

## Proposal for Provisional Approval of a New Undergraduate Program in Public Policy

This proposal is submitted by the faculty of the School of Urban Affairs and Public Policy within the College of Human Services, Education, and Public Policy. It provides the curriculum and course information required by the UD Faculty Senate for a Bachelor of Arts degree in Public Policy.

School of Urban Affairs & Public Policy Undergraduate Program Committee  
November 1, 2008



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## **School of Urban Affairs & Public Policy Resolution**

WHEREAS, the field of policy analysis has become vitally important as communities have grown more global, complex and interconnected. More than ever, governments and public organizations play an integral role in addressing societal problems. The proposed B.A. in Public Policy program will examine the ways in which policies are developed and executed, how policies should be designed and implemented to achieve the desired outcomes, and how policies should be evaluated and monitored. This goal addresses the University mission discussed by President Harker in *The Engaged University*, where he stated:

*“...As the largest university in a small yet nationally and internationally important state, we have the opportunity to work closely with public agencies throughout Delaware, applying research and human talent to address pressing social and civic issues...”*

WHEREAS, the proposed B.A. in Public Policy has been based on a critical review of prominent public policy programs nationally and there is no similar program within the region offering an interdisciplinary program of this type;

WHEREAS, the B.A. in Public Policy program will promote discovery-based learning that brings our faculty and students into close contact with the challenges and knowledge of practitioners. Outreach to the global community – in Delaware, across the U.S., and around the world – will be a priority;

WHEREAS, increasing numbers of applicants to the School of Urban Affairs and Public Policy M.A. and M.P.A. degree programs desire to focus on policy design, implementation and analysis relevant to specific social, human and economic issues in the U.S. and the international arena—a need that could be more fully addressed through undergraduate and graduate education;

WHEREAS, the faculty of School of Urban Affairs and Public Policy have a 30-year history of teaching policy courses at the graduate level in public administration, public policy, and urban studies.

RESOLVED, that the School of Urban Affairs and Public Policy Faculty within the College of Human Services, Education, and Public Policy supports the provisional establishment, for five years, of a new major leading to the B.A. degree in Public Policy, effective September 1, 2009.

## ***I. DESCRIPTION***

The School of Urban Affairs and Public Policy offers the Bachelor of Arts degree in Public Policy that will provide students the opportunity to examine complex public issues and the policies developed to address them through a multiple set of disciplines such as Sociology, Education, Leadership, History, and Political Science. The Public Policy degree integrates concepts across different disciplines equipping students with the tools required to examine and understand the purpose and impacts of public policies that address the social, economic, political and environmental conditions affecting communities in the U.S. and globally.

Under the guidance of an interdisciplinary faculty and through experientially-based learning activities, students will develop the capacity to engage in policy analysis and policy formation. They will examine the relationship between the design and implementation of public policies and the economic, social and environmental issues affecting the sustainability of an ever-increasing urbanization of global communities. Students will gain knowledge and skills that will help them to understand the phenomena that are occurring, their impact on equity, democracy, and the viability of people and places.

The learning outcomes (see below) of the B.A. in Public Policy directly support the UD General Education Goals. Specifically, the program emphasizes multiple approaches to the development of critical thinking skills to empower majors to address social problems through a variety of methods. Within a liberal arts context, the program focuses on building students' skills and professional dispositions to effectively take on roles of responsibility that contribute to their communities and society at large. The program of study is designed to expand students' perspectives, helping them to develop diverse ways of thinking, through experiential and empirically-based approaches to learning. Moreover, the degree will develop students' curiosity, confidence, and engagement through the direct interaction with challenging, real-world issues and with those whose responsibility it is to address them.

### Learning Outcomes<sup>1</sup>

- Students will gain knowledge and skills to help effect change in the public, nonprofit and private sectors as entry-level analysts, public officials, and as community and civic leaders.
- Students will understand the processes associated with the intent, impact, benefits and disadvantages of public policies associated with social issues, the economy, the environment, and community development.

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<sup>1</sup> See Curriculum Mapping of SUAPP learning outcomes and UD General Education Goals with proposed courses in Appendix A.

- Students will become intellectually curious and understand the complex social, economic and political influences that shape public problems and their solutions.
- Students will become conceptually critical of society’s social, economic and physical conditions.
- Students will understand the historic and contemporary processes that produce urbanization in the U.S. and globally.
- Students will learn to use a variety of research methods to examine policy issues and generate alternatives designed to improve quality of life for people and places.
- Students will have real-world experiences across a range of policy-related roles through mentored, field experiences that involve public agencies, nonprofit organizations, foundations and corporations.

## **II. RATIONALE AND DEMAND**

### **A. Institutional factors**

In part VI of the Strategic Plan for the University of Delaware, *The Engaged University*, President Patrick Harker stated:

[a]Among the University of Delaware’s greatest strengths is its long tradition of public service

*“...As the largest university in a small yet nationally and internationally important state, we have the opportunity to work closely with public agencies throughout Delaware, applying research and human talent to address pressing social and civic issues...”*

To fulfill the University’s mission of education and service, we will become a university that values engagement, one that continues to build and promote dynamic programs of world-class distinction, reaching out to local and regional constituents - and far beyond – to address the challenges that face the world. We will promote discovery-based learning that brings our faculty and students into close contact with the challenges and knowledge of practitioners. Outreach to the global community – in Delaware, across the U.S., and around the world – will be a priority.

The proposed Public Policy undergraduate program will directly address this goal and advance the University forward on its “path to prominence.” The field of policy analysis has become vitally important as communities have grown more global, complex and interconnected. More than ever, governments and public organizations

play an integral role in addressing societal problems. The proposed Public Policy program will examine the ways in which policies are developed and executed, how policies should be designed and implemented to achieve the desired outcomes, and how policies should be evaluated and monitored.

Policymakers address problems such as improving the environment, planning housing and transportation, developing the infrastructure and improving communities. The Public Policy major will take an interdisciplinary approach that will examine a range of policy areas. Majors will develop the ability to synthesize information from various disciplines to formulate comprehensive analyses of existing and proposed public policies. Students will develop skills that will allow them to determine which policy among various alternatives will best achieve a given set of goals.

Students will learn to think and to write analytically, to communicate clearly and to understand the ethical implications of their actions. The topics examined in the major will encourage students to approach problems with a global perspective and to engage in efforts to solve important social problems. The major will provide students with the analytical, practical, and theoretical skills necessary for policy design, implementation, and evaluation. The proposed major will also address part I of the University's Strategic plan, *A Diverse and Stimulating Undergraduate Academic Environment*, by recruiting and developing highly talented undergraduates and by providing a "richer learning environment by increasing our outreach to students in underrepresented groups."

[b] Bachelor of Arts degree in Public Policy in the School of Urban Affairs and Public Policy has been an interest among members of the faculty for a number of years. During a School of Urban Affairs and Public Policy faculty meeting held in early summer, the faculty put together a committee with the purpose of planning and developing the proposal for a B.A. in Public Policy. Throughout the summer, the committee of SUAPP faculty members met several times and developed a plan for developing the degree requirements. The committee wanted to gather input from the faculty members and created and held one-on-one interviews with 5 faculty members. The results from the personal interviews were compiled to develop a survey for the entire SUAPP faculty. The survey was developed to gather information regarding skills sets, course requirements, and other curriculum specific information and received 29 responses from 39 SUAPP faculty members- a 75% rate of response (See Appendix B). The results of the survey were used in developing the curriculum and identifying staff interested in assisting with teaching the B.A. in Public Policy courses. Following the survey, the committee was able to begin specific course information and establishing the guidelines that can be found within this document for the creation of a B.A. in Public Policy degree at the University of Delaware.

## **B. Student demand**

An undergraduate major in Public Policy would have a great impact at the undergraduate level, in two areas. One, it could complement a number of other majors in CHEP, such as Leadership, Human Development and Family Studies, and Disabilities Studies by adding additional course choices. The Public Policy major in SUAPP will fill a void for undergraduate students interested in an interdisciplinary educational opportunity to explore the breadth of public policy issues, design, and analysis. The major would provide students with a formal educational opportunity to understand the relationships between public policy development, implementation and societal impact. It would provide undergraduates broad exposure to a number of the major social and economic challenges facing civil society, the public and nonprofit sectors in the United States and globally through a public policy lens. Challenges such as the environment and sustainability, community and society, and health from the perspective of public policy will be the focus of courses. Two, the Public Policy major will help to prepare students for both entry level positions in the nonprofit and public sectors and equip them with knowledge and skill sets to be competitive for admission into graduate degree programs in disciplines such as Urban and Regional Planning, Public Administration, and Law.

Based on a review of 30 undergraduate public policy and public affairs programs/majors within institutions that are members of the Urban Affairs Association or the National Association of Schools of Public Affairs and Administration and as well as other universities offering disciplines similar to the graduate degree programs in SUAPP, many of the most highly competitive and academically renowned programs have developed undergraduate programs/majors and are members of NASPAA and ASPA. These include institutions such as University of Pennsylvania, Georgia State University, Arizona State University, University of Maryland, and Pennsylvania State University. There is evidence of a demand among undergraduates for Public Policy majors in Schools and Departments that offer graduate degree programs in Public Policy, Public Administration, Urban, Regional and Metropolitan Studies and Planning. The School of Urban Affairs and Public Policy has documented over the past 4 years increasing numbers of applicants to the M.A. and M.P.A. degree programs who desire to focus on policy design, implementation and analysis relevant to specific social, human and economic issues in the U.S. and the international arena.

Given the experiences of other University of Delaware majors in CHEP, we estimate 25 to 30 majors in the early stages of the offering. Our initial course offerings in the major, would present 30 credit hours based on courses to Public Policy majors. We further project an estimate of 10 to 15 transfers into the major based on interests identified by colleagues in Leadership, Human Development and Family Studies, Energy and Environment, and Disabilities Studies. Other transfers from Political

Science, Criminal Justice, and Sociology could number 100-150. Therefore, we anticipate that new majors will be incoming students as well as internal transfers. Students in the major would be encouraged to take advantage of experiential learning opportunities, such as internships, independent research through faculty supervision, study abroad and/or service learning. Given the demand and continuing growth of undergraduate interest in public service, these components would attract majors and non-majors to the new program.

### **C. Transferability**

The Public Policy major would be open to all University of Delaware students who meet admission requirements and/or who are in good academic standing (GPA 2.0) in the University of Delaware.

### **D. Access to graduate and professional programs**

Students will be prepared for graduate work in law, public administration, environmental studies, public policy, and health care administration. Students will be prepared to study in the School of Urban Affairs & Public Policy's Masters and Ph.D. degree programs as well as similar graduate and professional programs at other universities.

Graduate schools determine admission using a combination of undergraduate grade point averages, graduate record examination scores and academic recommendations. Consideration is also given to the academic reputation of the undergraduate institution. The same factors are weighed in the law school admission process except students are evaluated on the basis of law school admission test scores.

Based on our record of students who are awarded Masters and Ph.D. degrees, there is ample demand for students who graduate with these degrees. Most of our former students are employed by governmental agencies or nonprofit organizations but there are many who work in the private sector. Therefore, it would be valuable to have an undergraduate degree program that prepares students for our and other graduate degree programs.

### **E. Demand and employment factors**

Students will be prepared to enter entry-level positions in organizations that deal with public policy issues. Students will receive the educational foundation needed to pursue careers in state, federal and local governments, in government-related businesses, and in non-profit organizations. We will train leaders who will serve as elected officials and as the heads of public and private organizations. In accordance with an important goal of the University's Strategic Plan, the Public Policy major "will educate engaged global citizens."



## **F. Regional, state, and national factors**

Currently, there are no similar and competing undergraduate level public policy degree programs in the state of Delaware. There are, however, some comparable programs in the region and nation that have been identified through our degree development process. For detailed information regarding these schools, please see the attached Appendix C.

There is no undergraduate degree in public policy accrediting body. However, the body that accredits the graduate programs in public policy and administration, the National Association for Schools of Public Affairs and Administration, has proposed guidelines that were studied and carefully considered in designing this program. In addition, public policy programs around the country were examined and discussed in designing the curriculum. Faculties from other undergraduate degree programs were consulted for curriculum and resource advice.

## **G. Describe other strengths**

The undergraduate public policy course of study is distinctive and unique in our State. We are utilizing the faculty resources that we have in the School of Urban Affairs and Public Policy with a 30-year history of teaching policy courses at the graduate level in public administration, public policy, and urban studies. The curriculum for the undergraduate degree includes areas in which the faculty has particular expertise and interest.

Collaborative arrangements will be made with the SUAPP-affiliated centers. The Institute for Public Administration (IPA) administers a Legislative Fellows Program where our undergraduate public policy majors may be placed for first-hand experience on how public policy is made. The Center for Community Research and Service (CCRS) works on pressing public policy issues, such as housing, community development and poverty. Students may be placed in CCRS to gain experience with policy research and service. The Delaware Education Research and Development Center (DERDC) will be an excellent placement for a student interested in policy analysis and evaluation related to current education issues. The Center for Historic Architecture and Design (CHAD) will provide students policy research and public service opportunities in historic preservation and planning. These centers have a long-standing relationship with policy-making bodies and community organizations that will provide additional resources for the students in a public policy major. In addition, through these relationships majors will have opportunities for experiential learning through policy oriented field experiences.

**III. ENROLLMENT, ADMISSIONS AND FINANCIAL AID**

**A. Enrollment**

**B. Admissions**

Initially, enrollment will not be limited; we will rely on the University’s admission standards for quality students. The first courses will be offered in the Fall of 2009.

**C. Student expenses and financial aid**

There will be no additional expenses.

**IV. CURRICULUM SPECIFICS**

**A. Institutional factors**

The School of Urban Affairs and Public Policy plans to award a Bachelor of Arts degree to majors who successfully complete the program. The program is grounded in the Liberal Arts tradition providing students with an academic core in public policy and exploratory experiences across a range of fields.

**B. Describe the curriculum**

A suggested course sequence can be found in Appendix D.

*Curriculum* *Credits*

**UNIVERSITY REQUIREMENTS**

ENGL 110 Critical Reading and Writing (minimum grade C-) .....	3
First Year Experience .....	0-4
Discovery Learning Experience (UAPP300).....	3
Three credits in an approved course or courses stressing multi-cultural, ethnic, and/or gender-related course content .....	3

**MAJOR REQUIREMENTS**

**Second Writing Requirement:** ..... 3

This requirement involves a second writing course that emphasizes professional and/or technical writing. Creative writing courses will not meet this requirement. This course must be taken after completion of 60 credit hours.

**Mathematics requirement** .....3-4  
 (one of the following courses with a minimum grade of D-)

- MATH 114 College Mathematics and Statistics or
- MATH 201 Introduction to Statistical Methods I

**Breadth requirements** ..... 36

<b>Group A</b>	Analysis and appreciation of the creative arts and humanities	9 credits of courses representing at least two departments or appropriate instructional units
<b>Group B</b>	The study of culture and institutions over time	9 credits of courses representing at least two departments or appropriate instructional units
<b>Group C</b>	Empirically-based study of human beings and their environment	9 credits including Econ 151, Econ 152, and one other elective representing at another department or appropriate instructional unit
<b>Group D</b>	The study of natural phenomena through experiment or analysis	9 credits of courses representing at least two departments of appropriate instructional units

**Major Core Courses** ..... 30

UAPP 110 Changing the World: The Role of Public Policy ..... 3  
 Is “Going Green” making a difference? Who are the have’s and the have not’s? Does politics matter? Can you get a job AND make a difference in the world? The answers to these questions can be found through sound public policy. Public policy begins with you, and challenges us to engage contemporary questions and issues through institutional and public venues that enhance civil society (i.e., citizens, government, institutions). This course examines major policy issues confronting contemporary society and the basic concepts and strategies that are used to address them.

UAPP 220 Citizens, Community, and Change .....	3
Active citizenship is an essential component of a democratic society. Students in this course will be exposed to how the structures and dynamics of government work at the federal, state, and local levels to create and implement policies that serve the public. Attention will be given to the reciprocal obligations between individuals and their government as well as to the critical social and political contexts in which policy choices are made.	
UAPP 225 Crafting Public Policy .....	3
The course provides a view of how the processes of public policy operate from agenda setting through formulation and legitimation, to implementation and eventual evaluation with examples drawn from several areas of policy (e.g., health, education, environment). The focus will be primarily on domestic public policy.	
UAPP 325 Public Policy Analysis.....	3
The purpose of this course is to introduce students to the basic principles and concepts of policy analysis. Policy analysis is considered a problem-solving and policy-design process. The course will also consider the relationship between public goals and the design of policy and will survey the use of generic policy tools such as regulation, contracting and privatization, mandates, inducements, markets, and subsidies. These concepts will be presented using practical examples involving public policy issues. Students will practice application through problem solving and critical examination of policy analyses conducted by prominent research groups within the field as well as through case study problem-solving.	
UAPP 419 Policy Leadership and Ethics .....	3
This course will explore issues related to leadership within policy arenas and the ethical dimensions inherent to that responsibility. Through cases and other approaches, students will discuss specific situations with the intent to stimulate thinking about what is best to do and why, both as individuals and sometimes as leaders, too. Toward that end, the course will examine several related broad topics: (1) leadership, perspectives on the nature, techniques, and exercise of leadership and its necessary companion, “followership”; (2) ethics, the pursuit of what’s right and just; (3) citizenship, our rights and responsibilities in a democratic society; (4) the multi-sector context (private businesses, government, nonprofit agencies, and various communities) in which these topics assume meaning.	
UAPP 427 Evaluating Public Policy .....	3
This course involves an examination of the techniques and practice of program evaluation for effectiveness in program administration and public policy. The course contrasts deductive and inductive approaches. The instructor illustrates the advantages of using evaluation as a mechanism for improvement of policy decision-making and programs based upon those policies. The development of technical writing skills will be a component of this course.	

UAPP 300 Public Policy Field Experience. . . . . 3  
Field Experience will involve the student in policy-oriented, experiential learning. Faculty within SUAPP’s public service and research centers will provide a mentoring experience in the form of both internal and external research projects, supervised service learning projects, internships and Study Abroad. This course counts as Public Policy majors’ Discovery Learning Experience.

UAPP 410 Making Convincing Policy Arguments . . . . . 3  
This course will enable students to study policy issues and make informed arguments about policy alternatives. From defining the problem to synthesizing research about solutions, students will learn an analytic process to explore policy options. Students will be expected to produce an evidence-based policy brief about a current topic related to their minor area of study. Making sound, research-based proposals to policymakers, both written and oral, will be a focus of this course.

Advanced Economics requirement . . . . . 3  
Students are expected to complete one of the following economics courses:  
ECON 311 Economics of Developing Countries  
ECON 332 Economics of Government Spending and Taxation  
ECON 340 International Economics  
ECON 343 Environmental Economics  
ECON 360 Government Regulation of Business  
ECON 393 Urban Economics

UAPP 440 Contemporary Policy Issues. . . . . 3  
This capstone course will serve as a culminating learning experience for students during their senior year. It will involve an integration of the policy skills that they have developed within applied contexts related to their minors or areas of interest and the UAPP 300 Field Experience.

**Areas of Policy Focus**

These elective requirements and recommendations are designed to provide majors with opportunities to apply the public policy skills and dispositions developed within the major core within academic contexts. The minor fosters depth of understanding within a content area while the directed electives provide more exploratory opportunities. Within these courses students will be exposed to both domestic and international policy issues.

Minor . . . . . 15-18

Majors are required to choose any of the University of Delaware minors with SUAPP faculty advisor’s approval. A waiver of this requirement can be made with School approval if a student is pursuing a double major. A listing of approved UD minors is found in Appendix E.

Directed Electives .....16-24

**Disciplines**

**Recommended Courses**

<i>Energy &amp; Environment</i>	ENEP 425 Energy: Resources, Technologies, and Policies ENEP 426 Climate Change: Science, Policy and Political Economy ENEP 666 Special Problems in Energy Policy
<i>Health</i>	POSC/SOCI 343 Society, Politics and Health Care IFST 210 Life Span Development IFST 270 Families & Developmental Disabilities IFST 401 Foundations of Human Sexuality IFST 403 Concepts in Gerontology ECON 390 Economics of Health Care
<i>Historic Preservation</i>	UAPP 629 Theory & Practice in Historic Preservation UAPP 667 World Heritage Sites UAPP 630/UAPP 430 Methods in Historic Preservation MSST 408/HIST 608 Public History: Research, Resources, & Practice
<i>Human Development and Family Studies</i>	IFST 230 Families and their Communities IFST 402 Family and Child Policy IFTS 475 Topic in Human Development & Family Studies
<i>Public Administration</i>	UAPP 620 Criminal Justice Administration UAPP 651 Managing Risk and Security LEAD 404 Leadership in Organizations UAPP 687 State Government Policy & Management

*Urban Issues*

- UAPP 607/UAPP 407 Seminar in Community Development & Nonprofit Leadership
- UAPP 608/UAPP 408 Poverty, Neighborhoods, & Community Development
- UAPP 639/UAPP 439 Community Development Theory, Concepts, and Practice
- UAPP 649/UAPP 449 Civil Rights Law & Policy
- UAPP 612/UAPP 412 Urban Housing Policy & Administration
- UAPP 628/UAPP 428 Issues in Land Use and Environmental Planning
- UAPP 614/UAPP 414 The American Suburb and Sprawl

**CREDITS to Total a Minimum of ..... 120**

***V. RESOURCES AVAILABLE***

**A. Learning resources**

Describe briefly the scope and quality of available library holdings, audio-visual materials, special equipment and collections, laboratories, clinical facilities, research facilities, etc., that are available and would directly support the proposed course of study. If appropriate, obtain a Library Assessment Statement.

The learning resource infrastructure for the study of public policy is already well-established as it serves the more intensive needs of the graduate programs. The University of Delaware library already has a considerable collection of resources for the study of public policy, including access to well over 100 electronic journals, and a broad variety of internet resources. This collection of electronic resources can be accessed at: <http://www2.lib.udel.edu/subj/urba/> In addition, a search on DELCAT of public policy yields nearly 12,000 related volumes in the library holdings.

Further, the extensive network, expertise, and resources developed across the graduate programs and research centers provide an incredibly rich array of learning resources and opportunities for undergraduate students.

**B. Faculty/Administrative resources**

The School of Urban Affairs and Public Policy has 32 faculty members, many have backgrounds in public policy. However, the faculty is already committed to teaching in graduate programs and an undergraduate program in organizational leadership. Additional faculty and administrative staff will be necessary and these are outlined in the “resources required” section of this proposal.

**C. External funding**

External funding is not currently available.

## ***VI. RESOURCES REQUIRED***

### **A. Learning Resources**

Additional learning resources will not be necessary until the program grows beyond our capacity to accommodate students in the classrooms that we have readily available. However, to have a premier program, we will need smart classrooms where we will have computers available to do sophisticated analysis and teach students the latest technology. This smart classroom has been included in the development plan for the School. In addition, funds to support curriculum and assessment development will be necessary to support course design, articulation, and assessment.

### **B. Personnel Resources**

Three additional faculty positions will be required. These individuals will need to have degrees in public policy from well-known policy schools such as University of Pennsylvania, Georgia State University, Arizona State University, University of Maryland, and Pennsylvania State University. Expertise in forecasting will be particularly helpful as well as expertise in the health and environmental policy areas.

### **C. Budgetary Needs (See Appendix F)**

## ***VII. IMPLEMENTATION AND EVALUATION***

### **A. Implementation plan**

The curriculum for the B.A. in Public Policy will be implemented by introducing:

- a) Five new courses in the 2009-10 academic year: UAPP110, UAPP220, UAPP225, UAPP300, and UAPP325
- b) Four new courses in the 2010-10 academic year: UAPP410, UAPP419, UAPP427, and UAPP440

This implementation plan will provide a full sequence of courses for SUAPP Public Policy majors entering as freshman in 2009-2010 as well as meeting the needs of any UD students transferring into the major as sophomores or juniors in that same academic year.

### **B. Assessment plan**



Members of the SUAPP undergraduate committee and other SUAPP faculty plan to work with the UD Office of Assessment in spring 2009 to fully develop the program's assessment plan. This work will entail the development of a curriculum map to align proposed courses with the intended learning outcomes of the program. Upon completion of the mapping, faculty members will develop appropriate assessments to provide formative student feedback as well summative measurements to ascertain students' progress against learning goals. In addition, during the summer of 2009, if support is available, the faculty involved in teaching the SUAPP undergraduate Public Policy core courses will participate in a instructional design retreat based on *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*.<sup>2</sup> The research-based concept of significant learning requires that there be some kind of lasting change that is important in terms of the learner's life. This retreat will enable SUAPP faculty to collaborate on the development of an integrated curriculum, integrating learning goals, feedback and assessment, and learning activities within core courses. Moreover, a goal of the retreat will be to ensure the clear articulation of the core curriculum central to the SUAPP undergraduate public policy degree.

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<sup>2</sup> Fink, L.D. (2003). *Creating Significant Learning Experiences: An Integrated Approach to designing College Courses*. NJ: Jossey-Bass.

## Appendix A: Curriculum Map of Proposed SUAPP Major Courses with UD General Education Goals and SUAPP Learning Outcomes

SUAPP Courses	UD Goal #1	UD Goal #2	UD Goal #3	UD Goal #4	UD Goal #5	UD Goal #6	UD Goal #7	UD Goal #8	UD Goal #9	UD Goal #10
UAPP110		X		X	X			X		
UAPP220				X	X	X				
UAPP225		X		X	X	X		X		
UAPP300	X	X	X	X	X	X	X	X	X	X
UAPP325		X		X	X	X			X	
UAPP410	X	X	X	X	X	X	X			X
UAPP419	X	X	X	X		X		X	X	
UAPP427	X	X	X	X	X	X	X			
UAPP440	X	X	X	X	X	X	X	X	X	X

### Goals of Undergraduate Education at the University of Delaware

1. Attain effective skills in oral and written communication, quantitative reasoning, and the use of information technology
2. Learn to think critically to solve problems
3. Be able to work and learn both independently and collaboratively
4. Engage questions of ethics and recognize responsibilities to self, community, and society at large
5. Understand the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences, and social sciences
6. Develop the intellectual curiosity, confidence, and engagement that will lead to lifelong learning
7. Develop the ability to integrate academic knowledge with experiences that extend the boundaries of the classroom
8. Expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual expression
9. Understand the foundations of United States society including significance of its cultural diversity
10. Develop an international perspective in order to live and work effectively in an increasingly global society

	SUAPP Goal #1	SUAPP Goal #2	SUAPP Goal #3	SUAPP Goal #4	SUAPP Goal #5	SUAPP Goal #6	SUAPP Goal #7
UAPP110	X		X	X	X		
UAPP220			X				
UAPP225					X		
UAPP300	X	X	X	X	X		X
UAPP325	X	X	X	X			
UAPP410	X	X	X	X			X
UAPP419	X	X	X	X			
UAPP427	X	X	X	X		X	X
UAPP440	X		X	X		X	X

Goals of the School of Urban Affairs & Public Policy Bachelor of Arts in Public Policy Program

1. Students will gain knowledge and skills to help effect change in the public, nonprofit and private sectors as entry-level analysts, public officials, and as community and civic leaders.
2. Students will understand the processes associated with the intent, impact, benefits and disadvantages of public policies associated with social issues, the economy, the environment, and community development.
3. Students will become intellectually curious and understand the complex social, economic and political influences that shape public problems and their solutions.
4. Students will become conceptually critical of society's social, economic and physical conditions.
5. Students will understand the historic and contemporary processes that produce urbanization in the U.S. and globally.
6. Students will learn to use a variety of research methods to examine policy issues and generate alternatives designed to improve quality of life for people and places.
7. Students will have real-world experiences across a range of policy-related roles through mentored, field experiences that involve public agencies, nonprofit organizations, foundations and corporations.

## **Appendix B: Survey of SUAPP Faculty-Undergraduate Public Policy Program**

1. How important is each of the following KNOWLEDGE areas?

	Not Important	Neither Important nor Unimportant	Important	Very Important	Extremely Important	Response Count
Understanding the distinction between public policy and public administration	3.4% (1)	17.2% (5)	<b>34.5% (10)</b>	27.6% (8)	17.2% (5)	29
Understanding government and its role in public policy	0.0% (0)	3.4% (1)	13.8% (4)	34.5% (10)	<b>48.3% (14)</b>	29
Understanding how public policy is made	0.0% (0)	3.4% (1)	6.9% (2)	31.0% (9)	<b>58.6% (17)</b>	29
Understanding the connection between public policy and urban conditions	3.4% (1)	10.3% (3)	<b>41.4% (12)</b>	20.7% (6)	24.1% (7)	29
Understanding public policy and its role in society	0.0% (0)	7.1% (2)	14.3% (4)	32.1% (9)	<b>46.4% (13)</b>	28
Understanding how the public and private sectors differ	0.0% (0)	13.8% (4)	27.6% (8)	<b>41.4% (12)</b>	17.2% (5)	29
Understanding the evolution of urban communities	13.8% (4)	<b>27.6% (8)</b>	<b>27.6% (8)</b>	20.7% (6)	10.3% (3)	29
Understanding theories of society and urbanization	6.9% (2)	<b>27.6% (8)</b>	<b>27.6% (8)</b>	24.1% (7)	13.8% (4)	29
Understanding intergovernmental relations and their impact on urban areas	3.4% (1)	20.7% (6)	<b>34.5% (10)</b>	27.6% (8)	13.8% (4)	29
NASPAA Guidelines	<b>31.0% (9)</b>	<b>31.0% (9)</b>	24.1% (7)	10.3% (3)	3.4% (1)	29
					Other (please specify)	7
					<b>answered question</b>	<b>29</b>
					<b>skipped question</b>	<b>0</b>

2. During the beginning of the program, students should develop a BASIC understanding of:

	Not Important	Neither Important nor Unimportant	Important	Very Important	Extremely Important	Response Count
Political science	0.0% (0)	3.4% (1)	31.0% (9)	<b>37.9% (11)</b>	27.6% (8)	29
History	6.9% (2)	17.2% (5)	<b>41.4% (12)</b>	20.7% (6)	13.8% (4)	29
Economics	0.0% (0)	0.0% (0)	27.6% (8)	<b>37.9% (11)</b>	34.5% (10)	29
Sociology	0.0% (0)	13.8% (4)	<b>37.9% (11)</b>	34.5% (10)	13.8% (4)	29
Other (please specify)						7
<i>answered question</i>						<b>29</b>
<i>skipped question</i>						<b>0</b>


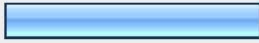
3. How important is each of the following SKILL areas?

	Not Important	Neither Important nor Unimportant	Important	Very Important	Extremely Important	Response Count
Analytic skills	0.0% (0)	0.0% (0)	6.9% (2)	<b>51.7% (15)</b>	41.4% (12)	29
Communication skills	0.0% (0)	0.0% (0)	13.8% (4)	37.9% (11)	<b>48.3% (14)</b>	29
Conflict management skills	0.0% (0)	20.7% (6)	<b>41.4% (12)</b>	31.0% (9)	6.9% (2)	29
Critical thinking skills	0.0% (0)	0.0% (0)	3.4% (1)	41.4% (12)	<b>55.2% (16)</b>	29
Leadership skills	0.0% (0)	27.6% (8)	<b>31.0% (9)</b>	<b>31.0% (9)</b>	10.3% (3)	29
Political skills	3.4% (1)	<b>34.5% (10)</b>	31.0% (9)	24.1% (7)	6.9% (2)	29
Problem solving skills	0.0% (0)	3.4% (1)	6.9% (2)	<b>51.7% (15)</b>	37.9% (11)	29
Other (please specify)						5
<i>answered question</i>						<b>29</b>
<i>skipped question</i>						<b>0</b>


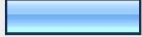



4. How important is each of the following professional DISPOSITIONS?

	Not Important	Neither Important nor Unimportant	Important	Very Important	Extremely Important	Response Count
Sense of social justice	0.0% (0)	3.4% (1)	<b>37.9% (11)</b>	34.5% (10)	24.1% (7)	29
Need for ethics	0.0% (0)	0.0% (0)	24.1% (7)	27.6% (8)	<b>48.3% (14)</b>	29
Commitment to public service	0.0% (0)	17.2% (5)	17.2% (5)	<b>37.9% (11)</b>	27.6% (8)	29
Understanding of diversity	0.0% (0)	0.0% (0)	<b>44.8% (13)</b>	27.6% (8)	27.6% (8)	29
Liberal arts educated worldview	0.0% (0)	21.4% (6)	<b>46.4% (13)</b>	17.9% (5)	14.3% (4)	28
Other (please specify)						1
<i>answered question</i>						<b>29</b>
<i>skipped question</i>						<b>0</b>



5. The new SUAPP undergraduate degree should be:

		Response Percent	Response Count
weighted towards an Urban Affairs degree		0.0%	0
weighted towards a Public Policy degree		<b>65.5%</b>	<b>19</b>
a balance between Urban Affairs and Public Policy		34.5%	10
Other (please specify)			3
<i>answered question</i>			<b>29</b>
<i>skipped question</i>			<b>0</b>

6. The NEW SUAPP undergraduate degree should be a preparation for the SUAPP master's degree program.






		Response Percent	Response Count
Strongly Disagree		10.7%	3
Disagree		17.9%	5
Neither Agree nor Disagree		25.0%	7
Agree		42.9%	12
Strongly Agree		3.6%	1
		<i>answered question</i>	<b>28</b>
		<i>skipped question</i>	<b>1</b>

7. The new SUAPP undergraduate degree should emphasize






		Response Percent	Response Count
Specialization		7.1%	2
Exploration		92.9%	26
		Other (please specify)	4
		<i>answered question</i>	<b>28</b>
		<i>skipped question</i>	<b>1</b>



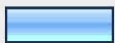


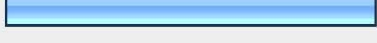

8. The program should require an internship.

		Response Percent	Response Count
Strongly Disagree		10.7%	3
Disagree		7.1%	2
Neither Agree or Disagree		21.4%	6
Agree		35.7%	10
Strongly Agree		25.0%	7
		Other (please specify)	7
		<i>answered question</i>	<b>28</b>
		<i>skipped question</i>	<b>1</b>


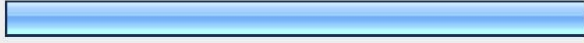

9. The program should require a supervised project.

		Response Percent	Response Count
Strongly Disagree		10.7%	3
Disagree		10.7%	3
Neither Agree nor Disagree		14.3%	4
Agree		46.4%	13
Strongly Agree		17.9%	5
		Other (please specify)	6
		<i>answered question</i>	<b>28</b>
		<i>skipped question</i>	<b>1</b>

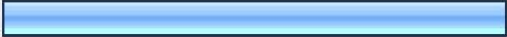
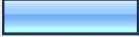


10. The program should require an independent research project.

		Response Percent	Response Count
Strongly Disagree		14.3%	4
Disagree		10.7%	3
Neither Agree nor Disagree		21.4%	6
Agree		50.0%	14
Strongly Agree		3.6%	1
		Other (please specify)	3
		<i>answered question</i>	28
		<i>skipped question</i>	1

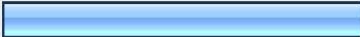
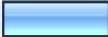

11. Over time, SUAPP should strive to create a new undergraduate degree program that is:

		Response Percent	Response Count
Small		10.7%	3
Mid-sized		78.6%	22
Large		10.7%	3
		Other (please specify)	4
		<i>answered question</i>	28
		<i>skipped question</i>	1

12. The new SUAPP undergraduate program should be:

		Response Percent	Response Count
Open to All Admitted UD Students		67.9%	19
Open to Most Admitted UD Students		17.9%	5
Open to Some Admitted UD Students		10.7%	3
Open to Few Admitted UD Students		3.6%	1
Other (please specify)			2
		<i>answered question</i>	28
		<i>skipped question</i>	1

13. Would you be interested in teaching a course or course(s) in the new SUAPP undergraduate program?

		Response Percent	Response Count
Yes		48.3%	14
No		13.8%	4
Maybe		37.9%	11
If yes, please provide your name and the course titles or topics you would be interested in teaching.			15
		<i>answered question</i>	29
		<i>skipped question</i>	0

## Appendix C: Review of Undergraduate Degrees in Public Policy at Competing and Prominent Universities

Institution	Degree	Program	Core Courses	Specializations or Other Required Courses
<b>Arizona State University</b> School of Public Affairs	B.A. & B.S.	Urban & Metropolitan Studies	1. Introduction to Urban America 2. Urban Policy 3. Urban Research 4. Urban Theory 5. Senior Professional Seminar 6. Urban Leadership & Collaborative Skills	<ul style="list-style-type: none"> <li>• Internship</li> <li>• Related Urban Topics</li> <li>• Foreign Language Proficiency</li> <li>• Statistics</li> </ul>
<b>University of Baltimore</b>	B.A. in Government /Public Policy		1. American Political System 2. Methods in Government &Public Policy 3. Senior Seminar	<ul style="list-style-type: none"> <li>• Public Policy and Public Administration</li> <li>• Public Law and American Constitutional Systems</li> <li>• Applied Politics</li> </ul>
<b>Cleveland State University</b> Levin College of Urban Affairs	B.A.	Urban Studies		<ul style="list-style-type: none"> <li>• Urban Planning</li> <li>• Urban Management</li> <li>• Environmental Policy &amp; Management</li> <li>• GIS</li> <li>• Historic Preservation</li> <li>• Design &amp; Land Use</li> <li>• Urban History, Society &amp; Politics</li> <li>• Environment</li> <li>• Regional Development &amp; Globalization</li> <li>• Methods for Planning &amp; Urban</li> </ul>
<b>Cornell University</b> Dept. of City and Regional Planning	B.S.	Urban & Regional Studies	1. The World We Make 2. American Cities 3. The Global City 4. First-Year Seminar 5. The Promise and Pitfalls of Contemporary Planning	<ul style="list-style-type: none"> <li>• Urban Planning</li> <li>• Urban Management</li> <li>• Environmental Policy &amp; Management</li> <li>• GIS</li> <li>• Historic Preservation</li> <li>• Design &amp; Land Use</li> <li>• Urban History, Society &amp; Politics</li> <li>• Environment</li> <li>• Regional Development &amp; Globalization</li> <li>• Methods for Planning &amp; Urban</li> </ul>

<b>Institution</b>	<b>Degree</b>	<b>Program</b>	<b>Core Courses</b>	<b>Specializations or Other Required Courses</b>
<b>University of Connecticut</b>	B.A.	Urban & Community Studies	<ol style="list-style-type: none"> <li>6. People, Planning, and Politics in the City</li> <li>7. Microeconomics</li> <li>8. Statistics</li> </ol>	Studies
<b>Georgia State University</b> Andrew Young School of Policy Studies	B.S.	Public Policy	<ol style="list-style-type: none"> <li>1. Citizenship, the Community, and the Public Sector</li> <li>2. Policy Leadership</li> <li>3. Critical Policy Issues</li> <li>4. Working with Policy Data</li> <li>5. Evaluating Public Policy</li> <li>6. Introduction to Policy Analysis</li> <li>7. Internship</li> </ol>	<ul style="list-style-type: none"> <li>• Non-profit Leadership</li> <li>• Planning &amp; Economic Development</li> <li>• Public Management &amp; Governance</li> <li>• Public &amp; Non-profit Human Resource Policy</li> </ul>
<b>University of Michigan</b> Gerald R. Ford School of Public Policy	B.A.	Public Policy	<ol style="list-style-type: none"> <li>1. Politics, Political Institutions, and Public Policy</li> <li>2. Microeconomics for Public Policy</li> <li>3. Introduction to Statistics &amp; Data Analysis</li> <li>4. Policy Seminar</li> </ol>	<ul style="list-style-type: none"> <li>• Poverty policy</li> <li>• Environmental policy</li> <li>• Crime policy</li> <li>• Human rights policy</li> <li>• Ethics and public policy</li> <li>• Economic development</li> <li>• Land use policy</li> <li>• The political economy of globalization</li> <li>• Political advocacy</li> <li>• Science and technology policy</li> </ul>

<b>Institution</b>	<b>Degree</b>	<b>Program</b>	<b>Core Courses</b>	<b>Specializations or Other Required Courses</b>
<b>University of North Carolina</b>	B.A.	Public Policy	<ol style="list-style-type: none"> <li>1. Introduction to Public Policy</li> <li>2. Ethics and Public Policy</li> <li>3. Economic Analysis</li> <li>4. Politics and Public Policy</li> <li>5. Quantitative Analysis</li> <li>6. Advanced Individual Projects</li> </ol>	<ul style="list-style-type: none"> <li>• Business/Labor &amp; Public Policy</li> <li>• Economic/Community Development &amp; Public Policy</li> <li>• Environmental Policy</li> <li>• Health/Population Policy</li> <li>• International Public Policy</li> <li>• The Law &amp; Public Policy</li> <li>• Science &amp; Information Technology Policy</li> <li>• Social &amp; Education Policy</li> <li>• History of Cities</li> <li>• Comparative &amp; Theoretical Dimensions</li> <li>• Built Environment</li> <li>• Urban Economic/Finance</li> <li>• Public Policy/Government</li> <li>• U.S. Public Policy</li> <li>• Law &amp; Justice</li> <li>• International Policy</li> </ul>
<b>University of Penn</b>	B.A.	Public Policy	<ol style="list-style-type: none"> <li>1. Introduction to Urban Research</li> <li>2. Fieldwork Seminar</li> <li>3. Senior Seminar</li> <li>4. The Discipline Cluster (history, anthropology, or economics)</li> <li>5. Urban Studies Themes</li> </ol>	
<b>Penn State University</b> Capital College of Public Policy	B.S.	Public Policy		

**Appendix D: Suggested Course Sequence for B.A. in Public Policy**

	<u>Fall</u>	<u>CR</u>	<u>Spring</u>	<u>CR</u>
Freshman	FYE	3	ENGL 110	3
	UAPP 110	3	Breadth Requirements	9
	ECON 151	3	ECON 152	3
	Math Requirement	3		
	Breadth Requirements	3		
Sophomore	UAPP 220	3	UAPP 225	3
	Minor	3	Minor	3
	Breadth Requirements	6	Breadth Requirements	6
	Directed Electives	3	Directed Electives	3
Junior	UAPP 325	3	UAPP 300	3
	Minor	3	Minor	6
	Breadth Requirements	3	Breadth Requirements	3
	Second Writing Requirement	3	Directed Electives	3
	Advanced Economics	3		
Senior	UAPP 410	3	UAPP 440	3
	UAPP 427	3	UAPP 419	3
	Minor	3	Minor	3
	Directed Electives	6	Directed Electives	6

## Appendix E: Listing of Approved University of Delaware Minors

### *College of Agriculture and Natural Resources*

Animal Science	Landscape Horticulture
Engineering Technology	Operations Research
Entomology	Resource Economics
Environmental Soil Science	Statistics
Food and Agribusiness	Wildlife Conservation
Management	
Food Science	

### *College of Arts and Sciences*

African Studies	Islamic Studies
Material Culture Studies	Jewish Studies
Anthropology	Journalism
Art	Latin American Studies
Art History	Legal Studies
Astronomy	Linguistics
Biochemistry	Mathematics
Bioinformatics	Medical Humanities
Black American Studies	Medieval Studies
Chemistry	Music
Cognitive Science	Philosophy
Comparative Literature	Physics
Computational Biology	Political Science
Computer Science	Psychology
East Asian Studies	Religious Studies
Foreign Languages	Sexualities and Gender Studies
Geography	Sociology
History	Theatre
Irish Studies	Women's Studies
Interactive Media	

### *Alfred Lerner College of Business and Economics*

Business Administration	International Business
Economics	Management Information
Entrepreneurial Studies	Systems

### *College of Engineering*

Biochemical Engineering	Environmental Engineering
Bioelectrical Engineering	Nanoscale Materials



Biomedical Engineering  
Civil Engineering

Materials Science and  
Engineering  
Sustainable Energy Technology

*College of Health Sciences*

Coaching Science  
Figure Skating Coaching

Nutrition  
Strength and Conditioning

*College of Human Services, Education, and Public Policy*

Disabilities Studies  
Educational Studies

Leadership

*College of Marine and Earth Studies*

Coastal and Marine Geoscience  
Geology

Marine Studies

**Appendix F: Budgetary Needs**

**Additional Resources needed for new B.A. in Public Policy**

Description		Cost	Total
Program Director(.33FTE)		\$30,000 10,200	\$40,200
Faculty Positions(3) <sup>3</sup>	Salary	\$60,000	\$241,200
	Fringe	\$20,400	
Secretary(1)	Salary	\$29,832	\$45,435
	Fringe	\$ 15,513	
Advertising & Recruitment		\$6,000	\$6,000
Computers, accessories, and software (4)		\$3,000	\$12,000
Laptop (1)		\$1,000	\$1,000
Graduate teaching assistants (2)		\$14,500	\$29,000
<b>TOTAL</b>			<b>\$374,835</b>

<sup>3</sup> Two tenure-line faculty positions will be needed for the 2010-11 academic year; and 1 for the 2011-12 academic year

## Appendix G: Results of SUAPP Faculty Vote on Resolution

Based on your review of the SUAPP Bachelor of Arts in Public Policy proposal, are you in support of the Resolution?

WHEREAS, the field of policy analysis has become vitally important as communities have grown more global, complex and interconnected. More than ever, governments and public organizations play an integral role in addressing societal problems. The proposed B.A. in Public Policy program will examine the ways in which policies are developed and executed, how policies should be designed and implemented to achieve the desired outcomes, and how policies should be evaluated and monitored. This goal addresses the University mission discussed by President Harker in *The Engaged University*, where he stated: "...As the largest university in a small yet nationally and internationally important state, we have the opportunity to work closely with public agencies throughout Delaware, applying research and human talent to address pressing social and civic issues..."

WHEREAS, the proposed B.A. in Public Policy has been based on a critical review of prominent public policy programs nationally and there is no similar program within the region offering an interdisciplinary program of this type;

WHEREAS, the B.A. in Public Policy program will promote discovery-based learning that brings our faculty and students into close contact with the challenges and knowledge of practitioners. Outreach to the global community - in Delaware, across the U.S., and around the world - will be a priority;

WHEREAS, increasing numbers of applicants to the School of Urban Affairs and Public Policy M.A. and M.P.A. degree programs desire to focus on policy design, implementation and analysis relevant to specific social, human and economic issues in the U.S. and the international arena—a need that could be more fully addressed through undergraduate and graduate education;

WHEREAS, the faculty of School of Urban Affairs and Public Policy have a 30-year history of teaching policy courses at the graduate level in public administration, public policy, and urban studies.

**RESOLVED**, that the School of Urban Affairs and Public Policy Faculty within the College of Human Services, Education, and Public Policy supports the provisional establishment, for five years, of a new major leading to the B.A. degree in Public Policy, effective September 1, 2009.

		Response Percent	Response Count
Yes		100.0%	29
No		0.0%	0
		<i>answered question</i>	29
		<i>skipped question</i>	

## **Appendix H: Academic Program Approval and Related Forms**