.rutgers.edu/withdrawals</a></td>
<td>TBD</td>
</tr>
<tr>
<td>Spring Recess—University Offices Open—No Classes</td>
<td>Saturday, March 10 - Sunday, March 18</td>
</tr>
<tr>
<td>Diploma Application Period for May Graduation Ends</td>
<td>Sunday, April 1</td>
</tr>
<tr>
<td>Last Day to WITHDRAW from a Class, or All Classes, with a W Grade. Deadline 5:00 p.m.</td>
<td>Monday, April 2</td>
</tr>
<tr>
<td>Registration for Fall Term Classes Begins</td>
<td>Monday, April 2</td>
</tr>
<tr>
<td>Regular Classes End</td>
<td>Monday, April 30</td>
</tr>
<tr>
<td>Reading Days</td>
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</tr>
<tr>
<td>Final Exam Period</td>
<td>Thursday, May 3 - Wednesday, May 9</td>
</tr>
<tr>
<td>Degree Conferral Date for May Graduates</td>
<td>Sunday, May 13</td>
</tr>
<tr>
<td>Rutgers University-Camden Commencement and Convocation Ceremonies</td>
<td>Wednesday, May 16 &amp; Thursday, May 17</td>
</tr>
<tr>
<td>Last Day to Register for First Term Summer Session Classes Without Late Fee</td>
<td>Friday, May 18</td>
</tr>
<tr>
<td>Memorial Day – All University Offices Closed – No Classes</td>
<td>Monday, May 28</td>
</tr>
</tbody>
</table>
I. Program Governance

The Ph.D. program in Public Affairs/Community Development is administered by the Department of Public Policy and Administration (DPPA). As such, the faculty of the Department and especially the Ph.D. Program Graduate Director, who chairs the Ph.D. Committee, are responsible for the program. The Ph.D. Committee 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. Nothing in this document overrides or supersedes the general rules governing graduate study at Rutgers University-Camden, which may be found on the Graduate School’s website: https://graduateschool.camden.rutgers.edu.

Governance Structure for the 2017-2018 Academic Year:

DPPA Department Chair: Lorraine C. Minnite

Ph.D. Program Graduate Director: Richard A. Harris

Ph.D. Program Committee: Stephen Danley, Richard A. Harris (Chair), Paul Jargowsky, Lorraine C. Minnite, Adam Okulicz-Kozaryn, Beth Rabinowitz, and Brandi Blessett (on leave until January 2018).

DPPA Secretary: Karen McGrath (for most matters pertaining to the Ph.D. program).
Additional Secretarial Support: Lisa Alston (for faculty reimbursement and expense reporting).

II. Admissions and Financial Aid

A. Admissions

Admission to the Ph.D. Program requires a formal application, supporting documents, and appropriate references. Applicants who have completed a relevant Master’s degree are 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, February 1st. Apply online at http://gradstudy.rutgers.edu 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. There are no exceptions to this requirement. Please use institution code 2790 to send official test scores to Rutgers University.

- 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).

• Three letters of recommendation that indicate a potential for succeeding in the Ph.D. in Public Affairs program. At least two of the letters should be from persons familiar with your work in an academic setting, preferably at the graduate level.

• A résumé.

• Personal statement indicating your motivation to earn a Ph.D. and what you will bring to the class of students. Describe your background and experience, and how a 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 documents 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 Ph.D. Committee, and decisions made by March 1st. Preference is given to full-time applicants; the Department admits very few part-time students each year. Applications that are incomplete (with the exception of the official transcript) by the February 1st deadline will not be considered.

Admitted applicants will receive notification of admissions and funding by regular mail and by email from the Rutgers University-Camden Office of Admissions. Applicants who accept admissions offers must indicate their acceptance by March 30th through the Rutgers University Graduate and Professional Admissions website. Failure to formally accept an offer 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 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 non-English speaking country.
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 to admission to Rutgers.

More information for International applicants to the Rutgers University-Camden Ph.D. program in Public Affairs may be found here: https://admissions.camden.rutgers.edu/apply/international-applicants.

C. Financial Aid

Major financial support awarded on the basis of academic merit is available for a limited number of full-time doctoral students in the form of Graduate Assistantships (GA). 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 are from August 25th to Commencement, and come with full tuition remission and fee waiver. For payroll purposes, appointments are effective September 1st through June 30th 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, and http://uhr.rutgers.edu/faq-health-insurance-ta-ga-less-full-time-appointment. For more information regarding tuition and fees, please refer to http://studentabc.rutgers.edu.

Students will be notified of their assignments for the academic year by the Graduate Director by August 15th. 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 (approximately 570 hours) toward the accomplishment of their duties, excluding work associated with academic progress toward the degree. For more information regarding GA duties and responsibilities, see Section III.G 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 (see here: http://graduateschool.camden.rutgers.edu/current-students/scholarships-assistantships/). The Graduate School maintains a list of additional
funding opportunities and resources for searching for external financial support for doctoral education (see: https://graduateschool.camden.rutgers.edu/current-students/).

III. Doctoral Program Curriculum

A. Overview

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.

B. General Advising

New doctoral students will be assigned a faculty adviser. Students should consult with their academic adviser before registering for courses each semester. To achieve a better match of substantive interests, students can request a different adviser by consulting with the Ph.D. Program Graduate Director.

Upon forming a dissertation committee (described in Section III.D(iii) below), students should regard the chairperson of the committee as their primary faculty adviser.

In March of each academic year, the Ph.D. Committee, in consultation with the student’s academic faculty adviser, will conduct a review of each student’s progress toward the doctoral degree. 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. Students are expected to maintain a GPA of 3.0 (a B average), and to adhere to the prescribed timeline for taking and passing the qualifying exam, depending on part-time or full-time status (as detailed in Section III.F). Students with Graduate Assistantships are expected to maintain a 3.5 GPA (B+) for annual renewal of funding.

If the Ph.D. Committee determines that a student is not making satisfactory progress toward the doctoral degree, the student and the student’s adviser will be notified in writing, the problem identified and a course of action set forth so that the student has an opportunity to improve. A decision to terminate a student from the program may be formally appealed (the appeals process is described in detail in Section V.G(ii)). The decision to terminate a student’s GA may not be appealed; however, the student may request in writing that his or her case be reconsidered during the next round of funding decisions, which are made in March of each year. See section III.G for more information regarding Graduate Assistantships.

C. Course Requirements

The Ph.D. in Public Affairs consists of 66 credits, including 51 credits of coursework and 15 credits for the dissertation. Students should focus on completing core curriculum courses in their first two years. Each student should fill out a degree plan worksheet (available here: [link])
http://dept.camden.rutgers.edu/dppa/files/Ph.D.-Worksheet_2017-2018.pdf), 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 Appendix B for course descriptions. Core courses are only offered during the fall and spring semesters.

(i) Core Curriculum Courses (11 courses/33 credits)

(a) Community Development Theory and Practice Courses (15 credits):

- 824:701 Theory and History of Community Development
- 824:704 Alternative Development Strategies for Distressed Cities
- 824:710 Planning, Markets, and Community Development
- One economic development course: either 824:705 Regional Economic Development or 824:717 International Economic Development

Note: 824:717 International Economic Development may be used to satisfy only one of these requirements.

(b) Research Design and Methods Courses (15 credits):

- 824:702 Quantitative Methods I
- 824:703 Logic of Social Inquiry
- 824:709 Quantitative Methods II
- 824:713 Research Design
- 824:714 Qualitative Research Methods

(c) Applied Research Course (3 credits):

- 824:706 Practicum in Community Development

The Ph.D. 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.

(ii) Elective Courses (6 courses/18 credits)

The elective course requirement consists of six graduate level courses relevant to community development and/or the student’s core research interests, only three of which may be taken in the Department of Public Policy and Administration. This rule is waived for students with a Master of Public Administration degree from our department. 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.

Students should consult with the Graduate Director for approval of relevant courses outside of the DPPA, and are responsible for contacting the instructor of those courses for permission to enroll. Prior to the start of each semester, the Graduate Director will make available a list of pre-approved courses offered by other Rutgers University-Camden schools or departments outside of the DPPA. Note that the Rutgers Law School academic calendar begins a few weeks earlier than the Graduate School’s.

(iii) Grading System

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0.0</td>
</tr>
<tr>
<td>S/U</td>
<td>Satisfactory/Unsatisfactory</td>
<td>0.0</td>
</tr>
<tr>
<td>IN</td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
<td>0.0</td>
</tr>
<tr>
<td>TZ</td>
<td>Temporarily Not Graded</td>
<td>0.0</td>
</tr>
</tbody>
</table>

As noted above, Ph.D. students are expected to maintain a 3.0 GPA throughout their coursework. No more than two courses with a grade of C or C+ are allowed in all courses taken at the Rutgers University-Camden Graduate School.

**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.

**IN – Incomplete** (see policy below).

**W – Withdraw**
For an official withdrawal from a course by the semester deadline.

**TZ – Temporarily Not Graded**
TZ grades are assigned in cases when a student never attended, stopped attending and did not formally withdraw from, or was not graded by his or her instructor in courses taken for credit. Students are responsible for contacting the Registrar’s Office to correct registration errors.
resulting in grades of TZ and, when necessary, instructors, to arrange final grades. *TZ grades remaining on records automatically convert to failures, without notification to students, for fall semester courses on May 1st, and for the spring and summer semesters on December 1st.*

(iv) *Dissertation Hours (15 Credits)*

Students register for Dissertation Hours (1-9 credits per semester) only after successfully defending their dissertation proposals and moving to ‘post-qualifying’ 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.

(v) *Transfer and Transient Credit Courses*

(a) Definitions and Basic Guidelines for Transferring Credits

Up to 12 credits of coursework from other Rutgers University graduate schools or other accredited graduate institutions may count toward the total credit hours requirement, contingent on certification by the Rutgers University-Camden Registrar. An exception to the 12-credit limit is made for Master of Public Administration courses taken in the Rutgers University-Camden Department of Public Policy and Administration. In this case, students may transfer up to 18 credits of coursework completed in our MPA program.

Coursework credits from other Rutgers schools or campuses other than the Rutgers University-Camden School of Law or the Rutgers University-Camden School of Business are called ‘transient’ credits; course work from non-Rutgers accredited graduate institutions are ‘transfer’ credits.

A grade of “B” or better, or the equivalent, is required for all transfer and transient credits, and approval of the Graduate Director is required for both. 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.

(b) Other Transfer Credit Rules

- Credits cannot be transferred until 12 credits of work at the Rutgers-Camden Graduate School are completed. Grades must be a “B” or better.
- Credits should not have been taken more than six years prior to the transfer request. Students can appeal this rule in writing with the Graduate Director.
- No more than one third of credits needed for the degree may be transferred in.
- Quarter-term credits are converted to semester credits by reducing the total by one third.
Additional information about transfer credit requirements can be found at:

Additional information about transient credit or intra-university registration can be found at:

(vi) **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) **Policy Regarding Incompletes**

A grade of Incomplete (IN) may be used by 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. In a written agreement between the instructor and the student, the student will complete the remaining coursework within a reasonable time period after the end of the semester, as determined by instructor. The normal grace period for completion of any graduate level Incomplete grade is one year, as stated in the Graduate School catalogue: http://catalogs.rutgers.edu/generated/cam-grad_current/pg60.html. 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, using this form:

The instructor changes the grade to a regular letter grade once the student submits the completed work, using the Registrar’s electronic change-of-grade procedure. Once this is done, the regular letter grade will appear on the student’s transcript and the grade 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. They will remain as an IN until the instructor submits an electronic change of grade request.

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.

(viii) **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 or No Credit. A Pass grade earns
degree credit and is equivalent to an A, B, or C. A No-Credit grade is equivalent to a D or F. In either instance, the GPA is not affected.

(ix) Matriculation Continued

Once admitted to the program, 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 (see Appendix B for more details). The student will be charged a modest fee to maintain matriculation.

If a student breaks his or her enrollment by not registering for courses, and later attempts to return to the program, he or she must re-enroll in the program and retroactively register 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. Research leaves of absence are discussed on page 21, and Rutgers University Camden Graduate School policies regarding time limits for completing the degree in Section III.F.

(x) 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.

D. Qualifying Examination

The purpose of qualifying or comprehensive examinations is to certify that the student is “qualified” to transition from coursework to independent dissertation research. In our Ph.D. program, the comprehensive exam consists of two parts: 1) a two half-day, closed-book, written examination, which serves to integrate and consolidate the material from the core curriculum; and 2) the preparation of a suitable dissertation proposal defended before the student’s dissertation committee. These elements are described in more detail below.

The written examination may not be taken before the completion of all core curriculum coursework, with the exception of the applied research course, which may be undertaken during the semester in which the student sits for the written exam; the written exam must be taken within two semesters of completing all 51 credits of required coursework. 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.

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

For purposes of academic standing, students are officially advanced to candidacy and considered “post-qualified” (or ABD, “all-but-dissertation”) only after successfully completing the written examination and having the dissertation committee approve a formally submitted dissertation proposal. 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. See Appendix B and here for instructions and a pdf version of the form: http://graduateschool.camden.rutgers.edu/current-students/forms/.

(i) Written Examination

The comprehensive written examination is not simply a replay of the final exams in the covered courses. The purpose of the exam is 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 exam is scheduled for the second week of each semester, and administered over two days (with a day of rest in-between). Each part is five hours long and ‘closed-book.’

Preparation for the exam includes coursework and when possible, group study.

Coursework: The exam tests students’ knowledge of the field as indicated by the literature, and specifically, material from the core curriculum. However, to reiterate, the exam is not a test (or re-test) of individual coursework. Rather, students should select and approach their courses as tools for accessing different aspects of community development theory and practice 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 (as described below). Students are urged to write course papers that will help them prepare for the written examination and develop ideas toward a doctoral dissertation project.

Group Study: Students report that their independent efforts to study in groups for the written exam have helped them to integrate and articulate their thinking, and enriched their education overall. Therefore, the program recommends that students form their own independent study groups to prepare for the written exam.
A Study Guide with lists of topics, study questions, and suggested readings is provided in Appendix C of this Handbook.

(a) Community Development Theory and Practice

The community development theory and practice part of the exam draws broadly from the required theory and practice courses of the core curriculum. Questions on the exam cover the community development legacy of theory and practice and are drawn from the literature on poverty, urban policy, governance and community development, including community participation, community organization and local economic development. 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 to community development problems and research. Topics might 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. Students write two essays for each part of the exam, drawing on the course content, recommended readings, and the student’s experience with and knowledge of community development.

(b) Research Design and Methods

The research design and methods part of the exam includes three 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 design and methodology coursework to address problems that researchers 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 design, and quasi-experimental design. In proposing an alternative design to address weaknesses, students are expected to frame their proposal in terms of the specifics of the question, rather than simply pointing generically to an approach.

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.

(ii) Assessment of the Written Examination
Members of the Ph.D. Committee write and grade the written exam anonymously. There are three graders for each exam. Each set of graders convenes to resolve any differences in assessment of the student’s written answers. Results will be communicated to students 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 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 Committee, the grade is changed to Pass. In a very few limited number of cases in which there are special circumstances, a student may be permitted to re-take the exam a third time.

To move to the dissertation stage, a student must pass both parts of the written examination and defend a dissertation proposal (see below). Students receiving a grade of Fail on one part of the exam may retake that part the following semester. Students receiving more than one failing grade, either on two different parts of the exam or twice on the same part, will be dismissed from the program, however, they may apply for an en passant Master of Science of Public Affairs degree. The decision to dismiss a student from the program may be appealed (see Section V.G(ii) for details).

(iii) Forming a Dissertation Committee

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. A dissertation committee guides the student toward completion of his or her doctoral dissertation. Students should identify a possible dissertation adviser as soon as possible upon admission to the program and by the time the student takes the written examination. Only tenured members of the Department of Public Policy and Administration may chair doctoral committees (see Appendix A for a current list of tenured faculty members). 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 Ph.D. Committee to determine a suitable faculty member.

In identifying a 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. However, even where faculty subject matter expertise is not directly aligned with a student’s dissertation interest, all tenured faculty members are presumed qualified to chair dissertation committees. At the same time, faculty members are not obliged to accept a request to chair a student’s committee.
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. Students are expected to form a dissertation committee as soon as possible after passing the written examination, and preferably, before. The committee will consist of not less than three and not more than five faculty members. Students may have a full-time faculty member from the Law School, the Business School, or another Rutgers University-Camden department serve on their committees. Only one member may be from outside the university faculty, either from a university, government agency, or non-profit organization, subject to the approval of the Graduate Director. Rutgers University faculty from outside of the Camden Graduate School (School 56) count as external committee members. External members may serve on but not chair a committee, as governed by the Rutgers University-Camden Graduate School Bylaws. Exceptions to these requirements need to be approved in writing by the Graduate Director.

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, a c.v. for the person should be forwarded to Ms. Bethany Lawton in the Graduate School. 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 during the semester in which they take the written exam, and until they successfully defend their dissertation proposals. The number of credits of Dissertation Development a student should take in any one semester depend upon the student’s matriculation status (part- or full-time), but may not exceed nine credits over two semesters.

(iv) 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 in order 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 monetary or time constraints. Also include a plan for securing Institutional Review Board (IRB) approval of any research involving human subjects (discussed in more detail below). 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 secretary, Mrs. McGrath, of the date. Mrs. McGrath 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 online form two weeks prior to the exam date (the form may be accessed here: https://goo.gl/forms/T89euULb9jLQj0FP2). The Graduate School will send out the official preliminary examination certification to the committee chair, copying the other committee members, the Ph.D. Program Graduate Director, and the department administrator. The dissertation committee chair should bring the official certification to the student’s dissertation proposal defense. All signatures must be on the same certification, which should be sent directly to the Graduate School office, and only original signatures (not e-signatures) are allowed. Upon receipt, the Graduate School will facilitate the appropriate coding of the student’s status with the Registrar’s Office. The student should not be in possession of the certification.

Dissertation proposal defenses are usually scheduled for two hours, with the student making a presentation of about 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. Minor revisions may be managed by the adviser; 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.

E. Dissertation Requirements

(i) Dissertation Guidelines and Human Subjects Review

Upon the completion of all coursework and the successful passage of the comprehensive examination, including the dissertation proposal defense, students are promoted to doctoral candidacy. It is at this stage that the student may begin to take dissertation hours with the chair of his or her committee (56:824:700 Dissertation Hours). No classes meet for these dissertation hours, rather, students devote their entire effort to conducting dissertation research, supervised by their dissertation faculty adviser. Students may not register for dissertation hours until they are advanced to candidacy.
A 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: https://www.hhs.gov/ohrp/about-ohrp/index.html). 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 a research protocol to the Rutgers University IRB (https://orra.rutgers.edu/humansubject).

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 some period of time in order to complete their projects in a timely manner.

Dissertations in our Ph.D. program conform to the so-called ‘book model’ resembling a monograph: an in-depth investigation into a central problem articulated as a series of closely related chapters that build to a conclusion.

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. See: https://graduateschool.camden.rutgers.edu/files/Dissertation-Style-Guide-2015.pdf. 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 (www.camden.rutgers.edu/RUCAM/Academic-integrity-policy.php; and see Section V.E).

(ii) 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, which may be accessed here: http://graduateschool.camden.rutgers.edu/graduation/.
Students should understand that doctoral committee members typically need at least 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 can not 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 subsequent to 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. In order 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 secretary 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 (https://goo.gl/forms/T89euULb9jLOj0FP2) 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. The dissertation committee chair should bring the official certification to student’s dissertation defense. Only original signatures (not e-signatures) are allowed. All signatures must be on the same certification, which should be sent directly to the Graduate School office. Upon receipt, the Graduate School will facilitate appropriate coding of the student’s status with the Registrar’s Office. The student should not be in possession of the certification.

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 with a Satisfactory Dissertation; Pass, Pending a Revision of the Dissertation; 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.

(iii) 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 via
http://etd.libraries.rutgers.edu/login.php. 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 (see: http://graduateschool.camden.rutgers.edu/graduation/.) It is the responsibility of the student to keep informed of these rules and regulations.

F. Course Plans and Timeline for Completion of Degree

(i) Full-time Study (at least 9 credits per semester)

Year 1

- 824:701 Theory and History of Community Development
- 824:702 Quantitative Methods I
- 824:703 Logic of Social Inquiry
- 824:704 Alternative Development Strategies for Distressed Cities
- 824:709 Quantitative Methods II
- 824:710 Planning, Markets and Community Development

Year 2

- 824:705 Regional Economic Development OR 824:717 International Economic Development
- International or Comparative Policy course
- 824:706 Practicum in Community Development
- 824:713 Research Design
- 824:714 Qualitative Research Methods
- Elective

Year 3

Students should plan to take the written examination upon completion of the core curriculum. The exam is given in the second week 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 (taken in the fall semester) and an oral defense of the doctoral dissertation proposal (conducted in the spring semester).

- 5 Elective Courses (students may transfer up to 12 credits, or four 3-credit courses, from a prior relevant graduate program of study)
- 824:720 Dissertation Development (up to nine credits may be taken while the student prepares his or her doctoral dissertation proposal; the student registers for his or her adviser’s section)

Years 4 and 5
Once the student successfully defends his or her doctoral dissertation proposal, he or she will have passed the qualifying exam; at this point, the student must register for some number of credit hours of 824:700 Doctoral Dissertation with his or her dissertation adviser each semester until the student successfully defends his or her dissertation and is awarded the degree. Again, students with Graduate Assistanships must maintain full-time status, which means they may need to register for up to nine credits of 824:700 Doctoral Dissertation in their first semester after defending their proposals. The presumption is that students are working full-time on their dissertation research. However, once students have completed all 51 credits of required coursework and at least nine credit hours of 824:700 Doctoral Dissertation, they become eligible for “full-time certification,” which allows them to register for just one credit hour of 824:700 Doctoral Dissertation per semester (for up to six more semesters), as long as they meet certain basic conditions. See Appendix B for more details.

(ii) Part-time Study (6 credits per semester)

Year 1

- 824:701 Theory and History of Community Development
- 824:702 Quantitative Methods I
- 824:703 Logic of Social Inquiry
- 824:704 Alternative Development Strategies for Distressed Cities

Year 2

- 824:709 Quantitative Methods II
- 824:710 Planning, Markets and Community Development
- 824:705 Regional Economic Development OR 824:717 International Economic Development
- International or Comparative Policy course

Year 3

- 824:706 Practicum in Community Development
- 824:713 Research Design
- 824:714 Qualitative Research Methods
- Elective

Years 4 and 5

Part-time students should plan to take the written examination upon completion of the core curriculum. The written exam may not be taken before the completion of all core curriculum coursework, with the exception of the applied research course (824:706 Practicum in Community Development), and must be taken within one semester of completing all 51 credits of required coursework. The exam is given in the second week of each semester. 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.

- **5 Elective Courses** (students may transfer up to 12 credits, or four 3-credit courses, from a prior relevant graduate program of study)
- **824:720 Dissertation Development** (up to nine credits may be taken while the student prepares his or her doctoral dissertation proposal; the student registers for his or her adviser’s section)

**Years 6 (and beyond)**

Once the student successfully defends his or her doctoral dissertation proposal, he or she will have passed the qualifying exam; at this point, the student must register for three or six credit hours of 824:700 Doctoral Dissertation with his or her dissertation adviser each semester until the student successfully defends his or her dissertation and is awarded the degree. See Appendix B for more details.

(iii) **Time Limits for the Ph.D.**

Under Rutgers University Graduate School rules (see the Graduate School Catalogue: http://catalogs.rutgers.edu/generated/cam-grad_current/pg106.html#330066), 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 Ph.D. Program Graduate Director and the Senior Associate Dean of the Graduate School. Graduate Assistantships for full-time study are limited to five years.

G. **Graduate Assistantships**

The Department has a limited number of fully-funded Graduate Assistantships (GA) 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, see: http://rutgersaaup.org). For further information about the AAUP-AFT contract, please refer to: http://academiclaborrelations.rutgers.edu/sites/academiclaborrelations/files/2014-2018%20Faculty%20Contract%2010-6-15%20FINAL.pdf (see especially, Article XII).

(i) **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.

(ii) **Notification of Status**
Currently employed GAs must be notified in writing of their status for the coming year on or before April 30th. Those GAs appointed only for the fall semester must be notified on or before October 31st 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 30th 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.

(iii) Notification of Assignment

All GAs will be notified of their academic year research assignment no later than August 15th. 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 Ph.D. Program Graduate Director.

The GA term of appointment is from August 25th 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 1st to June 30th.

(iv) 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 GPA and satisfactory progress toward the degree.

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 Ph.D. Program 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.

Student assessments will be conducted by the Ph.D. Committee each March. 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 April 30th, or as soon as possible thereafter that he or she is being placed on probationary status for the next year. If a student with a GA falls below a 3.5 GPA for the fall semester, he or she will be notified in writing no later than February 1st that he or she is being placed on probationary status for the next three semesters. 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.

If, by March of the following year when student assessments are conducted again, the student’s overall GPA is less than 3.5, and/or there is insufficient evidence that satisfactory academic progress is being made, then he or she will lose the Assistantship. Students must be notified about their status and whether or not their GAs are being renewed by April 30th.

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. The decision is final; however, a student may make a written request for reconsideration during the next round of funding decision-making. Written requests should explain how the student has addressed the problems that led to termination, and any extenuating circumstances, and should be directed to the Graduate Director by March 1st of the following year. The request will be considered at the student assessment meeting of the Ph.D. Committee in the context of the number of available GAs and the new applicant pool for the coming year. Students will be notified of the outcome of their request to re-instate a GA on or before April 30th.

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 not. There is no expectation that a faculty supervisor will be the student’s doctoral dissertation adviser.

Full-time students awarded Graduate Assistantships should register for 56:824:866 Graduate Assistant, a non-credit bearing course, each semester to reflect GA status on their transcripts.

**(v) 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.

**(vi) 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 and decorate accordingly. GAs are expected to perform their required work hours on campus.

Keys to the building and locked shelf space will be ordered for GAs by the Department secretary, Mrs. Karen McGrath. 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. McGrath 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. McGrath.

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 should 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 (the 401 Cooper Street photocopier may also be used for scanning). 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. Karen McGrath; problems with the photocopier on the first floor of 321 Cooper Street should be addressed to Mrs. Lisa Alston.

IV. Research Opportunities, Conference Participation, and Student Awards

A. Rutgers University Libraries

Ph.D. 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 (http://www.libraries.rutgers.edu). 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. Perhaps more important, he a brilliant student. His classmates elected him valedictorian of the Class of 1919, only the third African-American student to attend Rutgers in its 150-year history, at the time.

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. Julie Still (still@libraries.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

(i) Community Leadership Center

The Community Leadership Center (CLC) was founded in 1990 by DPPA faculty member, Dr. Gloria Bonilla-Santiago, who continues to lead the organization. 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: http://clc.camden.rutgers.edu/index.html
Address: 501 Cooper Street, Camden, New Jersey 08102

(ii) 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. 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, 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

(iii) Center for Urban Research and Education

DPPA faculty member, Dr. Paul Jargowsky, is the current and founding director of the Center for Urban Research and Education (CURE), which was created in 2011 to support 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. CURE is affiliated with the Ralph W. Voorhees Center for Civic Engagement at Rutgers’ New Brunswick campus, the Joseph C.
Cornwall Center for Metropolitan Studies at Rutgers’ Newark campus, and the Institute for Urban Research at the University of Pennsylvania.

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.

*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 as 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

*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

*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

**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

**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 is Dr. Stephen Danley.

Website: http://www.arnova.org

**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 be 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](http://www.aag.org)

*Urban Affairs Association (UAA)*

DPPA doctoral students have been active members of UAA over the last several years. 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

Website: [http://urbanaffairsassociation.org](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 program (see: [https://graduateschool.camden.rutgers.edu/current-students/](https://graduateschool.camden.rutgers.edu/current-students/), under ‘Financial Aid Opportunities’);
- 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 two conferences per year. Original receipts are required; request reimbursement of approved expenses from Mrs. Karen McGrath.

E. Annual Graduate Student Conference
The Department of Public Policy and Administration sponsors an annual graduate student conference organized by students in the Ph.D. program. Each year, 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.” The goal is to bring together graduate students in the region interested in community economic development with practitioners and community members for a day of presentations and discussion of pressing issues. In addition, participation on the conference planning committee provides an opportunity for advanced doctoral 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 (http://gsconference.camden.rutgers.edu).

F. Faculty-Student Brown Bag Series

The Ph.D. program hosts two to three lunch-time workshops or seminars each semester as a forum for faculty and graduate students research-in-progress. Students interested in presenting should contact Dr. Adam Okulicz-Kozaryn at the beginning of the Fall 2017 semester.

G. Annual Best Paper Award

Each year, the faculty will select the best paper written in a Ph.D. course over the previous two semesters for the annual ‘Best Paper’ Award. The winner is recognized at the Department’s graduation ceremony with a $250 cash prize.

V. General Policies for All Doctoral Students

A. Student Status and Enrollment

(i) Full-time vs. Part-Time

Doctoral 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 doctoral 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. Part-time enrollment is strongly discouraged.

(ii) 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 Ph.D. in 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.

(iii) 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. 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 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 http://graduateschool.camden.rutgers.edu/forms/.

(iv) Registration

Students should consult the Rutgers University-Camden Registrar’s Office Academic Calendar for information regarding course-related registration dates and deadlines. For ready reference, the calendar for the 2017-2018 academic year is included at the beginning of this Handbook.

All students must consult with their advisers and obtain their approval before registering for courses. Careful planning of the student’s academic program is encouraged, especially for 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 at least 12 credits of coursework 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 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.

Faculty supervisors serve as academic program advisers for full-time 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). In most years, the Ph.D. Program Graduate Director serves as the academic adviser for first-year students, including those with GAs. The Graduate Director, working with the chair of the department assigns academic program advisers to 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, Ph.D. students may request a different academic adviser, or the Graduate Director may re-assign academic advisers depending on departmental and student needs.

As noted in Section III.C, students and their advisers should use the Ph.D. Program degree plan worksheet (available here: http://dept.camden.rutgers.edu/dppa/files/Ph.D.-Worksheet_2017-2018.pdf) to keep track of courses taken and to plan student progress through the program. The worksheet should be updated each semester and a copy will be kept on file in the program office. See Appendix B for course descriptions.
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’ number to process the registration. Special permission numbers are available either directly from the instructor or from the Department secretary, 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. For more information, see the Registrar’s Office website at: https://registrar.camden.rutgers.edu/course-actions#prereq.

B. International Students

The Department of Public Policy and Administration welcomes international applicants to our Ph.D. 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 (OIS) and Center for International Programs (CIP) have dedicated staff ready to assist international students adjust to life in the United States and in the Camden and Philadelphia region. Their International Student and Scholar Handbook provides 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 Handbook here: http://ois.camden.rutgers.edu/sites/ois/files/International%20Student%20Scholar%20Handbook%202015-2016%20updated%20-%20BW.pdf.

C. Veterans Benefits

Rutgers University-Camden has been recognized by GI Jobs as “Military Friendly” for six consecutive years, 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 Veterans Affairs (http://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 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. Additionally, veterans can view the status of their benefits. 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), 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/.

D. Academic and Professional Standards

Students at all times are expected to conduct themselves and their academic pursuits in an ethical manner, to uphold the University Code of Student Conduct (see Section V.G(i) below), and to develop professionally. They are expected to take ownership of their education by devoting significant and productive time towards degree completion, by initiating communication with their adviser and by being knowledgeable about degree requirements. It is important to respect the responsibilities of your academic or dissertation adviser and to allow for sufficient time for your adviser to provide feedback in advance of deadlines.

E. 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 or grant or fellowship the student is applying for; an up-to-date c.v. or resume; 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 forthcoming.

F. 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, plagiarism, or by denying access to data or scholarly resources by stealing or defacing books or journals or by 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.


The Rutgers University Division of Student Affairs in New Brunswick maintains a website containing more information and resources concerning Academic Integrity policies at Rutgers University: http://academicintegrity.rutgers.edu.

Academic Integrity procedures for faculty reporting suspected violations of academic integrity at Rutgers University-Camden may be found here: http://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.

G. University Policies Regarding Student Conduct and Student Privacy

(i) 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://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/December2014UCSC.pdf.

(ii) 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: http://compliance.rutgers.edu/ferpa/official-notice. Questions regarding privacy rights and FERPA should be directed to the Rutgers University-Camden Dean of Students Office at http://studentaffairs.camden.rutgers.edu.

H. Satisfactory Progress

As mentioned in Section III.B, students must maintain ‘satisfactory progress’ toward the degree. Student evaluation is continuous; as soon as possible thereafter, a student will be warned in writing if he or she is deemed to not be making satisfactory progress. If corrective measures are not successful, the student may be put on academic probation. Again, if corrective measures fail to address the problem, the student may be dismissed from the program.

While there are exceptions to the rules, in general, evidence of a lack of satisfactory progress may include but is not limited by the following:

- one or two C’s or lower grades
- one or two Incompletes
- failure to take the written exam within two semesters of completing the core curriculum
- for students with GA awards, a cumulative GPA lower than 3.5
- for all other students, a cumulative GPA lower than 3.0
- failing both parts of the written exam
- failing one part of the written exam twice
- failure to pass the oral defense of the dissertation proposal within two semesters of taking the written exam
- any violation of academic integrity, including plagiarism

I. Appeals Procedures

Students are entitled to fairness in the way their academic performance is assessed. If a student’s academic performance is in question, before a Graduate Assistantship is withdrawn, or a student is notified of a dismissal decision, the student will be warned or put on probation for some period
of time to allow for the student to improve and to get back in good standing. Should the student fail to make the necessary corrections, for example, clear Incomplete grades in a timely manner, or pass both parts of the written exam as prescribed by the rules, or prepare a dissertation proposal within the time limits for passing the qualifying examination, the student will be dismissed from the program. Both grades received in individual courses and decisions to dismiss are appealable.

(i) Grade Complaints

Student complaints about grades will, where possible, be handled within the Ph.D. program and the DPPA.

First, the student is urged to confer informally with the instructor who recorded 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 is urged to take the issue in written form, within 10 school days of the meeting between the student and instructor, to the Graduate Director for review and mediation. The Graduate Director, within 10 school days of notification of the dispute, 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, and shall state the grounds for appeal. The grounds for appeal are (1) technical error; (2) new information; or (3) extenuating circumstances.

(ii) Dismissal from the Program

A student facing termination shall first be warned and notified in writing, specifying the source of the problem, the applicable rule or rules, the proposed action, and a timeline for correcting course. Upon first sitting for the written portion of the qualifying examination, if a student fails one or both parts of the exam, the letter to the student reporting the results constitutes a warning that the student is in danger of being dismissed from the program should the student fail the exam again.

A student who is unable to meet the provisions of the warning is considered for dismissal by the Ph.D. Committee; a vote is taken, and 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 written examination, the decision to terminate is prescribed by the rules and no vote is taken by the Ph.D. 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 Graduate Director then makes a decision and communicates this
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.

J. Students with Disabilities

K. Office of Information Technology

(i) 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.

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 an utilize a Rutgers University email account for Rutgers University communications.
(ii) *Sakai and MyRutgers Portal*

L. **Security**

The Camden campus of Rutgers University is the safest of the University’s three campuses, and among nearly all of New Jersey’s colleges and universities, according to campus crime statistics (see: http://www.camden.rutgers.edu/campus-life/urban-living). 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 4th Street, (856) 225-6009

*Rutgers University-Camden Security Escort Service*  
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 4th Street).

M. **Other Useful Campus Information**

The Rutgers University-Camden Office of Student Affairs publishes a *Graduate Student Success Guide* (http://graduateschool.camden.rutgers.edu/files/Graduate-Success-Guide-2016.pdf) with additional useful information regarding basic campus services such as dining and housing options, parking rules, and the like.
Appendix A

Faculty Research Interests and Contact Information for Tenured and Tenure-Track Faculty and Staff

Tenured Faculty

Gloria Bonilla-Santiago, Board of Governors Distinguished Service Professor
Field of Degree: Ph.D. in Sociology
Office: 501 Cooper Street, 3rd Fl.
Phone: (856) 225-6348
Email: gloriab@camden.rutgers.edu
Research Interests: leadership; school leadership and partnerships; charter schools; communities and poverty; children and families; early childhood and literacy; migration and migrant workers; women and leadership

Marie Isabelle Chevrier, Professor
Field of Degree: Ph.D. in Public Policy
Office: 401 Cooper Street, Room 201
Phone: (856) 225-2973
Email: marie.chevrier@rutgers.edu
Research Interests: arms control; chemical and biological weapons policy; international negotiations; conflict and conflict resolution

Richard A. Harris, Professor
Field of Degree: Ph.D. in Political Science
Office: 401 Cooper Street, Room 106
Phone: (856) 225-6339
Email: raharris@rutgers.edu
Research Interests: government/business relations; regulatory policy; environmental policy

Paul Jargowsky, Professor
Field of Degree: Ph.D. in Public Policy
Office: 321 Cooper Street, 1st Floor
Phone: (856) 225-2729
Email: paul.jargowsky@rutgers.edu
Research Interests: inequality; geographic concentration of poverty; residential segregation by race and class; educational attainment and economic mobility

Patrice M. Mareschal, Associate Professor
Field of Degree: Ph.D. in Political Science
Office: 401 Cooper Street, Room 305
Phone: (856) 225-6859
Email: marescha@camden.rutgers.edu
Research Interests: conflict resolution; labor unions; public policy
**Lorraine C. Minnite**, Associate Professor  
Field of Degree: Ph.D. in Political Science  
Office: 321 Cooper Street, Room 301  
Phone: (856) 225-2526  
Email: lcm130@camden.rutgers.edu  
Research Interests: inequality and poverty; U.S. and urban politics and policy; voting rights; social movements; race, ethnicity and class; immigration; social policy and the welfare state

**Tenure-Track Faculty**

**Brandi Blessett**, Assistant Professor  
Field of Degree: Ph.D. in Urban Policy  
Office: 401 Cooper Street, Room 301  
Phone: (856) 225-6079  
Email: bb520@camden.rutgers.edu  
Research Interests: administrative responsibility; health disparities; urban inequality

**Melanie Bowers**, Assistant Professor  
Field of Degree: Ph.D. in Political Science  
Office: 401 Cooper Street, 1st Fl.  
Phone: (856) 225-6070  
Email: melanie.bowers@rutgers.edu  
Research Interests: urban and minority politics and policy in the U.S.

**Stephen Danley**, Assistant Professor  
Field of Degree: D.Phil. in Social Policy  
Office: 401 Cooper Street, Room 202  
Phone: (856) 225-6343  
Email: stephen.danley@rutgers.edu  
Research Interests: local knowledge; informal organizations; local networks; urban neighborhoods; urban policy; New Orleans, Camden, Philadelphia

**Maureen Donaghy**, Assistant Professor  
Field of Degree: Ph.D. in Political Science  
Office: 401 Cooper Street, Room 109  
Phone: (856) 225-6131  
Email: maureen.donaghy@rutgers.edu  
Research Interests: development and civil society, with an emphasis on participatory governance; urban politics and Latin America

**Michael Hayes**, Assistant Professor  
Field of Degree: Ph.D. in Public Administration and Policy  
Office: 401 Cooper Street, 3rd Fl.  
Phone: (856) 225-6561  
Email: michael.hayes@rutgers.edu
Research Interests: public finance and budgeting; education finance and policy; public management; tax policy

Adam Okulicz-Kozaryn, Assistant Professor
Field of Degree: Ph.D. in Public Policy and Political Economy
Office: 321 Cooper Street, Room 302
Phone: (856) 225-6353
Email: adam.okulicz.kozaryn@rutgers.edu
Research Interests: inequality; preferences for redistribution; urban and rural issues; cultural, values and religion; happiness; quality of life; life satisfaction

Beth Rabinowitz, Assistant Professor
Field of Degree: Ph.D. in Political Science
Office: 401 Cooper Street, Room 101
Phone: (856) 225-2971
Email: br274@rutgers.edu
Research Interests: regime strategies and political stability in sub-Saharan Africa, with a particular focus on rural alliances

Staff

Karen McGrath, Department Secretary
Office: 401 Cooper Street, Room 203
Phone: (856) 225-6337
Email: karenmcg@camden.rutgers.edu

Lisa Alston, Urban Studies Program Secretary
Office: 401 Cooper Street, 1st Floor
Phone: (856) 225-2936
Email: lisa.alston@rutgers.edu
Appendix B

Department of Public Policy and Administration
Ph.D. Course Descriptions

I. Courses Meeting Weekly Throughout the Fall and Spring Semesters

56:824:701 Theory and History of Community Development (3)
This seminar course will examine and synthesize the theories from many disciplines that contribute to the field of community development in both United States domestic and international contexts.

56:824:702 Quantitative Methods I (3)
Covers probability, descriptive statistics, and inferential statistics.

56:824:703 Logic of Social Inquiry (3)
This class explores critically the philosophy, epistemology, and alternative approaches to organizing and executing social science inquiry.

56:824:704 Alternative Development Strategies for Distressed Cities (3)
This course offers a critical examination of "third sector" and "new economy" community development strategies emerging within global civil society, and assesses their potential for revitalizing impoverished U.S. cities.

56:824:705 Regional and Economic Development (3)
An examination of the relationship between city and suburb from the perspective of regional development, and dynamics of economic change due to sprawl and deindustrialization.

56:824:706 Practicum in Community Development (3)
A field experience course to apply public affairs at the community development level in the Delaware Valley region. Students work individually or in groups with a community-based client organization (usually, a non-profit or governmental agency) as consultants on an applied research project under the supervision of a faculty member. Projects could include data analysis, development of plans, interviewing and data collection. Maximum two semesters of earned credit.

56:824:707 Legal and Regulatory Environment of Community Development (3)
An examination of the legal perspective and practices that affect community development, with a focus on the regulatory environment and social justice concerns that are present in practice in this field.

56:824:708 Categorical and Limited Dependent Variables (3) Prerequisite: 824:709
This course examines advanced regression models for binary, multinomial, ordinal, censored, and truncated dependent variables, as well as models for count data and event history analysis. Prerequisites: 56:824:702 and 709.
56:824:709 Quantitative Methods II (3) Prerequisite: 824:702
The course examines bivariate and multiple regression models, with an emphasis on constructing regression models to test social and economic hypothesis.

56:824:710 Planning, Markets, and Community Development (3)
Examines the key theories and frameworks in the areas of strategic management and entrepreneurship, and the major theoretical trends in the areas where business and public affairs intersect.

56:824:711 Politics of Community Development (3)
Examines the scholarly theoretical and empirical community development literature and leading debates in the field, and develops and integrates a critical, political perspective on that literature in order to promote an emerging analytical infrastructure and innovative policy development.

56:824:712 Special Problems in Community Development (3)
A course on varying themes in community development.

56:824:713 Research Design (3) Prerequisites: 824:703, 824:709
This course explores alternative methods for organizing, conducting, and analyzing social scientific studies to facilitate the drawing of valid causal inferences.

56:824:714 Qualitative Research Methods (3) Prerequisite: 824:709
Covers the “nuts and bolts” of qualitative research: gathering data through interviews, focus groups, observation and archival research.

56:824:715 Poverty Alleviation Strategies (3)
Strategies for poverty alleviation at the community level in the U.S. and in developing countries are examined, beginning with an assessment of the fundamental causes of poverty and the tools the poor possess for survival.

56:824:716 International Negotiations (3)
Examines both the substance and the process of international negotiation- principally negotiations between or among governments. Substantive areas include: arms control, trade, peace and conflict, and environmental negotiations.

56:824:717 International Economic Development (3)
This course investigates what is meant by “development.” How is it attained? Who is responsible to make sure it happens? Competing theories about the determinants of international poverty are examined, along with central debates in the field. Topics include: the role of NGO’s, micro-lending, debates about the efficacy of aid, urbanization, and environmental change.

56:824:718 Data Management (3)
In this course, students learn how to automate research using large data sets with simple computer programming. The course covers the principles and practical techniques of data cleaning, data organization, quality control, and automation of research tasks. Topics include:
data types, useful text and math functions, labeling, recoding, data documentation, merging datasets, reshaping, and programming structures such as macros, loops, and branching.

56:824:719 Directed Study (3)
Independent study with a faculty member on a project of the student’s choosing. The instructor and the student enter into a contract at the beginning of the semester for work to be completed, and keep a copy of this form (link), along with a copy of the student’s final paper in the student’s file in the program office.

II. 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.

III. Course Numbers for Students at the Doctoral Dissertation Proposal and Writing Stages

56:824:720 Dissertation Development (1-9, By Arrangement)
For students who have completed or nearly completed the core curriculum but who have not yet passed the written examination. Students may register for a section of this course assigned to their dissertation adviser during the semester in which they take the exam. Maximum two semesters of earned credit.

56:824:700 Doctoral Dissertation (1-9, By Arrangement)
For students who have passed the qualifying examination (including an oral defense of their dissertation proposal) 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.

IV. Course Number For Maintaining Enrollment Status

56:824:800 Matriculation Continued
Once admitted to the program, 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 or otherwise register. To maintain continuous enrollment in a semester in which a student may not take a course, the student should nevertheless maintain matriculation by registering for this course number. There is a modest fee to maintain matriculation.

If a student breaks his or her enrollment by not registering for courses, and attempts to return to the program, he or she must re-enroll in the program and retroactively register for Matriculation Continued for the semester prior to the semester the student intends to return to school. 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 will be dismissed from the program. It is best to communicate with the Graduate Director if circumstances interfere with your ability to make progress toward the doctoral degree.

V. Course Numbers For Maintaining Enrollment Status and 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

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1 At the time of writing, full-time certification procedures were under review by the Rutgers University Financial Aid Compliance Officer. Students should check with the Ph.D. Program Graduate Director before registering for 897, 898, or 899. The Handbook will updated as soon as possible pending any changes to Rutgers University policy.
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.

<table>
<thead>
<tr>
<th>Registration</th>
<th>Benefit</th>
<th>Who May Use This Option</th>
</tr>
</thead>
</table>
| Matriculation Continued (824:800) + 0 credits | Will not lose access to University email.  
Meets continuous registration requirements for graduation. | Any doctoral student. |
| Full-time Certification On-Campus (824:897) + 1 Dissertation Hour | Certifies as full-time for visa requirements, loan deferral and eligibility, and access to University health insurance and services.  
Meets continuous registration requirements for graduation. | Completed all required coursework and has fewer than nine credits of required research (dissertation) hours to complete.  
Successfully completed qualifying examination and the certification has been sent to the Graduate School Office.  
Devoting the preponderance of his or her efforts to the completion of the doctoral program (including dissertation writing as well as assistantship obligations.  
Not employed for a total of more than 20 hours in other non-degree related activities.  
Living in University housing. |
| Full-time Certification Off-Campus (824:898) + 1 Dissertation Hour | Certifies as full-time for visa requirements, loan deferral and eligibility, and access to University health insurance and services.  
Meets continuous registration requirements for graduation. | Same as FTC 897, but not living in University housing. |
| Full-time Certification Matriculation Continued (824:899) + 1 Dissertation Hour | Certifies as full-time for visa requirements and loan deferral.  
Not eligible to receive student loans and/or health insurance.  
Meets continuous registration requirements for graduation. | Same as FTC 897, and FTC 989, but will not be in residence in the tri-state area. |
Appendix C

Study Guide for the Written Portion of the Qualifying Examination
Ph.D. Program in Public Affairs/Community Development

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Disclaimer

The purpose of this guide is to facilitate students’ preparation for the written portion of the qualifying examination. The study questions herein are not necessarily actual exam questions.
I. Rationale for the Ph.D. Qualifying Exams

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 theory and practice 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 is a day of rest in between. The exam is closed-book, 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. Program in Public Affairs 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. 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. **Community Development Theory and Practice**

(i) *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 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


(ii) 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) *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) *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. Students 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

(iii) *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

(iv) 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.

- Difference-in-Difference
- Interrupted Time Series
- Multivariate Regression
- Colinearity
- Linear v. Non-linear Regression
- Ordinary Least Squares
- Regression Discontinuity
- Instrumental Variables
- Propensity Matching Score
- Statistical Power
- Significance v. Importance
- T-test
- Z-test
- Chi-Square Test
- ANOVA

(v) 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. Community Development Theory and Practice

   (i) 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.

   (ii) 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.

B. Research Design and Methods

1. 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?

2. 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.

3. The OLS regression results below are from a recent study of variation in the level of housing and community development spending across large U.S. cities (defined as cities with population of 100,000 or more). The researcher is particularly interested in the relative influence on spending of local housing organizations that advocate for affordable housing. Table Q3.1 describes the variables used in the regression, and Table Q3.2 reports the results.

### Table Q3.1

<table>
<thead>
<tr>
<th>Variables</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent variable</td>
<td></td>
</tr>
<tr>
<td><strong>HCD Expenditures per Capita</strong></td>
<td>Dollars spent by cities for affordable housing programs in FY 2011-2012 per capita; note: includes funding from all levels of government</td>
</tr>
<tr>
<td>Independent variables</td>
<td></td>
</tr>
<tr>
<td>Governance</td>
<td></td>
</tr>
<tr>
<td><strong>City AO Strength Index</strong></td>
<td>Sum of the z-scores for: 1) # of exempt organizations registered in the city and classified as being involved in “housing and shelter” activities; 2) City’s AOs’ total revenue in 2008; and 3) City’s AOs’ total assets in 2008</td>
</tr>
<tr>
<td><strong>City Mean AO Age</strong></td>
<td>Sum of years each organization has been active divided by the number of AOs in the city</td>
</tr>
<tr>
<td><strong>County AO Strength Index</strong></td>
<td>Sum of the z-scores for: 1) # of exempt organizations registered in the county minus the number of exempt organizations registered in the city and classified as being involved in “housing and shelter” activities; 2) County’s AOs’ revenue minus the city’s AOs’ total revenue in 2008; and 3) County’s AOs’ assets minus the city’s AOs’ total assets in 2008</td>
</tr>
<tr>
<td><strong>County Mean AO Age</strong></td>
<td>Sum of years each organization has been active in the county minus sum of years each organization has been active in the city divided by the number of AOs’ in the county minus the number of AOs in the city</td>
</tr>
<tr>
<td>Political Economy</td>
<td></td>
</tr>
<tr>
<td><strong>Intercity Competition</strong></td>
<td>For each city, the sum of all incorporated cities plus counties in its MSA</td>
</tr>
<tr>
<td>Contextual variables</td>
<td></td>
</tr>
<tr>
<td><strong>Unconventional Culture Index</strong></td>
<td>Sum of the z-scores for: 1) % of women in the labor force; 2) same-sex partner households per 1,000 households; 3) % of age 25+ population with a BA or higher educational attainment; 4) inverse of church adherents as percentage of population; 5) % of working population in scientific, technical, professional, or education occupation categories</td>
</tr>
<tr>
<td><strong>Housing Affordability</strong></td>
<td></td>
</tr>
<tr>
<td>% Households &gt; 30%</td>
<td>Sum of the owner and renter households paying more than 30% of their income on housing divided by the total number of households, multiplied by 100</td>
</tr>
<tr>
<td>% Vacant</td>
<td>Total (owner and renter) housing units vacant divided by total number of housing units in 2010, multiplied by 100</td>
</tr>
<tr>
<td><strong>Fiscal Conditions</strong></td>
<td>Total city revenues divided by the total expenditures of the city in FY 2010-2011</td>
</tr>
<tr>
<td><strong>Economic Conditions Index</strong></td>
<td>Sum of the z-scores of: median household income minus percent of persons below poverty minus unemployment rate</td>
</tr>
</tbody>
</table>

---

### Table Q3.2
**Multiple Regression Analysis of Housing and Community Development Expenditures per Capita**

<table>
<thead>
<tr>
<th>Variables</th>
<th>B</th>
<th>SE</th>
<th>β</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City AO Strength Index¹</td>
<td>.225*</td>
<td>.111</td>
<td>.159</td>
</tr>
<tr>
<td>City Mean AO Age</td>
<td>.042**</td>
<td>.012</td>
<td>.237</td>
</tr>
<tr>
<td>County Mean AO Strength Index¹</td>
<td>.081</td>
<td>.070</td>
<td>.094</td>
</tr>
<tr>
<td>County Mean AO Age</td>
<td>-.022*</td>
<td>.009</td>
<td>-.154</td>
</tr>
<tr>
<td>Political Economy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercity Competition¹,²</td>
<td>-.025</td>
<td>.080</td>
<td>-.021</td>
</tr>
<tr>
<td>Contextual Variables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unconventional Culture Index</td>
<td>.042</td>
<td>.033</td>
<td>.096</td>
</tr>
<tr>
<td>Housing Affordability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Households &gt; 30%</td>
<td>.063**</td>
<td>.013</td>
<td>.375</td>
</tr>
<tr>
<td>% Vacant¹</td>
<td>-.411*</td>
<td>.199</td>
<td>-.149</td>
</tr>
<tr>
<td>Fiscal Conditions¹</td>
<td>.096</td>
<td>.156</td>
<td>.037</td>
</tr>
<tr>
<td>Economic Conditions Index³</td>
<td>-.031</td>
<td>.046</td>
<td>-.062</td>
</tr>
</tbody>
</table>

$$R^2 = .277, \text{ Adjusted } R^2 = .244$$

$$F = 8.412$$

$$N = 230$$

Notes:
- HCD = housing and community development
- AO = advocacy organization
- MSA = metropolitan statistical area
- ¹. Logged for positive skewness.
- ². In the United States, the variation of number of cities in a MSA is very large; therefore, the author also ran the model with cities in the county, and the coefficient for the competition variable was not significant in either one.
- c. The author ran the model with a single indicator of poverty instead of the Economic Conditions Index and the coefficient was not significant; therefore, the author kept the Economic Conditions Index for substantive reasons and because as a composite measure it is a more robust reflection of the economic characteristics of the city.

* *p = .05. **p = .01

(a) Describe the findings from this analysis. Be as precise and complete as possible.

(b) Public choice theorists argue that communities compete for the most affluent population; this competition acts as a check on taxes and public spending. According to Charles Tiebout, if a city does not satisfy the preferred balance of taxes and services, residents will “vote with their feet” by moving elsewhere. Contrary to expectations, the coefficient for intercity competition in this analysis above is not statistically significant. Why might this be the case?

(c) Compare the interpretation of the unstandardized and standardized AO variables.
(d) Discuss the limits of the data and model for explaining the impact of housing organizations that advocate for affordable housing on spending on affordable housing in large U.S. cities.

4. In a widely cited article, Bruce Western explores the effect of incarceration on men’s wages using a longitudinal panel from the National Longitudinal Survey of Youth (NLSY).³ His OLS regression models for the log of wages are shown below in Table Q4.

**Table Q4**  
Unstandardized Coefficients from the Regression of Log Hourly Wages on Incarceration, Main Effects Model: NLSY Men, 1983 to 1998

<table>
<thead>
<tr>
<th>Variables</th>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
<th>Model 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>SE</td>
<td>B</td>
<td>SE</td>
</tr>
<tr>
<td>Intercept</td>
<td>1.04**</td>
<td>.02</td>
<td>.71**</td>
<td>.05</td>
</tr>
<tr>
<td>Was Incarcerated (P)</td>
<td>-.07**</td>
<td>.01</td>
<td>-.19**</td>
<td>.02</td>
</tr>
<tr>
<td>Now Incarcerated (C)</td>
<td>-.23**</td>
<td>.02</td>
<td>-.24**</td>
<td>.02</td>
</tr>
<tr>
<td>Log age (A)</td>
<td>.42**</td>
<td>.02</td>
<td>.50**</td>
<td>.02</td>
</tr>
<tr>
<td>Education (E) x 10</td>
<td>.43**</td>
<td>.01</td>
<td>.65**</td>
<td>.03</td>
</tr>
<tr>
<td>Year (t)</td>
<td>---</td>
<td>---</td>
<td>-.11**</td>
<td>.01</td>
</tr>
<tr>
<td>(Education x Year) x 100</td>
<td>---</td>
<td>---</td>
<td>.41**</td>
<td>.02</td>
</tr>
</tbody>
</table>

| Fixed Effects             | No      | Yes     | Yes     | Yes     |
| Sample                    | Full    | Full    | Full    | At-risk |
| $R^2$                     | .34     | .61     | .62     | .60     |
| Observations              | 47,616  | 51,424  | 51,424  | 18,923  |
| N                         | 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 incarnation affect wage, 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.

5. In conducting regression analyses, researchers have a seemingly limitless tool bag of specification tricks. Variables can be transformed and interacted in a variety of ways. Suppose you have a dependent variable $Y$, several continuous independent variables $X_2$ through $X_4$, and a “dummy variable,” i.e. a binary independent variable $D$, coded as 1 if the observation is a member of a specific group and 0 otherwise. In what circumstances would you employ each of the specifications listed below? Also discuss how the interpretation of each model would differ from a standard linear model, i.e. $Y_i = \beta_1 + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + \beta_5 D_i + u_i$

(a) A “log-lin” model:

$$\ln(Y_i) = \beta_1 + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + \beta_5 D_i + u_i$$

(b) A “log-log” specification for the relationship between $Y$ and $X_2$:

$$\ln(Y_i) = \beta_1 + \beta_2 \ln(X_{2i}) + \beta_3 X_{3i} + \beta_4 X_{4i} + \beta_5 D_i + u_i$$

(c) A quadratic specification for the effect of $X_3$.

$$Y_i = \beta_1 + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + \beta_5 D_i + \beta_6 X_{3i}^2 + u_i$$

(d) A model that includes an interaction between $X_4$ and $D$.

$$Y_i = \beta_1 + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + \beta_5 D_i + \beta_6 D_i X_{4i} + u_i$$

(e) A piece-wise linear specification for the effect of $X_2$, where $C$ is a dummy indicating that $X_2$ is above a specified value ($X_2^*$).

$$Y_i = \beta_1 + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + \beta_5 D_i + \beta_6 C_i \left(X_{2i} - X_2^*\right) + u_i$$

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. Community Development Theory and Practice


B. Research Design and Methods


