

The Johns Hopkins University Institute for Policy Studies

Master of Arts in Public Policy Program Graduate Student Handbook

Academic Year: 2009-2010



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IPS retains the authority to modify, delete, amend and/or supplement its policies, practices and procedures at any time without advance notice. IPS also reserves the right to take whatever action it deems necessary in its judgement to achieve the interests, goal and mission of IPS.

The Hopkins Master of Arts Degree in Public Policy

The Master of Arts degree in Public Policy (MPP) is a two-year multidisciplinary degree that equips students with the analytical skills required to understand public problems and develop policy responses. The program emphasizes analytical thinking throughout the curriculum, from applied statistics and microeconomics to the policy process and policy implementation. It embeds those skills in the concept of citizenship, linking questions of ethics and values to policymaking. Courses are designed to prepare students for involvement in the critical decision-making required in the development of public policy in the private, public and nonprofit sectors.

Requirements for the Master of Arts Degree

All MPP students must enroll in a minimum of two consecutive semesters as a full-time, resident graduate student. Students generally take four courses in each of the four semesters, plus an internship in the summer between their first and second years, for a total of 17 courses. The program consists of nine core courses, five electives, an internship and a master's thesis or its equivalent. Students are asked to declare an area of concentration sometime during the first semester and to focus elective courses in that area. Concentration courses are drawn from the extraordinary array available at the Johns Hopkins Krieger School of Arts and Sciences, Whiting School of Engineering, Bloomberg School of Public Health, and School of Advanced International Studies, Carey School of Business and the School of Education.

Core Courses

Each student is required to take the following core courses:

195.603 Applied Microeconomics for Policymaking
195.605-606 Statistical Analysis for Policymaking
195.607 The Policy Process
195.608 Policy Tools
195.609 Policy Analysis for the Real World
195.610 Values, Ethics and Public Policy
195.611 Program Evaluation
195.827 Graduate Policy Seminar Series
A course in Research Design and Methods

Incoming students attend a two-week session of mini-courses in math, writing, desktop mapping techniques, PowerPoint presentations, Excel spreadsheets and team building. The math component covers key concepts and methods in algebra and analytic geometry as preparation for the statistics and microeconomics courses. The writing segment focuses on developing a clear, concise style. The mapping workshop will introduce

students to GIS mapping, a valuable tool used in the *Policy Analysis for the Real World* course and elsewhere. There is no charge for these mini-courses, and attendance is mandatory for the math, writing, GIS and team-building workshops. Students should contact Carey Borkoski, Assistant Director for the MPP program, if they believe they have sufficient qualifications to waive out of any of these mini-courses.

**Johns Hopkins
Master of Arts in Public Policy**

Curriculum at a Glance

Year 1			
Fall		Spring	
195.607	The Policy Process	(Various)	Policy Research Methods
195.609	Policy Analysis for the Real World	195.608	Policy Tools
195.603	Applied Microeconomics for Policymaking	195.606	Statistical Analysis for Policymaking II
195.605	Statistical Analysis for Policymaking I	xxx.xxx	<i>Elective</i>
195.827	Graduate Policy Seminar Series		
Year 2			
Fall		Spring	
195.611	Program Evaluation	195.801	Thesis or Elective
195.825	Independent Study or Elective	195.610	Values, Ethics, Public Policy
195.827	Graduate Policy Seminar Series	xxx.xxx	<i>Elective</i>
195.621	Internship (completed in summer)	xxx.xxx	<i>Elective</i>
xxx.xxx	<i>Elective</i>	xxx.xxx	<i>Elective</i>

Area of Concentration and Electives

Each student is required to select either a substantive field of policy or a particular analytic area for special focus. A minimum of four courses is required in this field. This may include the internship and an independent study course. Fields available for concentration include: social policy, health policy, urban policy, the nonprofit sector, education policy, environmental policy, applied economics and international affairs. These areas are illustrative, not restrictive. Students who are particularly interested in another area may work with their advisor to develop an alternate area of concentration using the resources of other departments and schools throughout the University. Students should set up a time to meet with Carey Borkoski, Assistant Director, in order to formally declare an area of concentration. This meeting should occur no later than the last day of classes in the fall semester of the first year.

Seminar Requirement

Seminars and other events are an important part of the intellectual life of the Institute for Policy Studies (IPS). These events are part of the MPP education and are a unique opportunity to hear from prominent experts in different policy fields. All students will be required to attend at least six seminars during each academic year (three seminars per term); attendance will be based upon the sign-in attendance rosters. Students will register for 195.827 Graduate Policy Seminar Series in the fall semester of each academic year. An MPP staff member must attend each departmental seminar and sign-in students attending for credit. Students must arrive within the first 20 minutes of the seminar for their attendance to count.

Students can also fulfill this requirement by attending seminars sponsored by other Hopkins divisions/schools or contributing to the IPS Blog, <http://ips.jhu.edu/blog>.

Outside Seminars

Option 1:

Students can only take a maximum of two seminars (one each semester) outside of IPS. To receive credit students must write a one- to two-page memorandum summarizing the key points of the seminar. In order for Option 1 to fulfill the IPS requirement, it must address a specific public policy issue and develop a student's expertise on a topic of their substantive interest and be submitted to the MPP Assistant Director by December 1 in the fall semester and April 30 in the spring semester.

Option 2:

Students can only take a maximum of two seminars (one each semester) outside of IPS. To receive credit students must summarize the key points of the seminar on the IPS Blog. In addition to the written portion, this posting could include photos, audio or video of the seminar. In order for Option 2 to fulfill the IPS requirement, it must be submitted in a timely manner, address a specific public policy issue and develop a student's expertise on a topic of their substantive interest.

Blogs

Students can only receive credit for a maximum of two seminars through blogging. In order to receive credit for a seminar, a student must blog three times during the semester. (Students could blog a maximum of 6 times during the year and receive credit for two of the six required seminars) Blog postings must address a specific public policy issue, develop a student's expertise on a topic of their substantive interest and be submitted in a timely manner. Blog postings must be received prior to the close of the fall and spring semesters. However, unlike seminar write-ups, blog postings must be completed on an on-going basis. Blogs provide commentary, news and other interesting items about a variety of topics. In order for them to be interesting and relevant to the policy discussion, topics must be timely. Please keep this in mind when submitting blog postings. Please see Procedures for Submitting Blog Postings for more information on how to do this.

In rare circumstances, the MPP program will count seminars sponsored by leading think tanks or organizations. These seminars should address a specific research or policy question – it should not be a promotional or political speech. Students should send the information to the MPP Assistant Director for approval.

Certificate Options

Certificate in Health Policy

The Department of Health Policy and Management (HPM) at the JHU Bloomberg School of Public Health and MPP have jointly established a Certificate in Health Policy (CHP). The primary goal of CHP is to provide graduate training in the area of public policy as it applies to health. CHP participants will possess the knowledge and skills necessary to understand and influence the policies and programs that impact the overall health of individuals and communities.

Certificate in International Studies

MPP students can receive a Certificate in International Studies by completing four courses in either International Relations or International Development studies at the Paul H. Nitze School of Advanced International Studies (SAIS). The International Relations Certificate includes courses in international economics and finance, social change and development, or international law and institutions. Course options for the International Development Certificate include comparative national systems and introduction to economic development.

The SAIS certificates are designed for students who want to apply their MPP skills abroad or for an organization that does international work. Entering students wishing to take courses at SAIS must apply for the International Certificate programs through the MPP Program Office. International Certificate students take a maximum of four SAIS courses during their course of study in the MPP. The SAIS certificates are competitive and limited to three students per academic year.

More complete information on the Certificates, including a list of course offerings, is

available in the MPP Program office.

Internship

All students must complete an internship to qualify for the MPP degree. Students will be awarded three credits in the fall term of the second year for the internship. Students are required to take three elective courses plus the internship for the MPP degree. If the internship relates directly to the area of concentration, then it will count as one of the four elective courses.

Students are required to work at their internship placements for a minimum of 300 hours. To maximize options, this standard can be met in a number of ways; such as an 8-12 week internship during the summer; a part-time internship over two semesters; or an internship that employs students on a full-time basis during winter intersession, coupled with part-time employment in either the semester preceding, or following, intersession.

Students are required to submit two written documents to their faculty advisor at the end of their internship:

- (1) A memo or paper that reflects on lessons learned during the placement and on the applicability of key concepts and skills learned during the first year of the masters program.
- (2) A sample of a written work product that was produced on the job. Typically, this would be a background paper or memorandum.

Master's Thesis

Each student has the opportunity to prepare a thesis applying the analytical tools of policy studies to some facet of the policy area of concentration. Theses will be expected to reach a quality level that could pass peer review for publication in leading policy studies journals.

The MPP thesis is an analytic document that should answer a specific public policy question and allow students to develop expertise on a topic of their substantive interest. The thesis can take any of the following forms:

- (1) An empirical research paper testing a hypothesis using qualitative or quantitative methods or a combination of both;
- (2) An analytical literature review critically assessing the results of research or evaluations of a policy issue or set of programs; or
- (3) A critical policy evaluation using qualitative or quantitative methods or a combination of both.

The thesis should address a specific research or policy question—it should not be an exhaustive treatise on an entire substantive area of policy research. For many students, choosing an appropriate topic is the most difficult part of the thesis assignment. For this reason, students should think of topic selection as a process that **begins at the very start of the master's program**. This process is a progressive narrowing and focusing of research interests that culminates in a written thesis. Students begin the thesis process in

the fall of their first year by declaring an area of concentration for their coursework and should begin research on their topic during the spring of the first year and continuing into the summer. Once the student has identified his or her general topic area of interest, s/he should seek out one (or more) MPP faculty member(s) to serve as thesis advisor (more on the advisor(s) below). **Ideally, this should occur before the student leaves campus at the end of the spring semester.** By August after the first year, each student should have identified a clearly defined, researchable thesis topic.

Students attend a meeting during late March of the first year to discuss thesis requirements. The written thesis proposal (6-page max. double-spaced, 12-point font, 1 inch margins) is due to the primary advisor's office **on the first Monday in August.** Two copies must be submitted: one to the thesis advisor(s) and one to Carey Borkoski, Assistant Director for the MPP program. The thesis proposal must:

- (1) Delineate the research question to be investigated,
- (2) Describe its policy significance, citing some key sources in the literature to make the case;
- (3) Outline the general methods to be used; and
- (4) Provide a work plan and schedule for the two semesters.

The thesis proposal must include the four sections listed above, sequenced in this same order. Proposals not including these sections will not be approved. MPP faculty will review the proposals and notify students of thesis approval or disapproval before the beginning of the fall semester. If the proposal is approved, the student will register for an Independent Study (195.825) in the fall term, and assuming satisfactory progress, will register for the Thesis (195.801) in the spring term. The thesis advisor will determine at the end of the fall semester whether the student has the ability to produce a solid thesis within the stringent time frame. If the proposal is not approved, the student will register for an additional 3-credit elective in the fall and in the spring.

Students are required to have at least one MPP faculty member serve as a thesis advisor. If a student elects to work with only one advisor, that advisor must be an MPP faculty member. Students may include one or more thesis advisors who are not MPP faculty members on their committees, but the committee must still include an MPP faculty member, and the **administrative** chair of the committee must be the MPP faculty member. (Your thesis advisor does not have to be your faculty advisor).

Any student wishing to include an outside faculty member on the committee should review this request with their general faculty advisor and/or MPP thesis advisor first and obtain written approval. Students must have a thesis advisor or establish a thesis committee by the first week of classes in the fall semester and submit the names of advisors, in writing, to the MPP Assistant Director.

As noted above, thesis students must register for two courses (195.825 Independent Study in the fall, and 195.801 Thesis in the spring). At the outset of the fall course, thesis students further develop their proposed work plan, establishing firm deadlines for "deliverables," such as written outlines and chapter drafts, to ensure that the thesis is completed in a timely manner. The final work plan must be approved by the student's

thesis advisor(s).

Throughout both semesters, students are required to:

- (1) Rigorously adhere to a regular schedule of meetings with advisor(s). In the case of multiple advisors, the entire committee should meet approximately once a month;
- (2) Set and meet deadlines for completion of written drafts and other deliverables;
- (3) Discuss substantive and methodological issues, incorporate suggestions from advisor(s) into drafts, and maintain steady progress towards the completion of the thesis; and
- (4) Produce a viable draft of a completed master's thesis.

Students should have drafted a substantial portion of their thesis by the end of the fall term. The primary thesis advisor will determine whether sufficient progress has been made to receive credit for the fall thesis course. Grading on the thesis is Pass/Fail. Each student is responsible for ensuring that the primary advisor gives a course grade to Carey Borkoski, so that the grade can be submitted to the Registrar.

Students not meeting the fall semester deadlines agreed to with their committees will receive a grade of "Incomplete" for the fall term. A grade of Incomplete for the fall thesis course is an indication of a serious setback. **If the "Incomplete" grade is not resolved by the first day of classes in the spring semester, receipt of a degree in the spring is unlikely.**

A draft of the thesis must be submitted to student's advisor(s) by the third week of March to allow for revisions before the university deadline. The final thesis must be no more than fifty pages and is normally due the first Monday in April. **University policy stipulates that students who miss this deadline will not be allowed to participate in University graduation ceremonies and will not receive their degree until the next academic year - even if they finish before the completion of the spring semester.** Students will give an oral presentation on their thesis topic to faculty and fellow students in early April.

Note that the intersession break between the fall and spring semesters is an important block of time during which students can make substantial progress on the thesis without the diversion of coursework or, in some cases, job responsibilities. Students should make plans for this break accordingly.

Independent Study

MPP students may register for an independent study for one to three academic credits. This course requires a syllabus or work plan and end products, such as a research paper. The purpose of the independent study is to allow students to further develop expertise on a topic of their substantive interest that is not available as a regular course offering. Students are expected to apply the analytical tools they learned in the program to a specific research project. The final paper must stress the policy relevance and should answer specific policy questions. Independent work must be done under faculty supervision. Students may take no more than three credits of independent work in one semester and no more than six credits in one academic year. Independent study courses

may not be substituted for core courses.

Research Assistantships

Some students who enroll in the MPP program at Johns Hopkins University have the option of working as research assistants on faculty research projects. Assignments are based on student interest, capabilities, and discussions with relevant faculty members and/or program managers. The duration of the assistantship depends on your schedules and the project needs. Students have the option of working on different assignments throughout their two years at Hopkins.

Not all positions involve research – several positions are administrative or a combination of administrative and research. Depending on the project needs, students can often complete work assignments off-site at home or the library. Assistantships are essentially part-time jobs, therefore students must meet the expectations of the position. All faculty and senior staff are very flexible and understand that your academic work is the top priority. However, students can be dismissed from their assistantship for poor performance.

Assistantships typically pay \$14-16 per hour and are available for 10-20 hours per week. Please note that students may only work up to eight hours per week during their first semester. There are only a few spots open in the fall semester of the first year.

Since the first semester in our program is particularly challenging with a heavy course load and numerous requirements, many students in the past have started an assistantship in the spring semester. However, a few students are able to juggle the academic work and an assistantship in the fall term. Please make an appointment with the Assistant Director at cborkoski@jhu.edu to discuss position responsibilities and availability.

Teaching Assistantships

Second-year students may be asked to serve as teaching assistants for core courses. The primary role of the teaching assistant is to evaluate student assignments and to be available for individual and group tutoring during the semester. Teaching assistantships are very rare, are offered only to students of high academic standing, and are an honor.

Selecting Courses and Registration Procedures

Students should review the course offerings and schedule available via the Johns Hopkins University website, http://webapps.jhu.edu/jhuniverse/academics/course_listings/, and schedule an appointment with either the faculty advisor or Carey Borkoski to discuss course offerings. New students must register in-person for their first semester and currently enrolled students may register online, in-person and by mail.

Core courses are required for graduation and must be taken in the correct sequence. The faculty advisor's signature must appear on the course list submitted for registration to indicate that the advisor has seen and approved the courses or changes listed on the form. The advisor may decline to approve a particular course selection or change. If a student does not wish to follow the advisor's recommendation, the advisor should note his/her disapproval on the form and refer the student to the director of the MPP program.

Some advanced courses require the instructor's approval signature on the registration form. The Registrar's Office will not enroll a student in such a course without the instructor's (or the Assistant Director's) signature on the registration add/drop form¹.

Registration forms must not be altered after an advisor has signed the form. Submission of a registration form with a false signature of the faculty advisor is a violation of academic integrity that may lead to a disciplinary hearing.

Changes in Registration

Graduate students are expected to use the *Graduate Course Change Form* or the online system to add and drop a course and to register for credit or audit. Any changes should be submitted within the published timeframe. Approval of changes after the deadline must be submitted to the chair of the Graduate Board and will not be granted without written explanation of exceptional circumstances that would warrant such approval.

Faculty Advisors

The primary role of the faculty advisor is to counsel students on their academic program. This includes advising students on concentration area, selection of appropriate elective courses, development of a thesis topic, identification of appropriate faculty members for the thesis committee (the faculty advisor may or may not be on a student's committee), and other JHU faculty, staff and professional policymakers who can advise and enrich students' academic careers. In collaboration with the MPP Assistant Director, the faculty advisor should also be regarded as a valuable source of information about research assistantships, summer internships and post-graduation career opportunities.

To the greatest extent possible, faculty are assigned to students based upon mutual research and policy interests as well as faculty workloads. The advisor assignment does not preclude any student from "picking the brains" of another faculty member; indeed, students are strongly urged to consult with other faculty members as the need arises. Students are also encouraged to discuss academic and career concerns with the MPP Assistant Director. Finally, students should hold regular meetings with their advisor, beginning in the week of fall course registration for the first year.

Grading

Grades are submitted to the Registrar at the end of the semester. Professors submit these grades online and students may view their final grades once the professor has completed the submission process. Elective courses can be taken for a letter grade or on a pass/fail basis. It is the student's responsibility to notify the elective course instructor within the first two weeks of classes whether the course is being taken Pass/Fail or for a letter grade. Students must also follow the grading regulations of other Hopkins' schools and departments when taking their courses. Note that under the JHU Bloomberg School of Public Health (JHSPH), all special studies and research courses are graded strictly pass/fail. This does not apply to research design and/or methods courses.

¹ In many cases, students can obtain permission from the appropriate instructor via email. Students can then take this printed email to the registrar in lieu of having the professor sign the registration sheet.

The MPP program requires that students earn a minimum grade of “B-” in all courses. Grades falling below a “B-” are not considered a passing grade and will not count for academic credit towards the MPP degree.

Grade Reports

Students may retrieve their grades via the internet at <https://registration.jhu.edu>. They must enter their user ID and password and then click “Grade Report.” Students can also examine their records at any time in the Registrar's Office located in Garland Hall.

Conversion of Credits

Courses offered by the Bloomberg School of Public Health (JHSPH) are offered on the academic quarter while MPP courses are offered by semesters. Therefore, conversion of JHSPH credits to IPS credits will not be on a one-to-one basis. Please note the following conversions:

- (1) A 1-credit (JHSPH) course is equivalent to .7 IPS credit.
- (2) A 2-credit (JHSPH) course is equivalent to 1.7 IPS credits, and thus, there would be a deficit of 0.3 credits.
- (3) A 3-credit (JHSPH) course is equivalent to 2 IPS credits, and thus, there would be a deficit of 1 credit.
- (4) A 4-credit (JHSPH) course is equivalent to 2.7 IPS credits, and thus, there would be a deficit of 1.3 credits.

In the past, MPP students have offset credit deficits by taking additional JHSPH courses and/or taking an Independent Study.

Policy on Incompletes

An “Incomplete” received in the fall semester must be resolved by the end of the following semester (by May); an “Incomplete” in the spring semester must be resolved by the end of the fall semester (by December). Specifically, MPP students must submit the completed work to the instructor before the last day of classes in the semester following the semester in which the Incomplete grade was given.

Incomplete in a Core Course(s). All incompletes in core courses must be resolved or the course must be taken again before the student can graduate.

Incomplete in an Elective Course(s). Unresolved incompletes in elective course(s) can be resolved by taking another elective course. Thus, if the student does not complete the elective course within the allotted time frame, the student can graduate if s/he has the sufficient number of credits. However, students are strongly urged to complete all courses registered for (and not dropped).

A student with more than one Incomplete will not be allowed to register for courses unless one of the Incompletes from the prior semester has been resolved satisfactorily.

In unusual circumstances, students may be granted additional time beyond the one semester allowed for completing coursework. Requests for time extensions will be

considered only if received before the end of the semester in which the course was given. It is expected that such requests will be rare, and approval granted only in compelling cases. Responsibility for requesting such an extension rests with the student.

Faculty Recommendations

No member of the faculty is obliged to provide students with an evaluation or letter of recommendation that does not accurately reflect the faculty member's true opinion and evaluation of the student's academic performance and conduct. Students often request recommendations from faculty. When requesting a recommendation, please submit an updated resume to the faculty member and indicate what the recommendation is for. In order to guarantee a timely response, please give your materials to the faculty member at least two weeks in advance.

Abell Foundation Award in Urban Policy

Each year, the Abell Foundation awards a \$5,000 cash prize to the Johns Hopkins student who authors the most compelling paper on a pressing problem facing the City of Baltimore. The paper must clearly define the nature and scope of the challenge and propose concrete, realistic policies, programs, or other action steps to resolve the problem. The winning paper will be selected by a panel of judges comprising Baltimore policymakers, opinion leaders, practitioners and Institute faculty. The contest is open to all full-time students in any degree program at Johns Hopkins University, and the deadline for submission is typically in January.

Dolores Aubrey Sullivan Award in Public Policy

This award is presented annually to the Master of Arts in Public Policy graduating student who best exemplifies Dee's indomitable spirit, unfailing dedication to excellence, and the Institute's mission to bring the best information to bear on public policy problems.

Association For Public Policy Analysis and Management (APPAM)

APPAM is the main professional association in the public policy field. APPAM offers a variety of Internet-based services through its website including a membership directory, a Job Bank, and electronic versions of conference programs. APPAM also operates the APPAM-L listserv to distribute information about conferences, publications and requests for research assistance.

Membership in the Association is open to individuals and institutions. Their special student rate is \$35. Membership includes a one-year subscription to the Journal of Policy Analysis and Management, access to GrantLink (an on-line information service for funding opportunities in social science and public policy) and reduced registration fee at the fall research conference. Members also have the option of subscribing to the Journal of Human Resources at a substantial discount. Students are encouraged to attend the annual research conference typically held in late October – early November. This conference is held in Washington, D.C. every other year.

Graduation

Students are eligible to graduate when they have completed all requirements of the MPP program. The University commencement is held once each year in May. All diplomas carry the commencement date. Students cannot participate in the graduation ceremony unless all graduation requirements have been satisfied, and the MPP program submits a formal statement of this fact to the Registrar.

Students who intend to graduate must submit the “Application for Graduation” to the Registrar in the fall semester prior to spring graduation. In order for a student to graduate, all outstanding charges and fees must be paid, and any penalties for misconduct or violations of academic ethics must be fulfilled.

The award of degrees at Hopkins is conditional upon: a) satisfaction of all current degree and instructional requirements at the time of the award; b) compliance with University and divisional regulations; and c) performance meeting the bona fide expectations of the faculty.

Debriefing Memos

The faculty is committed to developing and honing the MPP program, and student input is crucial to this process. To that end, as students move toward the conclusion of their time at IPS, they are required to submit ideas and suggestions about the MPP program. Each student may decide what to comment on and in what format. The debriefing memo is due in the MPP Program Office one week prior to graduation.

Academic Probation

A student is placed on academic probation if one or more of the following applies at the end of any semester:

1. A cumulative grade point average below “B” (3.0 GPA)
2. One or more incomplete classes lasting more than one semester
3. One or more failed classes (a grade of C or below) in any semester

Students are expected to move off academic probation within one semester.

Review of Student Performance

A faculty committee appointed by the Director will review any student who is on academic probation. The committee shall have the right to determine an appropriate course of action, including coursework required to remain in the program, and, in extreme cases, reduction or elimination of financial aid and/or suspension. An extreme case is one in which a student meets two or more conditions for academic probation.

Time for the MPP Program

Students admitted to the MPP program are expected to complete the program in not less than two calendar years. Under some circumstances and with the permission of their advisor, students will be allowed an extension, with the date of completion no later than four years after the date of entry into the program, to complete all requirements for the degree. Responsibility for requesting such an extension rests with the student.

Annual Student Performance Review

At the end of the first year in the MPP program, the performance of all students is reviewed and tuition scholarships may be modified (i.e., increased, reduced, or terminated). Student financial support is also subject to the terms described in the section titled "Review of Student Performance."

Honor Code

The MPP Program operates under an honor code that requires that all students conduct themselves in an ethical and honest manner. The MPP Program will not tolerate plagiarism, cheating, or falsification of records. Plagiarism is defined as submitting another person's writing, or a very close transcription of such writing, as one's own without appropriate credit. The MPP Program requires that students be truthful and exercise integrity and honesty in their dealings with others, both inside IPS and in the larger community. A violation of this honor code is the most serious offense a student can commit at IPS. It can result in suspension, dismissal from the University and legal action.

Leave of Absence

A leave of absence is typically allowed for health reasons only. A leave of absence for financial reasons is generally not approved. Approval by both the department chair and the chair of the Graduate Board is required. The period of absence should be specified, and may not exceed two years. The student may not be present at the University during this period. There is no fee for the term leave of absence. Students who leave the MPP program without the approval of the department chair and the chair of the Graduate Board will have to reapply for admission.

Application for Change of Status

To petition the Graduate Board for a change of registration status, students must submit the *Application for Term Leave of Absence or Nonresidency* to their department chair and, in the case of international students, to the Director of International Student and Scholar Services for approval before submission to the Graduate Board. The request for a term leave must be accompanied by a letter of explanation. Generally, students will petition the Graduate Board for a leave of absence or nonresident status well in advance of the semester for which it is desired. When requesting a change of status for the current term, petitions must be submitted no later than the end of the second week of the semester. A student on either nonresident status or on term leave is not entitled to be present at the University, to make use of any University services or facilities (e.g., computing labs, library, counseling center, labs, athletic facilities), or to work in any division of the University or its central administration.

Transfer of Credits

In rare circumstances, students may request a transfer of post-baccalaureate, graduate-level course work taken outside of MPP. The student must submit a proposal to the MPP curriculum committee, which will determine whether transfer credits will be accepted. No more than three credits of graduate course work may be approved for transfer. For a transfer of credit to be approved, all of the following conditions must be met:

- (1) The course work must have been taken at an accredited college or university.
- (2) Course work must be approved by the curriculum committee as part of the student's area of concentration or program of studies.
- (3) Courses must have been taken within the last two years.
- (4) The student must have received a grade of "A" or better.
- (5) The course syllabus (or syllabi) and final work product(s) must be submitted to the curriculum committee along with the request statement.

Reporting Responsibilities

Departure of a student from the MPP program without prior arrangement of a leave of absence will be deemed a permanent withdrawal. While on leave or nonresident status, students are expected to provide the Registrar's office and the MPP department with a current address and are expected to respond to all communications and mailings (e.g., the *Annual Report Form*) within the deadlines specified. Failure to return these forms will be deemed a withdrawal. Students who withdraw from the MPP program must be formally readmitted, at the discretion of the department, before they may return to the university. If readmitted, they need not pay a second admission fee, but must satisfy the residence requirement for the degree following readmission (even if previously satisfied) and pay all outstanding nonresident fees.

IPS Student Code of Conduct

PRINCIPLES

The fundamental purpose of the Institute for Policy Studies regulation of student conduct is to promote and protect the rights, welfare, intellectual integrity, safety, property and health of all members of the IPS community, as well as to promote the orderly operation of IPS and to safeguard its property and facilities.

The faculty and students of IPS have joint responsibility for maintaining the academic integrity and guaranteeing the high standard of conduct of IPS. Both must take responsibility for living honorably and taking action when necessary to safeguard the academic integrity of this Institute and the University.

If there is an alleged violation, all procedures related to investigation of allegations of misconduct or research fraud will be kept confidential to the maximum extent possible to protect both accused persons and informants. Therefore, as few people as possible will be involved in resolving allegations. Records of allegations, evidence and proceedings will be kept by the IPS Director in a sequestered file in accordance with University policy and state and federal laws concerning maintenance and disclosure of student records.

IPS reserves the right to institute disciplinary action whether or not the offense results or may result in action by a civil or criminal court.

SCOPE

The IPS student code of conduct pertains to any individual who is currently enrolled in the Institute for Policy Studies' Master of Arts in Public Policy (MPP) program, or who has completed degree requirements and is awaiting graduation.

The IPS student code of conduct applies to misconduct committed on University premises or during IPS-related or sponsored activities off IPS premises, as well as to conduct that takes place off University premises and is not related to IPS activities but causes significant harm to others.

CODE OF CONDUCT

In addition to maintaining good academic standing, students are expected to refrain from conduct that: injures persons or property, impedes in any way the orderly operations of IPS, impairs the work of IPS faculty, staff, or students, or disrupts the intellectual exchange in the classroom or in other working groups of students and/or faculty.

IPS expects students to be law-abiding citizens and respect the rights of others. Students may not commit acts that are a danger to their own personal safety, or that harm or have the potential to harm others, or that destroy, impair, or wrongfully appropriate property. Students are obligated to refrain from acts that he or she knows, or under the circumstances has reason to know, impair the academic integrity of the University. Violations of academic integrity include, but are not limited to:

- Cheating. Cheating is broadly defined as using or attempting to use someone else's work or ideas in a context where you are expected to provide your own. Absent

instruction by the faculty member in charge of the course to the contrary, examples of cheating include but are not limited to: (1) using or referring to notes, books, devices, or other sources of information during an academic evaluation; (2) copying another student's answers on an academic evaluation or allowing another student to copy answers; (3) discussing a question or exercise during an academic evaluation; (4) acting as a substitute for another or utilizing a substitute during an academic evaluation; and (5) failure to comply with the designated time limits for an academic evaluation.

- Plagiarism (including plagiarism from the Internet). Plagiarism is defined as taking for one's own use the words, ideas concepts or data of another without proper attribution. Plagiarism includes both direct use and paraphrasing of the words, thoughts or concepts of another without proper attribution. Proper attribution includes: (1) use of quotation marks or single-spacing and indentation for words or phrases directly taken from another source, accompanied by proper reference to that source, (2) proper reference to any source from which ideas, concepts, or data are taken even if the exact words are not reproduced.
- Turning in the same paper to more than one class without the permission of the instructor;
- Knowingly furnishing false information to any agent of the University for inclusion in the academic record; and
- Violation of the rights and welfare of human subjects in research.

In addition, students are expected to comply with U.S, Maryland, and local laws, and the University's Sexual Assault Policy, Policies for Student Use of Shared Information Technology Resources, Drug-Free Workplace Policy, and any other university-wide policies or campus regulations governing student conduct, including orders issued pursuant to a declared state of emergency.

Any faculty member, student, or staff member who suspects that research fraud has occurred has an obligation to report that suspicion to the Associate Director for Research of IPS.

See appendix for a sample list of specific behavioral infractions.

SANCTIONS AND PENALTIES

Students who violate this Code of Conduct may forfeit their right to be members of the University community. They may be subject to any or all of the following sanctions:

Written or verbal admonishment: Apart from imposing the sanctions and penalties listed below, the Director of IPS or other appropriate IPS representative(s) may admonish students that specified conduct violates one or more of the prohibitions included in the Code of Conduct. Since these communications are not disciplinary, they may be issued without conducting an investigation as described later in this section, but the admonished student will have the opportunity to respond in writing to the admonishment to the Director or other appropriate IPS representatives.

Warning: A written notice may be sent to a student warning that continued or repeated violations of specified school policies or campus regulations may be cause for further disciplinary action (Censure, Suspension, Dismissal, Restitution). A permanent record of the violation and warning will be retained in the student's file.

Suspension: A student's status may be terminated for a specified period of time, including an academic term or terms, with reinstatement subject to specified conditions. Violation of the conditions of the suspension or of other IPS or University policies or campus regulations during the period of suspension may be cause for further disciplinary action, normally in the form of dismissal.

Dismissal: The student's status at the University may be terminated.

PROCEDURES

The purpose of the following procedures is that all alleged violations of the IPS Student Code of Conduct or campus regulations are to be resolved as expeditiously as possible. In lieu of proceeding to a formal hearing, the student and IPS may arrive at a mutually acceptable agreement concerning the disposition of the charges, subject to the approval of the Director and her/his designee.

Complainant: A member of the faculty, or staff, a student, or other aggrieved person may file a complaint alleging student misconduct with the IPS Assistant Director of the Master of Arts in Public Policy Program.

Referrals: Complaints alleging violation of certain campus policies shall be referred to the appropriate University office. Complaints alleging violations of academic integrity shall be referred to the IPS Associate Director for Research.

Inquiry: Within 30 days of a receipt of a written complaint, the Assistant Director (for complaints related to student conduct) or the Associate Director (for complaints related to academic integrity) will conduct an inquiry into the matter to determine whether or not cause exists to refer the matter to a Hearing Committee. In the event that either the Assistant Director or the Associate Director is unable to exercise independent judgment in the conduct of the inquiry, the IPS Director shall appoint another appropriate staff member to conduct the inquiry.

Investigation: If the Assistant Director or the Associate Director determines that cause exists, he/she shall promptly notify the accused student in writing of the charges against him or her and convene a Hearing Committee to evaluate the allegation.

The Hearing Committee shall consist of three members drawn from IPS's academic and/or administrative units. In the case of allegations of research fraud, the Hearing Committee shall be comprised of senior IPS faculty or others within the University with appropriate expertise in the subject matter. In such cases, both the accused and the accuser shall be invited to suggest avenues of inquiry or sources of information for the Committee to pursue.

The Hearing Committee shall make findings of fact, determine whether there has been a violation of the Code of Conduct, and, in such cases, make recommendations concerning sanctions. The Hearing Committee will reach its findings within 30 days of being convened.

Except in unusual circumstances, a decision concerning the disposition of the charges against a student shall be made known to the accused student and complainant by the Assistant Director or Associate Director within 14 days of the Committee's decision.

Penalty determination: The IPS Director shall receive the report of the Hearing Committee and may apply the recommended penalty or alternative penalties.

Restitution: A student may be required to provide reimbursement for damage to or misappropriation of IPS, University, or private property. This penalty may be imposed exclusively or in combination with other disciplinary actions. Such reimbursement may take the form of monetary payment or appropriate service to repair or otherwise compensate for damages. Restitution may be imposed on any student who either alone or through group or concerted activities, participates in causing the damages or costs.

Graduation: To be approved for graduation, a student must have all outstanding charges of misconduct and violations of academic ethics resolved.

Rights of complainants and accused: The evidence considered by the Hearing Committee shall be open to review by the accused student and complainant, as shall records of all proceedings of the Hearing Committee. Otherwise, the Committee's proceedings shall be closed.

Promptly following receiving notification of the decision of the Hearing Committee, the accused student or the complainant may submit a written request to both the original Hearing Committee and the IPS Director for reconsideration of the decision. When such a request is submitted by an appealing party, the Hearing Committee and IPS Director will promptly send a copy of the request to the opposing individual, who within seven calendar days of receiving it may submit a written response to the Director and Chair of the Hearing Committee. A request for reconsideration must be based on procedural error that had a significant, substantive effect on the outcome of the proceedings or on newly discovered evidence that was not available at the time of the hearing. When the request is based on new evidence, the case may be referred back to the Hearing Committee for further consideration. When the request is based on procedural error, the Hearing Committee and IPS Director will appoint a second Hearing Committee of uninterested university representatives to consider the appeal. After final review of all documentation and hearing the final recommendation of the initial Hearing Committee, the second Hearing Committee shall be the final arbiter in the case.

Notification of Provost: The Provost and Vice Provost for Research shall be informed by the IPS Director of allegations of research fraud and the progress of inquiries and investigations. The time of such notification is at the discretion of the Director, but it will occur no later than the conclusion of the inquiry.

Policy on Sexual Harassment Prevention and Resolution

The Johns Hopkins University is committed to providing its staff, faculty, and students the opportunity to pursue excellence in their academic and professional endeavors. This can only exist when each member of our community is assured an atmosphere of mutual respect, one in which they are judged solely on criteria related to academic or job performance. The university is committed to providing such an environment, free from all forms of harassment and discrimination. Each member of the community is responsible for fostering mutual respect, for being familiar with this policy and for refraining from conduct that violates this policy.

Sexual harassment, whether between people of different sexes or the same sex, is defined to include, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other behavior of a sexual nature when:

- (1) Submission to such conduct is made implicitly or explicitly a term or condition of an individual's employment or participation in an educational program;
- (2) Submission to or rejection of such conduct by an individual is used as the basis for personnel decisions or for academic evaluation or advancement; and
- (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile or offensive working or educational environment.

Fundamental to the university's purpose is the free and open exchange of ideas. It is not, therefore, the university's purpose, in promulgating this policy to inhibit free speech or the free communication of ideas by members of the academic community.

The University will not tolerate sexual harassment, a form of discrimination, a violation of federal and state law and a serious violation of university policy. In accordance with its educational mission, the university works to educate its community regarding sexual harassment. The University encourages individuals to report incidents of sexual harassment and provides a network of confidential and designated consultants by which individuals can report complaints of sexual harassment. The means by which complaints are resolved can range from informal to formal.

The University encourages reporting of all perceived incidents of sexual harassment, regardless of who the alleged offender may be. Individuals who either believe they have become the victim of sexual harassment or have witnessed sexual harassment should discuss their concerns with any member of the Sexual Harassment Prevention and Resolution system. Complainants are assured that problems of this nature will be treated in a confidential manner, subject to the University's legal obligation to respond appropriately to any and all allegations of sexual harassment.

The University prohibits acts of reprisal against anyone involved in lodging a complaint of sexual harassment. Conversely, the University considers filing intentionally false reports of sexual harassment a violation of this policy.

The University will promptly respond to all complaints of sexual harassment. When necessary, the university will institute disciplinary proceedings against the offending

individual, which may result in a range of sanctions, up to and including termination of University affiliation.

University Non-Discrimination Policy

The Johns Hopkins University admits students of any race, color, sex, religion, sexual orientation, national or ethnic origin, age, disability or veteran status to all of the rights, privileges, programs, benefits and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, sex, religion, sexual orientation, national or ethnic origin, age, disability, or veteran status in any program or activity, including the administration of its educational policies, admissions policies, scholarship and loan programs; athletic and other university-administered programs; or in employment. Accordingly, the university does not take into consideration personal factors that are irrelevant to the program involved.

Questions regarding access to programs following Title VI, Title IX and Section 504 should be referred to the Director of the Office of Equal Opportunity and Affirmative Action Programs, Ray Gillian, Garland Hall, Suite 130, 410-516-8075 or TTY: 410-516-6225.

Policy on the Reserve Officer Training Corps: Present Department of Defense policy governing participation in university-based ROTC programs discriminates on the basis of sexual orientation. Such discrimination is inconsistent with the Johns Hopkins University non-discrimination policy. Because ROTC is a valuable component of the University that provides an opportunity for many students to afford a Hopkins education, to train for a career, and to become positive forces in the military, the University, after careful study, has decided to continue with the ROTC program and to encourage a change in federal policy that brings it into conformity with the University's policy.

Internet/Computer Usage Policy

The Johns Hopkins University/Institute for Policy Studies provides you access to e-mail and the Internet for school and work-related needs. It is expected that MPP students and personnel will refrain from using the Internet inappropriately. Examples of this would include accessing "hacker" websites, Internet pornography sites, and use of the email to circulate jokes or hate mail. It is expected that all students will exercise discretion and use the Institute's computer facilities in an appropriate manner. Other use of the computer facilities will not be tolerated and may result in termination from the MPP program. See appendix D on JHU's internet usage policy.

APPENDIX A — Faculty/Senior Fellow Research Areas

Name	Area of Interest	Ext.	Room #	E-Mail
David Altschuler	Juvenile Justice and Youth Crime, Drug Involvement and Other Crime	7179	548	dma@jhu.edu
Burt Barnow	Employment and Training Policy, Program Evaluation	5388	518	barnow@jhu.edu
Michael Giandrea	Statistics			mdgiandrea@comcast.net
Sandra Newman	Social Policy (especially Housing Policy, Welfare Policy, Health Policy)	7180	544	sjn@jhu.edu
Demetra Nightingale	Employment, Labor Markets, Welfare, Poverty and Social Policy	4167	558	dnight@jhu.edu
Marion Pines	Youth & Family Policy, Education Reform, Welfare Reform Policy	5398	520	pinest@jhu.edu
Ellen Roche	Microeconomics			Eroche9425@aol.com
Lester Salamon	U.S. and International Nonprofit Sector, Social Welfare Policy, Economic Development Policy	5569	511	lsalamon@jhu.edu
Marsha Schachtel	Baltimore City and Region, Economic Development, Technology Commercialization	5183	542	mschacht@jhu.edu
Eric Siegal	Media and Public Policy			ecsieg@aol.com
Curt Ventriss	Policy Process, Values, Ethics and Public Policy			clventriss@msn.com

APPENDIX B — Core Courses

Introduction to Policy Analysis

This course teaches students to think analytically, and to apply analytic thinking to policy problems. Students work through several real-world problems primarily in social, urban, and health policy, to master the essential steps of any policy analysis: identifying the problem, specifying goals and constraints, examining policy alternatives, and assessing the available evidence. Course goals also include understanding some of the major policy debates of the day, and communicating in a simple, clear and direct way. *Dr. Sandra Newman*

Applied Microeconomics for Policymaking

The goal of this course is to communicate the basic principles of microeconomics by emphasizing applications to the solution of public problems. Students examine how markets operate and how they fail. This includes an analysis of the reasons for government intervention. Public vs. private goods, the problem of externalities, the pricing of public goods, and related issues will be addressed. The course provides the student with elements of a theoretical framework useful in addressing policy problems. *Dr. Ellen Roche*

Statistical Analysis for Policymaking

This course sequence over two semesters teaches the application of statistical techniques commonly used in policy analysis and decision analysis including measures of central tendency, correlation, analysis of variance, and multivariate analysis. The course uses actual policy problems to demonstrate applications of techniques. *Dr. Michael Giandrea*

The Policy Process

Students examine the influence of political and organizational factors on the various stages of the policy process including problem identification, developing alternative responses, assessing the political feasibility of alternative responses, generating political support, budgeting and resource allocation, and implementing policy decisions through both public and private institutions. *Dr. Curt Ventriss*

Policy Tools

In this course, the focus is on the instruments available to government to achieve its policy and program objectives (e.g., regulation, grants-in-aid, purchase of service contracting, loan guarantees, direct payments, procurement, vouchers). Students learn that the choice of instrument affects the operation of programs and the success with which they meet their objectives. Attention focuses on the challenges of managing the complex public-private collaborations from either direction. *Dr. Lester Salamon*

Program Evaluation

Students learn the use of qualitative and quantitative evaluations for social programs. The course reviews rationale for evaluation and its use in budgeting, policy assessments, research and development, and program improvement. Also addressed are cost benefit analysis, experimental and quasi-experimental designs, selection bias, and methods of overcoming problems. Students undertake a critical review and reanalyze data from existing evaluations. *Dr. Burt Barnow*

Research Design and Methods

Students take one of several courses offered in research design and methods. These courses provide an introduction to basic methods to undertaking research and teaches students to select and design a research project. *Various*

Values, Ethics and Public Policy

A survey of the varying concepts of citizenship and a consideration of how these meanings are realized or distorted in the institutions that make policy for communities and societies. *Dr. Curt Ventriss*

Internship

The internship usually takes place during the summer between the two years of the program. It involves placement in a public or private agency in the U.S. or another country, and preparation of a paper that takes a critical look at the relationship between on-the-job experience and concepts learned in class. *Dr. Carey Borkoski*

Master's Thesis

Each student has the opportunity to prepare a thesis applying the analytical tools of public policy to some facet of the policy area of concentration. Where possible, students will draw on data bases or research projects under way at the Institute for Policy Studies or elsewhere in the University. Theses will be expected to reach a quality level that could pass peer review for publication in leading public policy journals. *Staff*

APPENDIX C — Elective Courses

The following courses offered by JHU departments and listed by area of concentration will form part of the pool of electives available to IPS students. This is a partial listing - students should consult the course catalogs for all JHU schools for additional courses.

SOCIAL POLICY

Social Policy

This graduate course provides an historic, theoretical, and programmatic overview of U.S. Social Policy. The primary objectives are to (1) understand current social policy within the broader historic context of policy evolution since 1900; (2) provide an overview of the key theoretical, philosophic, and ideological principles on which US social policy is based; (3) examine key dimensions of major current policies, including welfare, employment, child welfare, public housing, and social services; and (4) explore methodological and analytic methods used to determine the effectiveness of selected policies and programs. An interdisciplinary approach is used: economics, sociology, public administration, and law.

Strategic Planning and Policy Implementation

There is an “art” to leading and a “science” to managing. A successful leader/manager combines both sets of skills. Through readings, case studies, field investigations and interchanges with experienced and successful managers, students will be exposed to both the art and science of policy planning and implementation. They will learn the tools and techniques of program planning, implementation and management, including: techniques for crafting and sustaining partnerships, articulating goals and objectives, selecting strategies, weighing alternatives, and planning for contingencies, preparing budgets, which are the circulatory system of programs, and developing schedules that ensure that plans are realized.

Comparative Social Welfare Systems

During the last three decades, three great elements - a reappraisal of the factors leading to dependence, the devolution of programs and agencies from the central government to the local level and the introduction of market models to public policies – have remodeled every aspect of the once-staunch welfare systems, both in Europe and in the U.S. This course is devoted to the comparative study of the causes and characteristics of these policy variations. Each main element of social policy will be cross-examined through its architecture, local changes and adaptations and at last we will try to figure out a synthesis.

Social Theory

This course provides an introduction to classical sociological theories (with an emphasis on Marx, Weber, and Durkheim). Contemporary theoretical perspectives on social inequality, conflict, and social change are also explored. Emphasis is placed on understanding the theoretical constructs as well as on applying them in the analysis of current social issues.

Poverty and Welfare Policy

Examines the scope, character, and causes of poverty, the major policies to address it, and the movement toward welfare reform. The roles of migration, race/ethnicity, and gender are considered.

Gender and Development

An examination of political, economic, and social factors affecting the differential participation of men and women in the labor force in selected developing and developed countries. Issues include poverty, migration, urbanization, and industrial development.

The African American Family

This course is an examination of sociological theories and studies of African-American families and an overview of the major issues confronting African-American family life. The contemporary conditions of black families are explored, as well as the historical events that have influenced the family patterns we currently observe.

Intelligence and Social Policy

Evidence of connections between intelligence and many social outcomes of long-standing concern, such as welfare dependency, out-of-wedlock births, family cohesion, crime, unemployment, and education, from *The Bell Curve: Intelligence and Class Structure in American Life*, by Herrnstein and Murray, is considered. Class discussion is directed toward understanding the evidence and exploring costs and benefits of possible policies. Critical attention is directed toward Herrnstein and Murray's own policy recommendations.

Seminar on the Family

A discussion-oriented seminar focused on major recent writings on the family, in both the developed and developing nations.

Sociological Analysis

An intensive analysis of a wide range of sociological studies, designed to acquaint the student with how sociologists deal with important theoretical issues, using a variety of methods and sources of data. Particular attention will be paid to the logical coherence of the studies and to the fit between data and interpretation.

THE NONPROFIT SECTOR

The Nonprofit Sector: Size, Scope, and Dynamics

This course exposes students to the basic dimensions of the nonprofit sector, reviews the major theories for its existence and role in society, provides an overview of the legal framework and fiscal treatment of the sector, and discusses and evaluates major current policy issues and challenges.

Managing the Nonprofit Organizations

This course focuses on management issues facing American non-profit organizations entering the tumultuous world of the 21st century. While course sessions are arranged by topic, the intent is to integrate subject areas so that students gain an appreciation of the interdependencies involved in managing today's complex non-profit organization. Students will examine the best business management practices from all sectors to learn how to more effectively manage a non-profit organization for the ultimate benefit of the organization's customers and clients.

Partnering for Results

Partnership and collaboration have become the watchwords of progress in widely divergent fields in recent years, but nowhere are they more important than in the solution of public problems. While the why of partnership has come to be recognized by businesses, governments, multilateral agencies, and nonprofits, however, the how of partnerships remains elusive. Partnering for Results is designed to overcome this problem. Drawing on a substantial body of literature and experience with multi-sectoral partnerships, students will learn the theories associated with partnerships and collaborative movements, the benefits that each partner—business, government, nonprofit organizations—brings to a partnership; the steps involved in forming effective partnerships; how to decide when such partnerships are appropriate and who the most appropriate partners are; what structures and mechanisms are most effective; and how to measure results and share the credit.

Leadership in the Nonprofit Sector

In this course students will explore concepts of leadership and organizational behavior as critical factors that come together to influence and impact people, processes and systems in nonprofit organizations. More specifically, this course consists of three distinct parts: general introduction to concepts of leadership; leadership and its relationship to team work, group behavior, and organizational culture; and leadership and its challenges in an increasingly interconnected and technology-driven world.

Advocacy, Lobbying and Government Relations for Nonprofit Leaders

As "partners in public service" nonprofits and government are linked through multiple relationships. They provide services, research and experiment with new programs and ideas, work with government in the development of laws and policies and perhaps most importantly hold government accountable through advocacy on behalf of various constituents and causes. This course will prepare current and future

nonprofit staff and volunteers to engage in organized advocacy for their cause. By the end of the course students will have designed their own advocacy plans, have engaged in direct advocacy and be ready to apply new skills to their organizations.

Resource Development

This course is designed to equip students with a sound theoretical knowledge of resource development in non-profit organizations; familiarize them with key aspects and peculiarities of, as well as developments in, the funding environment; and provide a solid understanding of the resource development process and key methods.

Marketing for the Nonprofit Organizations

The marketing course will provide students with analytical tools, tangible concepts and practical techniques, helping them become first-rate nonprofit managers who have a strong grasp of nonprofit marketing discipline and go gain an understanding that in the end marketing is an effort to influence behavior of identified target audiences.

Financial Management for Nonprofits

This course explains the basics of financial analysis in order to measure an organization's fiscal stability and well-being. It will provide the tools that a nonprofit executive needs to ensure that an organization makes effective use of its financial resources to further its mission. Students will learn to read financial reports, prepare budgets, and develop policies for internal controls, investments, and purchasing.

HEALTH POLICY

Introduction to Health Policy

Introduces the material covered in the Department of Health Policy and Management. Focuses on four substantive areas that form the analytic basis for many of the issues in Health Policy and Management. The areas are: (1) economics and financing, (2) need and demand, (3) politics/ethics/law, and (4) quality/effectiveness. Illustrates these issues using three specific policy issues: (1) injury, (2) medical care, and (3) public health preparedness.

Organization, Financing, and Delivery of Health Services for Vulnerable Populations

Provides an overview of public policy issues associated with the organization, financing, and delivery of health services to vulnerable populations and the safety net providers that serve them. Addresses the impact of competitive market forces, financing, organizational subsidies, population factors, and federal, state, and local policies regarding health services. Analyzes (1) public funding programs for vulnerable populations, (2) the relationship between low income populations and policies of managed care organizations, (3) the interdependent roles and effects of federal, state, and local policies on health services for vulnerable populations, and (4) strategies to integrate public and private funding streams to ensure financial viability and survival of safety net providers.

Politics of Health Policy

Analyzes the politics of health policy according to the dictum of one of the founders of public health, R. Virchow, "Public Health is a Social Science and Politics is Public Health in its most profound sense." Focuses on the political reasons for the underdevelopment of health and health care in the U.S. and in the world. Looks at how economic, social, and political power are reproduced through political institutions, and the consequences on the level of health and type of health care that countries have. Critiques the role of national and international agencies such as the WTO, World Bank, IMF, and WHO in facilitating and/or hindering development of health. Also focuses on U.S. governmental policies that diminish or increase the maldistribution of power outside and within the health sector.

Health Policy IV: Analysis & Synthesis

Lectures, lab exercises, and case studies of policy issues develop expertise in analyzing and synthesizing policy issues and in preparing policy documents and oral presentations. Student evaluation is based on individual and group writing assignments and oral presentations.

Health Advocacy

Prepares health professionals, (from government health officials, business leaders, non-profit organization representatives to scientists) to advance public health policy improvements. Through lectures, extensive group exercises and a "mock" congressional hearing, students develop the skills to evaluate the policymaking process, create opportunities to inform and influence policymaking, and become more effective in translating and communicating in a policymaking environment.

Public Health and the Law

Introduces non-lawyers to the important role played by the law in determining the public's health. Students analyze judicial opinions, statutes, and regulations in classroom discussions. Covers substantive legal topics including the balance between individual rights and public health initiatives, privacy, medical malpractice, and informed consent.

Managed Care and Health Insurance

Presents an overview of major issues related to the design, function, management, regulation, and evaluation of health insurance and managed care plans. Provides a firm foundation in basic concepts pertaining to private and public sector health insurance/benefit plans, both as provided by employers and government agencies such as Medicaid and Medicare. Key topics include population care management techniques, provider payment, organizational integration, quality and accountability, cost-containment, and public policy. The course makes extensive use of outside experts. Course is relevant for management- or policy-oriented students who will be working in, or interrelating with, public and private (both for-profit and not-for-profit) health insurance plans and organized delivery systems such as HMOs and hospital/physician "integrated" delivery systems. Course is also relevant to students who will be researching and analyzing these systems. Although the emphasis is placed on the US, the material is applicable to international students who are interested in financing and organization of highly developed medical care delivery systems in other nations.

Introduction the Risk Sciences and Public Policy

Provides an introduction to the basic paradigm for quantitative risk assessment and illustrates its application in the public policy process using case studies. Examines risk assessment in a broad societal context, considering social, economic, and political factors that affect risk decision-making; evolution of risk assessment; and the use of risk assessment in regulatory processes.

The Political Economy of Social Inequalities and Its Consequences of Health and Quality of Life

Focuses on the economic and political causes for the growth of social inequalities in the U.S. and in the world and its consequences for health and quality of life. The increasing concentration of power and the way it appears in health and vital statistics is a major focus of the course. The course runs a seminar with active participation of the students in the discussion of the issues involved. It also discusses the classical works of Wilkinson, Kawachi, Kennedy, Muntaner, Starfield, Shi, Navarro and others.

URBAN POLICY

Introduction to Urban Policy

The seminar considers the major challenges and opportunities facing cities, and the effectiveness of urban and related policies. Students also work at part-time internships in the city council, a government agency, or community organization in Baltimore.

Urban Society and Policy

An analysis of the social bases of urban politics, concentrating on the concept of community, the urban social class hierarchy, the role of ethnic groups in city politics, and the impact of the urban economy on the urban political system.

Urban Politics and Policy

An analysis of public policy and policy-making for American cities. Special attention will be given to the subject of urban crime and law enforcement, poverty and welfare, and intergovernmental relations.

Public Finance

Examines competing views of the appropriate role of government in the economy and its actual role, including analysis of the principal taxes and expenditure programs, with a particular emphasis on Social Security and other social insurance programs.

Neighborhood Politics

This seminar will attempt to examine the formal and informal institutions developed by urban neighborhood residents in their efforts to govern themselves and to deal with the official agencies of municipal government. Readings and class discussions will consider how residential areas and their residents develop a sense of neighborhood identity, how they create and structure community organizations, how they develop informal means for handling their problems and the approaches they employ when taking their problems to city government. Students will be assigned as observers to several neighborhoods in Baltimore City, and they will be expected to submit occasional reports on these communities as well as a final paper based on their research on local neighborhoods.

Urbanization and Social Movements

Seminar on the interrelationship between processes of urbanization and the dynamics of social protest. Case studies in comparative and world-historical perspective.

Cities and Capitalism

The course explores changes in the social and economic life of city-dwellers in the Industrial Revolution and the post-colonial world, via an intensive examination of Paris, Glasgow, Bombay, Singapore and Mexico City.

Urban Issues in Developing Countries

Provides students with a thorough understanding of the many interdependent and often complex aspects of culture, economy, institutions environment, resources, and capabilities that characterize the burgeoning metropolitan centers in less developed and transitional economies/countries.

Urban Economics

A framework for real estate analysis, including economic and other factors affecting trends in urban structure and land use is discussed. Appropriate data sources and data analysis techniques are introduced. Major urban development issues, decentralization, population and labor force composition, industrial location, urban and regional growth, land use, and rent relationship issues are also analyzed.

ENVIRONMENTAL POLICY

Environmental Policymaking and Policy Analysis

This course provides students with a broad introduction to United States environmental policymaking and policy analysis. Included are a historical perspective as well as an analysis of future policymaking strategies. Students examine the political and legal framework, become familiar with precedent-setting statutes such as NEPA, RCRA, the Clean Air and Clean Water Acts, and study models for environmental policy analysis. Cost-benefit studies, the limits of science in policymaking, and the impact of environmental policies on society are important aspects of the course. A comparison of national and international policymaking is designed to provide students with the proper perspective.

Natural Resource Economics

This course examines whether economic development can be sustained in light of natural resource depletion and environmental degradation from increased human populations. Students are presented with the fundamental concepts of economic theory related to renewable and nonrenewable resources. Topics covered include the economics of resource use and depletion, alternative models for sustainable growth, the role of government in controlling market failures, and economic incentives that can produce desired results.

Environmental Issues

This course explores how Congress debates and passes environmental legislation, including the way in which scientific facts are introduced to nonscientists and scientific inquiry is used and misused by Congress. Students learn to appreciate the powerful influences of the media and of lobbyists in swaying congressional decisionmaking. Case studies provide perspective into which environmental legislation has been effective and which has not and the reasons for success or failure. A field trip to Capitol Hill and classroom simulation of a congressional committee debate give students insight into the give and take of the process.

Markets, Competition, and the Environment

This course investigates the importance of environmental issues as American business competes in U.S. and global markets, exploring such questions as how environmental law and public expectation about

corporate environmental performance affect business decisions. The course looks beyond conventional wisdom about the economy and the environment to determine how leading U.S. and global companies relate strategically to the public's interest in environmental values. Guest lecturers from industry and U.S. government and global agencies engage students in discussion that seeks to delineate how industries and companies seek to use the power of government and the influence of an environmentally concerned, risk-averse public to gain competitive advantage.

Water Resource Development: History and Principles

An attempt to review utilization and development of water in diverse environments beginning with early irrigation systems revealed by archaeology including those in the Middle East, Asia, and Latin America. Inquiry directed toward environmental and social factors influencing methods and complexity of development with emphasis upon comparisons between regions and past and present eras.

Energy Policy and Plan Models

Methods for optimizing operation and design of energy systems and for analyzing market impacts of energy and environmental policies are reviewed, emphasizing both theory, and solution of actual models.

Natural Resource Economics

Development of the economic theory of depletable and renewable private and common property natural resources, including those that may be recyclable or storable.

Environmental Law

This course presents the constitutional principles involved in U.S. environmental issues. It explores the function of statutes, regulations, and judicial decisions in society efforts to prevent or control pollution. It discusses the roles of politics and science in the formulation of environmental rules. The 11 major federal environmental statutes are surveyed with particular emphasis on the Clean Water Act (CWA), the Clean Air Act (CAA), the Safe Drinking Water Act (SDWA), the Resource Conservation and Recovery Act (RCRA), and the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA or Superfund). The three principal modes of enforcement are also presented. Finally, the legal status of international conventions on such issues as acid rain, ozone depletion, and rain forest preservation, as well as the U.S. government's legal position thereon, are also presented and discussed.

Environmental Policy Analysis

This course explores the problems of making choices about environmental quality and the management of common property resources in the American economic and political system. A different environmental management issue of current interest is chosen each year. Students are expected to plan and execute individual research projects, which demonstrate the use of qualitative and/or economic tools in designing and evaluating responses to the environmental management problem.

INTERNATIONAL AFFAIRS

Contemporary Theory in International Relations

Examines in seminar context the leading contemporary theories of international relations, showing how each contributes uniquely to the larger literature. Emphasizes interrelationships, divergences and cumulative developments from the balance of power to the latest in structural, rational choice and regime theory.

The Political Economy of Globalization

Examines the course and workings of globalization. Defines globalization, tracks it through recent history, examines globalization as both ideology and practice and the backlash against it. Examines the debate surrounding globalization and the "Washington Consensus" that underpins it. Critically assesses the culture of forces at work in the preface of globalization.

Politics of International Economy

Fills the gap between international economic theory and the theory of international politics. Examines neomercantilism, dependency ideas and other theories from the perspective of liberal international trade theory that applies to international energy, debt crisis, foreign assistance and competitiveness issues.

Advocacy: Power and Citizen Participation

Advocacy groups focused on trade, debt, human rights, and other key issues are wielding influence today at the local, national and even global levels. Builds practical and theoretical understanding of advocacy and citizen participation as paths to achieve development and social justice goals. The course looks at new ways of integrating participation, human rights, and advocacy into development initiatives, studying concrete tools and practical approaches within the context of larger conceptual questions about democracy and citizenship. It examines the critical role of power in perpetuating exclusion from public life, and look at innovative strategies that empower marginalized people to participate in making decisions that affect their lives. The course will address the reality of politics including: lobbying, coalitions, message, the use of media, and constituency mobilization.

Civil Society in Theory and Practice

This course focuses on intense debate as well as foreign aid programming, and believed by many to be key to sustainable development. The course examines competing definitions of civil society, and analyzes efforts to adapt this concept—rooted in Western social, political and intellectual traditions—to non-Western societies. It asks whether civil society includes a wide range of social networks and informal ties, or more usefully refers only to more structured organizations. Based largely on cases from LDCs, it explores civil society's roles in local, regional and national development, including significant obstacles that prevent or stunt the emergence of civil society in different contexts. Addresses the role of organized religion, the media, NGOs, and foreign and local partnerships in civil society, and discusses whether the strengthening of civil society is a concept that should inform international aid programs.

Education Policy and Practice in the Developing World

Reviews of the major contemporary issues governments and the international donor community face in their efforts to establish a solid education foundation to their broad social and economic development agenda. Sample topics will include girls' schooling, education in the fight against HIV/AIDS, national education planning, alternative models of schooling and the role of the donor community. The course will combine a review of the prominent literature on the diverse topics with an analysis of current practice, focusing on what it means to "do" education and development.

Environmental Issues in Developing Countries: Conflict and Hope

Nearly half of humanity directly depends on natural resources located in rural areas of the developing world. Yet the voices, aspirations, concerns and contributions of rural human beings are typically ignored and oppressed. Explores basic issues concerning the environment and sustainable development in the context of human rights and the role of law, policy and advocacy. Examines local, national and international perspectives and initiatives, including their South/North dimensions. Gives special emphasis to Southern perspectives, especially those supportive of indigenous and other local communities. Also focuses on various social, cultural, historical, economic and political aspects of land, forestry, mountain and marine resources.

Ideas in Development

Addresses contemporary ideas about development, focusing primarily on wide-ranging thinkers such as Gunnar Myrdal, Arthur Lewis, Amartya Sen, Albert Hirschmann, Douglass North, Karly Polanyi and others. Students will be expected to read and debate the major primary works, drawing comparative themes, assumptions and lessons - revealing the classical foundations of these works and their links to substantive contemporary issues on state and economy.

Labor in Developing Countries

This course examines how workers can obtain social justice in the globalized economy. The course begins with an analysis of labor markets in developing countries, covering the roles of urban, rural, informal, female, child, and migratory workers and then looks at various forms of industrial relations systems and trade union movements in LDCs. Students also examine the political roles labor movements play, and how they have contributed to democratic transitions. Finally, students review labor's impact on efforts at structural adjustment in the short term, and on economic growth in the long term, with special emphasis on how international trade affects workers in both industrialized and developing countries, and whether protections for workers' rights should be included in multilateral trade agreements.

Management Principles of Development Non-Governmental Organizations

Students in this course acquire not only a conceptual grasp of NGO management in the international development arena, but also hands-on experience in management techniques and tools. Among others, these include developing business plans, funding proposals, program evaluations, and partnering agreements. Analyzes the various roles NGOs play, compares NGO management with that of organizations in the public and private sectors, and looks at the impact of political and policy factors on NGO functions and effectiveness. The course includes readings, case studies, and a field project in which teams of students work with NGOs in the Washington, DC area on a policy and/or management issue.

Microfinance and Development

Complementing Microenterprise Business Development Services, this course explores the history of microfinance and applies financial-sector tools to assess its potential. Reviewing case studies as well as examining policy and regulatory issues, examines programmatic, methodological, institutional and financial factors, and cover the field's best practices. The course covers sources of financing, the relationship between microfinance and poverty, and questions of competition and commercialization in the microfinance industry.

Social Capital and Institutional Development

Strong institutions are now seen as being critical to development. This course examines what institutions are, how they are created, reformed, and strengthened, and how social and cultural factors help or impede their development. The transition from informal to formal institutions and the importance of social capital in this transition will be a particular focus.

Urban Issues in Developing Countries

This course provides students with a thorough understanding of the interdependent and often complex aspects of power, politics, wealth, culture, institutions, environment, resources, and rights and capabilities that characterize burgeoning metropolitan centers in less developed and transitional economies. Students will consider actual case-study cities to learn about current methods of integrated urban analysis; the role and limitations of spatial, environmental and economic planning; and how both "insiders" and "outsiders" can complement efforts to improve the quality and effectiveness of local governance. The course also explores the role of international and national actors on urban development, and the possibilities and constraints of participatory techniques and deliberative democracy. The course is grounded in an ongoing rigorous assessment of competing moral frameworks appropriate to urban development in resource-poor and institutionally weak situations.

OTHER ELECTIVES

Labor Economics

The economics of the determination of earnings and the allocation of labor. The theory of labor supply and demand will be developed and then applied to questions of income distribution, unions, government intervention in the labor market, and discrimination.

Quantitative Approaches to Public Policy

This course will be of interest to graduates and advanced undergraduates who wish to advance their quantitative skills. Topics covered will include simple and multiple regression models, different functional forms, the use of dummy, interactive, quadratic and lagged terms in regression analysis, simple time series models, models that employ panel data sets, limited dependent variable models, and instrumental variables estimation. We will be concerned with the practical application of these models, rather than with formal proofs of the assumptions behind them. Understanding will be reinforced by the use of statistical software to analyze policy problems. To further reinforce this methodology, students will also research and formally present an empirical paper.

Population Economics

This course includes the historical background of demographic trends and their economic manifestations; their relationship to the labor force, consumption, productivity and technical change, and to the demand for health, education, and housing; the accumulation of human capital; living standards and the quality of life; population planning.

Policy Implementation

This course is designed to build on the analytic tools students have already honed. It will help them learn how to apply those tools to effectively implement policies and programs in the public and not-for-profit sectors and through public private partnerships. There is an “art” to leading and a “science” to managing systems. A successful leader/manager combines both sets of skills. Students will learn the tools and techniques of implementation, including selecting strategies, weighing alternatives, planning for contingencies and developing assessment tools. Other skills to be learned include preparing budgets, which are the circulatory systems of programs, and developing schedules that ensure that plans are realized.

Adolescents, Crime and Justice

Should adolescents who “break the law” be punished and held accountable or be provided services and treatment; is it possible to pursue all these objectives; how should adolescent drug use be handled; does the age of an offender matter in terms of how the police, prosecution, judiciary, and corrections respond; what justifies the detention or incarceration of adolescents; what should be the purpose of “confinement” and how should “reentry” figure in; should adolescents who commit particular crimes be subject to capital punishment; and what should be done about adolescents who have gang involvement? These are some of the public policy questions that will be examined and debated.

Education Policy Practicum

In this course students will work collectively to develop a policy brief on solving the Nation’s High School Dropout Crisis. Currently only 75% of high school student graduate on time and for low income and minority students the rate drops even lower. In some cities and low wealth rural counties graduation is not the norm. Yet a high school diploma has become essential for full participation in American society. What can be done to improve the nation’s high school graduation rate and ensure that all students graduate from high school prepared for adult success? Collectively we will examine four major questions-the demographics of dropping out, what is the most effective role for -local school districts, states, the federal government, or non-profits and non-governmental organizations, what level of funding is required and how to provide it, and what is the role of the community? Each week students will work in pairs to research and present findings on these key questions. There will also be an individual mid-term project and a final paper.

APPENDIX D — JHU Computing Policies

Students are not allowed to use Static IP's. If you are using the Johns Hopkins University's Residential Network, your computer must be accurately configured for DHCP. Accurate configurations can be found within the RESNET packet and online at DHCP DOCS. In addition, students will only be allowed the use of one IP address. Immediate action will be taken against violators of these and all other JHU computing policies.

Users with personal computers on the JHU network are expected to take precautions to ensure the security of their systems and the network. Students may be held responsible for security breaches on their systems, even if they do not personally commit them.

Misuse of JHU computing resources includes, but is not limited to, the following:

- Plug a personal computers into a data jack you are not personally registered or authorized to use.
- Advertise routing information on the JHU network, setting up a server to act as a gateway to external or private networks, or connecting any secondary physical network to the JHU network without authorization.
- Use, in any way, IP addresses that you are not personally registered to or authorized to use.
- Monitor, analyze, and/or tamper with network data packets that are not explicitly addressed to your computer.
- Register external domain names (i.e. any domain outside of jhu.edu) that reference systems on the JHU network.
- Provide services or running applications that consume excessive bandwidth on the JHU network.
- Dominate computer resources or access.
- Tap phones or network lines.
- Run a "sniffer" program to collect or examine data from the network.
- Access or attempt to access data files and/or programs on the network that are not your own, even if they are accidentally exposed through the network.
- Release a virus or other program that disables system performance or hinders other clients.
- Exploit security gaps.
- "Bomb" e-mail accounts.
- Forward chain letters via e-mail.
- Possess, execute, and/or compile software with the intent of compromising system security or performance.
- Circumvent accounting systems.
- Damage or degrade the performance of University computers and networks.
- Circumvent security systems, exploit or probe for security holes in any JHU network or system, and/or attempting any such activity against other systems accessed through University facilities.
- Reveal passwords or otherwise make University resources available to unauthorized persons (including family or friends).
- Obtain, possess, use, or attempt to use passwords, personal identification numbers, or other secure identification information that is not your own.

- Use University computers and networks for personal or private commercial purposes or financial gain.
- Physically remove, rearrange, and/or damage any University computer, network equipment, facilities, or property.

This list is subject to change at any time.

Criminal Offenses

Criminal misconduct includes, but is not limited to, the following:

- Obtain or attempt to obtain anything believed to be, representing, or resembling child pornography.
- Distribute, or attempt to distribute, child pornography.
- Distribute any type of pornography to minors.
- Intrude upon public switched networks (telephones).
- Intrude upon computer networks.
- Violate network integrity.
- Violate privacy.
- Commit acts of harassment.
- Commit industrial espionage.
- Pirate computer software.
- Set up scams and/or pyramid schemes.
- Infringe copyright.
- Forge electronic communication.
- Access unauthorized computer systems or databases.
- Gamble illegally.
- Storing or sharing illegal MP3s.
- Make bomb threats and other hoaxes.
- Obtain electronic services or data without required payment.
- Destroy electronically processed, stored, or in transit data that is not your own.
- Aid the commission of any type of criminal offense through use of a computer.

This list may be modified by the University at any time. For more information regarding laws that apply to computing and shared systems use, please visit: <http://www.cit.cornell.edu/computer/responsible-use/#illegal-laws>.

Appendix E: Examples of Behavioral Infractions

- Falsifying, forging, altering, destroying or otherwise misusing official University documents or seals;
- Destroying, vandalizing, or deliberately misusing University property;
- Knowingly possessing or furnishing stolen property of the University or others;
- Acts which disrupt or interfere with the orderly operation of teaching, administration, research, or professional practice;
- Behavior which causes, or can reasonably be expected to cause physical harm to a person;
- Physical or verbal threats against, intimidation of, or persistent, unwanted contact with any member of the University community;
- Sexual abuse, assault, or rape of another person;
- Unauthorized distribution or possession of any controlled substance on University property;
- Use of school facilities or computers to access or obtain pornography or to harass any member of the University community or any person or organization outside of the University, doing so on University premises, or directing such information to any member of the University community;
- Use of school, personal or other computing resources to interfere with system security or integrity, to obstruct users from authorized services, to forge electronic materials, or to pursue unlawful or unprofessional activities such as “hacking”;
- Provision of alcohol to minors on University property;
- Unauthorized use, possession, or storage of any chemicals, weapons, fireworks or explosives on University property;
- Possessing, wearing, carrying, transporting, or using a firearm, pellet weapon, or knife (larger than a 3 1/4” blade) on University premises;
- Failure to observe policies regulating the use of University buildings, property, or other resources;
- Giving false statements when one is asked to present evidence or respond to an investigation in any case involving the Student Code of Conduct;
- Violations of law which occur on University property or in connection with University functions, which affect members of the University community.