

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Andrea Sarzynski/Dan Rich phone number 302-831-1244

Department: School of Public Policy and Administration email address apsarzyn@udel.edu

Date: 12/13/13

Action: Request for Permanent Status

(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term 14F
(use format 04F, 05W)

Current degree BA in Public Policy
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: _____
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: _____
Proposed new name for revised or new major / minor / concentration / academic unit
(if applicable)

Revising or Deleting:

Undergraduate major / Concentration: _____
(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____
(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: _____
(**Must attach** your Graduate Program Policy Statement)

Graduate Program of Study: _____
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: _____

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter “None”)

No new courses proposed

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>

No curricular changes proposed; see Self Study Report section 1(c) and Appendix A for supporting information.

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter "None")

None

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

Requesting Permanent Approval of the BA in Public Policy; no curricular changes requested

Program Requirements:

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.)

No changes requested; see Self Study Report section 1(d) and Appendix B for supporting information.

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson _____ Date _____

Dean of College _____ Date _____

Chairperson, College Curriculum Committee _____ Date _____

Chairperson, Senate Com. on UG or GR Studies _____ Date _____

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Affairs & International Programs _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____

Revised 02/09/2009 /khs

REGULAR MEETING OF THE UNIVERSITY FACULTY SENATE

APRIL 20, 2009 – 104 GORE HALL

MINUTES

I. Adoption of the Agenda

Approved

II. Approval of the Minutes: [March 9, 2009](#)

Approved with one correction, under Announcements item 4 should read handicap access to Pearson Hall not Memorial Hall.

III. Remarks: Avron Abraham, First Year Experience (FYE) seminar. The seminar is one course students can take to meet the UD FYE requirement. This year, 450 students participated in a pilot of a faculty led seminar with peer mentors. Seminar sections contained 25 students. Assessment data indicated that students responded to faculty, and students wanted social and academic transitioning. The relationship between students and peers was appreciated by the students. Working with Steering committee and Advisory committee, 1600 students will be part of the FYE seminar in fall 2009. Plans are to have 80 faculty led sections of a 1-credit course (still looking for faculty). The theme for next year is “First step for UD students on the path to becoming contributing global citizens.” *Three Cups of Tea* by Greg Mortenson and David Oliver Relin is the recommended book for next year’s seminar. Contact Avron Abraham at avron@udel.edu or 831-8742.

IV. Announcements: Senate President Amy Johnson. Dallas Hoover was recognized for his service to the Faculty Senate with the Exemplary Service Award. Dr. Hoover has had 16 consecutive years of service to the Faculty Senate, with 8 years on the Executive Committee. The College of Arts and Sciences resolution for College breadth requirements will be voted on at the May meeting. Senate elections are next month, and Scott Douglass will make a presentation. John Morgan’s resolution proposal for looking into faculty workload was not recommended by the Executive Committee. The committee considered this an issue that the AAUP should consider and discuss with administration. The Faculty Senate does not have jurisdiction on such matters. Provost Dan Rich was asked to evaluate faculty enrollment numbers and workload. Faculty memorials will be in September, instead of during the President’s address at the General Faculty meeting. A representative of the University Bookstore wants to remind faculty to get book orders in. The Undergraduate Studies (UGS) committee often requests additional information when program changes are submitted. In the future, evidence of support from dean and provost should accompany all program change proposals. Proposals should not bypass the UGS committee by being brought to the floor of the Faculty Senate.

V. Consent Agenda

A. Announcements for Challenge

1. Recommendation from the Committee on Undergraduate Studies (John Madsen, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the revision to the major in Environmental Sciences ([attachment](#)) ([attachment](#)) ([attachment](#))
2. Recommendation from the Committee on Undergraduate Studies (John Madsen, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the request to add a new minor in Dance ([attachment](#))
3. Recommendation from the Committee on Undergraduate Studies (John Madsen, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the request to add a new minor in Advertising ([attachment](#)) ([attachment](#)) ([attachment](#))
4. Recommendation from the Committee on Undergraduate Studies (John Madsen, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the request to add a new Concentration within the Exercise Science major: Medical Scholar ([attachment](#)) ([attachment](#))
5. Recommendation from the Committee on Undergraduate Studies (John Madsen, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the request to rename and revise the requirements for Food and Agribusiness Management Minor ([attachment](#)) ([attachment](#))
6. Recommendation from the Committee on Undergraduate Studies (John Madsen, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the request to rename and revise the requirements of the Food and Agribusiness Management Majors ([attachment](#)) ([attachment](#))
7. Recommendation from the Committee on Undergraduate Studies (John Madsen, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the revision to the major in Health Behavior Science ([attachment](#))
8. Recommendation from the Committee on Undergraduate Studies (John Madsen, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the revision to the major in Athletic Training ([attachment](#))
9. Recommendation from the Committee on Undergraduate Studies (John Madsen, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the request to revise major and delete concentrations in Health Studies ([attachment](#))

10. Recommendation from the Committee on Undergraduate Studies (John Madsen, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the revision to the major in Early Childhood Education ([attachment](#))
11. Recommendation from the Committee on Undergraduate Studies (John Madsen, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the revision to major in Music ([attachment](#))
12. Recommendation from the Committee on Undergraduate Studies (John Madsen, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the revision to the Major in Leadership ([attachment](#))
13. Recommendation from the Committee on Undergraduate Studies (John Madsen, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the revision to the Major in Women's Studies ([attachment](#))
14. Recommendation from the Committee on Graduate Studies (Paul Mettler, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the request to add Concentrations in Civil and Environmental EG and to revise the program policy document ([attachment](#)) ([attachment](#))
15. Recommendation from the Committee on Graduate Studies (Paul Mettler, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the revision to the M.Ed. Exceptional Children and Youth ([attachment](#)) ([attachment](#)) ([program policy](#))
16. Recommendation from the Committee on Graduate Studies (Paul Mettler, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the revision to the M.A. in Teaching English as a Second Language ([attachment](#)) ([program policy](#))
17. Recommendation from the Committee on Graduate Studies (Paul Mettler, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the revision to the Graduate Program in Art History ([attachment](#)) ([chart attachment](#)) ([emailattachment](#)) ([revised program](#)) ([current program](#))
18. Recommendation from the Committee on Graduate Studies (Paul Mettler, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the revision to the Master of Instruction ([attachment](#)) ([program policy](#))

Approved

VI. Regular Agenda:

A. Unfinished Business: None

B. New Business

1. Recommendation from the Committee on Rules (Don Lehman, Chair) with the concurrence of the Executive Committee (Amy Johnson, Chair) for a change in procedure regarding the approval of sabbatical leave and the research semester. ([attachment](#))

Approved

C. Resolutions

1. Recommendation from the Committee on Undergraduate Studies (John Madsen, Chair) for the request for reorganization within Marine and Earth Studies and by the Committee on Graduate Studies (Paul Mettler, Chair) for the request for a college name change and reorganization within Marine and Earth Studies with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) ([attachment](#))

WHEREAS, the faculty in the College of Marine and Earth Studies and the faculty in the Department of Geography have, respectively, voted to join together to become part of a larger College dedicated to the study of earth, ocean, and atmospheric systems and the human interactions therein, and

WHEREAS, as part of this re-organization the Marine Studies Programs (Marine BioScience, Marine Policy, Oceanography, and Physical Ocean Science and Engineering) will form a School within the new college, and,

WHEREAS, such a change is supported by the Chair of the Department of Geography, the Dean of the College of Marine and Earth Studies, the Dean of Arts and Sciences, and the Provost, be it therefore

RESOLVED, that the Faculty Senate recommends the proposed formation of a new college from the merger of the Department of Geography and the College of Marine and Earth Studies to be named the College of Earth, Ocean, and Environment.

Approved

2. Recommendation from the Committee on Undergraduate Studies (John Madsen, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the request to add a new major in Energy and Environmental Policy ([attachment](#)) ([attachment](#)) ([attachment](#))

- WHEREAS,** the Undergraduate Major in Energy and Environmental Policy addresses the critical issues of the energy sector and its environmental impacts in the state, nation, and global community; and
- WHEREAS,** the Undergraduate Major in Energy and Environmental Policy examines the ways in which sustainable energy and environmental policies are developed and executed, and how such policies should be evaluated and monitored; and
- WHEREAS,** the Path to Prominence has established the goal of making the University of Delaware a national and international leader in education and research on energy and environmental sustainability; and
- WHEREAS,** the Undergraduate Major aligns with the academic priorities of the University's stated goals to promote programs which engage in cross-disciplinary (or cross fertilization) efforts to create integrated and critically reflective solutions to the world's pressing energy and environmental challenges; and
- WHEREAS,** the Undergraduate Major in Energy and Environmental Policy educates and builds core competencies and skills for students so that they may work effectively at the intersections of business, technology, government, research and civil society in order to improve energy and environmental policy; and
- WHEREAS,** the Undergraduate Major in Energy and Environmental Policy provides students with a solid academic foundation and a complementary pathway for success for entrance into graduate programs or careers in the field it is incumbent upon the faculty of this program to provide high quality advisement on the concentrations within the major and to explore ways to integrate the educational opportunities available to students that are engaged in environmentally-oriented degrees; and
- WHEREAS,** the Undergraduate Major in Energy and Environmental Policy has been based on a critical review of prominent policy programs nationally and there is no similar program within the region offering a cross-disciplinary, intercollegiate program of this type, thereby enabling the University of Delaware to be the national leader in the field; be it therefore
- RESOLVED,** that the Faculty Senate approves provisionally, for five years, the establishment of a new major entitled Baccalaureate of Science in Energy and Environmental Policy effective September 1, 2009.

Approved

3. Recommendation from the Committee on Undergraduate Studies (John Madsen, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the request to add a new major in Environmental Studies ([attachment](#)) ([attachment](#)) ([attachment](#))

WHEREAS, the University of Delaware currently offers a collaborative BS degree program in Environmental Science that is rigorous and well established; and

WHEREAS, part of the University of Delaware's Path to Prominence™ is focused on becoming a greener, more environmentally aware campus and on highlighting and enhancing opportunities for undergraduates to engage in environmental degree programs; and

WHEREAS, the proposed degree program extends UD's environmental options and reflects the fact that the Earth and its resources connect to all facets of human existence. Additionally, the proposed degree program enhances the opportunities for those students interested in studying the environment through the perspectives of policy, economics, and social science; and

WHEREAS, using a collaborative and distributed model, the degree programs utilizes the current strengths at the University of Delaware and gives students a broad-based, interdisciplinary introduction to environmental policies and issues; the common analytical tools needed to explore them in depth through their specific concentration areas; and the ability to integrate and synthesize information from a multidisciplinary perspective; and

WHEREAS, the Undergraduate Major in Environmental Studies provides students with a solid academic foundation and a complementary pathway for success for entrance into graduate programs or careers in the field it is incumbent upon the faculty of this program to provide high quality advisement on the concentrations within the major and to explore ways to integrate the educational opportunities available to students that are engaged in environmentally-oriented degrees; be it therefore

RESOLVED, that the Faculty Senate recommends approval provisionally, for five years, the establishment of a new major leading to the distributed BA degree in Environmental Studies.

Approved

4. Recommendation from the Committee on Undergraduate Studies (John Madsen, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the request to add a new BA major in Public Policy ([attachment](#)) ([attachment](#)) ([attachment](#)) ([attachment](#)) ([attachment](#))

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; be it therefore

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

Approved

5. Recommendation from the Committee on Graduate Studies (Paul Mettler, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the request to add a new M.S. in Disaster Science and Management ([attachment](#)) ([attachment](#)) ([program policystatement](#)) ([catalog description](#)) ([resolution](#))

WHEREAS, the proposed MS (both thesis and non-thesis) and PhD in Disaster Science and Management (DISA) program is a unique interdisciplinary graduate course of study covering the theories, research methodologies, and policies informing efforts focused on emergency preparedness, mitigation, management, and response, and

WHEREAS, there has been much interest over several years from individuals with diverse backgrounds and interest in pursuing interdisciplinary graduate studies in disaster science and management, and

WHEREAS, the experience of the Disaster Research Center with graduate level research and training, and collaboration with the School of Urban Affairs and Public Policy provide existing courses and a foundation for the program, and

WHEREAS, the proposed program contributes to three milestones on the University's "path to prominence": to become a premier research and graduate university; to achieve excellence in professional education; and the engaged university, be it therefore

RESOLVED, that the Faculty Senate recommends approval provisionally, for five years, the establishment of a new major leading to the MS degree in Disaster Science and Management, effective September 1, 2009.

Approved

6. Recommendation from the Committee on Graduate Studies (Paul Mettler, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the request to add a new Ph.D. in Disaster Science and Management ([attachment](#)) ([attachment](#)) ([program policystatement](#)) ([catalog description](#)) ([resolution](#))

WHEREAS, the proposed MS (both thesis and non-thesis) and PhD in Disaster Science and Management (DISA) program is a unique interdisciplinary graduate course of study covering the theories, research methodologies, and policies informing efforts focused on emergency preparedness, mitigation, management, and response, and

WHEREAS, there has been much interest over several years from individuals with diverse backgrounds and interest in pursuing interdisciplinary graduate studies in disaster science and management, and

WHEREAS, the experience of the Disaster Research Center with graduate level research and training, and collaboration with the School of Urban Affairs and Public Policy provide existing courses and a foundation for the program, and

WHEREAS, the proposed program contributes to three milestones on the

University's path to prominence : to become a premier research and graduate university; to achieve excellence in professional education; and the engaged university, be it therefore

RESOLVED, that the Faculty Senate recommends approval provisionally, for seven years provisionally, for the PhD degrees in Disaster Science and Management, effective September 1, 2009.

Approved

7. Recommendation from the Committee on Graduate Studies (Paul Mettler, Chair) with the concurrence of the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the request for permanent approval of the MA in Education ([attachment](#)) ([attachment](#)) ([attachment](#))

WHEREAS, the Master of Art in Education was given provisional approval in May 2003, and thus need to gain permanent status, and

WHEREAS, 25 students have graduated from this program and 9 are currently pursuing the major, and

WHEREAS, this program received a positive permanent status review by the review team, and

WHEREAS, this program received the full support of the Director of the School of Education and the Dean of the College of Human Services, Education and Public Policy, be it therefore

RESOLVED, that the Faculty Senate recommends permanent approval of the Master of Arts in Education in the College of Human Services, Education and Public Policy.

Approved

8. Recommendation from the Ad Hoc Committee on University Breadth requirements (Avron Abraham, Chair) with the concurrence of Undergraduate Studies (John Madsen, Chair), the Coordinating Committee on Education (Cihan Cobanoglu, Chair) and the Executive Committee (Amy Johnson, Chair) for the implementation of University breadth requirements ([attachment](#)) ([charge document](#))

WHEREAS, The University of Delaware does not have a set of breadth courses that meet requirements for all majors and

WHEREAS, it has been difficult for students, advisors and faculty to understand which courses transfer between colleges, departments, majors and programs, and

WHEREAS, it would benefit all students to be exposed to courses outside of their major area of study, be

it therefore

RESOLVED, that beginning with the academic year 2010-2011 a list of courses submitted by the Colleges will be designated as meeting University breadth requirements, and be it further

RESOLVED, that all students will be required to complete a minimum of 12 credits from the list of breadth courses, and be it further

RESOLVED, that all students will be required to take a minimum of one course, of at least 3-credits, from each category from the following categories receiving a minimum grade of C-, in order to meet the University requirement:

- Creative Arts and Humanities
- History and Cultural Change
- Social and Behavioral Sciences
- Mathematics, Natural Sciences and Technology

and be it further

RESOLVED, that a standing faculty senate sub-committee, with representation from all the Colleges, which reports to the Senate Undergraduate Studies Committee would provide the oversight of the placement of breadth courses in appropriate categories, and ensure that the intent of breadth remains inclusive while maintaining a substantial list of courses that encourage exploration by the students in areas outside of their major.

Approved following a friendly amendment.

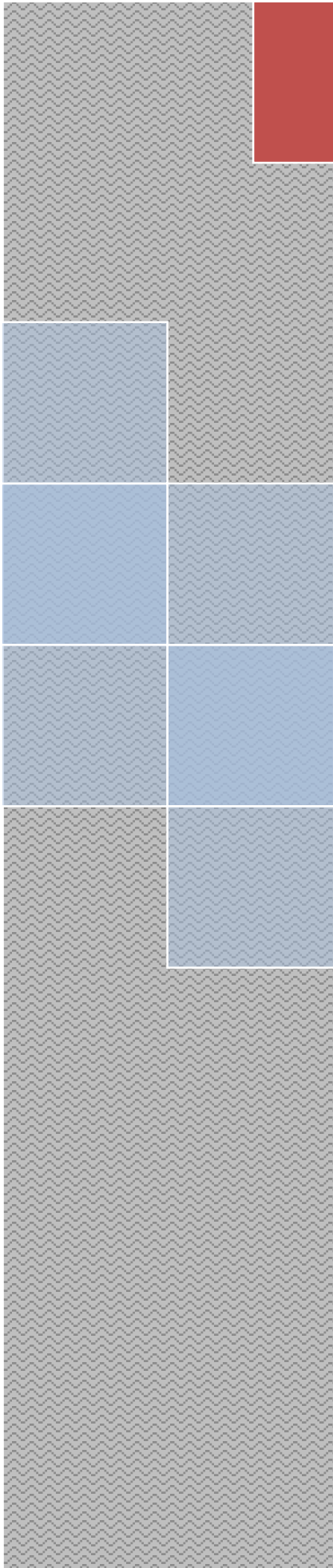
VII. Introduction of New Business:

Such items as may come before the Senate. (No motion introduced under new business, except a motion to refer to committee, shall be acted upon until the next meeting of the Senate.)

None

Adjourned: 5:35

Submitted by Donald Lehman



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 Outcomes¹

- 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.

¹ 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 requirement3-4
 (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

Group A	Analysis and appreciation of the creative arts and humanities	9 credits of courses representing at least two departments or appropriate instructional units
Group B	The study of culture and institutions over time	9 credits of courses representing at least two departments or appropriate instructional units
Group C	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
Group D	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 Electives16-24

Disciplines

Recommended Courses

<i>Energy & 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 IFST 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*.² 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.

² 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)	34.5% (10)	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)	48.3% (14)	29
Understanding how public policy is made	0.0% (0)	3.4% (1)	6.9% (2)	31.0% (9)	58.6% (17)	29
Understanding the connection between public policy and urban conditions	3.4% (1)	10.3% (3)	41.4% (12)	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)	46.4% (13)	28
Understanding how the public and private sectors differ	0.0% (0)	13.8% (4)	27.6% (8)	41.4% (12)	17.2% (5)	29
Understanding the evolution of urban communities	13.8% (4)	27.6% (8)	27.6% (8)	20.7% (6)	10.3% (3)	29
Understanding theories of society and urbanization	6.9% (2)	27.6% (8)	27.6% (8)	24.1% (7)	13.8% (4)	29
Understanding intergovernmental relations and their impact on urban areas	3.4% (1)	20.7% (6)	34.5% (10)	27.6% (8)	13.8% (4)	29
NASPAA Guidelines	31.0% (9)	31.0% (9)	24.1% (7)	10.3% (3)	3.4% (1)	29
					Other (please specify)	7
					answered question	29
					skipped question	0

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)	37.9% (11)	27.6% (8)	29	
History	6.9% (2)	17.2% (5)	41.4% (12)	20.7% (6)	13.8% (4)	29	
Economics	0.0% (0)	0.0% (0)	27.6% (8)	37.9% (11)	34.5% (10)	29	
Sociology	0.0% (0)	13.8% (4)	37.9% (11)	34.5% (10)	13.8% (4)	29	
Other (please specify)						7	
						answered question	29
						skipped question	0



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)	51.7% (15)	41.4% (12)	29	
Communication skills	0.0% (0)	0.0% (0)	13.8% (4)	37.9% (11)	48.3% (14)	29	
Conflict management skills	0.0% (0)	20.7% (6)	41.4% (12)	31.0% (9)	6.9% (2)	29	
Critical thinking skills	0.0% (0)	0.0% (0)	3.4% (1)	41.4% (12)	55.2% (16)	29	
Leadership skills	0.0% (0)	27.6% (8)	31.0% (9)	31.0% (9)	10.3% (3)	29	
Political skills	3.4% (1)	34.5% (10)	31.0% (9)	24.1% (7)	6.9% (2)	29	
Problem solving skills	0.0% (0)	3.4% (1)	6.9% (2)	51.7% (15)	37.9% (11)	29	
Other (please specify)						5	
						answered question	29
						skipped question	0


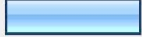



4. How important is each of the following professional DISPOSITIONS?

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



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		65.5%	19
a balance between Urban Affairs and Public Policy		34.5%	10
		Other (please specify)	3
		answered question	29
		skipped question	0



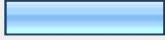

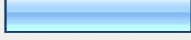
6. The NEW SUAPP undergraduate degree should be a preparation for the SUAPP master's degree program.

		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>	28
		<i>skipped question</i>	1



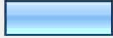

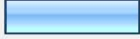
7. The new SUAPP undergraduate degree should emphasize

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

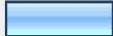

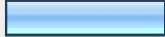


8. The program should require an internship.

		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>	28
		<i>skipped question</i>	1




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>	28
		<i>skipped question</i>	1

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
Arizona State University 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"> • Internship • Related Urban Topics • Foreign Language Proficiency • Statistics
University of Baltimore	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"> • Public Policy and Public Administration • Public Law and American Constitutional Systems • Applied Politics
Cleveland State University Levin College of Urban Affairs	B.A.	Urban Studies		<ul style="list-style-type: none"> • Urban Planning • Urban Management • Environmental Policy & Management • GIS • Historic Preservation • Design & Land Use • Urban History, Society & Politics • Environment • Regional Development & Globalization • Methods for Planning & Urban
Cornell University 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"> • Urban Planning • Urban Management • Environmental Policy & Management • GIS • Historic Preservation • Design & Land Use • Urban History, Society & Politics • Environment • Regional Development & Globalization • Methods for Planning & Urban

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

Institution	Degree	Program	Core Courses	Specializations or Other Required Courses
University of North Carolina	B.A.	Public Policy	<ol style="list-style-type: none"> 1. Introduction to Public Policy 2. Ethics and Public Policy 3. Economic Analysis 4. Politics and Public Policy 5. Quantitative Analysis 6. Advanced Individual Projects 	<ul style="list-style-type: none"> • Business/Labor & Public Policy • Economic/Community Development & Public Policy • Environmental Policy • Health/Population Policy • International Public Policy • The Law & Public Policy • Science & Information Technology Policy • Social & Education Policy
University of Penn	B.A.	Public Policy	<ol style="list-style-type: none"> 1. Introduction to Urban Research 2. Fieldwork Seminar 3. Senior Seminar 4. The Discipline Cluster (history, anthropology, or economics) 5. Urban Studies Themes 	<ul style="list-style-type: none"> • History of Cities • Comparative & Theoretical Dimensions • Built Environment • Urban Economic/Finance • Public Policy/Government • U.S. Public Policy • Law & Justice • International Policy
Penn State University 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) ³	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
TOTAL			\$374,835

³ 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

1. GENERAL INFORMATION ABOUT THE PROGRAM

a. Introduction

The Bachelor of Arts in Public Policy was proposed in fall 2008 and first offered in fall 2009. A minor in Public Policy was added in 2011. The School of Public Policy and Administration (SPPA), formerly known as the School of Urban Affairs and Public Policy (SUAPP), offers the Public Policy degree. The program prepares students to analyze, design, administer, and evaluate public responses to complex public problems including poverty, education, healthcare, and environmental sustainability. These applied, interdisciplinary skills build a foundation upon which our graduates can become effective agents for change within the public, nonprofit, and private sectors.

b. Compatibility with University's academic priorities

The Public Policy BA program directly addresses key University priorities for strengthening undergraduate education, providing a diverse and stimulating undergraduate environment, and offering distinctive programs that will attract highly talented undergraduates. The program also addresses principles and goals stipulated in the University's strategic plan, including the goal 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..."

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 Public Policy BA program examines 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.

c. Alignment with University's general education goals

The Public Policy BA program strongly embodies the University's general education goals for undergraduate education (see **Appendix A** for details). The major is interdisciplinary by design and is focused on developing key skills that graduates could use in various settings. In particular, Public Policy majors learn to think and write analytically, to communicate clearly, and understand the ethical implications of their actions. The topics examined in the major encourage students to engage in efforts to solve important social problems at home and abroad.

The Public Policy BA program also sponsors several courses that qualify as University breadth requirements, especially within the Social and Behavioral Sciences (Group C) category, contributing to the liberal arts preparation of students from across the university.

d. Curricular requirements

The Public Policy BA degree currently requires 124 credit hours and completion of all university and College of Arts and Sciences requirements (see **Appendix B** for details).

The Public Policy major is comprised of **30 credits**: 15 credits in five core courses and 15 credits within approved concentration courses.

- The **core** contains three successive courses during which students build background **knowledge and skills** in public policy-making, analysis, and communication. The fourth core course is a required **internship** course (UAPP 300: Public Policy Field Experience), during which students must complete a minimum number of work hours in a professional setting and complete related academic activities. Students receive university Discovery Learning Education (DLE) credit for the internship course. Last, the students complete a **capstone** experience (UAPP 440: Contemporary Policy Issues) that draws upon the knowledge and skills developed within the program to design a public policy solution for a current and pressing local problem.
- The program currently offers four **concentration** areas: Policy Studies; Policy Analysis; Public and Nonprofit Administration; and Urban Policy, Planning, and Historic Preservation. Within these concentration areas, students may take policy-relevant courses on health, environment, community development, poverty and housing, civil rights, architecture and historic preservation, leadership and administration of non-profit organizations and public agencies, and policy research methods. With advisor permission, students may take courses across concentration areas to craft a degree program in-line with their interests.

Several undergraduate-only courses have been implemented over the past years to serve our undergraduates and as breadth courses for the University or College of Arts and Sciences. The other concentration course options with SPPA are made available by extending existing graduate courses (at the 600- and 700- level) to advanced undergraduates (at the 400- level).

Beginning in fall 2013, SPPA offers an **Honors Bachelor of Arts (HBA) in Public Policy** degree. The HBA degree has the same requirements as the BA degree, except that HBA students must complete 12 credit hours required for the major in honors courses (including 9 credit hours in UAPP honors courses). The program now offers honors “add-on” sections for four core courses (UAPP 110, 225, 325, and 440). Honors students may also sign individual honors contracts for other public policy courses, or complete the graduate-level equivalent of a 400-level concentration course for honors credit.

Public Policy BA students may also apply to a **4+1 accelerated degree program** during which typical full-time students complete their BA degree and a master’s degree in five years (see **Section 4** below).

e. Program assessments

The Public Policy BA program director and SPPA faculty conducted an internal assessment of the program in 2010. That assessment resulted in changes in the major that were approved in 2011 that introduced policy concentration options that took greater advantage of the expertise of a larger number of participating faculty and that also created additional discovery learning opportunities for students. These changes set the framework for the subsequent development and approval of 4+1 programs with the M.A. in Urban Affairs and Public Policy, the Master of Public Administration, and the M.A. in Historic Preservation. The minor in Public Policy also was implemented after the changes in the major were approved, so that the major and minor are delivered in a coordinated fashion. Finally, an Honors BA in Public Policy was proposed and approved using the new design of the major as the framework. In sum, the 2012 internal assessment led to significant changes that expanded and strengthened learning opportunities and outcomes for students.

f. Advising strategies

All Public Policy majors are **initially advised** by the Public Policy Program Director. After the first year of advising, the students are transferred to other faculty advisors within SPPA depending on the students' interest areas and available advising resources.

The Public Policy Program Director, in consultation with the student's faculty advisor, completes advising related to **Senior Checkout**.

All Public Policy **minors** are advised throughout their program by one faculty advisor.

Students enrolled in the **4+1 programs** are advised by one faculty member depending on the degree combination to ensure consistency in advising for these new degree combinations.

Faculty advisors **meet regularly** to discuss challenges and strategies for addressing Public Policy student concerns. A handbook was prepared for new Public Policy advisors and will be updated as appropriate. Advisors also coordinate efforts with the Undergraduate Advising Office in the College of Arts and Sciences, especially regarding university and college requirements.

g. Accreditation

The BA in Public Policy is offered by the School of Public Policy and Administration, which is recognized as a comprehensive school of public affairs by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). There is no separate accreditation for undergraduate programs in public affairs. The program director for the BA in Public Policy participates in programs sponsored by the NASPAA undergraduate committee including workshops at national meetings on the improvement of undergraduate public affairs programs.

h. Changes in program requirements since initiated

The program revised its degree requirements effective fall 2011 following SPPA’s move to the College of Arts and Sciences (CAS). The BA degree had to be revised to conform to CAS requirements, including an increase from 120 to 124 total credit hours and the addition of some college breadth and skills requirements. At that time, the BA curriculum was also revised to better reflect the full range of faculty expertise within SPPA (see **Section 1e**), which was primarily accomplished by restructuring the major requirements into a core of 15 credit hours and a concentration area of 15 credit hours. Thus, the total credit hours remained the same at 30 credit hours but the change provided more flexibility within the 15 concentration credits.

Table 1 describes the original curriculum and the changes that were made effective catalog year 2011; the current curriculum is described in **Section 1d** above.

Table 1. Changes in Public Policy BA Curricular Requirements

Original Curriculum (Catalog Year 2009)	Revised Curriculum (Catalog Year 2011)
BA credit requirements (120 credits)	Change to 124 credits
Major core courses (30 credits):	Reduce required core to 15 credits
UAPP 110	Keep as core
UAPP 220	Move to concentration course option
UAPP 225	Keep as core
UAPP 325	Keep as core
UAPP 419	Remove
UAPP 427	Move to concentration course option
UAPP 300	Keep as core
UAPP 410	Move to concentration course option
Advanced economics requirement	Remove
UAPP 440	Keep as core
Area of policy focus or minor (15-18 credits); waived if double-major	Change to a concentration with 15 credits
Directed electives (16-24 credits)	Electives (credits vary)

i. Recruiting procedures

The Public Policy BA program relies primarily upon the university’s Admissions Office and the College of Arts and Sciences for recruiting. SPPA faculty, staff, and students participate in regular recruiting events such as the Blue and Gold Days, Majors and Minors on Main, and Accepted Student Days.

The program recognizes a need for further targeting of high school students, as our yield among freshmen has been low compared to students transferring from other majors. Many high school students, parents, and counselors have little understanding of Public Policy as an area of study, placing us at a disadvantage as compared with more traditional disciplinary majors such as business or communication. We plan to use current students and graduates to assist with high school recruiting, including students affiliated with the Roosevelt Institute Campus Network student association.

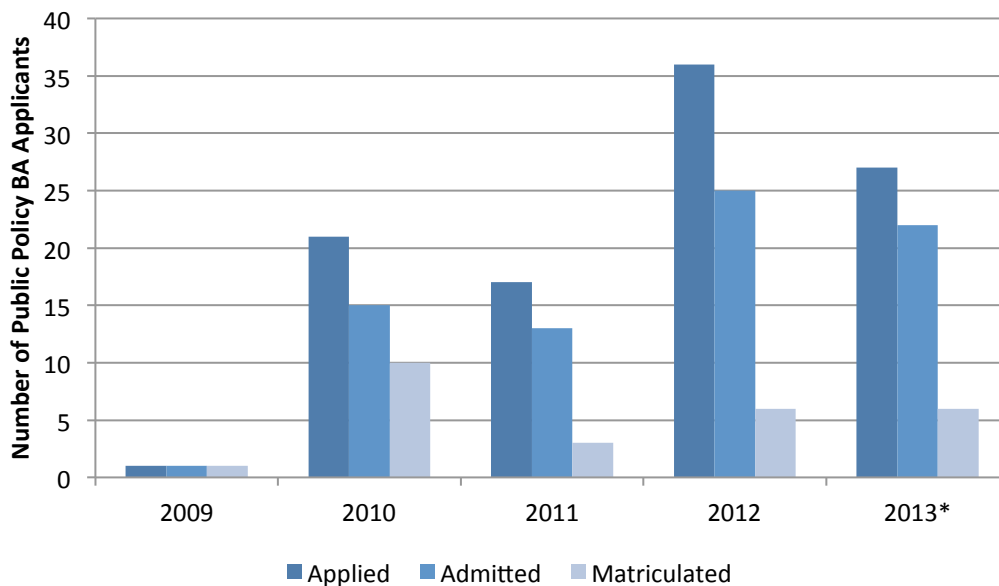
To further strengthen recruiting locally, a pathway could be built leading from the University’s Associate in Arts (AA) program to the Public Policy BA program. We currently offer the introductory Public Policy course (UAPP 110: Changing the World and Public Policy) on an occasional basis on the Georgetown campus for AA students. We see potential for expansion of the Public Policy course offerings especially at the Wilmington campus, given strong existing relationships in Wilmington such as through SPPA’s Center for Community Research and Service’s Wilmington Office. Discussions are ongoing but further collaboration could begin with advising AA students about opportunities with the Public Policy BA program on Newark campus, and follow with adding introductory Public Policy course offerings for the AA program as resources allow.

2. STUDENT INFORMATION

a. Application and enrollment history

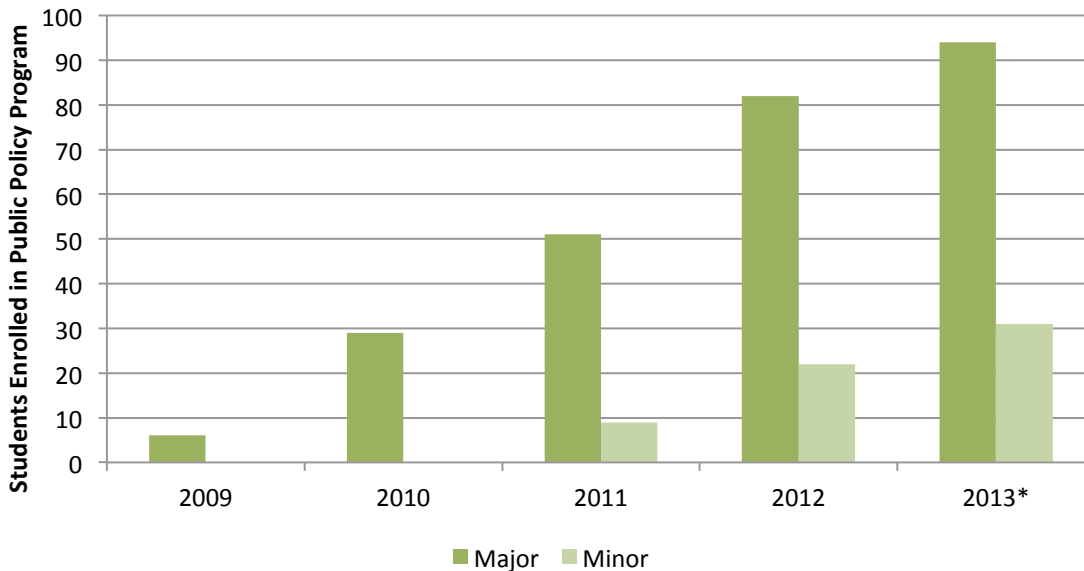
The Public Policy BA has experienced steady growth in applications over the last five years with accepted student yields from incoming freshmen averaging 25% in the past 3 years (see **Figure 1**). More students join the program after arriving on campus, resulting in a larger and faster growing base of majors and minors than the matriculated student data indicates (see **Figure 2**).

Figure 1. Application History for Public Policy BA, AY 2009-2013



Notes: * - 2013 reflects partial year data. Source: Admissions Office

Figure 2. Enrollment History for Public Policy Program, AY 2009-2013



Notes: * - 2013 reflects partial year data. Source: Registrar’s Office

The program has so far graduated 24 students and lost 18 students who dropped-out of the program (see Error! Not a valid bookmark self-reference.). We expect to graduate 32 students in AY 2013-14. See next section regarding placement.

Table 2. Application and Enrollment History for Public Policy Program

	2009-10	2010-11	2011-12	2012-13	2013-14*
Applied	1	21	17	36	27
Admitted	1	15	13	25	22
Matriculated	1	10	3	6	6
Graduates	0	0	6	18	32 ^e
Dropped-Out	0	5	6	7	0
Enrollments-Major	6	29	51	82	94
Enrollments-Minor	0	0	9	22	31

Notes: * - reflects partial year data (as of November 15, 2013); ^e - estimated
 Sources: Admissions Office; Registrar’s Office

b. Placement of graduates

The Public Policy BA program has graduated 24 students as of August 2013, and we expect to graduate another 32 students in academic year 2013-14.

- The School of Public Policy and Administration has developed **4+1 programs** that enable qualified students to complete the BA in Public Policy and M.A. in Urban Affairs and Public Policy, Master of Public Administration (MPA), or MA in Historic Preservation in five years. To date, five undergraduate public policy students have been admitted to the 4+1 MA in Urban Affairs and Public Policy, and 16 to the 4+1 MPA. The students in the 4+1 program receive the placement support provided by SPPA for students in its graduate programs. The first students will graduate from the 4+1 programs in May 2014.
- Other graduates have been accepted into policy-related **graduate programs**, including the MPA program at the School of Public Affairs, American University, Washington, DC; Master of Asia Pacific Policy Studies, University of British Columbia; Master of Islamic Studies, American University of Beirut, Lebanon; and Master of Public Health at Columbia University.
- Several of our graduates pursued **public service** placements. One spring 2013 graduate was accepted into the AmeriCorps program. One of our 2014 graduates has been accepted into Teach for America. Others are considering the Peace Corps. Another graduate expects to work at the Rodel Foundation in Delaware on educational policy.
- In 2011, the School of Public Policy and Administration in collaboration with the UD Office of Career Services launched a program on career opportunities for undergraduate and graduate students in public affairs. This program has now been expanded to include students all Arts and Sciences social science departments and will be eventually expanded for all students from the College of Arts and Sciences.

c. Financial support

Not applicable - the Public Policy program does not provide financial support for undergraduate students. We do provide limited fellowship and research assistant support as detailed below in Q4.

3. STUDENT DEMAND

The Public Policy BA degree fills a void within the University for undergraduate students interested in exploring public policy issues, design, and analysis in an interdisciplinary context. The major provides undergraduates broad exposure to major social and economic challenges facing civil society in the United States and globally. The major prepares students for entry-level positions in the nonprofit, public, and private sectors and equips them with the knowledge and skills to be competitive for admission into graduate degree programs in Public Policy, Public Administration, Urban and Regional Planning, and

Law, among others. The rapid growth in majors, minors, and seats filled in Public Policy BA courses testifies to latent demand within the University.

The Public Policy BA is attracting a significant number of students with strong academic qualifications who want to move on to advanced degrees in public policy, public affairs, and related fields. Evidence of this is the significant numbers of public policy students applying to the 4+1 programs. This fall, the Honors BA in Public Policy was launched and it has attracted an initial enrollment of 12 students.

Demand for undergraduate public service majors has spread rapidly among comparable institutions that belong to the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). Many of the most highly competitive and academically renowned graduate programs in Public Policy and Administration nationally have developed undergraduate programs in Public Policy, including University of Michigan, University of North Carolina, University of Virginia, and Cornell University.

Regionally, we compete for students with the University of Pennsylvania, the Pennsylvania State University - Harrisburg Campus, Rutgers-State University of New Jersey, Princeton University, and the University of Baltimore. A key part of our success in drawing students to UD's Public Policy BA program lies in our close connection with the State of Delaware and its local agencies, especially through the program's required internship and the research and public service opportunities outlined in **Section 4** below. To retain our recruiting edge within the region, we must strengthen and expand these applied undergraduate opportunities.

Nationally, NASPAA member institutions recognize the need to raise the profile of undergraduate public affairs degrees among potential applicants and employers. To this end, the Program Director for the Public Policy BA has participated in an ongoing conversation among NASPAA-member institutions concerning undergraduate education in public affairs. NASPAA's Undergraduate Committee has taken up the call for further institutional action and we intend to stay involved in this effort.

4. DISTINCTIVE ASSETS AND OPPORTUNITIES

An important strength of our undergraduate Public Policy program is the extent to which undergraduate students may engage directly in **research and public service** with SPPA's research centers and affiliated faculty. Few schools offer such wide-ranging opportunities to their undergraduate students.

Undergraduate Research

The **Undergraduate Summer Public Policy Fellows** program is available on a competitive basis to all undergraduate public policy students. Over the past three years, we supported 24 students (see Table 3 for details). The fellows work 20 hours per week and attend occasional off-site visits organized by the program such as to Legislative Hall in Dover or to local public agencies. The students may use the summer fellowship to complete their UAPP 300: Public Policy Field Experience (satisfies University's DLE requirement) or enroll for independent study credits (UAPP 366) associated with the fellowship. The fellows are financed using a combination of SPPA funds for undergraduate research and Center funds.

Table 3. Undergraduate Summer Public Policy Fellows Supported by SPPA and Research Centers

Host Center	2011	2012	2013	Total
Institute for Public Administration	3	5	3	11
Center for Community Research and Service	4	3	4	11
Disaster Research Center			2	2
<i>Total</i>	7	8	9	24

Of the 24 Undergraduate Summer Public Policy Fellows supported to date, fourteen have been retained as regular academic-year **Undergraduate Research Assistants** in support of faculty research and seven have enrolled in SPPA graduate programs. Students who participate in the program consistently report that it has a positive effect on their overall education and has brought depth to their experience base. Project supervisors also report that their respective initiatives have benefited from the contributions of these talented students.

Legislative Fellows

The **Legislative Fellows Program** is a unique opportunity to gain hands-on work experience in state government that is open on a competitive basis to advanced undergraduate and graduate students from across the University. The Legislative Fellows program began in 1982 in partnership with the Delaware General Assembly, Delaware State University, and Wesley College, and is managed by SPPA’s Institute for Public Administration. The Legislative Fellows work 20 hours per week from January through June directly for the General Assembly in Dover, DE. The program provides transportation to Dover and a stipend equivalent to the University’s Research Assistantships. Students enroll in a 3-credit academic seminar (UAPP484/684 State and Local Government) as part of their experience.

Winter in Washington

Beginning in 2012, SPPA and the Department of Political Science and International Relations now jointly offer a winter study-abroad session in Washington, DC. The **Winter in Washington Program** provides students the opportunity to live in the heart of Capitol Hill, intern with federal agencies, non-profits, and private organizations in the Washington region (satisfies the major’s UAPP300: Field Experience requirement), and to complete an academic seminar for credit with invited speakers and off-site visits concerning Power & Leadership in Washington. Including winter 2014, the program has enrolled 18 Public Policy majors.

The program is highly competitive and consistently receives accolades from participating students. Complaints seem only directed at the short length of time involved; students wish to have a longer and richer experience in Washington. SPPA is currently considering options to expand the program into a full-semester study-abroad program, although such expansion would require new resources for teaching and administrative support in Washington, DC.

Accelerated Degree Programs

SPPA now offers 3 **accelerated degree options** for motivated Public Policy BA students:

- Public Policy BA + Master of Public Administration (MPA)
- Public Policy BA + Master of Arts in Urban Affairs and Public Policy
- Public Policy BA + Master of Arts in Historic Preservation

The “4+1” program structure allows students to complete both degrees on an accelerated timeline (typically five years), by counting 15 of the graduate degree credits as satisfying the undergraduate major’s 15 concentration credits.

To date, twelve students have matriculated into the 4+1 programs (see **Table 4**). Another eight students applied to start in spring 2014; matriculation decisions are currently pending.

Table 4. Application and Enrollment History for 4+1 Public Policy BA Programs

	Start Spring 2013	Start Fall 2013	Start Spring 2014	Total
BA + Master of Public Administration				
Applied	9	-	7	16
Admitted	9	-	7	16
Matriculated	8	-	*	8*
BA + Master of Arts in Urban Affairs and Public Policy				
Applied	2	2	1	5
Admitted	2	2	1	5
Matriculated	2	2	*	4*

* Matriculation is not yet known for spring 2014 applicants.

5. INTERDISCIPLINARY RELATIONSHIPS

The Public Policy BA program is **interdisciplinary by design**, drawing on multiple disciplines for its content and faculty experience including political science, public administration, economics, business, communication, sociology, geography, urban planning, and leadership.

SPPA jointly offers an **interdisciplinary minor in Public Health** with the Department of Behavioral Health and Nutrition (BHAN), focused on natural science, social science, and public policy. Public Policy BA students may enroll in the public health courses as part of the minor or as concentration courses within the major (for the Policy Studies concentration).

Most all of our majors complete at least one minor, with several students completing multiple **minors or majors**. The most common double-majors are Political Science, International Relations, and English; the most common minors are Public Health, Political Communication, and Spanish (see Table 5). Going forward, we expect an increasing number of double-majors with social science programs in the College

of Arts and Sciences. We also expect that majors in Public Policy will enroll in elective courses in other social and behavioral science departments.

Table 5. Common double-majors and minors outside of SPPA for Public Policy BA students

College	Common Double-Majors	Common Minors
Arts and Sciences	Political Science English International Relations Sociology Communication History Organizational and Community Leadership	Public Health Spanish Legal Studies Political Communication Political Science Organizational and Community Leadership Journalism
Business	Economics	Economics
Education and Human Development		Educational Studies

6. FACILITIES

The Public Policy program is housed in Graham Hall, the home of the School of Public Policy and Administration. The facilities available are adequate to support student, faculty, and staff needs.

7. BUDGETARY REQUIREMENTS

The Public Policy BA program is facing typical unit expenses resulting from growing enrollments and growing demands on advisement. No additional budgetary expenses are required.

8. OTHER INFORMATION

Faculty Senate raised no concerns when the Public Policy BA program was granted provisional status in 2009, or since. We have no concerns about the program at this time and look forward to improving and expanding the interconnections of our program with other departments across the university.

9. APPENDIX A

CURRICULUM MAP OF PUBLIC POLICY BA COURSES AND UD GENERAL EDUCATION GOALS

UD General Education Goals to Success:

1. Attain effective skills in (a) oral and (b) written communication, (c) quantitative reasoning, and (d) 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 the significance of its cultural diversity.
10. Develop an international perspective in order to live and work effectively in an increasingly global society.

Course	1A	1B	1C	1D	2	3	4	5	6	7	8	9	10
Core:													
UAPP110	X	X			X	X	X		X			X	
UAPP225	X	X				X	X		X	X		X	
UAPP300	X	X			X	X	X	X	X	X	X	X	X
UAPP325	X	X	X	X	X	X	X		X				
UAPP440	X	X	X	X	X	X	X		X	X			
Concentration:													
Policy Studies	X	X			X	X	X	X	X	X	X	X	X
Policy Analysis	X	X	X		X	X	X	X	X	X	X		
Public & Nonprofit Administration	X	X			X	X	X	X	X		X		
Urban Policy, Planning, and Historic Preservation	X	X			X	X		X	X	X	X	X	X

10. APPENDIX B

Academic Catalog Entry, AY 2013-14:

DEGREE: BACHELOR OF ARTS
MAJOR: PUBLIC POLICY

The School of Public Policy and Administration (SPPA) within the College of Arts and Sciences offers the Bachelor of Arts degree in Public Policy that provides 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. Within a liberal arts context, the program focuses on building core skills and professional dispositions so students can effectively take on public policy roles of responsibility that contribute to communities and society at large. In addition, students can pursue their individual interests through a minor that fosters a depth of understanding within a specific content area and through directed electives that provide more exploratory opportunities.

Under the guidance of an interdisciplinary faculty and through field-based learning activities, students will develop the capacity to engage in policy analysis and policy formation. The degree is designed to 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.

As a result, Public Policy majors will learn how to effect change in the public, nonprofit and private sectors, specifically preparing them to be entry-level policy analysts, public officials, and community/civic leaders. Majors will also be prepared for graduate work in law, public administration, environmental studies, public policy, and health care administration as well as being able to pursue Masters and Ph.D. degrees in the School of Public Policy and Administration.

An Honors degree option is also available.

In the fall of the junior year, Public Policy majors may apply to the accelerated, combined 4+1 program that enables completion of a B.A. in Public Policy and an M.A. in Urban Affairs and Public Policy in five years. Application and program requirements are available at the website of the School of Public Policy and Administration: <http://www.sppa.udel.edu>

In the fall of the junior year, Public Policy majors may apply to the accelerated, combined 4+1 program that enables completion of a B.A. in Public Policy and an M.A. in Historic Preservation in five years. Application and program requirements are available at the website of the School of Public Policy and Administration: <http://www.sppa.udel.edu>

The BA in Public Policy is awarded to those students who follow a broad course of study and is designed to provide a liberal education. For this degree, students must complete a minimum of 124 credits composed of requirements for general education, college skills and breadth requirements, required courses in a major, and elective courses. A grade of C- is required in all major courses. No more than 45 credits with the same departmental prefix (including cross-listed courses) may be counted toward the total required for the degree.

Students who wish to change from another major in the University are encouraged to contact the Undergraduate Office in the School of Public Policy and Administration for more information.

CORE CURRICULUM CREDITS

[University and College requirements.](#)

Major Core Courses 30

UAPP 110	Changing the World: The Role of Public Policy	3
UAPP 225	Crafting Public Policy	3
UAPP 325	Public Policy Analysis	3
UAPP 300	Public Policy Field Experience	3
UAPP 440	Contemporary Policy Issues	3

Policy Concentration 15

Students must complete 15 credits of coursework in one of the following concentrations:

- Policy Studies
- Policy Analysis
- Public and Nonprofit Administration
- Urban Policy, Planning, and Historic Preservation

Courses in the public policy concentrations are listed online at
<http://www.sppa.udel.edu/policyconcentrations>

ELECTIVES

After required courses are completed, sufficient elective credits must be taken to meet the minimum credit requirement for the degree.

CREDITS TO TOTAL A MINIMUM OF 124



School of Public Policy & Administration

INSTITUTE FOR PUBLIC ADMINISTRATION
CENTER FOR COMMUNITY RESEARCH & SERVICE
CENTER FOR HISTORIC ARCHITECTURE & DESIGN
CENTER FOR APPLIED DEMOGRAPHY & SURVEY RESEARCH

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December 13, 2013

To: Karen Helsey-Spry, University Faculty Senate

From: Maria P. Aristigueta, Director, School of Public Policy and Administration *Maria P. Aristigueta*

Subject: Permanent Status for BA in Public Policy

The Bachelor of Arts in Public Policy has my full support for permanent status. The BA in Public Policy has been offered in the School since fall 2009 with a minor added in 2011. This program fills a void within the University of Delaware for undergraduate students interested in exploring public policy issues, design, and analysis in an interdisciplinary context. We have seen a steady increase in student interest and currently house 94 majors and 31 minors.

Please let me know if you have additional questions.