

Doctoral Program
in
Public and Social Policy



SAINT LOUIS
UNIVERSITY™

— EST. 1818 —

Department of Sociology
and Anthropology

and

Department of Political Science
College of Arts and Sciences

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INTRODUCTION

In September 2014, the Board of Trustees of Saint Louis University approved the establishment of a multidisciplinary Ph.D. program in Public and Social Policy. Drawing upon the diversity and strengths of departments and faculty at Saint Louis University, our program offers cutting-edge classes and research opportunities that will allow students to develop a competency in theoretical and methodological skills for Public and Social Policy studies. The program is firmly grounded in theory and applied research, and requires students to blend academic rigor with practical approaches to public and social analysis and administration. The Doctoral Program is housed in the College of Arts and Sciences and is administered by the Department of Sociology and Anthropology and the Department of Political Science.

OBJECTIVE OF THE PROGRAM

The Doctoral Program in Public and Social Policy has two broad objectives.

1. To provide graduate students with the ability to utilize analytical, theoretical, and methodological techniques for advanced research in areas of Public and Social policy.
2. To provide graduate research training that will allow graduate students to enter or enhance careers in teaching, policy research, public administration and non-profit management, or a combination of these opportunities.

The Doctoral Program has several specific objectives for students admitted:

- (1) Create an environment that fosters maturity of character and cultivation of leadership skills through a strong ethical commitment to service for the public good;
- (2) Develop a sophisticated understanding of the complex nature of social challenges and the administrative skills required to address these challenges;
- (3) Develop the ability to use conceptual and theoretical approaches for dealing with policy;
- (4) Develop analytical and research skills for public policy problem solving;
- (5) Develop the ability to identify and define researchable problems;
- (6) Develop competence in systematic research methods, both quantitative and qualitative, and the technologies associated with these different methodologies;
- (7) Develop the ability to lead and communicate with the wide range of actors involved in the policy process.

ADMISSION

The program is directed at well-qualified people who hold or show promise of holding responsible decision-making position in public, quasi-public, and non-profit settings. A mix of degree candidates from diverse academic and experiential backgrounds is highly desirable and enthusiastically sought by the program. In order to be admitted into the Ph.D. in Public and Social Policy, applicants must already hold a master's degree in the social sciences or a related professional degree. Candidates may apply for full-time or part-time admission.

Requirements for admission and achievement of degrees are identical for both full-time and part-time students. Both full-time and part-time students take the same courses, taught by the same faculty members. To accommodate both groups, most graduate-level courses in our department are offered in the evening.

Making the final decision on whether or not to attend full-time or part-time should be considered carefully, and faculty advisers can help you determine which is best for you. If you decide to attend part-time, then you should be sure to apply as a part-time student. Your enrollment status will be taken in consideration if you apply for extra time to complete your degree.

1. *Full-time Students*

For those of you who are experiencing a career transition and have plenty of free time, you may take on a full, academic workload. Full-time students are expected to take nine hours of class each semester. For some full-time students, graduate assistantships are available. Assistantships require 20 hours of work each week in the department in assistant teaching, research, communications and/or technological applications.

2. *Part-time Students*

Many of our graduate students are engaged in careers which require the majority of their time. So, pursuing a degree part-time works best for them. Part-time students at the graduate level normally take two courses per semester. Our programs can be catered to your schedule.

CRITERIA FOR ADMISSION

1. An undergraduate degree from an accredited institution with a GPA of at least 3.2 on a 4.0 scale
2. An M.A. in a social science or related discipline or a professional degree (M.B.A., M.P.A., J.D., M.S.W., etc.) with a GPA of at least 3.4. (Lower GPA's accepted for law schools where grading is on a forced mean.)
3. A completed application and fee.
4. Verbal and analytic GRE scores that are approximately 150.¹
5. Three strong letters of recommendation, at least two of them from faculty in the applicant's master's program.
6. A personal statement of purpose.
7. An analytical writing sample that shows promise of the ability to conduct professional research and convey the results.
8. An in-person or video-conference interview.
9. For international students, paper-based TOEFL (PBT) score of at least 550, an 80 on the computer-based TOEFL (iBT), a 6.5 on the IELTS, and a 4+ on SLU's own Writing Exam.

Pre-requisites:

1. At least 9 hours of undergraduate or graduate social science theory or methods classes.
2. Undergraduate microeconomics.
3. For students planning to take courses in economics, calculus is required.
4. A graduate-level research methods course.
5. All students will be given a diagnostic quiz to determine if they need to audit an Intermediate inferential statistics class.

If pre-requisites have not been met before arrival at SLU, students may fulfill the pre-requisites at SLU, but the courses will not count toward the Ph.D. program.

¹ We will consider applications that have lower scores.

CONSIDERATION OF APPLICATIONS

Applications are considered for the fall or spring semester admission on a rolling basis. Students interested in being considered for an assistantship must submit a completed application to the department of public and social policy no later than March 1 of the enrollment year. Once admitted students can defer admittance for one year.

THE DOCTORAL ADVISOR

Upon admission, the student will meet with the Director of the Doctoral Program for preliminary advising. It is recommended that students enroll for core courses during their first year of study. When the student is close to finishing the core requirements he/she will consult with the Director of the Doctoral Program. The Director and the student determine the courses to be taken in the area of concentration. The selection of a permanent mentor is usually made after the student completes 12-15 hours of course work. The faculty mentor typically serves as chair of the doctoral dissertation committee.

STUDENT REVIEW PROCESS

A review of a student's program and progress is done at regularly scheduled intervals—at the time of registration for courses each semester by the advisor, and at the end of the first two semesters of the student's program (approximately 6 to 12 semester hours) and annually thereafter. A copy of the annual evaluation will be placed in the student's file. Students are expected to maintain at least an A- average. B and B+ work is not a favorable indicator of a student's ability to complete the program. A student may be counseled to withdraw if at the end of twenty-four hours, the expected grade point average is not achieved.

Ordinarily, students with an incomplete grade will complete the work for the incomplete prior to beginning coursework for the next semester. Students that accumulate two incomplete grades will not be allowed to register for new classes until the incomplete grades are changed to a letter grade. If a student fails to obtain a letter grade for an incomplete within one year, the grade will migrate to an F. Students that receive one letter grade of F will be counseled to withdraw from the program, if the petition to change the letter grade of F to a passing grade is not successful.

TIME TO DEGREE

Full-time students should be able to complete the requirements within four years. Part-time students will have seven years to complete the requirements. Students are allowed a maximum of two extensions to complete the requirement. Students will automatically be given a first extension if they need extra time. To receive a second extension, students must show substantial progress on the dissertation. Substantial progress is defined as 75% of the dissertation is complete.

REQUIREMENTS FOR THE DEGREE

Saint Louis University fully subscribes to the association of Graduate School's definition that the Ph.D. "is conferred in recognition of a candidate's high level of scholarly competence and demonstrated ability to conduct and report significant research independently and effectively."

The Ph.D. degree in Public and Social policy requires between 36-48 graduate semester credit hours beyond a Master's degree. A typical student will need 45 graduate semester credit hours beyond a Master's degree. Students that received a Master's degree from SLU must complete at least 24 credits of post -baccalaureate work through SLU in preparation for and in anticipation of preliminary degree examinations. All students must complete 12 credit hours of dissertation research.

Students are cautioned, however, not to think in terms of the accumulation of credit hours, but rather in terms of the accumulation of conceptual, theoretical, and methodological skills that are required to achieve competency in the field of public and social policy analysis and administration.

PUBLIC AND SOCIAL CURRICULUM

All students complete seven core classes:

1. Core: Policy Analysis and Methods of Inquiry
 - SOC/POLS 5850 Policy evaluation and assessment
 - SOC/POLS 5060 Qualitative research
 - SOC/POLS 6100 Regression analysis and non-linear models
 - SOC 5650 Introduction to GISc
2. Core: Policy Theory
 - POLS 6310 Policy process
 - POLS 6330 Public finance theory
3. A core class specific to the area of concentration.
4. Students complete four more classes (12 hours) in the area of concentration, selected in cooperation with their mentor and the program director.
5. Students must register for 12 hours of dissertation research.

Requirements for the Public Administration concentration

For a concentration in Public Administration all students are required to take the following course:

SOC 6320/POLS 6320 - Organization Theory & Behavior

Students are also required to take four of the following classes. Students are encouraged to choose the classes with the help of their mentor.

POLS 5130 - American Race Relations

POLS 5150 - Gender and American Politics

POLS 5300 - Administrative Law

POLS 5310 - Issues in U.S. Public Administration

POLS 5325 - Public Sector Budgeting

POLS 6710 - Leadership & Culture

SOC 5171/POLS 5171 - Law, Policy, Society

SOC 5520 - Social Psychology

SOC 5010/POLS 5010 - Organizational Theory and Administration

LAW 7060 - Anthropology of Law

Requirements for the concentration in Urban and Community Development

For a concentration in Urban and Community Development, all students are required to take the following course:

SOC 6200 Urban Social and Political Theory

Students are also required to take four of the following classes. Students are encouraged to choose the classes with the help of their mentor.

POLS 5130 - American Race Relations

POLS 5200 - Seminar in American State Politics

SOC 5200 - Cities, Suburbs, & Neighborhoods

SOC 5400 - Urban Crime, Violence, and Justice

SOC 5510 - Constructing Social Problems

SOC 5530 - Urban Ethnography

SOC 5500 - Social Stratification

SOC 5540 - Environmental Impact of City

SOC 5550 - Comparative Theories of Race / Ethnic Relations

SOC 6225 - Urban Community Development

SOC 6250/POLS 6250 - Poverty, Inequality and Public Policy

SOC 6350/POLS 6250 - Economic Development Policy

Requirements for the concentration in International Development Policy

For a concentration in International Development Policy, all students are required to take the following course:

POLS 5550 - Politics of Economic Development

Students are also required to take four of the following classes. Students are encouraged to choose the classes with the help of their mentor.

POLS 5510 - Democratization

POLS 5520 - Political Change

POLS 5530 - Authoritarianism: A Useful Concept?

POLS 5580 - Islam and Gender

POLS 5600 - War, Peace, and Politics

POLS 5620 - Global Diplomacy

POLS 5690 - Theories of World Politics

POLS 5840 - Global Health Politics & Policy

SOC 5540 - Environmental Impact of City

SOC 5550 - Comparative Theories of Race/Ethnic Relations

Requirements for the concentration in Health Policy

For a concentration in Health Policy, all students are required to take the following course:

SOC 6275 - Health and The Social Sciences

Students are also required to take four of the following classes. Students are encouraged to choose the classes with the help of their mentor.

ECON 6700 - Health Economics

EOH 5600 - Policy, Science and Decisions in Environmental Health

SOC 6300/POLS 6300 - U.S. Health Care Policy

HMP 5000 - Health Care Organization

HMP 5500 - Health Policy

HMP 5520 - Legislative Health Policy and Procedures

HMP 5550 - Global Health Management and Policy

POLS 5840 - Global Health Politics & Policy

SOC 5540 - Environmental Impact of City

HCE 5330 - Research Ethics for Health Outcomes

Requirements for the concentration in Policy and Geo-spatial Analysis

For a concentration in Policy and Geo-spatial Analysis, all students are required to take the following course:

SOC 5670 - Spatial Demography: Applied Statistics for Spatial Data

Students are also required to take four of the following classes. Students are encouraged to choose the classes with the help of their mentor.

SOC 5530 - Urban Ethnography

SOC 5640 - Demography: Measuring and Modeling Population Processes

SOC 5660 - Intermediate GIS

SOC 5680 - Forensic GISc and Policy

SOC 5700 - Applied Spatial Analysis with R

SOC 5800 - Survey Design & Sampling

SOC 6200 - Nonparametric Statistical Analysis

SOC 6500 - Exploratory and Confirmatory Factor Analysis

POLS 5770 - Feminist Epistemologies

ECON 6050 - Econometrics I

ECON 6060 - Econometrics II

PSY 6600 - Structural Equations Modeling

Requirements for the Concentration in Law, Crime, and Policy

For a concentration in Law, Crime, and Policy, all students are required to take the following course:

SOC/POLS 5210 - Law, Crime, and Policy

Students are also required to take four of the following classes. Students are encouraged to choose the classes with the help of their mentor.

HCE 6120 - Bioethics and the Law

HMP 5510 - Health Policy & Law

LAW 7005 - Criminal Law

LAW 8730 - Ferguson

LAW 7735 - Urban Issues Symposium

LAW 8420 - Global Justice and Economic Justice: Perspectives on Inequality

LAW 8710 - Juvenile Law

LAW 8720 - Anthropology of Law

POLS 5300 - Administrative Law

POLS 6100 - Judicial Policy Making

POLS 5800 - Theories of Constitutional Interpretation

SOC/POLS 5171 - Law, Policy, Society

CCJ 5100 - Ethics in the Administration of Justice

CCJ 5200 - Methodological and Statistical Literacy in CCJ

CCJ 6000 - Issues in Law Enforcement

CCJ 6100 - Issues in Corrections

CCJ 6200 - Issues in Juvenile Justice Administration

CCJ 6400 - Issues in Jurisprudence

WSTD 593 - Women and the Law

RESIDENCY

The purpose of the residency is to inculcate in the student the ethics, values, attitudes, and behaviors of professionals in the field. Such exposure is essential to the development of a mature student and a responsible professional. Student must be registered for the fall and spring semester. Students can request a leave of absence to meet the residency requirement.

An annual faculty-student retreat is held over a weekend at the opening of the fall semester. The purpose of the gathering is both social and academic, providing ample opportunity for group and individual discussion.

PRELIMINARY EXAMINATION

- Following the completion of twenty-one hours (usually the core requirements or some combination of the core and specialty area), students submit two papers that will eventually form the basis for two chapters of their dissertation. Students typically write the two papers over a three-four month period.
- Students will coordinate the timing of the examination with the Dissertation Chair and Co-Directors of PSP. Once a start day has been agreed upon by all parties, students can no longer receive written feedback on the papers from faculty after the start date. Faculty can only provide oral feedback to student's questions once the examination has started.
- The first paper (chapter) will assess the student's ability to formulate a researchable problem applying the foundational knowledge covered in the Policy Analysis and Methods of Inquiry courses and in the Policy Theory courses.
- The second paper (chapter) will provide a review and critique of the policy literature relevant to the problem and demonstrate how the student's approach adds to the literature of both public policy and the specific field of inquiry.
- Papers are **only** assessed by the core faculty from PSP that will be on the dissertation committee. A rubric will be used to determine if the student demonstrates sufficient knowledge and skill to continue towards completion of the program and a dissertation. Students can find this rubric on the PSP webpage in the section "Information for Current Students" or Appendix B. If the papers do not meet the threshold of skill/knowledge necessary to advance toward the dissertation stage, the student will be counseled as to what remedial work needs to be undertaken to remedy deficiencies (e.g., course work, readings, and projects). At the completion of these assigned tasks, ordinarily during the semester following the first paper submissions, the student will be allowed to resubmit the papers for a final assessment. Failure to meet threshold expectations at this point will result in termination from the program.
- During the semester (s) when a student writes the papers, he/she must register for PSP 6950 – Special Study for Exams under the name for the dissertation chair.

ORAL EXAMINATION

- After successfully completing the preliminary examination, all Doctoral Candidates must write and defend the Dissertation proposal during an oral examination. The oral examination will be scheduled for two hours. Typically the oral examination is closed to the public. However, the oral examination can be open to the public upon the request of the student.
- The Dissertation proposal will be based on the two preliminary examination papers with the addition of a comprehensive methods section and an expanded review of the literature pertaining to the specific problem under consideration. Protocols for the preparation of the Dissertation proposal can be obtained from Co-Directors of the program or your Dissertation Chair.
- Students must have five faculty members on the oral exam committee. The committee makeup will consist of the Dissertation Committee (typically three faculty members) and two professors that have graduate standing. The student will work with the dissertation chair to form the five member oral committee. The committee will evaluate the quality of oral examination and proposal.
- If the student takes the oral examination in a different semester the preliminary examination, the student must register for PSP 6950 – Special Study for Exams under the name for the dissertation chair.

DOCTORAL DISSERTATION RESEARCH

- The Ph.D. is a research degree. To receive a Doctoral degree, the student's must demonstrate a contribution to the existing knowledge in the field of Public and Social Policy Analysis. Students are strongly encouraged to identify and explore possible dissertation topics early in their coursework, and, as noted above, are required to develop a preliminary dissertation prospectus as part of the preliminary examination process.
- The student is required to select a Doctoral Dissertation Committee and Chairperson of the Committee. Selection of a Committee and a Chair are important decisions and students are advised to seek appropriate mentors with the guidance of the Co-Directors of the Doctoral Program.
- The Chair of the committee is typically a member of the core faculty of the Public and Social Policy Program. At a minimum, the Doctoral Dissertation Committee is made up of three members.
- Students must have an open defense of the final dissertation before they are allowed to graduate. The final defense of the dissertation will be scheduled for two hours.

HUMAN SUBJECTS TRAINING

As part of a student's professional training, all students are required to complete and successfully pass the Collaborative Institutional Review Board Training Initiative (CITI) for Human Subjects. This training will take about 5 hours. It is recommended that students complete the training during their first year of study. The training must be completed before the dissertation proposal defense.

CORE FACULTY

- Professor J.D. Bowen (Political Science – Co-Director of PSP)
- Professor Ellen Carnaghan (Political Science – Chair of Political Science)
- Professor Robert Croft (Political Science)
- Professor James Gilsinan (Political Science) – Phased Retirement*
- Professor Richard Colignon (Sociology – Chair of Sociology and Anthropology)
- Professor Hisako Matsuo (Sociology)
- Professor Dan Monti (Sociology)
- Professor Ness Sandoval (Sociology – Co-Director of PSP)

*No longer chairing committee, but willing to serve on oral examinations and dissertation committee.

Appendix A - Annual Review Form



SAINT LOUIS
UNIVERSITY

Annual Graduate Student Review Form

Public and Social Policy Doctoral Program

*Please Print or Complete Electronically to Ensure Accurate Entry.
All text boxes are expandable.*

Student Information

Date of Evaluation :	_____		
Name:	_____		
Email:	_____	Phone:	_____
Banner ID:	_____	Mentor:	_____
Graduate Program:	_____	Degree:	_____

Are you on Academic Leave? - Yes - No
If Yes, please attach a copy of your Leave Agreement to this review.

Academic Coursework

Previous courses: List chronologically all previous courses you have taken since enrolling at SLU, including the grades you received. Lines can be added to the table as you progress. (You find this information using Banner.)

Term	Course #	Course Title	Credits	Grade

Current courses: Which courses are you taking now? Lines can be added to the table as you progress.

Course #	Course Title	Credits

Future courses: Which courses do you intend to take and when? Lines can be added to the table as you progress.

Term	Course #	Course Title	Credits

Thesis or Dissertation Research Activities

Describe your current progress with the research requirements of the program (i.e., thesis, dissertation). Provide expected timelines, with dates, for completion of the major components of your thesis or dissertation (e.g., proposal

meeting, IRB approval, data collection, data analysis, written draft, final written version, committee approval, oral defense).

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Assistantship Activities

Support: Have you received financial support from either SLU or external organizations? If so, what is the source (e.g., teaching assistantship from the department, research assistantship from NSF grant, etc.)? If none, leave blank.

Term	Source of Support

Teaching: In which courses and semesters have you been a Teaching Assistant? In which courses and semesters have you been the Primary Instructor? If none, leave blank.

Term	Course #	Course Title	Role

Research: On which projects and in which semesters have you been a Research Assistant? If none, leave blank.

Term	Project Title	Role

Professional Development

List below all presentations at professional meetings and conferences (use APA style) for the current academic year (Please include any presentations to occur over the rest of the academic year, including summer—if known).

--

List below all articles or manuscripts submitted for publication this academic year, indicating the journal to which it was submitted and the results of editorial review (use APA style).

--

List below all internal or external grants submission (or your participation in the submission) this academic year, indicating the funding source to which it was submitted and the results of the review if known.

--

Describe any specialized training in teaching. Have you completed or do you plan on completing the Certificate Program in Teaching from the Reinert Center for Transformative Teaching and Learning?

--

List below all internships or practica that you have had this academic year, indicating the place and time-frame of the program.

--

List all professional organizations of which you are a student member, including any offices held.

Describe any professional service and/or leadership positions associated with the university, graduate education, department or program. Indicate your title and dates of service.

List any awards, honors and achievements you have received this academic year.

Are there any other factors that you would like to have included in your evaluation?

Evaluation

To be completed by the Mentor or Graduate Director, in conjunction with any additional assistantship supervisory faculty.

Based upon the faculty’s discussion, you were rated in each of the following dimensions. (Inadequate: Not meeting expectations, not progressing; Adequate: Meeting expectations, making sufficient progress; Exceptional: Exceeding expectations, exceptional progress).

	Inadequate	Adequate	Exceptional
Academic Quality (in coursework)			
Academic Progress			
Research Quality (in research or assistantship)			
Research Progress			
Professional Skill Acquisition			
Personal & Professional Development			

Evaluation Commentary

Student’s signature

Date

Mentor or Graduate Director’s signature

Date

For students with assistantship assignments apart from their mentor:

Supervisor’s signature

Date

Appendix B – Rubric for Preliminary Examination

Rubrics for Assessing Preliminary Examination Chapters

The first paper (ultimately a chapter of the dissertation)

The first paper focuses on the ability of the student to identify and formulate a researchable problem. The paper should demonstrate the following five characteristics.

- a. The paper provides sufficient background to demonstrate that there is in fact a problem. The author presents a succinct but thorough summary of anomalies, contradictions, and issue importance as they occur in both past and current research literature relevant to the problem area. The reader should be able to clearly answer the question, “Why study this?”
- b. Flowing from the background information, a problem statement specifically describes the gap in knowledge that the research will fill. Theoretical and empirical terms must be clearly articulated and explained. From within the larger problem space, the precise issue the research targets must be readily apparent.
- c. The theoretical/conceptual framework that anchors the problem is explicated sufficiently so that the paper demonstrates knowledge of the field or subfield the student is addressing.
- d. The policy implications of the research are articulated and anchored in the appropriate policy literature.
- e. The method for researching this problem is clearly stated and justification is provided for why the method is appropriate.

Rubrics for Assessing Preliminary Examination Chapters

The second paper (ultimately a chapter of the dissertation)

The second paper focuses on the ability of the student to identify literature relevant to the problem being addressed; to critique the existing research and clearly articulate the strengths and weaknesses of the studies relevant to the student's own project; to demonstrate how the current project fits into the scholarly flow of research in the area. The paper should demonstrate the following four characteristics:

- a. Knowledge of the most recent scholarship in the area of concern.
- b. Knowledge of historical scholarship relevant to the topic.
- c. An understanding of the theoretical and conceptual literature linked to the research being undertaken.
- d. Ability to link the project to ongoing policy discussions and debates both at the theoretical and applied levels.
- e. Clear articulation of the contribution of the dissertation.

Both papers need to demonstrate a student's ability to:

- a. Clearly communicate in a way that is accessible to both lay and professional audiences;
- b. Show mastery of the mechanics of grammar, footnotes, and punctuation;
- c. Demonstrate professional level writing skills.

Evaluation

The papers will be evaluated by all core faculty members of the PSP Ph.D. program. Each part of the paper will be graded using the following criteria: exemplary, competent, and developing. For a student to pass he/she will need an overall evaluation of exemplary or competent.

Due Date

Please email your paper to the Co-Directors and Mary Lapusan (lapusanm@slu.edu).