

# Student Handbook



**Doctoral Program in Public Affairs**

**2005–2006**

*College of Health and Public Affairs  
University of Central Florida*

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## **I. Introduction**

The Doctoral Program in Public Affairs at University of Central Florida provides a unique focus on public policy, planning and administration. The interdisciplinary program draws from the strengths of faculty in four disciplines (criminal justice, health, public administration and social work) in its preparation of mid-career professionals for leadership and/or research positions in public, non-profit and private agencies, and for academic positions in colleges and universities. The integration of the dynamic mix of students creates a stimulating environment to examine contemporary organizational, institutional and community problems and issues.

The College of Health and Public Affairs' interdisciplinary doctoral program is striving to become the premier program in public affairs education and research. A competency-based curriculum develops a new breed of leaders with integrity, credibility and expertise in professional and academic settings. More specifically, the program creates an environment for interdisciplinary study that enhances student understanding of the myriad important and interrelated public affairs issues that are confronting all communities. Too often, in the past, the interrelated problems of crime and justice, health services and social welfare delivery, and the administration of organizations that deal with these problems have been approached in a discipline-specific and fragmented way. By providing an integrated broad-based theoretical and methodological base, the program aims to prepare its graduates to hold leadership positions in the field of public affairs.

The program matches career goals of students through the interdisciplinary nature of course content, the interaction with faculty from all four disciplines and the flexibility inherent in the choice of electives. A generalist track in public affairs is also available for those who are interested in developing non-discipline focus areas of investigation such as aging, poverty, child welfare, public affairs informatics, etc. Those seeking advancement within public agencies or non-profit organizations can choose a mix of electives, including course work from other UCF programs, while those seeking to teach at the college or university level can concentrate their elective course work more within a single cognate or discipline.

Regardless of career goals, the program expects students to demonstrate competency in the following areas: 1) leadership, 2) research designs and analytical methods, 3) policy research skills, 4) creative thinking and 5) theory building.

Students may pursue the program on a full-time (9-12 credits per semester) or part-time (6 credits per semester) basis. At the present time, course work is offered in the evening hours.

### **Mission**

*This mission statement describes the role of the public affairs doctoral program, its focus and its purpose.*

The Doctoral Program in Public Affairs prepares future leaders to deal with complex social, health and governance issues that cut across traditional disciplinary boundaries. The curriculum comprises an interdisciplinary core with advanced studies in criminal justice, health, public administration and social work. The program has a community-based focus with an emphasis

on collaborative relationships across the public, private and non-profit sectors of the community. Graduates possess the theoretical, analytical and ethical foundation to produce new knowledge that impacts policies and programs and enhances institutional and community performance.

## **Vision**

*Based on comments made at the visioning sessions, the committee crafted the following vision for the program:*

The College of Health and Public Affairs' interdisciplinary doctoral program is striving to be the premier program in public affairs education. A competency-based curriculum develops a new breed of Leader with Integrity, Credibility and Expertise in Professional and Academic Settings.

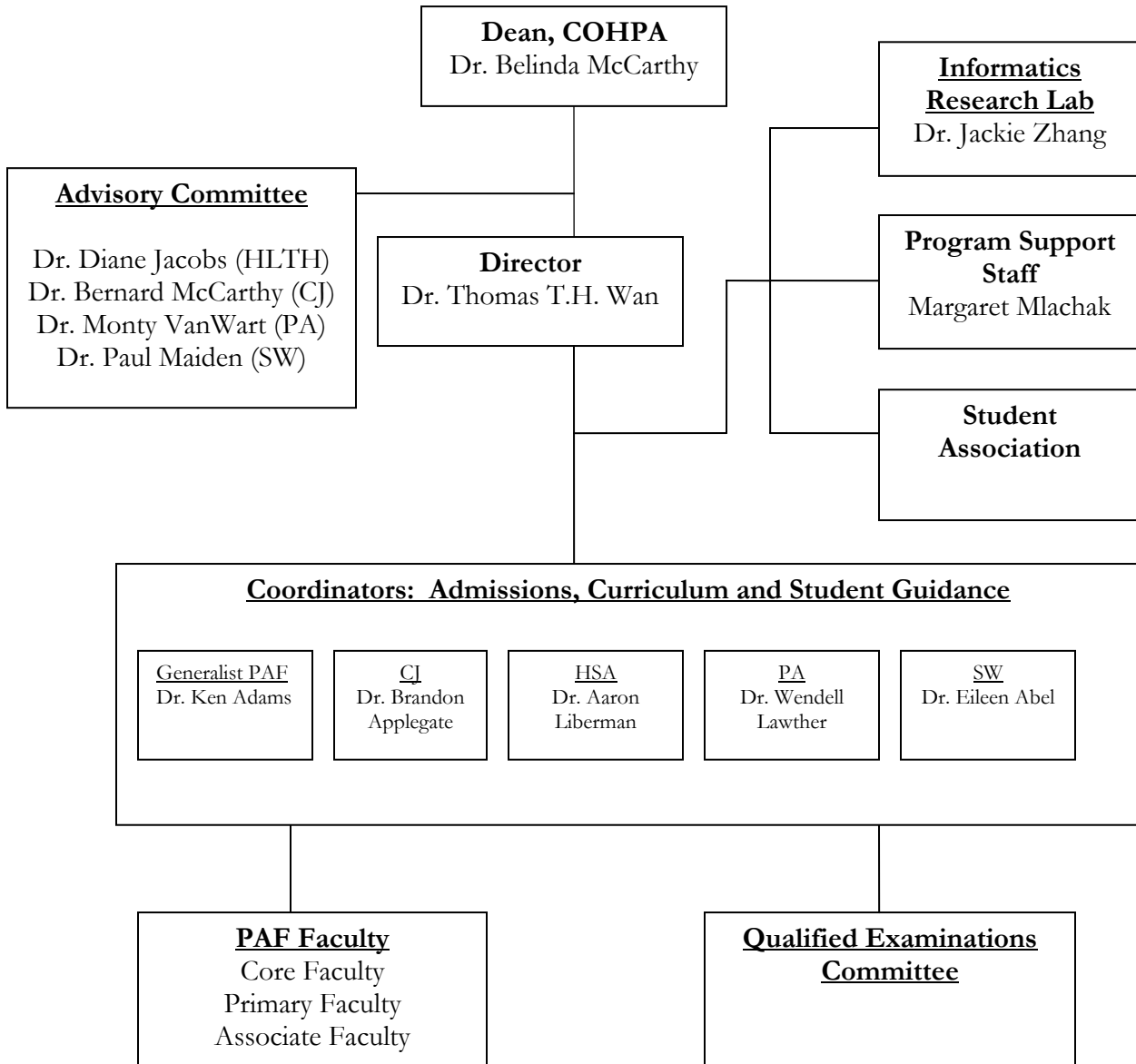
## **Organizational Values**

*In order to plan for the future of the program, it is important that the principles that guide it are enunciated and shared. Therefore, the following set of values has been developed and will be incorporated in the decisions made regarding the program.*

As a community of faculty and students genuinely committed to doctoral education, we embrace the following values:

1. We are committed to an interdisciplinary approach to learning and research. We value diversity of perspective and seek out interconnections among disciplines. We strive for integration and synthesis of knowledge by looking for information that cuts across academic fields.
2. We are dedicated to the creation of new knowledge through research and scholarship. We seek to cultivate a questioning spirit that embraces freedom of inquiry and expression and robust exchange of ideas.
3. We support knowledge transmission through teaching and other forms of instruction and communication.
4. We are devoted to the betterment of the human condition in our community and in communities throughout the world. We value partnerships that link academia and practice in order to improve public and private services.
5. We embrace a collegial style of relations. We favor collaborative associations based on mutual trust and respect. We seek cultivation of character based on professional responsibility, and we strive to be fair, sincere and open in our interactions with others.

## Organizational Chart: Doctoral Program in Public Affairs



## II. Program Requirements

Students must complete 57 credit hours beyond the master's degree including 14 courses (42 credit hours), distributed in the following manner: 1) six foundation courses constituting an 18-credit-hour interdisciplinary core, 2) four methods courses comprising a 12-credit-hour research tool and 3) four elective courses forming a 12-credit-hour component tailored to meet each student's individual career goals. Among the elective choices offered to students is a sequence of specialty or cognate offerings. A maximum of 6 credit hours of Independent Study/Doctoral Research may be used for electives. Six credit hours of the elective portion of the program of study must be fulfilled by classroom-based courses (either discipline-specific or PAF electives). Fifteen credit hours of dissertation must also be completed.

### Required Courses

#### Interdisciplinary Core (18 credit hours)

Each course below is 3 credit hours:

PAF 7000	Foundation of Public Affairs
PAF 7110	Ethics and social Justice in Public Affairs
PAF 7300	Policy Research in Public Affairs
PAF 7315	Public Policy: Microeconomic Analysis
PAF 7230	Strategic Change and Management in Public Affairs
PAF 7982	Dissertation Seminar in Public Affairs

#### Research Methods (12 credit hours)

Each course below is 3 credit hours:

PAF 7802	Advanced Research Methods in Public Affairs I
PAF 7806	Advanced Research Methods in Public Affairs II
PAF 7804	Advanced Quantitative Methods in Public Affairs I
PAF 7805	Advanced Quantitative Methods in Public Affairs II

#### Disciplinary/Cognate Electives or Generalist Electives (12 credit hours)

##### Criminal Justice

CCJ 6938	Issues of Justice Policy: Terrorism
CCJ 6938	Special Topic: Human Rights and Criminal Justice
CCJ 6938	Special Topic: Computer Crime
CCJ 6938	Special Topic: Criminal Justice Information Acquisitions
CCJ 6934	Popular Culture, Crime and Criminal Justice
CCJ 6485	Issues of Justice Policy: Terrorism
CCJ 6485	Issues Justice Policy: Origins of Crime, Justice and Punishment
CC J6020	Juvenile Justice Systems
CCJ 6485	Issues in Justice Policy: Police Culture and Socialization
CCJ 6106	Policy Analysis in Criminal Justice

CCJ 6217 Law and Social Control  
 CCJ 6730 Planned Change and Innovation in Criminal Justice  
 CCJ 6392 Death Penalty  
 CCJ 6079 Crime Mapping and Analysis I  
 CCJ 6077 Advanced Crime Mapping and Analysis  
 CCJ 7457 Seminar in Criminal Justice Theory  
 CCJ 7930 Seminar in Criminal Justice Policy Analysis  
 PAF 6908 Independent Study\*  
 PAF 7919 Doctoral Research\*  
 Other electives approved by adviser and program director

## **Health**

PHC 6000 Epidemiology  
 HSA 6128 Health Care Service Management  
 HSA 6119 Health Care Organization Studies  
 HSA 6656 Health Care Ethics  
 HSA 6385 Health Care Quality and Outcomes Management  
 HSA 6155 Health Care Economics and Policy  
 HSA 6505 Health Care Risk Management and Managed Care  
 HSA 6108 Health Care Strategy  
 HSA 6185 Health Care Human Resource  
 PHC 6160 Health Care Finance  
 NGR 7190 Health Care Systems and Policy  
 NGR 7661 Vulnerable Populations  
 NGR 7820 Innovative Technologies  
 PAF 6908 Independent Study\*  
 PAF 7919 Doctoral Research\*  
 Other electives approved by adviser and program director

## **Public Administration**

PAD 6387 Transportation Policy  
 PAD 6353 Environmental Policy  
 PAD 6053 Public Administrators in the Governance Process  
 PAD 6037 Public Organization Management  
 PAD 6207 Public Financial Management  
 PAD 6227 Budgeting  
 PAD 6417 Human Resources Management  
 PAD 6934 Reinventing Government  
 PAD 5412 Nonprofit Organizations  
 PAD 5145 Volunteerism in Nonprofit Management  
 PAD 5146 Nonprofit Resource Development  
 PAF 6908 Independent Study\*  
 PAF 7919 Doctoral Research\*  
 PAF 7055 Public Affairs in State and Local Government  
 Other electives approved by adviser and program director

## Social Work

- SOW 5235 Social Welfare Policy and Services
- SOW 6386 Seminar in Social Welfare Planning and Implementation
- SOW 6399 Advanced Administration in Social Welfare
- SOW 6492 Theory Building in Social Work
- SOW 6938 Special Issues in Social Work
- PAF 6908 Independent Study\*
- PAF 7919 Doctoral Research\*
- PAF 7055 Public Affairs in State and Local Government
- Other electives approved by adviser and program director

## PAF Generalist's Electives (12 credit hours)

Each course below is 3 credit hours:

- PAF 7510 Seminar in Program Evaluation in Public Affairs
- PAF 7820 Seminar in Qualitative Research Methods in Public Affairs
- PAF 7750 Pedagogy in Public Affairs
- PAF 7810 Seminar in Survey Research in Public Affairs
- PAF 7840 Seminar in Secondary Data Analysis in Public Affairs
- PAF 7055 Public Affairs in State and Local Government
- PAF 7939 ST: Meta Analysis
- PAF 6908 Independent Study\*
- PAF 7919 Doctoral Research\*
- Other electives approved by adviser and program director

\* **Independent Study and Doctoral Research:** Independent studies and doctoral research are excellent means of further individualizing one's program of study. It is extremely important, however, that such experiences be carefully selected and well integrated into the program of study. Approval for independent studies or doctoral research must be obtained from the student's faculty adviser or dissertation chair and signed by the program director. Independent study and doctoral research are graded (A-F). Students are only permitted to take 6 credit hours in Independent Study and/or Doctoral Research towards their elective credits.

### III. Advising and the Individualized Program of Study

All students in the program must take the required interdisciplinary core and methods courses, and they will select a minimum of four electives from a cognate area to complete their program of study. The selection of the electives, either in a cognate area or in a generalist track, is a critical part of the student's program and is the primary means by which the program of study is individualized. The electives should be chosen to reflect areas of interest and needed areas of competency development to facilitate successful preparation for the dissertation and future career goals. The electives may include 7000-level public affairs courses and 7000- and 6000-level courses from the contributing programs. Up to two doctoral level courses may be taken from programs outside public affairs, including those offered at other universities. All electives must be approved by the faculty adviser and the program director.

The formulation of the program of study is accomplished in three stages:

**Phase One:** Initially, new students will be advised by the program director. The primary goals are to ensure that the student completes required courses, is introduced to faculty involved in the program with similar interests and begins considering how the public affairs program will facilitate academic and career plans. The program director serves as an interim adviser in regard to courses in the interdisciplinary core. Each new student will also be assigned to an interim adviser/coordinator from a cognate area to guide the course selection and provide advisement. Students wishing to enroll in a discipline-specific elective should meet with the coordinator of the department/cognate offering the class. In many cases, the coordinator serves as the student's interim adviser. This faculty adviser plays a particularly critical role in the life of the student seeking a career in academia.

**Phase Two:** The student will be advised by one of the program's participating department coordinators, who has expertise in the student's areas of interests and research expertise, and who can facilitate the selection of electives and preliminary review of possible dissertation topics. Students should meet with their interim adviser frequently to discuss their career development as well as to select elective course offerings. For students not affiliated with any one discipline/cognate, the PAF coordinator or program director will serve as the interim adviser.

**Phase Three:** Upon completion of all the classroom-based courses and the qualifying exams, the dissertation chair and committee will serve as advisers or mentors to the student. The student must select a dissertation chairperson, from a list of those who have primary PAF faculty appointments, to guide the formulation and preparation of dissertation.

*Student audits will be maintained in the public affairs office. Problems with audits should be brought to the attention of the office.*

## IV. Career Goals

The public affairs program is designed to provide flexibility so that students may pursue careers in administration/research in public, private and non-profit agencies, or in higher education. The advising that a student receives will be tailored to meet career objectives. The program currently offers three options related to student career goals or aspirations:

- **Career Advancement:** This option is designed for the working professional who has a minimum of five years of significant work experience and who wishes to use his/her degree to advance in the practice arena.
- **Career Change:** This option is designed for the working professional who has a minimum of five years of significant work experience and who wishes to use his/her degree for transition from his/her current position to an academic one.
- **Academic Career:** This option is designed for the more traditional student who envisions academia as his/her ultimate career goal. These students should plan to attend the program on a full-time basis, become graduate teaching assistants and develop close mentoring relationships with discipline-specific faculty. Students wishing to teach in higher education who do not have significant employment-related experience are advised to seek opportunities to work on faculty-led grants, contracts and other community-based projects.

Close mentoring from the faculty is essential for all the doctoral students. This is particularly true for those planning a career in an academic discipline. These students must be mentored by the faculty from that discipline. Specific disciplines have unique cultures; without proper mentoring, a doctoral student may be unprepared to successfully enter the world of academia. Students pursuing administrative and research careers will be expected to pursue a mix of electives, while students pursuing careers in higher education will be expected to utilize their electives to specialize within a discipline. Likewise, students expecting to enter higher education will be guided in the process of dissertation selection to focus on topics and methodologies of their choice.

The rationale for the preceding approach is a simple one. Most academic positions require the development of an expertise in a specific field. While all of the disciplines included in the public affairs program highly value interdisciplinary work, faculty are expected to develop professional emphasis in both the content and methods of the selected cognate discipline.

## V. Research Methods and Statistics Competency

The public affairs program is distinctive in its commitment to interdisciplinary problem solving and empirical methodology. Students completing the program can expect to achieve significant expertise in the conceptualization and implementation of research projects and the analysis and interpretation of empirical findings. Students will also be expected to have solid grounding in the political and organizational realities that impact the conduct of research and its utilization. Students wishing to pursue an enhanced focus in this area may wish to develop a plan of study in the area of applied research and include many of the research electives in their program of study.

To ensure that all students have the necessary research and quantitative skills, we require students to complete a **prerequisite, a non-credit course** in statistical analysis before they enter the program in the summer. Student competency is enhanced through the completion of this self-study program. However, students with deficiencies in quantitative methods are encouraged to take a graduate statistical course to strengthen their analytical foundation.

## VI. General Program Policies

### A. The Program of Study

1. Electives taken as part of the program of study may be at the 6000 or 7000 level. Rare exceptions allowing students to take 5000-level courses may be considered. Students may take 6000-level courses within the area of their master's degree discipline only if those courses are master's program electives. The goal is to be sure that all courses in the program of study represent true additions to one's body of knowledge, and are not a repeat of course work taken at the master's level. Students may, however, take 6000-level courses that are required for a master's degree if those courses are selected from a discipline other than that in which the student received his master's degree.
2. Up to two elective courses in the program of study may be taken outside the college or university. These courses may include: courses successfully completed in another doctoral program prior to admission to the public affairs program and courses taken at the 6000 or 7000 level taken at UCF or another university. These courses are subject to the same restriction noted in A.1, above. All such courses must be approved by the appropriate program adviser (program director or faculty adviser, depending on the year in which the request to approve the course work is made).

### B. Grades

1. Incomplete Grades: **Students should resolve incomplete grades in the semester following the course in which the grade was received.** Students who have two incompletes unresolved after that point will be asked to address these incompletes before enrolling in additional courses and may face loss of fellowship and/or assistantship support. Unresolved incompletes may cause students to lose their tuition waivers. "An Incomplete Grade Agreement" form must be completed by both the

- professor and student prior to the “I” grade being submitted to the public affairs office.
2. **Grade Appeals:** Students are entitled to a fair, prompt and open resolution of complaints. Faculty members are entitled to a fair, prompt and open forum in defense of their action. Students have access to published materials and student government representatives to help them become familiar with and understand procedures for handling complaints. Faculty members have access to published materials and the university staff to help them know and understand procedures through which charges against them will be addressed. Resolution of student appeals should be made as speedily and informally as possible. The university, as an institution, and its faculty are entitled to procedures, which ensure the maintenance of academic standards. The appropriate forum for discussion or alteration of academic matters is the unit responsible for these matters. For more information on student grade appeals, please visit <http://reach.ucf.edu> or refer to your Golden Rule handbook.
  3. **“C” Grade: All students who receive a grade of “C” or lower in a core required course must repeat the course prior to taking the qualifying examination.**

C. The Golden Rule

The Division of Student Development and Enrollment Services annually publish a student handbook, The Golden Rule, which contains detailed information on student life at UCF. The Golden Rule was specifically created to provide the answers for questions regarding university rules and regulations. This booklet attempts to define student rights and responsibilities as a member of the university community and provide a better understanding of your role as a student at UCF. Copies may be obtained in the Student Development and Enrollment Services suite, Room 282, Millican Hall, or you may access the handbook online at <http://reach.ucf.edu>.

In addition, students of the university have access to the services of the university ombuds officer, who reports directly to the president of the university. The Ombuds Office is located on the Orlando campus in Millican Hall, Room 338F. The phone number for the Ombuds Office is (407) 823-6440.

D. Suggestive sequence of key events for a student making normal progress (see p. 11).

**Table 1. Sequence of Key Events for a Student Making Normal Progress**

<b>Sequence</b>	<b>Task or Milestone</b>	<b>Official Deadline</b>	<b>Responsible Person</b>
1	Assign an interim adviser/coordinator	Beginning of the first semester	Program director
2	Submit a plan of study	End of the first semester	Program director
3	Submit the revised plan of study	End of the first semester	Program director
4	1) Pass all qualifying examinations	1) Exams to be scheduled	Program director
	2) File for candidacy upon completion of the prospectus	2) To be determined	Coordinator and program director
	3) Form dissertation committee	3) At least 3 months before the proposal defense	Dissertation chair
5	Prepare and defend dissertation prospectus	Anytime, but with at least four-week notice and the approval of the committee	Dissertation chair
6	Dissertation research and/or writing		Dissertation chair
7	1) File for graduation	1) See graduate studies guidelines	Dissertation chair and the program director
	2) Finish and defend dissertation	2) Anytime, but with at least a four-week notice (more if there is a change in the committee membership) and a copy of dissertation be submitted to the program director for review	Dissertation chair and the program director

## VII. Qualifying Examination

During the semester prior to the one in which the exam initially is being offered, the lead instructors from the core courses will meet to contribute and choose the questions that will be offered as part of the qualifying examination. An examination committee and its chair are appointed by the program director. The committee will systematically gather and construct the examination questions. **It is required that students successfully complete core courses (foundation and methods/quantitative analysis) before they attempt the qualifying examination.**

Each academic year, the program director and selected faculty will meet with students to provide exam guidelines and mock questions. Mock questions will be developed by the faculty. Examples are included in this handbook.

The exam is offered following the normal exam week each fall and spring.

- A. The exam tests the students' knowledge and ability to use and apply course material from the required core courses.
- B. A student who wishes to take the exam must notify the program director of his/her intention no later than the second week of the appropriate semester.
- C. The qualifying examination will include two days of written tests. The first day will include an integrative question (policy and theory). The second day will consist of a research methods examination. A statistical examination will be given to those who elected not to enroll in the Advanced Research Methods II among the earlier cohort of students. This statistical test will examine the student's ability to develop and implement analytical strategies with data sets provided by the examiners, as well as to critique data analysis strategies employed by others.
- D. A team of faculty who teach in the areas being examined will develop the test questions. Two readers will grade each portion of the examination and a third reader will be utilized in the case of disagreements among graders.
- E. The grading scheme for the examinations will consist of pass, fail and conditional pass (cp). Students receiving a cp will be given the option of an oral or written follow-up examination within a few weeks following the original examination and the outcome of that examination will be either a pass or fail. All students will have two opportunities to pass all parts of the qualifying examination. **Students who fail any section of the qualifying examination twice will be terminated from the program.**
- F. The qualifying examination committee chair, selected by the program director, will coordinate all exam creation and exam grading efforts.
- G. The doctoral program director will notify students about exam results.

## VIII. Admission to Candidacy

According to the Office of Graduate Studies, students officially enter candidacy when: all course work is complete, the student has passed the qualifying exam and the student has successfully completed and defend the dissertation prospectus.

The admission to candidacy in the doctoral program requires:

- A. The student must successfully complete all sections of the qualifying exam.
- B. The student must complete all course work with a total 3.0 GPA or better.
- C. The student must have a dissertation committee (see below).
- D. The student is expected to develop a dissertation prospectus that specifically describes the focus of his/her dissertation research. The prospectus is not the same as the dissertation proposal. Rather, it is a **scholarly** paper that presents the topic, theory, literature and methodology that will be utilized in the student's dissertation. It has to be orally defended and approved by the committee. The dissertation will be built upon the prospectus. Normally, the dissertation prospectus will cover fundamental ingredients of the actual dissertation.

### THE DISSERTATION PROSPECTUS

The purpose of a prospectus for the Public Affairs Doctoral Program is to demonstrate the student's ability to organize original and independent research under the guidance of the dissertation committee. Each dissertation prospectus should delineate a theoretically informed framework to guide the empirical study that will make significant and substantive contributions to the body of scientific knowledge in public affairs. A successful oral defense of the dissertation prospectus enables the student to advance to the Ph.D. candidate status.

A satisfactory prospectus contains four basic components: a question; a statement of theoretical context; a research design; and a working bibliography.

#### 1. The Question

"What is the dissertation about?" The prospectus should begin by stating the central question or puzzle that is to be addressed in the dissertation. The question should be phrased precisely, since it will determine what is or is not germane to the dissertation. Whether the puzzle is "How does participation in a network affect performance of a health center?"; "What is the impact of university technology transfer on local economies?"; "Why do insured patients use emergency departments instead of more appropriate medical alternatives?"; "What are the pathways to homelessness for single men, single women and women with children?"; or "What are the determinants of efficiency and productivity of service agencies?" It should be stated within the first or

second paragraph, and as clearly and succinctly as possible. This is also the appropriate place to identify the general approach adopted in the dissertation: historical, interpretive, quantitative, etc. It is also important to qualify the question in terms of geographical, temporal, and/or substantive scope: What country or countries will be examined, and over what time period? What range of research works will be evaluated? What kinds of public or nonprofit agencies will be studied? What kinds of effects are at issue (social, economic, political, health)?

Treat this as an opportunity to state with clarity and conviction exactly what the core of the dissertation will be. Do not get carried away with the need to qualify here; there is plenty of time for that later on. This section should be no longer than two to three pages in length. If it feels like writing an abstract, then it's probably coming out right.

## 2. Statement of Theoretical Context

This part of the prospectus addresses frustrating but important question, "so what?" In other words, why should one devote a thesis to the question set out in the preceding section? An effective answer requires two distinct arguments. First, you should provide a well-focused summary of the current debate(s) in your chosen subfield. This will allow your committee to see how you situate your project in the existing theoretical literature. Second, you should outline in precise terms the specific contribution(s) your dissertation will make to the subfield. If you believe you are studying a neglected yet significant subject, specify what part of that subject has been missed, and how your study will fill the gap. If you are building on an important literature in the field, say what has been achieved, and how your proposal adds to it. If your proposal is a case study or a comparison of multiple cases (countries, policy areas, etc.), this is an appropriate place to justify your selection of cases with reference to theory.

This section should contain specific research hypotheses the student is considering to test. The rationale for developing hypotheses should be included.

Six or seven pages should suffice for this part of the prospectus. Although in cases where the resolution of contending interpretations is an especially important part of the thesis, a bit more detail is appropriate. Whatever you do, do not set out to review the literature in depth here. Instead, write this part with the assumption that both you and your committee are familiar with the field.

## 3. Research Design

This part answers the question, "How will you answer the question set out in Part 1?" Part 2 showed that the game is worth the candle; Part 3 must show that you will, in fact, finish the contest with some answers in hand. Depending on the area, this part will cover different elements, but all will need to address the following: What specifically do you intend to do and what does each research step contribute to the project as a whole? In what order do you intend to proceed? If your investigation is empirical, what sort of evidence will you consider? If theoretical, what material will you cover and what will

you do with it? Are you planning to do library work, field work, and/or quantitative analysis or statistical modeling?

Obviously, you will not know everything you would like about this part at the time you have to defend your prospectus. But you should be able to provide your best, educated guess. In the end, your committee will be looking for solid evidence that (1) if everything goes according to plan, you will be able to complete a satisfactory dissertation, and (2) there is a reasonable chance that everything will in fact go well.

Ten to twelve pages should be enough to cover this material. You should try to provide the following sorts of information:

**Data:** What will be the raw material for your analysis? How do you propose to obtain it? Any information you provide that pertains to reading, coding, interviewing, observing, and the like is helpful. A clear statement of the methodology should be used to both identify and capture the data that will be analyzed.

**Measurement Instrument(s):** What is your measurement instrument? How do you determine the reliability and validity of the instrument? Are the study variables operationally defined and measured?

**Proposed Analytical Model:** You should specify the analytical model for validation if you formulate an analytical model.

**Feasibility:** Is there adequate data or other materials available? Do you know where to find it? Can you obtain it? Do you possess the necessary linguistic and/or quantitative skills, if relevant? Do you have any preliminary hunches or results with which to substantiate your claims?

**Selection of Method:** What specific research methods will you use? If there are other ways to research your topic, why is yours preferable? What is your sampling frame? How do you determine the adequacy of your sample size?

**Chapter Summary:** Even at this earliest of stages in the dissertation, it is helpful to construct a chapter-by-chapter organization of the project, however provisional. This will communicate to your committee the relative importance you attach to various aspects of your investigation, and the structure with which you will offer answers to your central thesis.

**Timeline:** How long do you expect various parts of your proposed research to take? Is there a part of it which is already substantially completed?

**Funding Sources:** If appropriate, specify the granting/funding agencies to which you have applied or intend to apply in the near future.

4. Working Bibliography: This is self-explanatory, and essential.

In preparing the prospectus, the student is expected to consult with the dissertation chair and other members of the committee. Additional guidance on the contents of a dissertation prospectus can be found in 1) Robert Gaines's *the Chicago Manual of Styles*, 14<sup>th</sup> edition or 2) James E. Mauch and Namgi Park's Guide to the Successful Thesis and Dissertation. The dissertation should follow the APA Style Guide.

E. The chair will circulate the prospectus to the members of the committee. Gaining approval of this prospectus is equivalent to passing the candidacy exam. Once a student has passed the **qualifying exam**, he/she may register for dissertation credit hours. (Please see the Certification of Advancement to Candidacy form in this handbook). Once all committee members have signed the form, it will be approved by the program director and forwarded to the Office of Graduate Studies for status change. While students are working on their candidacy prospectus, they may register for doctoral research credits if they choose so. If the candidacy prospectus is approved within five weeks of the beginning of any semester, the program director may convert those doctoral research credit hours to dissertation hours.

## IX. Dissertation

A. Selection of the Dissertation Committee and Chair: Every student must select a committee composed of a chair, a primary PAF faculty and two additional committee members who are listed as primary or associate PAF faculty from their chosen discipline or specialty. The fourth member must be outside of the student's discipline. Students may elect to work with faculty based on the similarity of research interests, current research projects, methodological expertise or other areas of compatibility. A dissertation committee form has to be filled out and signed by the committee members and the program director. Faculty members are expected to know program requirements and to be able to facilitate planning of the program of study and dissertation requirements.

In some cases the department coordinator may become the dissertation chair. In others, he/she will assist the student in identifying an appropriate and willing chair. Students should recognize that there is a limit (e.g., a maximum of five students per chair/adviser) to how many students each primary PAF faculty member can serve as a dissertation chair, and they should contact appropriate individuals as soon as interests and objectives begin to crystallize. At the same time, it is recognized that sometimes the original selection of an adviser or chair becomes inappropriate as plans and interests change. At such time, the student should discuss the matter with the adviser and the program director to pursue an alternative appointment.

B. Dissertation Preparation: Once admitted to candidacy, the student will then write a dissertation. The dissertation should include: a thorough literature review, a full development of the theoretical context of the study, identification of hypotheses and plan for data collection. Students also are well advised to collect primary data. All dissertations that use research involving human subjects, including surveys, must obtain approval from the university's

Institutional Review Board (IRB), prior to starting the research. It is required that the IRB approval request be signed by the program director. The IRB meets the first week of every month. Students should consider the IRB review schedule when developing timelines for their dissertation research. Information on the IRB process can be obtained from the Office of Research online at <http://www.research.ucf.edu>.

C. Dissertation Committee: The committee will consist of a minimum of four faculty members. At least two disciplines must be represented by faculty on the committee; one discipline may be from outside the College of Health and Public Affairs. Students choosing higher education career goals must select committee consisting of three faculty members from their chosen discipline. The fourth member must be from outside of the student's UCF department or from outside of the university. Only faculty with the primary and associate appointments with PAF may serve as a member of the committee. An adjunct or visiting faculty member may not serve as chair, but may serve as co-chair along with another qualified, regular faculty member. The committee members must be approved by the dean or the designee.

The dissertation committee will formally meet for a proposal defense with the student to discuss, revise and/or approve the dissertation proposal. Minutes of the meeting will be kept by the chair. All suggested revisions and additions to the proposal will be included in the minutes. The student will receive a copy of the minutes for her/his record. **Data collection may not begin until both the committee and IRB have approved the proposal.** If there is any change in the committee membership, a formal request has to be submitted to the program director for approval.

The students must continue to register for at least three hours of research credit or dissertation credit each semester, including summer, after gaining candidacy status until the oral defense of the dissertation has been successfully made. Students must keep in mind that they have only seven years from the date of admission into the doctoral program to complete the degree requirements.

D. Submission of a Final Copy of the Dissertation to the Program Office: It is required to send a bound copy of the dissertation to the Office.

E. Graduate Studies:

1. Thesis and dissertation manual: The manual describes UCF's formatting requirements for theses/dissertations and outlines the steps graduate students must follow to submit their theses/dissertations to graduate studies. This information may be accessed on the editor's website at <http://www.graduate.ucf.edu/thesis/>.
2. Thesis and publications editor: The thesis and publications editor presents workshops to inform graduate students about procedures, deadlines and requirements associated with preparing a thesis and dissertation. Those students who have just passed candidacy are encouraged to attend a workshop. The public affairs doctoral program requires students to use APA guidelines when completing their dissertations.

Students who do not complete the dissertation at the end of completing 15 hours of dissertation credit must continue to enroll for at least one hour of dissertation credit until the dissertation is completed and accepted.

Students are expected to complete the dissertation within three years of admission to doctoral candidacy. Post-candidacy enrollment is allowable for a maximum of four years, subject to the seven-year time limitation.

- E. **Dissertation Defense:** Students who wish to complete their degree requirements in a given semester must take their oral defense and turn in their Electronic Thesis Defense. In their finished form, ETDs will be uploaded to a server and electronically archived, where they will be searchable by scholars world-wide (depending on the student's release preferences).
1. Upon completion of the dissertation and with the approval from the committee, the student's dissertation chair must arrange with the program director a date, time and location for the student to orally defend his/her dissertation. It is required to deliver a draft copy to the program office **two weeks** before the defense. Notice of the defense must be distributed to all academic departments at least three weeks prior to the date of the defense.
  2. The dean of the college or the program director will attend all dissertation defenses. Students, faculty, staff and other interested parties may attend dissertation defenses. The discussion among members of the dissertation committee leading to a vote on acceptance will be closed.
  3. Dissertations must be approved by the majority of the committee members. Members of the committee may withhold signing the dissertation until additional revisions have been made. Further approval is required from the graduate program coordinator, program director, dean and the vice provost and dean of graduate studies before final acceptance of the dissertation in fulfilling degree requirements.
- F. **Guidelines for Review of Doctoral Dissertation\*:** These guidelines are designed to assist doctoral students and faculty members serving on dissertation committees. As guidelines, they can be used in a number of ways. For example, doctoral students can use them as a self-guide in their development of their dissertation proposals and completion of their dissertations. Dissertation committee chairs can use these guidelines to help prepare students for beginning work on their dissertation and as tools to evaluate the quality of a student's dissertation drafts. The dissertation committee as a whole can use these guidelines to help evaluate the student's dissertation proposal as well as completed dissertation. Finally, these guidelines can be used in appropriate courses in the doctoral program's curriculum.

These guidelines are not intended to result in the computation of a numerical score, rather they should be used to identify areas of particular strength and weakness in a student's dissertation. Beneath each of the statements listed below, space has been left for you to

provide comments that will be useful in dissertation development, planning and/or evaluation.

1. Topic
  - a. Significance of Research
    - 1) Topic is significant to public affairs.
    - 2) Topic is related to a body of knowledge recognized as broadly relevant to public affairs (practice, policy or research).
  - b. Scope
    - 1) The scope of the study is manageable.
2. Scholarship
  - a. Literature Review
    - 1) The pertinent literature, conceptual and research, has been reviewed and the most important prior studies have been cited.
    - 2) If there is no literature on the problem, the writer has reviewed studies close to the problem.
    - 3) The candidate demonstrates a mastery of the literature in the field.
    - 4) The hypotheses or questions flow clearly from the problem statement.
  - b. Theory
    - 1) A theoretical framework or perspective is articulated (or developed).
    - 2) A rationale is offered for the choice of the selected theory or why a new theory is being developed.
    - 3) The strengths and weaknesses of the selected theory are identified (a critique using relevant literature).
    - 4) The selected theory is appropriate to research question.
    - 5) Integration of theory and data is evident in the discussion and conclusion.
  - c. Originality
    - 1) The contribution that is different from work previously done is stated clearly and is the product of the candidate's own thinking.
3. Research Design
  - a. Research Question
    - 1) Research questions build on a review of the research and practice literature.
    - 2) The rationale and assumptions that underlie the study questions are made explicit.
    - 3) The research question(s) are clearly stated and sub-question(s) articulated.
  - b. Design, Concepts and Measures
    - 1) Design of the study is appropriate to the research questions(s) asked.
    - 2) Concepts in hypotheses or research questions are defined.
    - 3) Issues relevant to the adequate implementation of the design type chosen are addressed.
    - 4) The indicators of concepts being investigated in the research are clearly specified and justified.
    - 5) The measure of concepts are described adequately (e.g., reliability, validity and normative data) or an approach to the development of concepts is stated.
    - 6) Methods of procedures of data collection are made explicit and justified as to their appropriateness.

- 7) Issues relevant to internal validity/credibility and reliability/dependability have been addressed.
  - c. Population and Sample
    - 1) The population (e.g., people, text and files) from which the sample was drawn, the method of sampling and the rationale for the sampling methods is well described.
    - 2) The rationale for sample size and the anticipated response rate is indicated.
    - 3) The sampling plan is consistent with the model used for analysis of data.
  - d. Procedures and Data Collection
    - 1) Methods of data collection are clearly described.
    - 2) Procedures to enhance access to and cooperation of subjects are specified.
    - 3) Methods of data collection are appropriate to the population including relevance to gender, ethnicity and other states.
    - 4) If appropriate, a pretest or a pilot test has been conducted.
  - e. Data Analysis
    - 1) Analyses are consistent with the objectives, design, sampling, methods and assumption of the statistical models employed.
    - 2) The analysis is clear, complete and meaningful in context.
    - 3) The role of the investigator in the research is described and its implication for data collection, analysis and interpretation explored.
  - f. Findings
    - 1) The findings are tied to the literature and implications for research are noted.
    - 2) The limitations and strengths of the study are identified.
4. Ethics
- a. The research has made adequate provisions to ensure confidentiality of data.
  - b. It has been made clear where the data will be stored and for how long.
  - c. The research is free from obvious error and bias.
  - d. The research has been approved by the university's IRB and other organizations involved in the research.
5. Presentation
- a. Study has a logical, easily understandable sequence from initial statement of the problem to the last appendix.
  - b. Major topics are separated under appropriately devised subheadings.
  - c. Format is tailored to meet demands of the topic.
  - d. Copies of relevant materials such as test instruments, interview schedules, directions to subjects, criteria for selection of experts and pilot test data are appended.
  - e. Given the level of detail contained in the study, any appropriately trained researcher could carry out the study.
6. Technical Adequacy
- a. The study is well edited with adequate attention to grammar, sentence structure, spelling and non-sexist language.
  - b. Includes appropriate descriptive information and findings (e.g., power tests for determining sample size).
  - c. Citations are accurate and consistently provided.

## **X. Fellowships and Graduate Assistantships**

The College of Health and Public Affairs and the UCF Graduate Studies office offer a number of opportunities to receive fellowships and other means of support for full-time students. (For complete information on UCF guidelines, see <http://www.graduate.ucf.edu>)

Support includes:

### **Merit-Based Fellowships**

#### **Trustees Doctoral Fellowship**

*College-nominated, selected by UCF Graduate Fellowships Committee, February 1, merit-based*

- Available to new doctoral students who are a U.S. citizen or resident alien.
- Requires GRE score of at least 1300 on the combined verbal-quantitative sections or GMAT score of at least 630.
- Requires evidence of experience in the field; awards, recognition or honors; and professional contributions and achievements.
- Provides \$18,000 fellowship per year for two years plus tuition support.

#### **Presidential Doctoral Fellowship**

*College-nominated, selected by UCF Graduate Fellowships Committee, February 1, merit-based*

- Available to new doctoral students.
- Requires GRE score of at least 1300 on the combined verbal-quantitative sections, or GMAT score of at least 630.
- Requires evidence of experience in the field; awards, recognition or honors; and professional contributions and achievements.
- Provides \$17,000 fellowship plus tuition support in years one and three and provides \$17,000 assistantship plus tuition support in years two and four.

#### **Provost's Graduate Fellowship**

*College-nominated, February 1, merit-based*

- Available to first-year graduate students who are U.S. citizens, resident aliens or international students.
- Requires an undergraduate GPA of at least 3.5 and GRE score of at least 1200 or GMAT score of 600.
- Provides \$8,000 per year for two semesters (\$4,000 each semester) from UCF Graduate Studies, plus an additional \$6,000 per year assistantship (\$3,000 per semester) or fellowship from the college or department.
- Includes normal tuition support for up to 9 credit hours of graduate course work per semester provided by department.

#### **Merit Fellowship**

*College-nominated, February 1, merit-based*

- Available to new and continuing graduate students who are U.S. citizens, resident aliens or international students.
- Provides \$5,000 per year for two semesters (\$2,500 each semester) from UCF Graduate Studies.

### **Need-Based Fellowships**

- To be considered for a need-based award, students must document financial need by filing the FAFSA form.
- Allow up to six weeks for the FAFSA form to be processed.

### **Incentive Graduate Fellowship**

*April 15, need-based*

- Available to new and continuing graduate students who are U.S. citizens or resident aliens.
- Provides \$5,000 per year for two semesters (\$2,500 each semester, depending on need) from UCF Graduate Studies.
- Student must document financial need by filing FAFSA form.

## **Minority Fellowships**

### **Summer Mentoring Fellowship**

*College-nominated, April 1*

- Provides \$3,250 fellowship for minority graduate students to work closely with a faculty member on a research project during summer term.
- Available to new minority graduate students who have been accepted to a graduate degree program (provisional acceptance is acceptable).
- Students must be U.S. citizens or permanent resident aliens.
- If you are interested in this fellowship program, talk with your graduate program coordinator. Also, contact the UCF Graduate Studies Fellowship Coordinators (230 Millican Hall or [gradfaid@mail.ucf.edu](mailto:gradfaid@mail.ucf.edu)) for the details of the program.
- Students selected for this fellowship must complete a Summer Mentoring Research Statement and Agreement.

### **Florida A&M University Feeder Program**

*Merit-based; Check with UCF Graduate Studies for application deadline*

- Available only to graduates of FAMU.
- Master's award provides \$10,000 per year (\$5,000 fellowship each semester) for two years from UCF Graduate Studies.
- Doctoral award provides \$15,000 per year (\$7,500 fellowship each semester) for two years from UCF Graduate Studies.
- Tuition support (in-state tuition only) for up to 9 credit hours of graduate course work per semester is provided by UCF Graduate Studies.
- Student must request that FAMU send a nomination form to UCF Graduate Studies.
- **Student must complete a UCF fellowship-specific application.**

### **Delores A. Auzenne Fellowship**

*Check with UCF Graduate Studies for application deadline*

- Provides \$5,000 per year for two semesters (\$2,500 each semester).
- Available to new and continuing graduate minority students who are U.S. citizens or permanent resident aliens.
- Recipient must be a resident of the state of Florida for minimum of two years.
- Students may reapply each year.
- Student must complete a UCF fellowship-specific application.

### **McKnight Doctoral Fellowship**

*McKnight application due January 15, merit-based*

- Provides \$12,000 per year.
- Five-year award; three years from Florida Education Fund and remaining two years from UCF.
- Tuition support (in-state tuition only) for up to 9 credit hours of graduate course work per semester is provided by UCF Graduate Studies.
- Available to new and continuing African-American doctoral students.
- Recipients must be U.S. citizens or permanent resident aliens.

Application available from UCF Graduate Studies.

## **Other Special Fellowships**

### **UCF Alumni Association Scholarships**

The UCF Alumni Association awards more than \$40,000 in scholarships each year to undergraduate and graduate students. See <http://www.ucfalumni.com> for information on how to apply.

## **Assistantships**

### **Graduate Student Assistantships**

Graduate Student Assistantships pay students to teach or otherwise facilitate instruction (GTA), or to work on funded research projects (GRA). Students must be attending full-time (9 credit hours fall and spring and 6 credit hours summer). They are paid a minimum of \$10 per hour and must work at least 10 hours per week. GTAs and GRAs are normally contracted per term.

In the College of Health and Public Affairs, all students receiving fellowships must work in the program providing funding. The purpose of this employment is to support the program providing the funding and to provide teaching, research and administrative experiences of benefit to the student. For public affairs students, this may involve work for the doctoral program or in one of the contributing programs, departments or schools. Graduate assistantships may be funded by the public affairs program or by a contributing program.

All students applying for financial assistance are automatically considered for every type of funding opportunity; it is not necessary to apply for specific awards.

## **PAF Enhancements**

The public affairs program provides additional enhancement money to GRA/GTA students as determined by the program director.

## **Tuition Waivers**

Tuition waivers are provided for all doctoral students who are working as GRAs or GTAs.

## **XI. Graduates' Professional Careers and Personal Experience at UCF**

The program has 10 graduates since 2002. The majority of our graduates have careers in academic institutions either as faculty or as researchers. Those not in academic institutions generally work in federal and state government agencies or in the private sector in non-profit research organizations, service organizations and consulting groups. Recent alumni occupy positions in the following areas.

- Faculty and researchers at educational institutions.
- Researchers in non-profit organizations.
- Policy analysts in federal and state governments.
- Research in contract research firms.

In short, the market for our graduates has been strong and current evidence indicates a continued high demand for our graduates. A list of the dissertation topics of our graduates is presented in Table 2.

## **Personal Experience of Our Graduates**

**Judy Ortiz**, Ph.D. (2002), Assistant Professor, Health Services Management Program, Webster University

Dr. Ortiz' doctoral dissertation research was a nationwide study on the performance of community health centers. She has experience in teaching various courses at the graduate and undergraduate level, including health-care budgeting and finance, health-care human resources, business and marketing. She has health-care experience as an administrator, assistant administrator, marketing representative and associate contract manager.

*“The Ph.D. in Public Affairs program provided me, as a working professional, the flexibility I needed to complete the degree while continuing with my work life. The program had the right “balance” of structure and flexibility to meet my needs. One of the greatest strengths of the program is its multi-disciplinary aspect. The core course work, and the experience of learning with students from a variety of disciplines, was very broadening.”*

**Kenneth P. Stackpoole**, Ph.D. (2003), Vice President for Government Relations, Embry-Riddle Aeronautical University

Dr. Stackpoole received his Bachelor of Science in Aeronautical Science (1981) and Master of Science in Aeronautical Science (1990) from Embry-Riddle Aeronautical University. His current position is responsible for legislative and government agency activity for ERAU’s Daytona Beach, Florida campus; Prescott, Arizona campus; and extended campus locations in 36 other states. He holds the Airline Transport Pilot Certificate and a Flight Instructor Certificate. In studying the impacts of universities on the economic development in 50 metropolitan areas, he found that the development and maintenance of leading edge research centers and educational institutions is a critical long-term economic growth strategy for states and metropolitan areas.

*“My experience in conducting the dissertation work was a tremendous lesson in perseverance and flexibility. Using the existence of data archives, a direct and empirical relationship between university technology transfer activity and the metropolitan new economy was established. My dissertation experience has greatly enhanced my writing, organization and critical thinking skills and also solidified my understanding of research and associated statistical methods to ensure validity, robustness, and generalizability. It was a tremendous effort, a sacrifice for many and well worth the investment.”*

**Steven Houglan**d, Ph.D. (2004), Captain, Orange County Sheriff’s Office

Dr. Houglan currently manages the office’s Executive Services Division and is responsible for Accreditation, Staff Inspections, Research and Development, and Policy Development. His research interests include law enforcement accreditation and use of force issues. As a practitioner, Dr. Houglan strives to bring the value of sound, academic research to the law enforcement community.

*“UCF’s public affairs doctoral program is a unique opportunity for students. As a multi-discipline program, I had the opportunity to interact with professionals from several disciplines — both students and faculty — and learn first-hand how decisions made in law enforcement can create unanticipated consequences in other fields. My doctoral training has made me keenly aware of just how integrated and interdependent these diverse fields really are. The faculty and staff are very student-oriented, and I feel very fortunate to have attended such a unique and dynamic program.”*

**Table 2. Program Graduates**

Semester	Year	Student Name	Adviser	Cognate Area	Dissertation Title
Summer	2002	Carole Zugazaga	Paul Maiden	SW	Pathways to Homelessness and Social Support among Homeless Single Men, Single Women, and Women with Children
Fall	2002	Judith Ortiz	Myron D. Fottler	PA	Performance of Health Centers in Networks
Spring	2003	Kenneth Stackpoole	Wendell C. Lawther	PA	University Technology Transfer Activity and the Metropolitan New Economy: An Empirical Analysis of its Relationship
Summer	2003	Cynthia Boyles	Brandon Applegate	CJ	Fear of Crime, Civil Liberties and Tolerance of the Use of Technological Anti-Crime Devices: Will a Fearful Public Exchange Civil Liberties for Safety
Summer	2003	Charles Mesloh	Stephen Holmes	CJ	An Examination of Police Canine Use of Force in the State of Florida
Fall	2003	Mark Henych	Stephen Holmes	CJ	Perceptions of Computer Crime in the State of Florida and Future Policy
Spring	2004	Joah Devenny	Eileen Abel	PAF	Critical Digital Infrastructure Protection: An Investigation into the Intergovernmental Activities of Information Technology Directions in Florida Counties
Spring	2004	Charles Otto	Brandon Applegate	CJ	Improving Comprehension of Capital Sentencing Instructions: A Bias-Reduction Approach
Summer	2004	Reid Oetjen	Aaron Liberman	HLTH	Emergency Department Utilization by Insured Users: A Study of Motivating Factors
Summer	2004	Steven Houglan	Stephen Holmes	CJ	Exploring the Perceptions of Florida Police Executives: Does Accreditation Work?
Fall	2004	Lynda Dennis	XiaoHu Wang	PA	Determinants of Financial Condition:A Study of U.S. Cities
Fall	2004	Sandra Swearingen	Aaron Liberman	HLTH	Desired Nursing Leadership Characteristics: Effect on Nursing Job Satisfaction and Retention of Baby Boomer and Generation X Nurses

Spring	2005	Mike Neidhart	Lawther Wendell	PA	A Model of Individual Willingness to Participate in the Transportation Planning Process
Spring	2005	Laurence Putchinski	Lawther Wendell	PA	Union Impact on Police Expenditures in Florida
Spring	2005	Kourtney Scharoun	Aaron Liberman	HLTH	The Influences of System Affiliation, Size, and Location on Bioterrorism Preparedness Among Florida Hospitals
Spring	2005	Karen van Caulil	Aaron Liberman	HLTH	Reducing Non-Urgent Utilization of the Emergency Department by Self-Pay Patients: Analysis of the Impact of a Community-Wide Provider Network
Summer	2005	Owen Beitsch	XiaoHu Wang	PA	Democratic Voices Speaking Loudly: Does Public Participation Yield Accountability in Special Purpose Governments?
Summer	2005	Christopher Blackwell	Emerlynn Keihl	PAF	Registered Nurses' Attitudes Toward the Protection of Gays and Lesbians in the Workplace: An Examination of Homophobia and Discriminatory Beliefs
Summer	2005	Jorge Figueredo	XiaoHu Wang	PA	Public Participation in Transportation: An Empirical Test for Authentic Participation

## **XII. Program Policies**

### **Policy on Faculty-Student Publication**

**Introduction:** The public affairs doctoral program is committed to supporting and mentoring its students. In keeping with this commitment, faculty and students are encouraged to work together on research activities. Doctoral students may be involved in numerous types of research endeavors including: 1) assisting a faculty with a grant-funded project, 2) assisting a faculty member with unfunded research, 3) being guided by faculty on student-generated research via Independent Study of Directed Research and/or 4) dissertation-related research.

**Guidelines for publications:** Authorship of any publications that result from faculty-student collaborations should reflect “ownership” of the research endeavor. That is, a student who develops his/her own research project with faculty guidance and who writes a majority/substantial portion of the manuscript, would logically be first author on any publications resulting from the research. Conversely, if a student makes a smaller but substantial contribution to a faculty-generated research endeavor (funded or unfunded), it would be expected that the student would be listed as one of the secondary authors on any publications that result from the research.

Dissertation research, by its very nature, requires that the research be designed and implemented by the doctoral candidate. Therefore, the student would be the primary (or sole) author on any publications that result from his/her dissertation. Depending on the contributions of the chair/committee member others may be included as secondary authors. The final decision about authorship should reside with the first author.

### **Policy on PAF Faculty Appointment**

**Introduction:** A graduate faculty member who is actively involved in the public affairs doctoral program will have numerous responsibilities that go beyond those of a faculty member teaching in an undergraduate or master’s program. In recognition of this, the College of Health and Public Affairs has established a policy to reward doctoral faculty members for the time that they are investing in the program. This policy applies to faculty, designated by their department chairperson, to be “actively involved” in the doctoral program.

**Definition of “actively involved”:** While it is up to the department chair to designate faculty as being “actively involved,” it is expected that the following criteria will guide him/her in the decision-making process. In order to be considered “actively involved” a faculty member must be:

1. Committed to the goals of the program and familiar with program policies and procedures.
2. Teaching in the program (includes both classroom instruction and directed readings/research).
3. Chairing dissertation committees.
4. Serving on dissertation committees.

5. Actively pursuing scholarly and sponsored research activities.

Each department chair will nominate the faculty membership list to the doctoral program. Upon the recommendation of the program director, the dean will review and approve the appointment of PAF faculty in two categories:

1. Primary PAF faculty: Two levels of the primary PAF faculty appointment are: 1) A senior graduate faculty member with proven research tract records and continuing pursuit of research activities and 2) a non-tenured or junior graduate faculty member, holding a doctoral or an equivalent advanced degree, with an active research agenda and a strong research publication record.
2. Associate PAF faculty: A graduate faculty member, holding a doctoral or an equivalent advanced degree and pursuing active scholarly activities, is recommended for an associate PAF faculty appointment.

**PAF Faculty Membership Lists:** The program faculty is recommended by department chair or director and approved by the dean. **Please contact the program's office for the primary and associate faculty list.**

**Faculty Compensation:** Faculty who are designated as being “actively involved” may request for one course release during either fall or spring semester each academic year that they remain at that level of involvement. Decisions about course release will be made in the spring of the preceding year by the department chair in consultation with the doctoral program director. A faculty member who chairs the dissertation committee of a graduating doctoral student will receive a \$2,000 stipend. The monies will be placed in their faculty account to be used for travel, expense or conference registration fees. No single faculty member may receive more than \$4,000 in stipend monies during any academic year.

**Course Evaluations:** The director of the doctoral program, in consultation with the department chair and coordinator, will review the course evaluations of all faculty teaching in the doctoral program. Copies of computer generated printouts will be kept in the doctoral office and used (as one source of information) when making decisions about staffing courses.

## **Policy on Team Teaching**

**Introduction:** Given the interdisciplinary nature of the public affairs doctoral program, team teaching is viewed as a desirable instruction model. The program recognizes two models of teach teaching 1) multiple instructor mode and 2) co-instructor mode. Faculty wishing to use either team teaching model must prepare a written course description and rationale that explains why the course requires two instructors.

**Multiple Instructor Model:** In a multiple instructor model, two instructors are assigned to teach the same course. Each instructor receives ½ of the course FTE. Each instructor contributes to the development of the course syllabus, the selection of course text and the preparation and grading of class assignments. Each instructor attends the first class session. Thereafter, instructional responsibilities are equally divided between the faculty.

**Co-Instructor Model:** In a co-instructor model, both faculty members are expected to attend and actively participate in all class sessions. Both faculty members work together to develop the course syllabus, choose course texts and prepare and grade all assignments. Under this model, the FTE would be split between the two instructors. However, additional instructional FTE could be given, under “Other Instructional Responsibilities,” to offset any additional work involved in the development/teaching of a co-taught class.

**Administration and Evaluation:** A detailed course syllabus must be submitted to the program’s curriculum committee at least one semester before any team-taught course can be offered. Any stipend for initial course development must be divided between the two instructors. Both faculty members will receive a packet of student evaluation forms so that they may be evaluated by all members of the class.

### XIII. PAF Course Descriptions

<p><b>PAF 7000. Foundations of Public Affairs</b> 3(3,0). PR: Admission to Ph.D. in Public Affairs program or C.I. Introduction to public affairs - with special emphasis on the interrelationships among criminal justice, health services administration, public administration and social work.</p>
<p><b>PAF 7055. Public Affairs in State and Local Governments</b> 3(3,0). PR: Admission to Ph.D. in Public Affairs program or C.I. This course deals with the public affairs (policies, structures, functions, personnel, inter-governmental relations and finances) of state and local governments.</p>
<p><b>PAF 7110. Ethics and Social Justice in Public Affairs</b> 3(3,0). PR: Admission to Ph.D. in Public Affairs program or C.I. This course provides a review of basic philosophical principles and ethics and social justice theories as they impact practitioner-level ethical demands for those in public service through an examination and analysis of the literature and knowledge base of public affairs ethics with special emphasis on social justice and public policy.</p>
<p><b>PAF 7230. Strategic Change and Management in Public Affairs</b> 3(3,0). PR: Admission to Ph.D. in Public Affairs program or C.I. Traditional organizational behavior in public affairs within the context of public agency interests and the demand for organizational change.</p>
<p><b>PAF 7300. Policy Analysis in Public Affairs</b> 3(3,0). PR: Admission to Ph.D. in Public Affairs program or C.I. Public policy development and impact analysis in criminal justice, health administration, public administration and social work.</p>
<p><b>PAF 7315. Public Policy:Microeconomic Applications</b> 3(3,0). PR: Admission to Ph.D. in Public Affairs program or C.I. Introduction to microeconomic principles and concepts in policy analysis.</p>

<p><b>PAF 7510. Seminar in Program Evaluation in Public Affairs</b> 3(3,0). PR: Admission to Ph.D. in Public Affairs program or C.I. Critical analysis of program evaluation literature. Development of skills necessary to conduct program evaluations and impact assessments.</p>
<p><b>PAF 7600. Legal Foundations of Public Affairs</b> 33(3,0). PR: Admission to Ph.D. in Public Affairs program or C.I. Legal issues, reasoning and research related to administration and public affairs.</p>
<p><b>PAF 7601. Comparative Analysis in Global Public Affairs</b> 3(3,0). PR: Admission to Ph.D. in Public Affairs program or C.I. Comparative analysis in Public Affairs from global perspective examining and comparing US Public Affairs and International Global areas</p>
<p><b>PAF 7750. Pedagogy in Public Affairs</b> 3(3,0). PR: Admission to Ph.D. in Public Affairs program or C.I. Identifies and examines recurrent and salient issues in Public Affairs pedagogy and how these have affected pedagogy for the discipline.</p>
<p><b>PAF 7802. Advanced Research Methods in Public Affairs I</b> 3(3,0). PR: Admission to Ph.D. in Public Affairs program or C.I. Advanced social science methodology. Critical evaluation of research; the design and conduct of research. A solid background in research methodology is required.</p>
<p><b>PAF 7804. Advanced Quantitative Methods in Public Affairs I</b> 3(3,0). PR: Admission to Ph.D. in Public Affairs program or C.I. An investigation of data analysis strategies, including presentation of results, building upon knowledge of hypothesis testing and multivariate statistics.</p>
<p><b>PAF 7805. Advanced Research Methods in Public Affairs II</b> 3(3,0). PR: PAF 7802 or C.I. Formulation of a variety of evaluation research design and analysis plan in public affairs.</p>
<p><b>PAF 7809. Advanced Quantitative Methods in Public Affairs II</b> 3(3,0). PR: PAF 7804 or C.I. Course introduces advanced principles and methods employed in public affairs and services research. Emphasis is placed on the application of structural equation modeling techniques and research methods to the development of causal models in public affairs.</p>
<p><b>PAF 7810. Seminar in Survey Research in Public Affairs</b> 3(3,0). PR: Admission to Ph.D. in Public Affairs program or C.I. In-depth analysis of research survey methods and their application. Focus on interviews and questionnaires.</p>
<p><b>PAF 7820. Seminar in Qualitative Methods in Public Affairs</b> 3(3,0). PR: Admission to Ph.D. in Public Affairs program or C.I. Qualitative research methods and their application to the study of public affairs. Methods examined include case studies, focus groups, ethnographic studies, qualitative interviews, and content analysis.</p>
<p><b>PAF 7840. Seminar in Secondary Data Analysis in Public Affairs</b> 3(3,0). PR: PAF 7802 or C.I. In-depth examination of the availability and use of archival data. Advantages and limitations of secondary data analysis discussed.</p>
<p><b>PAF 7982. Dissertation Seminar in Public Affairs</b> 3(3,0). PR: Admission to Ph.D. in Public Affairs program or C.I. To provide</p>

guidance during the initial stages of dissertation preparation.

## **XIV. Sample Mock Questions: Qualifying Exam**

### **Mock Questions – An integrative examination on Policy & Theory In Public Affairs**

#### **Principles:**

This guide is meant to provide you with an overview of issues and concepts that may appear on the comprehensive exam of policy and theory.

1. Applying Policy Analysis to Problems/Cases  
You should be able to look at an issue or case and be able to:
  - a. Identify the problem—not just the symptom
  - b. Suggest several different options to alleviate the problem
  - c. Identify the major stakeholders
  - d. Determine the limitations and strengths of all options
  - e. Craft a group of solutions that will attempt to solve the problem(s)
  - f. Monetize outputs—and discuss the logic behind it (See Hatry)
  - g. Conduct marginal analysis
  - h. Discount the costs and benefits
  - i. Interpret the results and provide justification for why the option was chosen
  - j. Test the results with a sensitivity analysis
  
2. Discussing the theoretical concepts underlying policy analysis:
  - a. Discuss how outputs are determined before the program begins and once the program is on-going.
  - b. Discuss the theory behind monetizing. Why do we use it? What are the specific techniques we can use? What are the weaknesses of this method? What are the weaknesses of each specific technique?
  
3. Discuss the theories behind determining costs. Which ones are included? What is an opportunity cost and why is it important?
  - a. The theory behind discounting. Why should we use it? How should the rate be determined?
  
  - b. The theory behind marginal analysis. Why is this important? How should it be carried out?
  
  - c. Contrast the differences and compare the similarities between cost effectiveness and cost benefit analysis. Which is most appropriate in given conditions? When should you use cost/benefit ratios?

4. The politics of the process: Discuss and be able to relate a specific case to the major political factors affecting (and fragmenting) public policy making.
5. How do ethics play a role in policy making? What is the role of the policy analyst and ethics?

**Mock Policy Analysis-Theory Examination: This examination is close-book.**

**STUDY PROBLEM:** Restructuring of public services to reduce operating expenses while maintaining and improving equity and efficiency has been in process over the past decade. A prevailing approach is reducing labor costs by downsizing, reengineering and restructuring, and substituting less costly personnel where possible. These efforts have not been coupled with an evaluation of how restructuring and its cost reductions have impacted on program performance. The policy analysts urged that more carefully designed studies guided by a sound theoretical framework are needed to learn how much efficiency can be achieved without endangering effectiveness of service goals and to determine the efficacy of community or organizational interventions.

As a member of a policy research team at the UCF Health and Public Affairs Research Institute, you are asked by the Governor of the State to formulate a research project on the constitutional class size mandate. The constitution now requires that by 2010 all kindergarten through third-grade classes have no more than 18 students, that fourth- through eighth-grade classes be capped at 22 students and high school classes be limited to 25 students. The problem is that the governor anticipates that he will not have enough funds available to cover this mandate, and he is looking for innovative ways to comply with the mandate at lower costs.

Your design and study will address the following issues: 1) What are the major policy research questions related to the study problem? 2) Pick a specific theory (such as adaptive complexity, institutional theory, contingency theory, or other theoretical perspective) and show how a framework informed by this theoretical perspective can be used to analyze the impacts of this restructuring? 3) Identify and describe the logical steps for formulating policy from your theoretically informed research. 4) Establish evidence-based governmental practices for monitoring services and show how these measures relate to theory and how they will inform policy. 5) What are the limitations of your approach? You are provided with unlimited resources to conduct a theoretical-based study that will focus on the substantive framework to guide the study design, measurement, and evaluation of the problem. Make your recommendations to the Governor for conducting either a community-based study or an organization-based study. You are expected to integrate what you have learned from the doctoral program.

**Mock Questions – A comprehensive examination on Advanced Research Methods in Public Affairs**

**Principles:**

1. Take a current problem in public affairs and state the research questions that will guide your exploration of this topic. Once the questions have been determined:
  - a. identify the key variables in your proposed study (i.e., independent, dependent and extraneous) and how these variables will be measured.

- b. identify the research hypotheses that can clearly delineate the independent and dependent variables listed above.
  - c. identify the statistical or null hypothesis for each of the research hypotheses.
  - d. briefly describe the research methodology that will be utilized to address this problem (i.e., subjects, instruments or methods and procedures).
2. Identify a problem area that you would like to measure in the area of public affairs. Begin to explore this problem by clearly defining what measurement instrument you would use and how you would design it. Be sure to include the relationship of this selected measure to the levels of measurement (nominal, ordinal, interval and ratio).
  3. Examine the four most common types of research designs (e.g., exploratory, descriptive, explanatory and experimental) and give complete definitions of each. Be sure to list the criteria for each, an example of a design representative of that level of research and list the strengths and weaknesses of the design that is chosen for each area.
  4. Identify the most common types of probability and non-probability samples. Give examples stressing the application of each design.

**Mock Examination: This examination is not open-book. This is entirely based on your own work. You are allowed to use AMOS software to generate your diagrams.**

**STUDY PROBLEM:** The Secretary of the Department of Health and Human Services is requesting that public service agencies (e.g., social services, health services, correction services, or state/local governmental offices) to implement innovative intervention programs to reduce unnecessary and wasteful services. Managerial intervention is considered a viable solution to avoid duplications and to enhance client satisfaction. It is decided that waivers will be granted for conducting demonstration projects for improving the services of the public sector. You have been requested by the Secretary to design a research project that will assess multiple components of the intervention that may enhance the performance of service agencies, specifically in terms of equity, quality, and efficiency. You are free to conduct either a client-level or provider-level analysis to assess the implementation of the new managerial strategy or intervention. Due to cost restrictions, the Secretary is requesting that you design a study that will assess a representative sample from 500 randomly selected agencies. You have access to all agency databases and all claims data. In addition, you may collect survey data if you desire. You are also expected to consider the human subject research issues in your study.

**TASKS TO BE DONE:**

- Formulate your study problem.
- Develop your research questions.
- Develop an analytical model or framework to guide your design and analysis for the policy issues noted in the above SCENARIO.
- State your research hypotheses, sampling method, unit of the analysis, sample size justification, power analysis, etc. within the context of this SCENARIO.
- Develop a longitudinal design that will control for any threats to validity within the context of this SCENARIO. (Don't just define threats; explain the threats within the context of this scenario.)

- Formulate an intervention design with multiple interventions and their effects.
- Formulate your measurement model of performance or outcomes and discuss the measurement issues pertaining to equity, quality or efficiency in the proposed intervention program.
- Use a confirmatory, multiple indicator approach to measure and evaluate the factors affecting the outcomes of the proposed intervention. Illustrate how you are going to examine the lagged effects of the intervention program. Explain how you are going to evaluate the integrity of the measurement and structural equation models in a two-wave panel analysis of the intervention program.
- Discuss potential problems of your evaluation study.

University of Central Florida  
Doctoral Program in Public Affairs

**Certification of Advancement to Candidacy**

We, the undersigned, have reviewed both the academic record and brief proposal of \_\_\_\_\_, SSN \_\_\_\_\_

NID \_\_\_\_\_ and are recommending that s/he be admitted to doctoral candidacy.

**Chair of Committee:**

Print Name and Department: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Committee Members:**

Print Name and Department: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name and Department: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name and Department: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Program Director:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

University of Central Florida  
Doctoral Program in Public Affairs

**Approval Status of Dissertation**

This is to certify that the dissertation proposal has been defended by the candidate.

Dissertation Title:

Candidate:

Date:

Committee: \_\_\_\_\_ (Chair)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (Optional)

Status:

\_\_\_\_\_ Successfully defended and approved by the committee.

\_\_\_\_\_ Defended but amendments required before its final approval  
by the committee. The reasons and amendments are detailed as follows:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

University of Central Florida

Dissertation Approval

The members of the Committee approve the dissertation entitled [title of dissertation] of [student's name], defended [the date defended].

\_\_\_\_\_  
[Typed Name], Chair

\_\_\_\_\_  
[Typed Name]  
Committee Member

\_\_\_\_\_  
[Typed Name]  
Committee Member

\_\_\_\_\_  
[Typed Name]  
Committee Member

\_\_\_\_\_  
[Typed Name]  
Committee Member

It is recommended that this dissertation be used in partial fulfillment of the requirements for the degree of Doctor of Philosophy from the Doctorate in Public Affairs Program in the College of Health and Public Affairs.

\_\_\_\_\_  
[Typed Name], Graduate Program Coordinator

\_\_\_\_\_  
[Typed Name], Department Chair

\_\_\_\_\_  
[Typed Name], Dean

\_\_\_\_\_  
Patricia J. Bishop  
Vice Provost and Dean of Graduate Studies

The committee, the college and the University of Central Florida are not liable for any use of the materials presented in this study.

**\*\*Brackets are to be filled in with student's appropriate information. Obtain signatures for two original sheets on approved thesis paper.**

### **Seven-Year Rule**

The student has seven years from the date of admission (prerequisite, articulation and foundation courses are exempt) to complete the degree. No courses older than seven years may be used on a program of study. For doctoral and specialist students, up to 30 credit hours taken in previous master's or post-masters work may be transferred without regard to where these courses were taken. Any deviations from this must be approved by the university using a graduate petition form. Exceptions to this rule are normally approved, provided the graduate program provides a strong statement of why it feels that the content of a particular course is relevant after seven years. In case of leave of absence, students must complete a special leave of absence form no later than the end of the first semester of absence and submit it to their graduate program director.

### **Nine-Hour Rule**

In order to achieve full-time status, a student must be registered for at least 9 credit hours per semester. Doctoral students who have completed everything but their dissertation can continue their full-time status by registering for a minimum of 3 hours of dissertation credit.