University Senate
TRANSMITTAL FORM

Senate Document #:	15-16-27
PCC ID #:	15047
Title:	PCC Proposal to Establish a Bachelor of Arts in Public Policy
Presenter:	Andrew Harris, Chair, Senate Programs, Curricula, and Courses Committee
Date of SEC Review:	April 4, 2016
Date of Senate Review:	April 20, 2016
Voting (highlight one):	1. On resolutions or recommendations one by one, or 2. In a single vote 3. To endorse entire report
Statement of Issue:	The School of Public Policy proposes to offer a new Bachelor of Arts degree program in Public Policy. The most difficult and intractable problems of our time—poverty, access to quality education, unemployment, security, health care, and climate change—require sound public policy solutions. This program will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers related to public service and policy-making in the public, private, and non-profit sectors. The major will have two distinctive components: 1) core foundational skills critical for the analysis of policy problems and solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state, national, and global levels. The Public Policy program will be interdisciplinary, integrating topics and coursework from business, philosophy, history, information studies, economics, sociology, and government and politics. The proposed program will require 62 credits composed of core requirements and focus-area electives. Benchmark courses for the major include the following: PUAF100 Foundations of Public Policy (3 Credits); HIST201 Interpreting American History 1865-Present (3 Credits); STAT100 Elementary Statistics (3 Credits); and PUAF101 Great Thinkers on Public Policy (3 Credits). Other core requirements include ECON200 Principles of Microeconomics, and 34 PUAF credits at the 200, 300, and 400-levels, including courses in ethics, governance, pluralism, and analysis. Along with

	the program's core requirements, students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four courses from one of three focus areas: sustainability, public leadership, and nonprofit and social change leadership. Students who do not choose a focus must select at least two courses from the focus course list and two other electives approved by the program.
	The program has a substantial experiential component. Students at the junior level will take PUAF306 (Public Policy Analysis in Action), in which student teams work to analyze and develop strategies to address real-world social problems. This training will continue in PUAF400, a Senior Capstone course that will also involve student teams working on real world problems with real organizations. As a third experiential component, students will be required to do either an internship or have a relevant study abroad experience.
	This proposal was reviewed and recommended by the Senate Programs, Curricula, and Courses committee at its meeting on April 1, 2016.
Relevant Policy # & URL:	NA
Recommendation:	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this program.
Committee Work:	The committee considered this proposal at its meeting on April 1, 2016. Nina Harris and Philip Joyce of the School of Public Policy presented the proposal. After discussion, the committee voted to recommend the program.
Alternatives:	The Senate could decline to approve this new program.
Risks:	If the Senate declines to approve this new program, the University will lose an opportunity to create undergraduate degree program that is well-suited to the expertise of the School of Public Policy and the innumerable public policy resources of the Washington, DC, area.
Financial Implications:	Creation of a new undergraduate major will require additional resources, as indicated in the proposal. The School of Public Policy has sufficient resources to initially launch the program, and a combination of reallocated funds from the campus and external funding will be sought. Financial need will be evaluated on an annual basis for the first several years of the program until it reaches its full implementation.
Further Approvals Required:	If the Senate approves this proposal, it would still require further approval by the President, the Board of Regents, and the Maryland Higher Education Commission.

University of Maryland PCC
Program/Curriculum/Unit Proposal

PCC Log No:	15047

Program: Public Policy

Department/Unit:

College/School: Public Policy

Proposal Contact Person (with email): Philip Joyce (pgjoyce@umd.edu)

Type of Action (check one):

☐ Curriculum change (includes modifying minors, concentrations/specializations and creating informal specializations)

   ☐ Curriculum change is for an LEP Program

☐ *Rename a program or formal Area of Concentration*

☐ *Establish/Discontinue a formal Area of Concentration*

☐ Other:

☑ *Establish a new academic degree/certificate program*

☐ Create an online version of an existing program

☐ Establish a new minor

☐ *Suspend/Discontinue a degree/certificate program*

☐ Establish a new Master or Certificate of Professional Studies program

   ☐ New Professional Studies program will be administered by Office of Extended Studies

Italics indicate that the proposal must be presented to the full University Senate for consideration.

Approval Signatures - Please *print* name, sign, and date. For proposals requiring multiple unit approvals, please use additional cover sheet(s).

1. Department Committee Chair _____

2. Department Chair _____

3. College/School PCC Chair _____ Philip G. Joyce _____ 1/27/16

4. Dean _____ Robert C. Orr _____ 1/28/16

5. Dean of the Graduate School (if required) _____

6. Chair, Senate PCC _____

7. University Senate Chair (if required) _____

8. Senior Vice President and Provost _____

Instructions:
When approved by the dean of the college or school, please send the proposal and signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus-5031, **and** email the proposal document as an MSWord attachment to pcc-submissions@.umd.edu.

Summary of Proposed Action (use additional sheet if necessary):
This is a proposal to create a new Bachelor of Arts Program in Public Policy at the University of Maryland. This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy at the University of Maryland will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Unit Code(s) (to be entered by the Office of Academic Planning and Programs):

PROPOSAL FOR

NEW INSTRUCTIONAL PROGRAM

UNIVERSITY OF MARYLAND

PUBLIC POLICY

SCHOOL OF PUBLIC POLICY

DEAN ROBERT C. ORR

January 29, 2016

Award to be offered
<u>BACHELOR OF ARTS DEGREE</u>

Table of Contents

I. OVERVIEW AND RATIONALE

A. Briefly describe the nature of the proposed program and explain why the institution should offer it

Poverty, access to quality education, unemployment, and climate change are among the many complex issues that demand attention in our society. They have been defined as "wicked" problems, or problems with no solutions, only temporary fixes and inefficient resolutions[1]. For these problems, solutions must often be forged through joint action and analyses that are consistent with multiple societal interests.

These are public policy problems and they are growing ever larger and more complex, with both global and domestic impact. Public policy affects every aspect of our daily lives, but we often fail to recognize or understand its impact. Understanding who makes important policy decisions, in what manner and based on what evidence is vitally important. So too is the critical step of translating policy decisions into results. They also increasingly stretch across many disciplines, ranging from the natural sciences and engineering to the humanities and social sciences. This calls for the rigorous analysis of details and the capacity to weigh multiple and often equally compelling choices. It requires an understanding, woven together from a foundation of many academic disciplines, of the strategies needed to turn policy choices into action and impact.

The goal of the undergraduate major in Public Policy at the University of Maryland is to help students understand the values and perspectives that shape policy problems and the way in which policies are designed and implemented to address those problems. At the core of this undertaking is the development of students' ability to make a positive impact on the greatest number of people. The curriculum and all other aspects of the major at Maryland will seamlessly integrate both the international and domestic, will be highly experiential in nature and will develop individuals imbued with a deep sense of responsible citizenship – able to understand and make a positive impact on some of the world's most challenging problems.

Public policy is interdisciplinary by nature. Mastering it requires the integration of knowledge from many disciplines to fully understand the problems at stake and offer viable solutions. The Public Policy major at Maryland will draw upon the knowledge and experience usually gained through studying separate disciplines, such as business, philosophy, history, information studies, economics, sociology, and government and politics. Only through a coordinated exposure to these fields can a student understand how they interact in the world of public policy.

With this major, we seek to contribute to the broad goals of liberal arts education. The frame for the undergraduate major will use relevant curricular elements from our interdisciplinary experience at the graduate level to foster the undergraduate liberal arts goals of critical thinking; how to read intelligently and write with brevity, clarity and persuasiveness; and how to think beyond the confines of one's own experience, popular view, cultural limits and disciplinary frameworks.

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[1] Harmon, Michael M. and Mayor, Richard T. *Administration, Organization Theory for Public.* Glenview, IL: Scott, Foresman, 1986.

The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of policy problems and the development of solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state, national, and global levels through real-time projects. The major will connect students to scholars and practitioners to provide an education uniquely suited to creating innovative and entrepreneurial future leaders.

In addition to innovative classroom experiences, undergraduate Public Policy majors will take advantage of our geographic location and participate in first-rate internships, study abroad excursions, rigorous research assignments, and numerous other experiential learning opportunities. They will have exposure to a world-class set of speakers, ranging from foreign ambassadors to regional leaders, who are already an integral part of the School's rich intellectual life. Students will have the opportunity to learn and apply diverse approaches to leadership and citizenship in a multicultural society.

B. Need and Connection to the Mission of UMD

The discipline of public policy emerged after World War II, as part of a problem-based effort to strengthen the decision-making and implementation of public affairs. Public policy weaves together particular elements of many other disciplines: philosophy (what is a good decision, and how can we produce it?); operations research (what does a policy system look like, and how can we improve it?); political science (how do the elements of the governmental process work, and how can we most effectively navigate it?); and especially economics (what decisions would maximize benefits to society at the lowest cost?). Indeed, economics has proven the most important disciplinary contributor to public policy, but public policy also draws very heavily on these other disciplines. It also brings in elements of public health, city planning, foreign affairs, engineering, mathematics, the biological sciences, and many other disciplines. Public policy thus is not a subfield of any other discipline but a truly interdisciplinary approach, which focuses on solving policy puzzles and draws on these other disciplines as appropriate to understand policy problems and to devise the best solutions.

Public policy focuses especially on analysis, to integrate the approaches of different disciplines in an effort to produce the best policy decisions and the most effective policy implementation. That fundamental unit of analysis differs from the approach of other disciplines. Economics, for example, focuses principally on efficient resource allocation in decisions without exploring how to carry out those decisions. Philosophy focuses on understanding driving principles and how they affect actions, but it does not focus on quantitative tools. Political science deals with government's processes and institutions, but it does not bring in the policy-analytic tools of microeconomics and econometrics. Public policy weaves these approaches together in a tight focus, with a special concentration on problem solving in individual policies.

Public policy thus is a discipline in its own right, not a subpart of any other discipline. It has a 70-year tradition that has become robust and effective, in scholarly research, public service, and education.

The interdisciplinary Public Policy major focuses on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. These analytical skills, supported by theory and data, will prepare students for careers in public service, policymaking, and the public, private, and nonprofit sectors. The major, and the curriculum, will treat public policy problems not as domestic problems or international problems, but as issues that have both a global and local focus.

Creating a new major in Public Policy will make the University of Maryland more competitive in the Big Ten Conference. We are in the minority when it comes to Big Ten Schools as only the University of Illinois, University of Maryland, Purdue University, and the University of Wisconsin currently do not offer degrees in Public Policy or Nonprofit Management. Aspirational schools such as Princeton University, Northwestern University, University of Virginia, University of Michigan, Duke University, and University of North Carolina at Chapel Hill, all offer undergraduate majors in Public Policy.

A new major in Public Policy will advance the University of Maryland's Strategic Plan. The updated 2020 goals state that our university must engage students in "social, ethical and cultural concerns; stimulate their intellectual curiosity; educate them for civic responsibility; and develop creative and critical reasoning skills to prepare them for a lifetime of inquiry, productivity, and leadership. As a land-grant institution, UMD's mission is also to put knowledge into action and prepare workforce-ready graduates." This falls exactly in line with the learning outcomes and goals of the Public Policy major. The major aims of the program are to produce:

1. Individuals who better understand themselves and the world they live in through a focused, coordinated study of the major policy-related disciplines.

2. Citizens who are adept at promoting better public outcomes both by understanding public policy problems from an inter-disciplinary, multi-sector, multi-constituency perspective and by leading institutional and policy change.

3. Graduates who can easily find meaningful employment, and are well-prepared to enter numerous graduate and professional programs, due to their strong multi-sector, interdisciplinary, analytical, problem-solving, and leadership abilities.

The strategic plan also outlines a goal to transform our surrounding area into an economically, socially, and culturally vibrant community "through involvement with local schools, community and economic development projects, and health, wellness, environmental, and government service programs." The 2020 Plan notes the importance of experiential learning, innovative pedagogy, and integrated learning across fields that allow students to seek knowledge to solve a problem. The curriculum for the Public Policy major includes three experiential learning and project-based courses in the core curriculum, including "Public Policy in Action", the Public Policy Internship course, and the Senior Capstone. Through these courses students will go out in the field to help our community while learning all the many lessons that our community, in turn, has to teach them. We will partner closely with organizations from the public, private and

nonprofit sectors in Prince George's County, the District of Columbia and the surrounding area to give our students broad and deep experience in this rich policy environment.

At the University of Maryland we currently have no programs exactly like the proposed major in Public Policy. The programs we are most often compared to are Environmental Science and Policy (ENSP) and Government and Politics (GVPT). Environmental Science and Policy is different from the Public Policy major as it is strictly focused on environmental policy rather than broad public policy and emphasizes science as much as policy. We currently partner with ENSP for the Sustainability Studies Minor and will continue to do so as we roll out the new major that will complement, rather than compete with, this major.

Likewise, there are several key distinctions between the Public Policy and Government and Politics major. Public policy as a discipline was born out of political science; therefore, we share historical roots with the Government and Politics Department. But the Government and Politics major is distinct from the Policy major in that it provides an in-depth look at the fields of American politics, comparative politics, international relations, political theory, political economy, and formal theory and methods[2] while the Public Policy major addresses policy analysis and implementation. The Government and Politics major emphasizes political philosophy, government and political science, while the Public Policy major will not. On the other hand, Public Policy will bring in economics, history, moral philosophy, business, and information studies far more than the Government and Politics major. Additionally, the Government and Politics major is a limited enrollment program while the Public Policy major will be open to all students at the University of Maryland.

Problems rather than political theory are at the center of analysis in the Public Policy major, wherein students seek to define those problems, analyze alternative responses, devise appropriate strategies for implementation, and evaluate the success of the policy and its implementation. Courses are inter-disciplinary and cross-sector as policy change comes from public, private and nonprofit sectors. Many of the most difficult and intractable problems of our time— sustainability and climate change, providing adequate educational opportunities, access to quality health care, international and homeland security, and economic inequality—are at their base public policy problems. We do believe, in many ways, that the Public Policy major will complement the Government and Politics major.

There is tremendous demand from in-state and out-of-state students to tackle the big problems of today, and our major will allow them to do that while residing inside the Washington, D.C. beltway. Finally, there is currently no degree at the University of Maryland for students seeking to work in the nonprofit sector. The Public Policy major will give students foundational knowledge of public policy and social change while allowing them to focus on nonprofit management and leadership in order to understand the opportunities and challenges unique to this sector.

A degree in Public Policy will make the University of Maryland more attractive to students and more competitive among its peers. Situated a Metro ride away from our national capital, within the exciting and transforming county of Prince George's, the University of Maryland is

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[2] Message from the chair: http://gvpt.umd.edu/about-us/message-chair

positioned perfectly for this degree. No other school inside the beltway currently offers an undergraduate Public Policy degree. With its innovative curriculum, access to top speakers and faculty, and the availability of internship and job opportunities in the Washington region, the major in Public Policy has the potential to be the top undergraduate Public Policy program in the country.

C. Need and Connection to State of Maryland

Only two other schools in the State of Maryland offer a Public Policy undergraduate major. St. Mary's College offers a small program through its Political Science Department with 23 enrolled students. Only two courses are specific to public policy, while the rest are Economics- or Political Science-based. University of Baltimore offers an undergraduate major in Government and Public Policy with 132 students enrolled. According to their website, this B.A. degree "combines public administration, public policy, political theory, comparative government and international relations." Core courses include American Government, Global Politics, Economics, History or Philosophy, International Studies, Political Theory, Methods and Senior Seminar. This degree is different from ours in that ours is strictly focused on public policy and does not include government, politics, political theory or international relations.

We do not believe our major will impact either of the other the two programs in the State of Maryland. First, they both seem to align more with the focus of the already existing Government and Politics major at the University of Maryland rather than our proposed Public Policy major. Additionally, the student demand to work on big issues of the day is strong enough for all three institutions to offer a degree in policy. Finally, it is important that our flagship university offer a degree in such high demand, especially given our location inside the Capital Beltway. Students from inside and outside the State of Maryland will be attracted to pursue this degree so close to Washington, D.C.

Additionally, a Public Policy major at the University of Maryland will in no way impact the uniqueness and institutional identities and missions of Maryland's Historically Black Institutions (HBIs). Instead, a program curriculum that aligns with the mission of the land grant institution will serve to reinforce the historical significance and commitment to diverse populations within the State. HBIs were established in the years following the Civil War with the expressed purpose of training and educating African Americans post-slavery. Although they are open to all students, HBIs are unique in that they are steeped in history and tradition and provide an overtly nurturing environment for students of African descent.

There are four Historically Black Institutions in the State of Maryland: <u>Bowie State University</u>, <u>Coppin State University</u>, <u>Morgan State University</u>, and the <u>University of Maryland, Eastern Shore</u>. None of these institutions have undergraduate majors in Public Policy; offering this major at Maryland will not therefore detract from these HBIs serving their current population of students. In many ways, having a Public Policy major within the University System will provide expanded opportunities for students attending HBIs as they will be able to take courses in Public Policy in College Park to supplement their higher education experience.

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An analysis of curriculum offered shows that Bowie State University and Coppin State University offer courses in Comparative Politics, Non-Profit Leadership and Management, and Public Policy, but they do not lead to a degree in Public Policy. Morgan State University's Department of Political Science and Public Policy offers a Bachelor of Arts degree but the curriculum is more theory-based and similar to our Government and Politics degree. None of the courses offered are Public Policy courses. The University of Maryland, Eastern Shore does not offer any similar programs or courses.

Finally, the State of Maryland will benefit from the fact that the University of Maryland major in Public Policy will be training the future public service leaders of our state. As noted earlier, the curriculum includes experiential learning that will benefit local communities and the state overall through internships, consulting projects, and service-learning projects. Through these experiences, UMD students will become connected to our local area and motivated to stay upon graduation. These graduates will pursue a career in public service, generate positive social and policy change, and become the next generation of State leaders.

D. Program Size and Job Market

It is difficult to predict program size for the Public Policy major. Appendix A shows the size of programs at other institutions ranging from 100 students to 1,600 students. The School of Public Policy already teaches over 1,100 students per academic year in our undergraduate courses. The Sustainability Minor enrolls over 350 students and is the largest minor on campus. The Government and Politics major is an LEP program with 720 students enrolled in 2014. The ENSP degree had 257 students in 2014. We estimate the Public Policy degree to be attractive to students from across campus, including students unable to register for LEP programs like Government and Politics and Business, but also students interested in issues of education, health, social policy, science, nonprofits, and more. We predict the major to scale up over the years, with year one enrolling 100 students, year two enrolling 200 and year three enrolling up to 500 students.

Students graduating with a major in Public Policy are prepared for a variety of careers; it is not simply a professional degree created to train students for a career in only public policy. This degree will open doors for a variety of professional and graduate education opportunities. A review of other institutions with Public Policy undergraduate majors shows that approximately one-third of their students pursue graduate programs (normally in fields such as public policy, law, public health, and city and regional planning – see Appendix A). A large majority of graduates in these programs go on to pursue careers in government at the city, state and federal level. These positions include policy analyst, lobbyist, political campaign staff member, research assistant, legislative staffer and more. Other undergraduates pursue careers in other public service entities such as the Peace Corps, AmeriCorps, Teach For America and a variety of nonprofits and foundations. Finally, undergraduate programs have seen graduates involved in a diversity of other fields such as media affairs, public affairs, business, consulting, and teaching.

The US Bureau of Labor Statistics (BLS) includes only political scientists as one broad category for a field of employment. Appendix B shows the breakdown of national and state data for this category. On a national scale, the category of political scientists looks to be relatively stagnant

over the next ten years; however, fields related to social service agencies and grantmaking are projected to grow eight percent. Nationally, BLS shows federal government positions decreasing by nine percent but state and local government positions growing by 4.4 percent. Looking at state data, the field of political science is growing locally. Virginia and Maryland are projected to grow by 24 percent and the District of Columbia by 13 percent. It is clear that while national statistics do not predict substantial growth in the field, our region will continue to experience growth and be a magnet for careers in public policy. For example, American University has an undergraduate degree in political science and boasts that 95 percent of their graduates were either employed or pursuing an advanced degree at six months post-graduation in 2014[3].

Finally, the nonprofit field will continue to experience growth and a need for professional employees. According to the Urban Institute[4], "approximately 1.41 million nonprofits were registered with the Internal Revenue Service (IRS) in 2013. The number of reporting public charities in 2013 was approximately 2.3 percent higher than the number in 2012. The nonprofit sector contributed an estimated $905.9 billion to the US economy in 2013, composing 5.4 percent of the country's gross domestic product (GDP)[5]." The Independent Sector[6] reports, "In 2012, nonprofits provided 11.4 million jobs, accounting for 10.3 percent of the country's private-sector workforce, according to the Bureau of Labor Statistics[7]. Between 2000 and 2010, employment in the nonprofit sector grew an estimated 18 percent, a rate faster than the overall U.S. economy. Employees of nonprofit organizations account for 9.2 percent of wages paid in the U.S. and the nonprofit sector paid $587 billion in wages and benefits to its employees in 2010[8]." The National Council on Nonprofits predicts need in our communities will outpace the current capacity to meet those needs. They predict that state and local governments will likely continue to look to nonprofits to fill their own budget holes or expect nonprofits to fill the gaps when governments are no longer able or willing to provide services[9].

E. Innovative Aspects of this Program

This proposed undergraduate major takes advantage of our geographic location in several ways. As a land-grant institution just a few miles from the nation's capital, situated in Prince George's County and just a short distance away from Baltimore and the State capital of Annapolis, the University of Maryland will, through this major, provide students with access to high-quality experiential learning opportunities through internships, job shadowing, and site-based projects. While many of our future peer undergraduate programs offer a "D.C. experience," our location affords us the ability to offer multiple significant federal, State and global (through study abroad and local-global partnership) experiential opportunities. We will bring real-time, real-world

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[3] http://www.american.edu/careercenter/Outcomes-and-Statistics.cfm
[4] The Nonprofit Sector in Brief http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000497-The-Nonprofit-Sector-in-Brief-2015-Public-Charities-Giving-and-Volunteering.pdf
[5] GDP estimates are from the Bureau of Economic Analysis and include nonprofit institutions serving households. They exclude nonprofit institutions serving government or business. See table 1.3.5: Gross Value Added by Sector (A) (Q) at "National Data: National Income and Product Accounts Tables," Bureau of Economic Analysis, accessed October 8, 2015, http://www.bea.gov/iTable/iTable.cfm?ReqID=9&step=1#reqid=9&step=3&isuri=1&903=24.
[6] https://www.independentsector.org/economic_role
[7] BLS Commissioner. Announcing New Research Data on Jobs and Pay in the Nonprofit Sector. Bureau of Labor Statistics, October 17, 2014. [View Source]
[8] Roeger, Katie L., Amy S. Blackwood, and Sarah L. Pettijohn. The Nonprofit Almanac 2012. The Urban Institute: 2012.
[9] Nonprofit Trends to Watch in 2015 https://www.councilofnonprofits.org/sites/default/files/documents/2015-nonprofit-trends-to-watch.pdf

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problems and solutions to our students, and we will use this unique locational advantage to provide our students with an education unmatched anywhere, making it especially appealing to out-of-state students.

This type of experiential learning, with an emphasis on problem solving and critical thinking, is the hallmark of the teaching pedagogy of our core curriculum. Students learn best when they are active participants in the learning process. According to the Association for Experiential Education, the following is a list of key experiential learning principles (Association for Experiential Education, 2011, paragraph 4):

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
- Experiences are structured to require the student to take initiative, make decisions and be accountable for results.
- Throughout the experiential learning process, the student is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative and constructing meaning.
- Students are engaged intellectually, emotionally, socially, soulfully and/or physically. This involvement produces a perception that the learning task is authentic.
- The results of the learning are personal and form the basis for future experience and learning.
- Relationships are developed and nurtured: student to self, student to others and student to the world at large.
- The [faculty] and student may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of the experience cannot totally be predicted.
- Opportunities are nurtured for students and instructors to explore and examine their own values.
- The [faculty's] primary roles include setting suitable experiences, posing problems, setting boundaries, supporting students, insuring physical and emotional safety, and facilitating the learning process.
- The [faculty] recognizes and encourages spontaneous opportunities for learning.
- [Faculty] strive to be aware of their biases, judgments and pre-conceptions, and how these influence the student.
- The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes.

The School is also home to some of the world's leading scholar/practitioners, so students will have access to faculty who have made significant contributions to solving some of the world's most challenging problems. Many will serve as their faculty or join them in the classroom as guest lecturers. Diverse speaker series and forums on contemporary policy issues are a part of the School fabric, making it an epicenter for stimulating conversation and debate. We bring several high-level speakers to campus each semester. Speakers have included International Monetary Fund Managing Director Christine Lagarde, Royal Dutch Shell Chairman Chad Holliday, Senator Ben Cardin, State Department Lawyer Susan Biniaz, U.S. Institute for Peace President Nancy Lindborg and Nobel Laureate George Akerlof.

In addition, the School of Public Policy welcomes ambassadors and international officials from around the world including former President of Ethiopia Negaso Gidada Solan, Ukrainian Ambassador Olexander Motsyk, Palestinian Ambassador Maen Rashid Areikay, Chilean Minister of France Felipe Larraín Bascuñán, Indian Ambassador Pradeep Kapur, and Italian Ambassador Claudio Bisongniero.

The School also partners with colleges and schools across campus to host events to enrich the lives of our students. We have collaborated to host former U.S. Treasury Secretary Robert Rubin, the Mosaic Theater Company presentation on Rwandan genocide, Treasury Secretary Jacob Lew, Female Perspectives on the Nile, Department of State and USAID Diaspora Tour, CNN Speakers Bureau and Democratic nomination candidates for Maryland Attorney General.

School of Public Policy alumni working in the policy world often return to campus to speak with students, including Director of StateStat Matt Power '97; Jeremy Rosner '07, executive vice president at Greenberg Quinlan Rosner; Chloe Schwenke '02, former Vice-president for Global Affairs, Freedom House; Andrew Selee '06, Executive Vice-president of the Woodrow Wilson International Center for Scholars. Alumni also frequently participate in our experts-in residence program and career networking nights to assist current students in their job search efforts.

F. Summary of Benefits to the School and UMD

We believe that students learn best by doing. In the School, we offer programs that engage students not only in the classroom, but also in the surrounding community, State and the world. The School is home to several academic and co-curricular programs and courses. We offer minors in Sustainability Studies and Public Leadership and several undergraduate courses where students examine leadership, citizenship, public policy and social justice issues in the community and State as well as engage and empower youth in community building through entrepreneurship. In our courses and programs, students are introduced to some foundational theory in the areas of leadership, civic engagement, community organizing, decision-making, negotiation, self-governance, and conflict resolution.

Experiential learning enhances students' ability to serve, lead and gain practical and valuable skills for the workplace. Through our Public Leadership Program in College Park Scholars, iGive Living-Learning Program, Rawlings Undergraduate Leadership Fellows Program, and Internships, the School is able to provide students with numerous opportunities to put theory into practice while developing their critical thinking and leadership skills. Through the undergraduate programs in the School of Public Policy we provide students with the opportunity to immerse themselves in the very real issues and challenges facing policymakers in an increasingly diverse world. A major in Public Policy will allow us to grow these offerings and this learning exponentially.

At present, an undergraduate student interested in public policy as a career or as pre-professional preparation would be limited to traditional departments, some with their own public policy slant but none with what we aspire to teach: a determined orientation to the identification, illumination, and solution of public problems, local to global. While creating a Public Policy major would add an additional focus to the School, we would also be adding an entirely new

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discipline to the University's undergraduate curriculum – a discipline with several explicit benefits to the School and the campus.

An undergraduate major in Public Policy will benefit the School of Public Policy by allowing us to expand and improve our Ph.D. program. Currently, our incoming cohort of Ph.D. students is approximately 7-10 students per year. An undergraduate major would allow the School to increase this number, while doctoral students would gain valuable teaching experience, making them more competitive in the academic job market and making the doctoral program more competitive in the graduate-student market.

An undergraduate major in Public Policy will allow us to attain and attract top faculty. The School is currently in the process of hiring three tenure/tenure-track faculty members in the areas of international development, international security policy, and public policy and private enterprise and will expand even more with an undergraduate major. This presents tremendous opportunity for the School at both the graduate and the undergraduate level as these new members are being hired to teach at all levels. Public policy students will benefit from an unmatched level of expertise from a wide range of disciplines. Additionally, research centers in the School have also grown and increased in number in recent years, thereby providing students access to some of the most accomplished faculty practitioners who are both nationally and internationally known for their contributions to the field. By growing toward comparability with currently larger departments, the School's campus role would be certainly be enhanced.

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA), the global standard in public service education, recently completed a survey on undergraduate programs. Of the top fifty NASPAA Schools by *U.S. News & World Report* rankings, 23 have undergraduate majors (Appendix C). The School of Public Policy is currently ranked 29th, and fourteen schools with rankings higher than ours currently have undergraduate majors. A major in Public Policy will assist the School in raising its overall profile and keep us competitive with our peers. Other Schools are debating whether to establish similar programs. As examples, the Humphrey School at the University of Minnesota and the Evans School at the University of Washington are both actively engaged in an assessment of undergraduate options. Undergraduate enrollments at NASPAA schools average about 150 students, and most programs have modestly increased their enrollments over the past three years. Only five percent of Schools reduced enrollments by over 10 percent over the past three years. In the Washington, D.C. area, the School's main competitors – George Washington University, American University, Georgetown University, and John Hopkins University – do not offer an undergraduate Public Policy major. Only George Mason University has a related undergraduate major – but in public administration, not public policy.

Development of an undergraduate major in Public Policy is not a threat to any discipline, department, or major. It is a natural concomitant to them in the evolution of post-secondary education in this era of evolving requirements for active citizenship and constantly changing job options and requirements. Our plan is to work closely with other departments on campus such as Physics, Economics, Engineering, Public Health and Government and Politics, to offer areas of focus that will complement and maximize benefits for students. This undergraduate major contributes to addressing today's continuing necessity for an agile mind, good character, an ability to communicate with ease and ultimately, the never-ending quest for helping each

individual achieve a life well-lived, thereby adding to the University's ability to produce some of the most well-rounded, civically engaged students in the nation and the world.

II. CURRICULUM

A. Full Catalog Description

The interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy at the University of Maryland will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

B. Total Number of Credits and Their Distribution

A student must complete 120 credits in order to graduate from the University with a BA degree. Of these, the University requires students to take 40 credits of General Education. The Public Policy major requires that students take 62 credits. Under special circumstances such as transfer from another program, a waiver may be requested and approved by the director of undergraduate studies. The major requirements will satisfy at least 15 of the General Education requirements leaving a minimum of 33 credits available for electives.

C. General Degree Requirements/List of Courses

PUAF Major Requirements
C- or better is required in all major courses and the cumulative average of these courses must be a 2.0.

Benchmark Requirement One
*Must be completed by the end of **two semesters** into the major*
PUAF100—Foundations of Public Policy (HS)   3
HIST 201 Interpreting American History: From 1865 to the Present (HS)   3

Benchmark Requirement Two
*Must be completed by the end of **four semesters** into the major*
STAT 100 (AR) Elementary Statistics and Probability or higher   3
PUAF 101 Great Thinkers on Public Policy   3

Required Major Courses
ECON 200 Principles of Microeconomics (HS)   4

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PUAF 202 Public Leaders and Active Citizens OR PUAF 201 Lead. for the Com. Good (IS/SP)	3
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy	3
Introduction to Public Policy Focus (Choose from courses in focus list)	3
PUAF 300 Governance: Collective Action in the Public Interest (Pre-req: PUAF100 and PUAF101)	3
PUAF 302 Examining Pluralism in Public Policy (Pre-req: PUAF 203) (UP)	3
PUAF 303 Public Economics: Raising and Spending the People's Money (Pre-req: ECON 200)	3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers (Pre-req: STAT100)	4
PUAF 305 Internship Class OR Approved Study Abroad	3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)	3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF 306)	3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)	3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above

Focus/PUAF Elective Course 1	3
Focus/PUAF Elective Course 2	3
Focus/PUAF Elective Course 3	3
Focus/PUAF Elective Course 4	3

TOTAL Major Credits   62

Sample Four-Year Plan

Public Policy Major					
Requirements	**Year 1: Fall**	**Credit**	**Year 1: Spring**	**Credit**	
Benchmark 1 PUAF 100 HIST201 Must be completed by the end of **two semesters** into the major.	MATH 110 or higher (MA)	3	ENGL101 (AW)	3	
	PUAF100 Foundations of Public Policy (HS)	3	Natural Science course (NS)*	4	
	Humanities (HU)*	3	STAT100 Elementary Statistics and Probability (AR)	3	
	HIST201 Interpreting American History: From 1865 to the Present (HS and UP)	3	PUAF101 Great Thinkers on Public Policy	3	
	General Elective	3	Oral Communication (OC)	3	
	Total	*15*	*Total*	*16*	
Benchmark 2 PUAF 101 STAT100 Must be completed by the end of **four semesters** into the major.	**Year 2: Fall**	**Credit**	**Year 2: Spring**	**Credit**	
	ECON200 Principles of Microeconomics	4	Natural Science Lab (NL)*	4	
	PUAF Introduction to Special Topics Course	3	PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy	3	
	PUAF 202 Public Leaders and Active Citizens (IS/SP)	3	PUAF 303 Public Economics: Raising and Spending the People's Money	3	
	Humanities (HU)*	3	Focus/PUAF Elective Course 1	3	
	General Elective	3	Scholarship in Practice (SP) Outside major*	3	
	Total	*16*	*Total*	*16*	
	Year 3: Fall	**Credit**	**Year 3: Spring**	**Credit**	
	PUAF 300 Governance: Collective Action in the Public Interest	3	PUAF306 Public Policy Analysis in Action	3	
	PUAF302 Examining Pluralism in Public Policy	3	Focus/PUAF Elective Course 3	3	
	Focus/PUAF Elective Course 2	3	PUAF 304 Evaluating Evidence: Finding Truth in Numbers	4	
	Professional Writing (PW)	3	General Elective	3	
	General Elective	3	General Elective	3	
	Total	*15*	*Total*	*16*	
	Year 4: Fall	**Credit**	**Year 4: Spring**	**Credit**	
	PUAF305 Internship course	3	PUAF400 Senior Capstone	3	
	PUAF 4XX Contemporary Issues in Public Policy	3	PUAF 4XX Contemporary Issues in Public Policy	3	
	Focus/PUAF Elective Course 4	3	General Elective	3	
	General Elective	3	General Elective	3	
	General Elective	3			
	Total	*15*	*Total*	*12*	
				TOTAL Credits = 121	
Note: Some courses for the major may also count toward the General Education requirements					
*All students must complete two Distributive Studies courses that are approved for I-series courses.					

Focus Area/Elective Courses

Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. The School is currently in conversations with The College of Behavioral and Social Sciences about multiple collaborations, including a fourth focus area in "Politics and Policymaking" with an emphasis on political institutions and the relationship to the policy making process. We are working to develop this with the Department of Government and Politics. Additionally, we intend to continue to expand our areas of focus by partnering with other departments and colleges on campus such as Physics and the College of Arts and Humanities.

Students who do not choose a focus must select at least two courses from the lists below and two other electives approved by the program. These electives will help students hone in on a particular policy interest that may not be offered in the School. Examples include health policy, education policy, cybersecurity, etc. These students have the ability to build the major to their own interests and goals.

Sustainability

PUAF 301   Sustainability
BSCI 363   The Biology of Conservation and Extinction
INAG 123   Intro to Sustainable Agriculture
LARC 160   Introduction to Landscape Architecture
ARCH 460   Measuring Sustainability
AREC 365   World Hunger, Population, and Food Services
ENSP 330   Introduction to Environmental Law
ENSP 102   Introduction to Environmental Policy
GEOG 331   Introduction to Human Dimensions of Global Change
ENST 233   Introduction to Environmental Health
GEOG 130   Developing Countries (3)
GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership

PUAF311   Women in Leadership
PUAF313   Advocacy in the American Political System
AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
LASC234   Issues in Latin American Studies I
LASC235   Issues in Latin American Studies II
PSYC221   Social Psychology
PSYC289E   The Psychology of Evil

Nonprofit and Social Change Leadership

PUAF 214   Leading and Investing in Social Change: Re-defining and
                  Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D   Innovation and Social Change: Do Good Now

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PUAF 388G   Global Perspectives on Leading and Investing in Social Change
CPPL200/1   Public Leadership Colloquium
PUAF388O   China: China's Philanthropic and Social Sector
            Policy and Management Perspectives
PUAF388I   India: Education and Project Engagement with NGOs and Social Enterprises
PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 289A   Social Enterprise – Changing the World through Innovation and Transformative
            Action
BMGT 389E   Maryland Social Entrepreneur Corps
BMGT 468U   Social Entrepreneurship Laboratory

D. Research/Internship Opportunities

An internship or study abroad experience will be required of all students in the Public Policy major. The School of Public Policy already teaches two undergraduate internship courses through the Public Leadership Program and the Rawlings Undergraduate Leadership Fellows Program. Students in these courses have been successful at securing internships at a variety of sites, including federal, state, and local government, research institutions, nonprofits and more. These programs have been in place for over ten years; as such, we have many contacts in the region to assist students in finding successful placement. Additionally, we will partner with the Global and Federal Semester Program. We met with the Director, Joan Burton, and agreed to collaborate to expand her course offerings to accommodate the increased demand given our program and to allow her internship courses to count within our major. We have also met with the University Career Center & The President's Promise and plan to collaborate to launch workshops and programs to support students in finding internships and jobs. The Career Center is also interested in working with us to expand our connections with alumni and organizations across the region to employ students for internships and full-time jobs. Since 2009, we have offered highly successful study-abroad programs for both undergrads and graduate students in Morocco, Peru, Indonesia, Israel-Jordan, China, and Ethiopia.

For students interested in research opportunities, a variety of think tanks and research institutions across the area offer internships and fellowships. The School of Public Policy has faculty with affiliations at the Brookings Institution, Pacific Northwest National Laboratory's (PNNL) Joint Global Change Research Institute, National Center for Smart Growth Research and Education, National Institute on Aging, The White House Office of Science and Technology Policy, and more. These connections will assist students in finding research and internship opportunities. Additionally we will offer independent study courses for students interested in pursuing an advanced research project in public policy.

E. Program Management

Currently, there are no exisiting undergraduate majors in the School of Public Policy. The School has two minors, two living-learning programs, one Fellowship Program and eleven undergraduate courses that are offered on a regular basis. These programs and courses will remain in place and will be fully integrated into the new major, the development of which will require the reallocation of existing resources and staff. Current staff includes one Assistant Dean for Undergraduate Studies, one Administrative Assistant, one (half-time) Associate Director, graduate and teaching assistants, and faculty. The oversight of the new major in Public Policy will rest within the portfolio of the Assistant Dean for Undergraduate Studies who will be supported by three positions: a Director of Undergraduate Education; an Academic Advisor; and a Program Coordinator. These new positions will be responsible for all functions related to degree navigation, internship and experiential learning opportunities, academic advising, service learning programming, and budget and administrative oversight. Current School faculty will be integrated into the core teaching and will eventually be supported by new faculty as the major grows.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

All instructors of courses in the major will be regularly informed of all the learning objectives, with the aim of reinforcing all learning objectives at all times. Specific courses will also be charged with providing primary instruction and learning opportunities for particular objectives, as follows:

Learning Objective	PUAF100: Foundations	PUAF101: Great Thinkers	PUAF202: Public Leaders	PUAF203: Ethics	PUAF303: Public Economics	PUAF300: Governance	PUAF304: Evaluating Evidence	PUAF306: Policy Analysis	PUAF400: Capstone	PUAF302: Pluralism	PUAF305: Internship	PUAF 401: Contemporary Issues	Focus Areas
1. Possess a foundational understanding of the fields of public policy and leadership, including its key processes, methodologies, and actors, both present and historic.	X	X	X										
2. Possess a foundational understanding of the key policy-related precepts and methodologies of many disciplines, including history, economics, political science, international relations, sociology, data analysis, information	X	X		X	X	X	X						X

science, ethics and justice.																				
3. Be adept at acquiring and maintaining a critical understanding of key policy-related developments in the world.	X					X													X	X
4. Be adept at finding, understanding, organizing, and synthesizing data and the findings of other analysts/leaders, to produce an enhanced, multi--faceted, multi-perspective, objective understanding of public issues.						X	X	X	X											
5. Be adept at seeing public issues from the perspectives of various constituencies and those with different backgrounds, especially those whose perspectives are under-represented in public forums and processes.			X	X		X						X								X
6. Be creative and systematic problem-solvers, able to relate and apply intellectual skills and theoretical knowledge to real-world problems.				X				X	X			X								X
7. Be able to communicate – orally, on paper, and through media – analysis and findings, especially to people who do not share their analytical, professional, or cultural background.			X					X	X			X								X
8. Be able to intelligently work with and lead others who are working on, or are affected by, public issues, including those from different analytical, professional, or cultural								X	X	X	X									X

backgrounds.															

The School's newly formed faculty Learning Outcomes Assessment Committee (LOAC) will regularly assess how well the program is achieving these objectives. The LOAC will work with the course instructors to identify particular exam questions, or paper sections, or projects (collectively "assignments") that will provide a good basis for assessing the attainment of the learning objectives. An independent team of graduate students and alumni will review those assignments, often using LOAC-designed rubrics, to determine how well the students in those courses demonstrate each of the learning objectives. The LOAC will aggregate the results for particular objectives across assignments to determine both (a) how well each objective is being met and, (b) using the rubrics for each learning objective, what the particular shortfalls, if any, are for each learning objective. The LOAC will then, for each learning objective, review the assessments with the instructors of the courses with the responsibility to provide the primary instruction and learning opportunities for that objective, and explore with them ways of strengthening the achievement of the learning objectives. The assessment results and any changes to the primary courses agreed to will be reported to the Dean.

IV. FACULTY AND ORGANIZATION

Academic direction and oversight for the program will be the responsibility of the Assistant Dean for Undergraduate Studies, who will report directly to the Dean of the School of Public Policy and also teach in the core. The Assistant Dean will be supported by the Director of Undergraduate Studies. The Assistant Dean will be responsible for assigning faculty to the various core courses, supervising staff and graduate and teaching assistants, and coordinating with other units on campus who have responsibility for both core and elective courses and administrative functions. The School's Programs, Curriculum, and Courses (PCC) committee will be responsible for reviewing and approving all changes to core requirements. The Assistant Dean will periodically update the School's faculty committee (as defined by the School's Plan of Organization) on the content and progress of the undergraduate major. Rather than have a dedicated group of full-time undergraduate faculty, many of the School's core faculty will be teaching in both the undergraduate major and in the School's graduate programs.

V. COMMITMENT TO DIVERSITY

As stated in the University of Maryland's Strategic Plan for Diversity and Inclusion, "the University of Maryland has embraced diversity as a central driver in all its activities and has supported and promoted pioneering scholarship of diversity in academic programs." The Strategic Plan further states, "Our diversity is fundamental to our excellence and has enriched our intellectual community. The University's capacity to educate students for work and life in the 21st century and to be a leader in research and scholarship is greatly enhanced by a

community that reflects the nation and world." President Wallace Loh affirmed this commitment in stating, "The University of Maryland has long promoted diversity as a core value. We recognize a diverse educational community as one of our greatest strengths."

The School of Public Policy is committed to fostering a diverse and inclusive environment for its faculty, staff, students and surrounding communities. In recent years, many higher education institutions have introduced policies and initiatives that aim to promote diversity and inclusion. Recent studies suggest that educational practices with diverse learning environments can provide students with skills that will serve them throughout their lives. For over 32 years, the School has worked towards this end to develop and empower this generation's most civically engaged leaders.

As a policy school dedicated to producing civically engaged and socially responsible leaders, who will tackle some of the world's most challenging problems, we are committed to providing quality education that is inclusive of the views, experiences and opinions of all underrepresented ethnic and racial groups, as well as gender, religious and other identities. Inclusion is critical if we are truly committed to the goals of the University, School and State. Most recently, we have implemented new guidelines around our search and selection plan to ensure the most diverse pool of candidates possible.

We must also be deliberate in our efforts to recruit and retain a diverse and inclusive student body that include enhanced outreach efforts to low-income and first-generation college students. According to the "Maryland Ready" plan, the State is committed to preparing students who are college-ready, and the School's outreach efforts will align with these goals to provide a curriculum that is challenging, rigorous and accessible with a clear pathway to careers. Targeted outreach to Maryland high schools and community colleges will support our efforts in this area.

Course pedagogy and delivery of the Public Policy major will be responsive to the needs of all students and reflective of our commitment to teach students to value diversity and to be informed about the world around them such that they are able to make responsible decisions and to take action that is inclusive and just. Our existing undergraduate programs and courses include an emphasis on leading and engaging in a pluralistic society. Likewise, Public Policy majors will be required to take PUAF 302: Examining Pluralism in Public Policy, which will examine the ways in which the diverse experiences of race, gender, ethnicity, class, orientation, identity, and religion impact the understanding of and equitable delivery of public policy.

VI. RECRUITMENT AND ADVERTISING

We have met with the Office of Undergraduate Admissions and plan to collaborate to recruit and advertise for the new Public Policy major. We will develop materials and talking points to share with their team of traveling recruiters and directly with potential students. We will plug into their social media strategy to highlight opportunities within the major like high-profile faculty and speakers, hands-on classes and experiential learning, exciting career opportunities and working to solve the world's toughest challenges. Public Policy staff will attend open houses and recruitment events and also become involved in the admissions "Classroom Connections" program within local high schools. Our effort will be accompanied by an attractive website

developed by the School of Public Policy to inform potential students of the opportunities listed above. Finally, we will share our information with UMD admissions staff located around the country. The Admissions staff agrees that our major will be very attractive to both in-state and out-of-state students and are excited to collaborate once the major has been approved.

VII. REQUIRED PHYSICAL RESOURCES

New and/or Renovated Space
The School will use existing space in the Taliaferro Building to house new staff and existing space in Van Munching and Preinkert Halls to house faculty. We will utilize existing space in Preinkert for student workspace, study lounge, etc. The cost to modify these spaces will be minimal and will come from the School's plant reserve account. We anticipate utilizing general-purpose campus classroom, including any newly constructed or renovated space.

VIII. RESOURCE NEEDS and SOURCES

A. New courses to be taught, and needed additional sections of existing courses
(See Appendix D for full courses descriptions)

New Courses
PUAF 101 Great Thinkers on Public Policy (3)
PUAF 202 Public Leaders and Active Citizens (IS/SP) (3)
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy (3)
PUAF 213: Introduction to Nonprofit and Social Change Leadership (3)
PUAF 313: Advanced Nonprofit and Social Change Leadership (3)
   (Pre-req: PUAF 213)
 PUAF 300 Governance: Collective Action in the Public Interest (3)
   (Pre-req: PUAF100 and PUAF101)
PUAF 303 Public Economics: Raising and Spending the People's Money (3)
   (Pre-req: ECON200)
PUAF 304 Evaluating Evidence: Finding Truth in Numbers (Pre-req: STATS100) (4)
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits) (3)
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306) (3)
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits) (3)

Modified Courses
PUAF100—Foundations of Public Policy (HS) (3); formerly, PUAF 288P
PUAF 302 Examining Pluralism in Public Policy (Pre-req: PUAF203) (UP) (3); revised course
PUAF 305 Internship Class OR Approved Study Abroad (3); formerly, PUAF 349

B. List new faculty, staff, and teaching assistants

- *New Faculty:* The equivalent of 4 FTE will be phased in over the growth of the program to support both new and existing courses in the School.
- *New Staff:* A full-time Director of Undergraduate Education, a full-time Academic Advisor and a full-time program coordinator will be phased in as the program grows to scale. The current Assistant Dean for Undergraduate Studies and the full-time Director of Undergraduate Education will fulfill multiple rolls until enrollment demands subsequent staff.
- *New Teaching Assistants:* The major will need TA support as the program grows to enable us to handle the larger classes. Courses with enrollment of 30 or more would need one teaching assistant per 30 students.

C. Teaching, advising, and administrative duties to be covered by existing faculty and staff

- *Teaching:* Some courses in the major will be taught by current faculty (See Appendix E) who will also have teaching responsibilities in the graduate and executive programs.
- *Advising:* Currently, graduate assistants do the academic advising for our two minors. We will continue to rely on them in this capacity throughout the transition year.
- *Administrative Duties:* the Assistant Dean for Undergraduate Studies will provide overall leadership for the undergraduate major and supervise the Associate Director and teach *PUAF 302: Examining Pluralism in Public Policy*. The Administrative Assistant's will continue to support all undergraduate programs.

D. Identify the source to pay for the required physical resources

- The cost to cover the required physical resources are minimal and will be paid for from existing resources.

E. Any other required resources and the anticipated source for them

- N/A

F. Financial Tables

TABLE 1: RESOURCES

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds	$217,840	$350,289	$501,436	$663,460	$683,303
2. Tuition/Fee Revenue (c+g below)	$0	$0	$0	$0	$0
a. #FT Students	50	100	200	300	300
b. Annual Tuition/Fee Rate	$13,390	$13,791	$14,205	$14,631	$15,070
c. Annual FT Revenue (a x b)	$0	$0	$0	$0	$0
d. # PT Students	0	0	0	0	0
e. Credit Hour Rate	$340	$350	$361	$372	$383
f. Annual Credit Hours	0	0	0	0	0
g. Total Part Time Revenue (d x e x f)	$0	$0	$0	$0	$0
3. Grants, Contracts, & Other External Sources	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	$217,840	$350,289	$501,436	$663,460	$683,303

Undergraduate	**Full time**	**Part Time**	
(2012/2013)	**annual**	**per credit hour**	**inflation**
in-state tuition	$9,412.00	$340.00	1.03
out-of-state tuition	$29,300.00	$1,221.00	

annual	**FT**	**PT (<=8 credits)**
on-campus fees	$1,843.82	$854.22
technology fee only (Shady Grove)	$264.00	$132.00

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TABLE 2: EXPENDITURES	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Faculty (b+c below)	$0	$138,600	$285,516	$441,122	$454,356
a. #FTE	0.0	1.0	2.0	3.0	3.0
b. Total Salary	$0	$110,000	$226,600	$350,097	$360,600
c. Total Benefits	$0	$28,600	$58,916	$91,025	$93,756
2. P.T. Faculty (b+c below)	$0	$0	$0	$0	$0
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
3. Admin. Staff (b+c below)	$132,300	$136,269	$140,357	$144,568	$148,905
a. #FTE	1.5	1.5	1.5	1.5	1.5
b. Total Salary	$105,000	$108,150	$111,395	$114,736	$118,178
c. Total Benefits	$27,300	$28,119	$28,963	$29,831	$30,726
4. Total Support Staff (b+c below)	$0	$64,890	$66,837	$68,842	$70,907
a. #FTE	0.0	1.0	1.0	1.0	1.0
b. Total Salary	$0	$51,500	$53,045	$54,636	$56,275
c. Total Benefits	$0	$13,390	$13,792	$14,205	$14,632
5. Total Graduate TA	$75,200	$154,912	$159,559	$164,346	$166,654
a. #FTE	2.0	4.0	4.0	4.0	4.0
b. TA Stipend	$40,000	$82,400	$84,872	$87,418	$87,418
c. Benefits	$10,400	$21,424	$22,067	$22,729	$23,411
d. GA Tuition remission	$24,800	$51,088	$52,621	$54,199	$55,825
6. Equipment	$4,000	$4,000	$2,000	$2,000	$2,000
7. Library	$0	$0	$0	$0	$0
8. New or Renovated Space	$0	$0	$0	$0	$0
9. Other Expenses: Operational Expenses	$6,340	$6,530	$6,726	$6,928	$7,136
TOTAL (Add 1 - 9)	$217,840	$350,289	$501,436	$663,460	$683,303
resources - expenditures	$0	$0	$0	$0	$0

benefits	0.26	
inflation	1.03	

11 new courses per year
2 FTE T/TT (7 courses per year)
1 lecturer (6 courses each year)
1 Program director/advisor (2 courses per year)
1 assistant director
1 FTE part-time faculty for additional courses

G. Budget Narrative

Table 1: Resources

Reallocated Funds
The University has committed to provide additional resources to support the undergraduate major, as appropriate. Resources will be phased in over five years, starting in year one (FY18) of the program, and will be evaluated annually based on program growth.

The School has an existing commitment of $264,215 for initiatives in undergraduate education. These funds support the Assistant Dean for Undergraduate Education, the director of the College Park Scholars Public Leadership Program, one administrative support staff member, multiple Graduate Assistants, and several part-time lecturers. These are not included here.

Tuition and Fee Revenue
It is anticipated that enrollments in this program will come from a shift of students from other majors, rather than from increased overall enrollments at the university. Therefore, additional tuition and fees are not anticipated.

Grants and Contracts
N/A

Other Sources
N/A

Table 2: Expenditures

Faculty (#FTE, Salary, and Benefits)
Table 2 assumes three new faculty members to be hired between years 2 – 5. Existing School faculty will also teach undergraduate courses. Fringe benefits are calculated at 26% per FTE.

Administrative Staff (#FTE, Salary, and Benefits)
The new administrative staff includes a part-time associate director and one full-time academic advisor. These two positions will be filled in year one. Fringe benefits are calculated at 26% per FTE.

Support Staff (#FTE, Salary, and Benefits)
The new support staff includes a full-time program coordinator to be hired in year two. Fringe benefits are calculated at 26% per FTE.

Equipment
This includes computer purchases for 6.5 employees (faculty and staff), to be purchased by the School. The School does not anticipate any new additional equipment. The students will utilize campus resources, such as computer labs, etc.

Library
See Attachment

Other Expenses

New costs are associated with the experiential learning (site visits, etc.) components of the program, totaling $6,340 per year.

Appendix A: Program Size and Careers for Public Policy Students

Sample Program Sizes
- o Indiana (n=1,600)
- o Princeton (n=316)
- o Michigan (n=126)
- o Duke (n=500)
- o UNC-Chapel Hill (n=340)
- o Delaware (n=100)
- o SUNY-Albany (n=100)

Job Titles:

Penn State: The following lists some of the job titles for graduates of the Public Policy program: Government Administration/Management, Non-Profit Management, Legislative Staff, Lobbyist, Management Analyst, Policy Analyst, Survey Research, Strategic Planner.

Georgia Tech

Internship Examples

- White House Office of Science and Technology Policy
- Georgia Economic Development Institute
- Turner Broadcasting
- Israeli Consulate
- UNICEF
- Georgia Office of Budget and Evaluation
- Washington and district offices of US Senators and Representatives
- Office of the Governor of Georgia

Career Examples

- Attorney (King & Spalding, Jones Day, Covington Burling, Hunter Maclean, etc.)
- Management consultant (McKinsey, Deloitte, Bain, Capgemini)
- New York Times (strategic planner)
- SAIC Corporation (policy analyst)
- Federal Reserve Bank (banking policy analyst)
- Delta Airlines (pricing analyst)
- Center for Internet and Society / India
- WorkSpaces LLC (sustainability manager)

Organizations:

Michigan: Many of the school's bachelor's alumni, roughly 25 percent of those who have kept in touch, are in graduate school, pursuing advanced degrees in law, medicine, or public health. Fifteen percent have positions with Peace Corps, AmeriCorps, Teach for America, or the Fulbright program. And the rest are all over the board—working as legislative assistants, research analysts, teachers, and writers.

Penn State: According to the U.S. Bureau of Labor Statistics, nearly 40 percent of all Public Policy graduates are employed in government positions. A large number of Public Policy graduates become employed in the private sector for businesses and corporations, 10 percent in education, 3 percent in nonprofit administration, and 5 percent are self-employed.

Duke:
- Law School
- Banking/Consulting
- Public Service
- Politics, Government Agencies
- Nonprofits/NGOs
- Teaching/Education
- Media/Communications
- Other Private Sector Companies

GA Tech: Students use their internship experiences to prepare them for law school or graduate programs in policy, public health, or city and regional planning, while others pursue careers in private firms and consulting companies, nonprofit agencies, the media, state legislative and governors' offices, the federal government, and a variety of other institutions. About 30 percent of our graduates work in business and consulting, 30 percent have pursued careers in law, and the remainder have gone to graduate school (in public health, city and regional planning, policy, etc.) or have worked in nonprofit agencies, the media, federal agencies, state government, and politics.

NYU: After graduating, Public Policy majors will be prepared for a wide range of jobs in the nonprofit, private and public sectors. Before coming to NYU Wagner for a graduate degree, undergraduate Public Policy majors from around the country worked at foundations, political advocacy organizations, consulting firms, government agencies and international policy institutes. Some Public Policy majors also consider attending graduate programs in Public administration, international affairs, public health, urban planning or law.

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Appendix B: Employment Data

Employment by industry, occupation, and percent distribution, 2014 and projected 2024

19-3094 Political scientists[10]

(Employment in thousands)
Industries with fewer than 50 jobs, confidential data, or poor quality data are not displayed

Industry			2014			2024		
Title	Employment	Percent of industry	Percent of occup-ation	Employment	Percent of industry	Percent of occup-ation	Percent change	Employment change
Total employment	6.2	0.0	100.0	6.0	0.0	100.0	-2.3	-0.1
Total self-employed workers	0.1	0.0	1.6	0.1	0.0	1.7	4.0	0.0
Self-employed workers	0.1	0.0	1.6	0.1	0.0	1.7	4.0	0.0
Total wage and salary employment	6.1	0.0	98.4	5.9	0.0	98.3	-2.4	-0.1
Professional, scientific, and technical services	1.4	0.0	23.3	1.6	0.0	26.0	8.9	0.1
Professional, scientific, and technical services	1.4	0.0	23.3	1.6	0.0	26.0	8.9	0.1
Management, scientific, and technical consulting services	0.5	0.0	7.5	0.6	0.0	9.8	27.5	0.1
Scientific research and development services	0.7	0.1	12.0	0.7	0.1	11.6	-6.0	0.0
Research and development in the social sciences and humanities	0.5	0.9	8.8	0.5	0.9	8.0	-10.7	-0.1
Other professional, scientific, and technical services	0.2	0.0	2.9	0.2	0.0	3.6	24.2	0.0
Educational services; state, local, and private	0.6	0.0	9.3	0.6	0.0	10.0	4.7	0.0
Educational services; state, local, and private	0.6	0.0	9.3	0.6	0.0	10.0	4.7	0.0
Junior colleges, colleges, universities, and professional schools; state, local, and private	0.6	0.0	9.3	0.6	0.0	10.0	4.7	0.0
Colleges, universities, and professional schools; state, local, and private	0.6	0.0	9.3	0.6	0.0	10.0	4.7	0.0
Colleges, universities, and professional schools; state	0.5	0.0	8.6	0.6	0.0	9.1	4.0	0.0
Other services (except public administration)	0.3	0.0	4.4	0.3	0.0	4.8	5.9	0.0
Religious, grantmaking, civic, professional, and similar organizations	0.3	0.0	4.4	0.3	0.0	4.8	5.9	0.0

[10] Political scientists is a broad category that in addition to government encompasses consulting services, higher education, nonprofits and grant-making, social advocacy, etc.

Grantmaking and giving services and social advocacy organizations	0.2	0.1	3.3	0.2	0.1	3.7	8.0	0.0
Social advocacy organizations	0.2	0.1	3.3	0.2	0.1	3.6	7.9	0.0
Civic, social, professional, and similar organizations	0.1	0.0	1.1	0.1	0.0	1.2	-0.1	0.0
Business, professional, labor, political, and similar organizations	0.1	0.0	1.1	0.1	0.0	1.2	-0.1	0.0
Government	3.8	0.0	60.9	3.5	0.0	57.2	-8.3	-0.3
Federal government	3.4	0.1	55.4	3.1	0.1	51.3	-9.6	-0.3
Federal government, excluding postal service	3.4	0.2	55.4	3.1	0.2	51.3	-9.6	-0.3
State and local government, excluding education and hospitals	0.3	0.0	5.5	0.4	0.0	5.9	4.4	0.0
State government, excluding education and hospitals	0.1	0.0	1.7	0.1	0.0	1.8	1.6	0.0
Local government, excluding education and hospitals	0.2	0.0	3.8	0.3	0.0	4.1	5.6	0.0

Note: Red indicates a decline in employment between 2014 and 2024

Source: Employment Projections program, U.S. Department of Labor, U.S. Bureau of Labor Statistics

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State Projection Data for Political Scientist

AreaName	Occupation Name	Base Year	Base	Proj Year	Proj	Change	Percent Change	Avg Annual Openings
Virginia	Political Scientists	2012	700	2022	870	170	23.9	30
Maryland	Political Scientists	2012	120	2022	140	20	23.5	10
District of Columbia	Political Scientists	2012	3480	2022	3920	440	12.5	100

http://www.projectionscentral.com/Home/Index
State Projection Data
Directed through BLS

Appendix C: NASPAA Survey of Undergraduate Programs

Appendix A: Schools Ranked among the Top 50 by *U.S. News & World Report* in 2012, Including Information about Undergraduate Degrees

University - School	Rank	Undergraduate Degree(s)	Website for the Degree(s)
Syracuse U. - Maxwell School	1	B.A. in Citizenship and Civic Engagement	http://www.maxwell.syr.edu/why_citizenship_major/
Indiana U. – SPEA*	2	B.S. in Public Affairs	http://www.indiana.edu/~spea/prospective_students/undergrad/degrees/bspa_and_majors1/index.shtml
Harvard U. - Kennedy School	3	None.	
U. of Georgia - School of Public and International Affairs	4	None.	
Princeton U. – Woodrow Wilson School	5	Bachelor of Arts in Public and International Affairs	http://wws.princeton.edu/ugrad/
New York U. - Wagner School	6	None.	
U. of California, Berkeley - Goldman School	6	None.	
U. of Southern California - Price School*	6	Bachelor of Science in Policy, Planning, and Development	http://www.usc.edu/schools/price/programs/undergraduate/curriculum/
Carnegie Mellon U.- Heinz College	9	None.	
U. of Kansas - School of Public Affairs & Administration*	9	Bachelor of Public Administration	http://www.kupa.ku.edu/programs/undergrad/
U. of Washington - Evans School	9	Under consideration.	
American U. - School of Public Affairs	12	None.	
George Washington U. - Trachtenberg School	12	None.	
U. of Michigan - Ford School	12	Bachelor of Arts in Public Policy	http://fordschool.umich.edu/curriculum/ba/
U. of Wisconsin - LaFollette School	12	None.	

University - School	Rank	Undergraduate Degree(s)	Website for the Degree(s)
Arizona State U. - School of Public Affairs*	16	B.S. Public Service and Public Policy; B.A. or B.S. Metropolitan and Urban Studies	http://spa.asu.edu/programs/under graduate
Duke U. - Sanford School*	16	B.A. in Public Policy Studies	http://undergraduate.sanford.duke. edu/
Florida State U. - Askew School	16	None.	
U. at Albany SUNY - Rockefeller College*	16	B.A. in Public Policy & Management	http://www.albany.edu/rockefeller/ academics_pad_ba.shtml
U. of Kentucky - Martin School	16	None.	
U. of Minnesota - Humphrey School	16	Under consideration.	
U. of Texas, Austin - LB. School	16	None.	
Georgetown U. - Public Policy Insitute	23	None.	
Georgia State U. - Andrew Young School*	23	B.S. in Public Policy	http://aysps.gsu.edu/pmap/bachelo r-of-science-in-public-policy
Rutgers, Newark - School of Public Affairs & Admin.*	23	B.A. in Public Service	http://spaa.newark.rutgers.edu/ho me/programs/publicservice.html
U. of California, Los Angeles - Luskin School	23	None.	
U. of Chicago - Harris School	23	None.	
U. of North Carolina, Chapel Hill - Dept. of Public Policy*+	23	B.S. in Public Policy	http://publicpolicy.unc.edu/undergr aduates
Columbia U. - School of International and Public Affairs	29	None.	
Ohio State U. - Glenn School*	29	B.A. in Public Affairs	http://glennschool.osu.edu/undergr aduate/index.html
U. of Colorado at Denver & Health Sciences - School of Public Affairs	29	None.	
U. of Maryland, College Park - School of Public Policy	29	None.	

University - School	Rank	Undergraduate Degree(s)	Website for the Degree(s)
Texas A&M U. - Bush School	33	None.	
U. of Missouri - Truman School	33	None.	
U. of Nebraska, Omaha - School of Public Administration	33	None.	
U. of Pittsburgh - Grad. School of Public and International Affairs	33	None.	
Cornell U. - Department of Policy Analysis & Management*+	37	B.S. in Policy Analysis & Management	http://www.human.cornell.edu/pam/prospective_student_resources.cfm
U. of Arizona - School of Government and Public Policy*	37	B.S. in Public Management & Policy	http://sgpp.arizona.edu/node/732
U. of Delaware - School of Public Policy & Administration*	37	B.A. in Public Policy (also offers B.S. in Organizational and Community Leadership)	http://www.sppa.udel.edu/content/undergraduate-programs
U. of Illinois, Chicago - College of Urban Planning and Public Affairs*	37	B.A. in Urban and Public Affairs	http://www.uic.edu/cuppa/upa/home/
Virginia Tech - School of International and Public Affairs*	37	B.S. in Environmental Policy and Planning; B.A. in Public and Urban Affairs	http://www.spia.vt.edu/programs/ugrad_info/ugradinfo.html
Cleveland State U. - Levin College of Urban Affairs*	42	Five Bachelor's Degrees	http://urban.csuohio.edu/academics/undergraduate/
George Mason U. - Public and International Affairs*	42	B.S. in Public Administration	http://pia.gmu.edu/programs/la-bs-puad
Johns Hopkins U. - Institute for Policy Studies	42	None.	
U. of Pennsylvania - Fels Institute	42	None.	

University - School	Rank	Undergraduate Degree(s)	Website for the Degree(s)
CUNY - Baruch College, School of Public Affairs*	46	B.S. in Public Affairs	http://www.baruch.cuny.edu/spa/academics/undergraduateprograms/index.php
Naval Postgraduate School	46	None.	
Northern Illinois U. - Division of Public Administration	46	None.	
Portland State U. - Hatfield School	46	None.	
Rutgers, New Brunswick - Bloustein School*	46	B.A. in Planning and Public Policy, B.S. in Public Policy	http://policy.rutgers.edu/academics/undergrad/
U. of Connecticut - Department of Public Policy	46	None.	
U. of Virginia - Batten School	46	B.A. in Public Policy and Leadership	http://www.batten.virginia.edu/content/degree-programs/ba-public-policy-and-leadership

*Participant in the IU-SPEA undergraduate programs contact group, spring 2013.
+Not located in the specific school/unit on campus ranked by U.S. News & World Report.

Appendix D: Courses

A. Catalog description of currently approved courses

PUAF 201 Leadership for the Common Good (3): This course is designed to provide undergraduate students an introduction to leadership theory and a chance to practice a core set of practical skills relevant to transformational and collaborative leadership.

PUAF 214 Leading and Investing in Social Change: Re-defining and Experimenting with Philanthropy (3): Credit only granted for: PUAF214 or PUAF359I. Formerly: PUAF359I. Defines philanthropy as an exploration of how one develops a vision of the public good and then deploys resources (including donations, volunteers, and voluntary associations) to achieve an impact.

PUAF 215 Innovation and Social Change: Creating Change for Good (3): A team-based, highly interactive and dynamic course that provides an opportunity for students to generate solutions to a wide range of problems facing many communities today. Students in the iGIVE Program will deepen their understanding of entrepreneurship and innovation practices by creating and implementing projects or ventures that address an issue of their choosing while learning topics such as communications, project management, teamwork, leadership, fundraising, project sustainability and next steps in social change.

PUAF 288 Special Topics in Public Policy (1-3): Prerequisite: Permission of PUAF-School of Public Policy. Repeatable to 6 credits if content differs. Advanced special topics focusing on an interdisciplinary topic related to Public Policy.

> PUAF 288P Introduction to Public Policy (1-3): There is much more to public policy than "who wins" and "who loses". This course will provide a broad understanding of the policy making process, and the tools for analyzing and managing successful policies and briefly considers various policy arenas, including education policy, health policy, environment and energy policy, criminal justice policy, and economic/fiscal policy.

PUAF 301 Sustainability (3): Also offered as: AGNR301. Credit only granted for: AGNR 301 or PUAF 301. Designed for students whose academic majors would be enhanced by the complementary study of a widely shared but hard-to-operationalize aspiration: that present choices should preserve or improve future options rather than foreclose or degrade them. How should we understand sustainability? How might we achieve it? How would we know if we had achieved it? And how could sustainability activists of a rising generation lead by example?

PUAF 302 Leadership: Philosophy, Policy and Praxis (3): Leadership as a search for meaning, identity and purpose are explored. Also introduces major philosophical traditions, from the ancient world to the modern one, and encourages students to ground their leadership interests and aspirations in a disciplined process of self-reflection, critical thinking and inquiry.

PUAF 311 Women in Leadership (3): Credit only granted for: PUAF311 or PUAF359W. Formerly: PUAF359W. Examines the role of women in the leadership process including the

participation of women as activists, voters, advocates, public leaders and as agents of change through various avenues including, among others, public service (elected and appointed), the media, community service, political organizations, and the nonprofit sector.

PUAF 312 Leading to Get Results (3): Credit only granted for: PUAF312 or PUAF359J. Formerly: PUAF359J. Students will have an opportunity to learn and use results-based leadership competencies to take actions that will make a measurable difference in an issue affecting the student and/or university community.

PUAF 313 Advocacy in the American Political System (3): Credit only granted for: PUAF313 or PUAF359C. Formerly: PUAF359C. Introduces students to the creation of law through the legislative process with a special focus on the Maryland General Assembly.

PUAF 315 Intelligence As a National Security Instrument (3): Credit only granted for: PUAF315 or PUAF388I. Formerly: PUAF388I. Examines the role of intelligence in US national security policy. Topics will include the post WWII history of US intelligence, the current structure of the US intelligence community, the intelligence cycle, covert action, interrogation and intelligence, counterintelligence and cybersecurity.

PUAF 338 Academic Seminar for Interns: Federal and International (3): Corequisite: PUAF339. Restriction: Permission of PUAF-School of Public Policy. Repeatable to 6 credits if content differs. The academic seminar for student interns in PUAF399. Students read, discuss, analyze, and write about topics in political and public policy leadership, and leadership studies.

PUAF 339 Internship in Political Institutions: Federal and International (3-6): Corequisite: PUAF338. Restriction: Permission of PUAF-School of Public Policy. Repeatable to 12 credits if content differs. Offers students supervised internship placements in federal and international political or public policy organizations.

PUAF 348 Academic Seminar for Interns: State and Local (3): Prerequisite: Permission of PUAF-School of Public Policy. Corequisite: PUAF349. Repeatable to 6 credits if content differs. The academic seminar for student interns in PUAF349. Students read, discuss, analyze, and write about topics in political and public policy leadership, and leadership studies.

PUAF 359 Contemporary Issues in Political Leadership and Participation (3): Prerequisite: Permission of PUAF-School of Public Policy. Repeatable to 9 credits if content differs. Special topics in political leadership and participation.

>PUAF 359I: Leading and Investing in Social Change (3): This course will define philanthropy as an exploration of how one develops a vision of the public good and then deploys resources (including donations, volunteers, and voluntary associations) to achieve an impact. During the semester, we will go through the challenging and exciting process of ultimately granting thousands of dollars to achieve a beneficial impact in our local community.

PUAF 359T: Morocco: Human Rights, Security and Development
This winter-term study abroad course aims to understand politics, security and development in Morocco from a global perspective. We will explore issues including democratization, the monarchy, women's and minority rights, education, economic development, radicalization, and security. The post Arab spring world is an exciting time to visit the country because as the surrounding region has experienced major societal and political upheavals over the last few years, Morocco has remained quite stable. We will examine the roots of this. The course includes seminars with Moroccan and international scholars and practitioners, and field trips to Parliament, the Royal Institute for Amazigh Studies, USAID, NGOs, and more.

PUAF 359E: The Policy and Politics of Development in Africa
Students will be exposed to the policy and politics of economic development in Africa and the unique and fascinating history and culture of Ethiopia. The course offers hands on experiential learning with the objective of increasing students' capability to analyze and evaluate political economy of development in emerging economies. The course will also enhance students' understanding of the opportunities and challenges of doing business in Africa. The course also focuses on the normative aspect of development ethics with a unique opportunity to analyze the theory and practice of development planning. Throughout the trip and in various formal and informal venues, we will have group reflections and dialogues on issues in Ethiopian and African political economy, such development polices and planning, development ethics, democratization, human rights, role of the state and market in development, corruption and nepotism, urbanization and pollution, and the role development aid, among others. Students will gain a solid understanding of the policy and politics of development in Africa in general and that of Ethiopia in particular.

PUAF 368 Internship in Community Service Organizations (3-6): Prerequisite: Permission of PUAF-School of Public Policy. Repeatable to 12 credits if content differs. Offers students supervised placements in non-profit community organizations.

PUAF 386 Experiential Learning (3-6): Prerequisite: Permission of PUAF-School of Public Policy. Repeatable to 12 credits if content differs.

PUAF 388 Special Topics in Public Policy (1-3): Prerequisite: Permission of PUAF-School of Public Policy. Restriction: Sophomore standing or higher. Repeatable to 6 credits if content differs. Advanced special topics focusing on an interdisciplinary topic related to Public Policy.

PUAF 388D Innovation and Social Change: Do Good Now (3): This course is team-based, highly interactive and dynamic, and provides an opportunity for students to generate solutions to a wide range of problems facing our world. The course is designed for teams of undergraduates who have a social innovation project to develop and implement as well as students who are interested in joining a team to create social impact. Students will be introduced to the concept of social innovation, while exploring the many mechanisms for achieving social impact. This course deepens student's understanding of entrepreneurship and innovation by guiding them through the creation and implementation process as applied to a project idea of their choice. Participants will

research issues and then generate and implement a project to address an issue they are passionate about. These projects are a laboratory to implement course topics such as design thinking, strategic planning, project management, teamwork, fundraising, marketing, leadership, and project sustainability.

PUAF 388G Global Perspectives on Leading and Investing in Social Change (3): Poverty, climate change, gender equity, human trafficking, refugee and humanitarian emergencies, public health crises... how do we tackle the world's most pressing issues? Non-governmental organizations (NGOs) are working across borders and in the most desperate circumstances to alleviate suffering and solve problems. This course will discuss the role of NGOs both here and abroad while analyzing the trends and issues related to giving and fundraising for international issues.

PUAF 388I: India: Education and Project Engagement with NGOs and Social Enterprises
Throughout this three-week course, students will gain hands-on, international experience while learning more about the role of philanthropy and nonprofits in today's global environment and provide direct project assistant to a pre-selected group of NGOs, including customized tasks and deliverables to ensure they fulfill all the expectations of the course. Students will work in Delhi and make weekend trips to other locations in India. Through this course, students will be able to apply their political, financial, economic, quantitative, ethical, analytical, and communications skills to tackle real issues in service to actual clients in the social sector. Students will develop useful recommendations for decision makers, propose new or modified practices or policies for social enterprisers, explore and adapt best practices, conduct program evaluations, and perform other work associated with the operation of NGOs.

PUAF 388K Global Leadership in Public Policy (1-3): The course focuses on the big questions of how leaders lead, how they translate ideas into policy, how they produce action, and how we can assess the effectiveness of their work. We will focus especially on how each of us can play our own role as leaders in this process. The course will use a wide variety of policy puzzles, from the safety of the food we eat to the battle on climate change, to understand the big issues of public policy. Students will emerge from the course with a keen sense of policy leadership and with practical skills to make them better leaders.

PUAF 388O: China: China's Philanthropic and Social Sector - Policy and Management Perspectives China's philanthropic and social sector are in the midst of rapid development and transformation. China's complex economy boasts great wealth and opportunity, but also faces critical challenges such as poverty, environmental degradation, rapid urbanization, and vast internal migration. From this dynamic and distinctive landscape emerge innovative, complex, entrepreneurial, and sometimes contradictory approaches from philanthropic, governmental and business leaders. Spend your spring break exploring these complex issues by meeting with leading policy makers, philanthropists and staff from social sector organizations in Beijing, Shanghai, Chengdu and Shangli. You will complement these professional meetings with visits to some of China's important cultural, historical and environmental sites; this course will

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allow you to view these sites beyond the lens of a tourist as you delve into issues of management and funding related these landmarks. Broaden your understanding of the role of the philanthropic sector this spring break by examining key management and policy issues in China.

PUAF 396 Fellowship Program in Political Leadership (2-6): Prerequisite: Permission of PUAF-School of Public Policy. Restriction: Must be enrolled in the full-time fellowship program. Individual instruction course.

PUAF 398 Fellowship Program in Political Leadership (3-6): Prerequisite: Permission of PUAF-School of Public Policy. Restriction: Must be enrolled in the full-time fellowship program. Repeatable to 12 credits if content differs.

PUAF 399 Directed Study in Public Policy (1-6): Prerequisite: Permission of PUAF-School of Public Policy. Repeatable to 12 credits if content differs. Guidance for the advanced student capable on interdisciplinary study on special projects under the supervision of faculty.

B. Catalog descriptions of the new or revised courses and relationship to current courses

PUAF 100 Foundations of Public Policy (3): (Formerly, PUAF 288P) A survey course, focusing on public policy institutions and analytical issues as well as on overview of key public policy problems. Students will be introduced to public policy as a discipline, with a brief overview of the actors and institutions involved in the process, and familiarize themselves with the kinds of problems typically requiring public action. The course will examine these problems from a multijurisdictional and multisectoral perspective. Specific policy areas examined include education policy, health policy, economic and budgetary policy, criminal justice policy, environmental policy, and national and homeland security policy. The course should permit students to have broad foundational exposure to the field that will give them a solid base for more advanced courses.

PUAF 101 Great Thinkers on Public Policy (3): Introduction to the intellectual foundations of public policy, from ancient theories on collective public action through the more contemporary development of public policy as a discipline. This may start as early as the ancient Greek philosophers and their views on public action through contemporary classics of public policy. Emphasis will be on the interdisciplinary foundations of public policy, through examining core disciplinary contributions from economics, political science, management, philosophy, and other relevant disciplines. At the conclusion of the course, students will have read classic works in the field and will master the key themes that have dominated the intellectual debates about public policy over its history.

PUAF 202 Public Leaders and Active Citizens – This course aims to inspire, teach and engage students in the theory and practice of public leadership from the local to the national to the global level. Public Leadership is defined as "the inspiration and mobilization of others to undertake

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collective action in pursuit of the common good[11]." Students will learn and apply diverse approaches to leadership in a multicultural society while developing an understanding of key frameworks and practices necessary to foster collective action across private, public, and nonprofit sectors. This course will allow students to become informed citizens able to reason critically and persuasively about public matters as it will be highly interactive with various kinds of participation – panels, debates, role-playing, dialogue with speakers. Students will also explore and assess their own personal values, beliefs, and purpose as they develop their leadership potential. Finally, students will understand the leadership skills and challenges particular to their role as a future policymaker.

PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy – This course will broaden students' understanding of the moral dimensions of public policy as well as their own individual moral perspective. Discussions will include the ideal of a just society, and the place of liberty and equality in it, while focusing on contemporary theories of ethics and justice. It will develop students' appreciation of the ethical challenges unique to the public service sector while building their skills in ethical analysis and decision-making. We will explore the increasing ethical challenges in a world in which technology, global risks, and societal developments are accelerating faster than our understanding can keep pace. A framework for ethical decision-making underpins the course. A broad range of domestic and international case studies will be used, such as: Ebola; Space X (Elon Musk's voyages to Mars); ISIS' interaction with international NGOs; sexual assault on U.S. university campuses and in the U.S. military; the refugee crisis; Snowden and the CIA; etc.

PUAF 213: Introduction to Nonprofit and Social Change Leadership (3): Through discussions of contemporary trends, challenges and issues, this course provides an introduction to the nonprofit sector and the leadership and management skills required to achieve social impact. The course will explore the history, theories, and roles of philanthropy and the nonprofit sector in societies and cultures. Students will be able to demonstrate an understanding of the process and principles of social entrepreneurship and social innovation. Additionally, the course will introduce students to topics in leadership, social innovation, resource development, community mobilization through networks, the role of policy-making in creating change, and overall strategies for achieving social change.

PUAF 300: Governance: Collective Action in the Public Interest (3): *Pre-req: PUAF 100 and 101.* Examination of societal responses to public problems, including actions by government, non-profit and private sector actors, as well as civil society. Students will examine the roles of these various actors, as well as the nature of civic responsibility. The course will examine the various stages of the policy process, asking the following questions: How does something get defined as a problem that requires a public policy response? How do we think about what the options are for this response, and how do we choose among them? What are the factors that contribute to successful policy implementation? How do we evaluate the success of public policies? These questions will be addressed using examples of current public policy problems, and students will be expected to engage in individual and collaborative work to design responses to those problems.

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[11] Bryson, J. M., & Crosby, B. (1992). Leadership for the common good. San Francisco, CA: Jossey-Bass.

PUAF 302 Examining Pluralism in Public Policy (3): *Pre-req: PUAF 203; Previously, Leadership: Philosophy, Policy and Praxis* Understanding pluralism and how groups and individuals coexist in society is an essential part of the public policy process. This course will examine the ways in which the diverse experiences of race, gender, ethnicity, class, orientation, identity, and religion impact the understanding of and equitable delivery of public policy. The examination of how identity development shapes our understanding of society and influences the decision-making process is central to students' shaping policy that is truly for the people. This course will equip students with the skills needed to analyze pluralism and draw conclusions about the application of various theories to public policy issues.

PUAF 303 Public Economics: Raising and Spending the People's Money (3): *Pre-req: ECON 200.* Applied course in public finance, including introductions to resource mobilization (including taxation), macroeconomic policy, key public expenditure policies, and government budgetary processes and politics. The course will build on the foundations from ECON 202 to address the specific application of public finance principles to solving public problems. The course will focus on the principles of welfare economics (including market failure), economic principles as applied to particular spending programs and tax choices, and issues and institutions involved in the allocation and management of resources both at a national and subnational level. The focus of the course is on these issues from both a domestic and global perspective. At the conclusion of the course, students should be able to apply the tools of economics to inform societal and governmental choices, and understand how those choices are made in practice.

PUAF 304 Evaluating Evidence: Finding Truth in Numbers (3): *Pre-req: STAT 100.* Course designed to create intelligent consumers of policy research. The course is not designed to make students into policy researchers, but to enable them to understand the research done by others with a sufficiently skeptical eye to allow them to determine whether the findings of the research are valid given the assumptions made and methods used. This will involve, in part, thinking about the various problems in research design or conduct that could lead to faulty conclusions. It will also involve being able to differentiate between credible sources of information and those that are not objective. At the conclusion of the course, students should be able to differentiate objective evidence from political argumentation.

PUAF 305 Internship in Policy Institutions (3-6): Offers students supervised internship placements in state and local political or public policy organizations. This course is the academic component of the internship experience. Students will spend approximately 135 hours per semester or session in a pre-approved, supervised internship in state and local political or public policy organizations. Students are required to submit weekly, guided reflections and a 25-page research paper as a part of their internship experience. Each student is required to develop, in collaboration with his or her site supervisor, an official learning contract which outlines the duties and responsibilities of the internship.

PUAF 306 Public Policy Analysis in Action (3): (Taken after 60 credits) – This course will utilize our unique location in the Washington, D.C. region to create a laboratory within which to analyze local, regional, national and international policy problems. Students will be put into teams and assigned to real and timely policy cases. The course will include meetings and field trips with local leaders in the field, ideally connected to the cases. Student will then expand and apply their use of policy analysis and evaluation skills to define those problems, analyze

alternative responses, devise appropriate strategies for implementation, and evaluate the success of the proposed policy and implementation. The course will conclude with team presentations to local leaders and faculty. This distinctive course will serve to prepare students for their client-based senior capstone course.

PUAF 313: Advanced Issues in Nonprofit and Social Change Leadership (3): (Pre-req: PUAF312) This course will be further students understanding of topics in leadership, social innovation, resource development, community mobilization through networks, the role of policy-making in creating change, and overall strategies for achieving social change. This course will further students understanding of the creation and leadership of nonprofits, nonprofit governance, boards, and committees; strategic planning and partnerships; membership management; advocacy and public policy processes; community outreach; and cross-sector approaches to social change. A central organizing concept for this class is that creating social change is a challenging, long-term project, and organizations trying to create social change must engage in a different kind of leadership and strategy in order to truly create change.

PUAF 400 Senior Capstone (3): *Pre-req: PUAF 306*. (Taken after 90 credits) – Public Policy students will take the skills and knowledge gained through their curriculum and apply them through their senior capstone course. Students will work in teams on problems and issues presented by outside clients, with guidance from faculty facilitators and interaction with the clients. Each team will work with the client to address a particular problem and produce a mutually agreed-upon outcome. These hands-on projects will advance students' understanding of the analytical, leadership, communication and problem-solving skills necessary to address today's policy problems while allowing them to gain professional-level experience that could contribute to their success in their post-UMD endeavors. The course will conclude with an event that allows all teams to present their findings and outcomes to their client while being evaluated by faculty and public policy professionals.

PUAF 401 Contemporary Issues in Public Policy (3): (Taken after 90 credits) This course will be an integrative course that allows policy students to explore the complexities of the policy-making process from the perspective of specific policy topics. They will learn about and discuss subject-based issues in a seminar format led by faculty and policy experts. Site visits to federal agencies, guest speakers, and round table sessions ensure that students receive a variety of real-world perspectives on their chosen policy area.

Appendix E: School of Public Policy Faculty

Madiha Afzal, Assistant Professor
Madiha Afzal is an Assistant Professor at the University of Maryland's School of Public Policy, and a Non-Resident Fellow at the Brookings Institution. Her current work examines the links between education and radicalization in Pakistan; elections, voter behavior and legislator performance in Pakistan; and Pakistanis' views of the United States.

Kenneth Apfel, Professor of the Practice
Kenneth S. Apfel joined the School's faculty in fall 2006 as Professor of the Practice. His teaching and research interests are in public management and leadership, as well as in social policy, with a particular focus on aging, health care, and retirement issues.

Douglas Besharov, Norman & Florence Brody Professor
Mr. Besharov was the first director of the U.S. National Center on Child Abuse and Neglect, from 1975 to 1979.

Alok Bhargava, Professor
Alok Bhargava (b. 13 July 1954, <u>Alwar</u>, <u>India</u>) is an <u>Indian-American</u> <u>econometrician</u>. He studied mathematics at <u>Delhi University</u> and <u>economics</u> and econometrics at the <u>London School of Economics</u>.

Angela Bies, Endowed Associate Professor of Global Philanthropy and Nonprofit Leadership
Angela Bies, Ph.D. is endowed associate professor of global philanthropy and nonprofit leadership at the School of Public Policy at the University of Maryland and affiliated with the SPP Center for Philanthropy and Nonprofit Leadership.

David A. Crocker, Senior Research Scholar
Dr. David A. Crocker is senior research scholar and director of the School of Public Policy's international development specialization. Coming to UMD in 1993, he specializes in international development ethics, sociopolitical philosophy, transitional justice, democracy, and democratization. He has directed study-abroad trips to Morocco, Peru, and Ethiopia.

I. M. 'Mac' Destler, Saul Stern Professor of Civic Engagement
Dr. Destler is a scholar who specializes in the politics and processes of U.S. foreign policymaking. He is co-author, with Ivo H. Daalder, of **In the Shadow of the Oval Office** (Simon and Schuster, 2009), which analyzes the role of the President's national security adviser from the Kennedy through the George W. Bush administration.

Elizabeth M. Duke, Senior Lecturer
Elizabeth M. (Betty) Duke joined the School of Public Policy as a Senior lecturer in August 2009. She teaches in Management, leadership and Finance (MFl).

Gerard Evans, Adjunct Lecturer
A lawyer and lobbyist by trade, Gerard Evans has nearly 25 years of experience advocating for a diverse range of interests before lawmakers in Annapolis, MD. In addition to being one of the longest working lobbyists in the state,

Toby Egan, Associate Professor
Toby Egan is an associate professor at the School of Public Policy and affiliate associate professor in the Robert H. Smith School of Business at the University of Maryland (UMD). Prior to joining UMD, he was an associate professor in the Purdue University Graduate School and Purdue School of Engineering and Technology.

Christopher Foreman, Professor
Chris Foreman is professor and director of the social policy program at the University of Maryland's School of Public Policy where he teaches courses on political institutions and the politics of inequality.

Steve Fetter, Professor
Steve Fetter has been a professor in the School of Public Policy since 1988, serving as dean from 2005 to 2009. His research interests include nuclear arms control and nonproliferation, nuclear energy and releases of radiation, and climate change and carbon-free energy supply.

Nancy Gallagher, Senior Research Scholar; Interim Director, CISSM
Nancy Gallagher is the Interim Director at the Center for International and Security Studies at Maryland (CISSM) and a Senior Research Scholar at the University of Maryland's School of Public Policy. She co-directs the Advanced Methods of Cooperative Security Program, an interdisciplinary effort to address the security implications of globalization by developing more refined rules of behavior and more comprehensive transparency arrangements.

Elisabeth Gilmore, Assistant Professor
Elisabeth Gilmore is an Assistant Professor in the School of Public Policy at the University of Maryland, College Park.

Miguel Gonzalez Marcos, Lecturer
Miguel González Marcos is trained in law. He holds degrees from Johann Wolfgang Goethe Universität (Ph.D.); Montpellier 1 University, France (Diplôme d'Université in International Nuclear Law); New York University (LL.M.); State University of New York at Buffalo (J.D.); and Universidad de Panamá (LL.B.). P

Robert T. Grimm Jr., Professor of the Practice and Director, Center for Philanthropy and Nonprofit Leadership
Robert T. Grimm, Jr. is Director of the <u>Center for Philanthropy and Nonprofit Leadership</u>. Through generous leadership gifts, he became the founding professor and director of an endowed Center focused on igniting a culture of philanthropy through a new model for the college experience that is unparalleled across higher education.

Ricco Hall, Adjunct Lecturer
His professional experience covers the areas of education, psychology, program management, health and human services, and criminal justice.

Thomas Hilde, Senior Lecturer
Tom Hilde is Research Professor in the School of Public Policy. He teaches courses in International Environmental Agreements, Moral Dimensions of Public Policy, Environment & Development, and Environmental Ethics.

Nathan Hultman, Associate Professor; Environmental and Energy Policy Specialization Director
Nathan Hultman is director of Environmental and Energy Policy program at the University Of Maryland School Of Public Policy. He is also associate director of the Joint Global Change Research Institute, a collaboration between the University of Maryland and the Pacific Northwest National Laboratory.

Nina Harris, Assistant Dean, Undergraduate Studies; Adjunct Lecturer
Nina Harris serves as the Assistant Dean for Undergraduate Studies in the University of Maryland, School of Public Policy. A skilled administrator with over 25 years of higher education experience, specializing in developing and administering successful undergraduate and leadership development programs at major universities, Dr. Harris provides direction to all current and developing undergraduate initiatives in the School.

Philip Joyce, Senior Associate Dean and Professor
Philip Joyce is Senior Associate Dean and a Professor of Public Policy in the University of Maryland's School of Public Policy. Professor Joyce's teaching and research interests include public budgeting, performance measurement, and intergovernmental relations.

Anne Kaiser, Adjunct Lecturer
Anne Kaiser is in her fourth term as a member of the Maryland House of Delegates, representing the 14th District in Montgomery County. She is honored to serve as the Majority Leader in the House of Delegates.

Donald F. Kettl, Professor
Donald F. Kettl is a professor at the School of Public Policy and a nonresident senior fellow at the Brookings Institution. He served as the dean of the school from 2009-2014.

Pradeep Kapur, Visiting Clinical Professor
Areas of Interest: Issues of Global Trade & Development

Jennifer Littlefield, Associate Director, CPNL; Director, Public Leadership Program; Adjunct Lecturer
Dr. Jennifer Littlefield is the Director of the College Park Scholars Public Leadership program and the Associate Director of the Center for Philanthropy and Nonprofit Leadership. Jennifer has been involved with the Public Leadership Program since 2007, serving as both Assistant and Associate Directors prior to her appointment as Director.

William Lucyshyn, Interim Director; Senior Research Scholar; Director of Research, CPPPE
William Lucyshyn, M.S., is a Research Director at the Defense Advanced Research Projects Agency (DARPA) and a Visiting Senior Research Scholar at the Center for Public Policy and Private Enterprise in the School of Public Affairs at the University of Maryland

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Robert Nelson, Professor
Robert Nelson is a professor in the environmental program within the School of Public Policy. Teach courses in environmental, natural resource and other policy areas. Teaches the policy analysis workshop, which is designed to give students the communications and other practical skills needed to apply policy analysis in real world settings.

William Nolte, Research Professor, CPPPE
William M. Nolte is the former director of education and training in the office of the Director of National Intelligence and chancellor of the National Intelligence University.

Robert Orr, Dean and Professor
Dr. Robert C. Orr serves as UMD School of Public Policy dean, United Nations under secretary-general, and special advisor to the UN secretary-general on climate change.

Anand Patwardhan, Professor
Anand Patwardhan was Professor in the Shailesh J Mehta School of Management at the Indian Institute of Technology-Bombay.

Peter Reuter, Professor
Peter Reuter is Professor in the School of Public Policy and in the Department of Criminology at the University of Maryland. He is Director of the Program on the Economics of Crime and Justice Policy at the University and also Senior Economist at RAND.

Allen Schick, Distinguished University Professor
Dr. Schick came to the Maryland School of Public Policy from the Congressional Research Service, Library of Congress, where he served as a senior specialist.

Susan Schwab, Professor
Ambassador Susan C. Schwab became the United States Trade Representative on June 8, 2006. As USTR, she was a member of the President's Cabinet and served as the President's principal trade advisor, negotiator, and spokesperson on trade issues.

R. H. Sprinkle, Associate Professor; Sustainability Minor Co-Director
Robert Hunt Sprinkle, MD, PhD, works at the intersection of politics and the life sciences.

Travis St. Clair, Assistant Professor
Travis St.Clair is an assistant professor at the University of Maryland's School of Public Policy, teaching courses on public finance and financial management.

Phillip L. Swagel, Professor
Phillip L. Swagel is Professor in International Economic Policy at the Maryland School of Public Policy. He directs the Thomas Schelling Distinguished Visitor Series, which brings to the university eminent policy makers and leading academics who have made sustained contributions to public policy.

Susannah Washburn, Lecturer
Susannah Washburn directs iGIVE, a new program at the University of Maryland School of

Public Policy in which students live together and learn about philanthropy and social change through research, writing, grant making, and social action projects.

Michael Wertheimer, Professor of the Practice
Wertheimer joins UMD from the National Security Agency, where he served as director of research from 2010-2014. In 2009 he was selected as Technical Director for the Data Acquisition Office in the NSA's Signals Intelligence Directorate.

Subject: Re: ECON 200 & PUAF
Date: Friday, January 15, 2016 at 10:28:13 AM Eastern Standard Time
From: Katherine Ford Russell
To: cclement-contact
CC: Nina P. Harris

Cindy,

Thank you! Enjoy NM!

Katherine

Katherine F. Russell, PhD
Associate Dean
College of Behavioral and Social Sciences
University of Maryland
301.405.1692
krussell@umd.edu

On Jan 15, 2016, at 9:06 AM, Cindy Clement <Clement@econ.umd.edu> wrote:

> Yes, we would be ok with PUAF adding ECON 200 as requirement. I suggest they also consider ECON
> 111 as an alternative way to meet same requirement.
>
> In New Mexico now until next Thursday. I would like to chat with PUAF folks thereafter if possible.
>
>
>
> Sent from my Verizon Wireless 4G LTE smartphone
>
>
>
> -------- Original message --------
> From: Katherine Ford Russell <krussell@umd.edu>
> Date: 1/15/2016 5:30 AM (GMT-07:00)
> To: Cindy Clement <cclement@umd.edu>
> Subject: ECON 200 & PUAF
>
> Cindy,
>
> Would you be ok with PUAF listing ECON 200 as a major requirement in their new major proposal? No #
> estimates because it's a new major.
>
> Best,
> Katherine
>
> ----------
> Katherine F. Russell, PhD
> Associate Dean
> College of Behavioral and Social Sciences
> University of Maryland
> 301.405.1692
> krussell@umd.edu

Page 1 of 1

UNIVERSITY OF
MARYLAND

COLLEGE OF COMPUTER, MATHEMATICAL, AND NATURAL SCIENCES
Office of the Dean

January 21, 2016

To Whom It May Concern:

The College of Computer, Mathematical and Natural Sciences has no objection to, or cause for concern, with the inclusion of STAT100 as a requirement in the proposed undergraduate program in Public Policy.

Sincerely,

Dr. Lisa Bradley

Assistant Dean

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UNIVERSITY OF MARYLAND

2115 Francis Scott Key Hall
College Park, MD 20742-7315
301.405.4265 TEL 301.314.9399 FAX

DEPARTMENT OF HISTORY
Dr. Peter Wien

January 21, 2016

To Whom It May Concern:

The Department of History has no objection, or cause for concern, with the inclusion of HIST201 as a requirement in the proposed undergraduate program in Public Policy.

Sincerely,

Dr. Peter Wien
Associate Professor, Associate Chair

DATE: February 10, 2016

TO: Nina P. Harris, Assistant Dean, School of Public Policy

FROM: On behalf of the University of Maryland Libraries:

           Judy Markowitz, Librarian for Public Policy
           Maggie Saponaro, Interim Head of Collection Development
           Daniel C. Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment

We are providing this assessment in response to a proposal by the School of Public Policy to create a Public Policy Undergraduate Major. The School of Public Policy asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

The University of Maryland Libraries currently subscribe to a large number of scholarly journals, almost all in online format, that focus on the inter-disciplinary nature of public policy.   Many of these are top ranked journals by the *Journal Citation Reports*[*] in terms of impact and are widely recognized in the fields of public administration, government, business, and economics. Related subjects with high impact journals include law, environmental sciences and health. Core journals (online) focusing on public policy include the following:

> *Administrative Science Quarterly*
> *American Review of Public Administration*
> *Climate Policy*
> *Environment and planning C-Government and Policy*
> *Governance*
> *Journal of European Public Policy*
> *Journal of European Social Policy*
> *Journal of Policy Analysis and Management*
> *Journal of Public Administration and Theory*
> *Journal of Social Policy*
> *Philosophy and Public Affairs*
> *Policy Sciences*
> *Policy Studies Journal*
> *Public Administration Review*
> *Public Administration*
> *Regulation and Governance*
> *Review of Public Personnel Administration*

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[*] Note: *Journal Citation Reports* is a tool for evaluating scholarly journals. It computes these evaluations from the relative number of citations compiled in the *Science Citation Index* and *Social Sciences Citation Index* database tools.

In cases in which the Libraries do not subscribe to articles in journals that we do not own, nearly all will be available through Interlibrary Loan/Document Delivery.

Databases

The Libraries' *Database Finder* (http://www.lib.umd.edu/dbfinder) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources.   Many of the important relevant databases for public policy research are part of the ProQuest and EbscoHost vendor/platforms. This allows students to search multiple databases within the platform and remove duplicate results.

Important databases from the ProQuest platform include:
1. *PAIS International and Archive* – All aspects of public policy. Provides coverage of contemporary issues and the making and evaluating of public policy including economics, finance, law, education, the military, political science, public administration, international law and relations, the environment, demography, public health, science and technology, and reports and commentary on public affairs from the serious general press. Coverage is from 1914 to the present.
2. *Worldwide Political Science Abstracts* – Database covering political science and its complementary fields, including international relations, law, and public administration / policy. Coverage is from 1975 to the present.
3. *Congressional Publications* – Legislative database providing the full text of congressional publications. Includes: hearings, legislative histories, committee prints and reports, House and Senate documents, Congressional Record, Serial Set, CRS Reports, bills, public laws, regulations, etc. Coverage ranges from 1789 to the present.
4. *Public Health* – All aspects of public health with coverage ranging from social sciences and biological sciences to business. Coverage ranges from 1990's to the present.
5. *Environmental Science Collection* – Database comprised of 14 individual environmental databases covering policy issues related to water, pollution, climate, agriculture, ecology, health, population, fisheries, etc.

Important databases from the EBSCOhost platform include:

1. *International Political Science Abstracts* - Database produced by the International Political Science Association and covers the world's leading journals in political science. Coverage is from 1951 to the present.
2. *Business Source Complete* – Business database covering all aspects of business relevant to public policy providing access to topics including leadership, philanthropy and policy. Coverage is from 1886.
   EconLit – Economics database covering all aspects of economics relevant to public policy including inequality, labor and demographics. Coverage is from 1886.
3. *Health Policy Reference Center* - All aspects of health policy and related issues including health care access, health care quality, health care financing, access and delivery, administration, financing and economics, planning, quality, reform, health services research, and public health.

4. *Military and Government Collection* – Database for current news of all branches of government covering defense, military technology, global security, and foreign affairs. Coverage is from 1990 to the present.
5. *Middle Eastern and Central Asian Studies* - Database covering political affairs & law, international relations, economic affairs, business & industry, cultural heritage, arts & humanities, society & social welfare, ethnic diversity & anthropology, significant religious events & movements and recent history in the Middle East and Central Asia. Coverage is from 1990 to the present.

We subscribe to many other databases that are relevant to this curriculum, including:
1.

    CIAO (Columbia International Affairs Online) –Access to working papers, policy briefs, journal articles, and books covering topics such as government, development, security, and economics.
2. *Greenwire* – Database includes ClimateWire, EnergyWire, Environment & Energy Daily (E&E) and provides comprehensive, state, national and international daily coverage of environmental and energy politics and policy, includes summaries of important energy and environmental policy coverage from hundreds of print, broadcast and online sources, including editorials. Coverage is from 1996 to the present.
3. *Foundation Directory* - provides everything about U.S. foundations and their millions of grants around the world. Search up to nine databases at once — grantmakers, companies, grants, 990s, RFPs, philanthropy news, foundation-sponsored publications, nonprofit literature, and jobs. Includes descriptions of more than 100,000 Community Foundations; Corporate Giving Programs, Operating Foundations, Private Grantmaking Foundations (independent and company-sponsored foundations); and Grantmaking Public Charities.
4. *OECD iLibrary* – Access to the online library of the Organisation for Economic Co-operation and Development. Comprises 20 book collections by theme, containing all OECD monographs and reports, most OECD periodicals, and the OECD statistical databases. Includes international economic development, including: agriculture & food, education and skills, environment & sustainable development, energy, finance & investment, governance, social issues, science & information technology, and governance. Coverage from 1998 – present.
5. *Law and Law Review Journals in:* LexisNexis Academic and HeinOnline Law Journal Library.
6. *CQ Databases include:* CQ Almanac, CQ Weekly, CQ Congress Collection, CQ Committee Coverage and CQ Politics in America.
7. *Statistical Databases include*: International Monetary Fund, Data-Planet, Country Data (PRS), Statistical Insight, Statistical Abstract of the US, and World Bank. In addition, the University is a member of ICPSR (Interuniversity Consortium for Political and Social Research) which provides access to downloadable datasets.

Because of the inter-disciplinary nature of public policy research, students will consult databases in the fields of education (Education Resource Complete, ERIC); Criminal Justice (Criminal Justice Abstracts, National Criminal Justice Reference Service Abstracts, Criminal Justice Periodicals); and Family/Women (Women's Studies International, Family and Society Studies Worldwide, Family Studies Abstracts).

In addition, there are general/multidisciplinary databases such as *Academic Search Premier, JSTOR, MasterFILE Premier* and *Project MUSE* that are good sources of articles relevant to public policy research.

Monographs

The Libraries regularly acquire scholarly monographs covering all aspects of public policy and the related subject disciplines. A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted, using a variety of relevant subject and keyword terms. There are many subjects and keywords that are used for public policy topics and this investigation yielded thousands of results of books that we own, including these selected titles:

public policy (subject) = 9,696
Researching Developing Countries: A Data Resource Guide for Social Scientists (2016 / e-book)
Behavioral Intervention Research : Designing, Evaluating, and Implementing (2016 / e-book)
Managing Complexity : Economic Policy Cooperation after the Crisis (2016 / e-book)
Health Care Budgeting and Financial Management (2016 / e-book)
Social Policy in the European Union (2015 / print)
leadership (subject) = 6,428
An Intellectual History of School Leadership Practice and Research (2016 / e-book)
Leadership Across the Globe (2016 / e-book)
Debugging Teams (2016 / e-book)
Negotiating in the Leadership Zone (2016 / e-book)
social change (subject) = 3,343
Creating the Social Venture (2016 / e-book)
Social Inequality and Leading Principles in Welfare States : The Impact of Institutional Marketization, Fragmentation and Equalization on Social Structure (2015 / e-book)
Afterburn: Society Beyond Fossil Fuels (2015 / print)
Beyond Innovation: Technology, Institution and Change as Categories for Social Analysis (2015 / print)
philanthropy (keyword) = 1,145
Fundraising and Institutional Advancement : Theory, Practice, and New Paradigms (2015 / e-book)
The Oxford Handbook of Local Competitiveness (2015 / e-book)
The New education Philanthropy: Politics, Policy and Reform (2015 / print)
No Such Thing as a Free Gift: The Gates Foundation and the Price of Philanthropy (2015 / print)
A Path Appears: Transforming Lives, Creating Opportunity (2014 / print)
Understanding Philanthropy: It's Meaning and Mission (2008 / e-book)
Why Philanthropy Matters : How the Wealthy Give, and What It Means for Our Economic Well-Being (2003 / e-book)

Additional subject and keyword terms to use for public policy research for which we have thousands of titles include but are not limited to: health policy; environmental policy; education policy; economic policy; organizational behavior; cybersecurity; political leadership; social innovation; global leadership.

Monographs not already part of the collection can usually be added upon request. In addition, monographs we do not own can be borrowed through UBorrow, the Libraries' membership in the Committee on Institutional Cooperation (CIC) and Interlibrary Loan.

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Library Media Services (http://www.lib.umd.edu/lms) houses media in a variety of formats that can be utilized both on-site and via ELMS course media. GIS Datasets are available through the GIS Data Repository (http://www.lib.umd.edu/gis/dataset) while Statistical consulting and additional research support is available through the Research Commons (http://www.lib.umd.edu/rc) while technology support and services are available through the Terrapin Learning Commons (http://www.lib.umd.edu/tlc).

The subject specialist librarian for the School of Public Policy, Judy Markowitz judym@umd.edu, also serves as an important resource to program such as the one proposed. Ms. Markowitz develops guides for general public policy research as well as guides for specific courses; she conducts library instruction sessions and meets one-on-one with students to help them with their library research.

Other Research Collections

Because of the University's unique physical location near Washington D.C., Baltimore and Annapolis, University of Maryland students and faculty have access to some of the finest libraries, archives and research centers in the country vitally important for researchers in public policy. These include the Library of Congress, the National Archives, National Library of Medicine, and the National Agricultural Library, to name just few.

Conclusion

With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in public policy. These materials are supplemented by a strong monograph collection. Additionally, the Libraries UBorrow (CIC) and Interlibrary Loan services make materials that otherwise would not be available online. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Undergraduate Degree in Public Policy.

Subject: RE: Public Policy Major Request
Date: Monday, February 8, 2016 at 2:28:39 PM Eastern Standard Time
From: Lance T. Yonkos
To: Nina P. Harris

Hi Nina,

I am happy to approve including ENST233 as an elective in satisfaction of the new Public Policy major. Please let me know if I need to provide any form of official acknowledgment or if this email is sufficient.

Best,
Lance

Lance Yonkos, Ph.D.
****
Assistant Professor
University of Maryland
Environmental Science and Technology
1451 ANS Building
College Park MD 20742
Tele: 301-405-7871
Email: lyonkos@umd.edu
****

From: Nina P. Harris
Sent: Monday, February 08, 2016 12:07 PM
To: Lance T. Yonkos <lyonkos@umd.edu>
Subject: Re: Public Policy Major Request
Importance: High

Dear Lance-

Just sending a quick follow up on our request below. Thank you for your consideration.

From: nina harris <nharris@umd.edu>
Date: Tuesday, January 26, 2016 at 11:45 AM
To: "Lance T. Yonkos" <lyonkos@umd.edu>
Subject: Public Policy Major Request

Dear Lance Yonkos:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

- **ENST 233 - Introduction to Environmental Health**

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses
ECON 200 Principles of Microeconomics (HS)	4
PUAF 202 Public Leaders and Active Citizens OR	3
PUAF 201 Leadership for the Commmon Good (IS/SP)	
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy	3
Introduction to Public Policy Focus (Choose from courses in focus list)	3
PUAF 300 Governance: Collective Action in the Public Interest	3
(Pre-req: PUAF100 and PUAF101)	
PUAF 302 Examining Pluralism in Public Policy (UP)	3
PUAF 303 Public Economics: Raising and Spending the People's Money	3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers	4
PUAF 305 Internship Class OR Approved Study Abroad	3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)	3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)	3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)	3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above
Focus/PUAF Elective Course 1	3
Focus/PUAF Elective Course 2	3
Focus/PUAF Elective Course 3	3
Focus/PUAF Elective Course 4	3

Focus Area/Elective Courses
Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability
PUAF 301	Sustainability
BSCI 363	The Biology of Conservation and Extinction
ENST 440	Crops, Soils, and Civilization
INAG 123	Intro to Sustainable Agriculture
LARC 160	Introduction to Landscape Architecture

ARCH 460   Measuring Sustainability
AREC 365   World Hunger, Population, and Food Services
ENSP 330   Introduction to Environmental Law
GEOG 331   Introduction to Human Dimensions of Global Change
ENGL 398V   Writing about the Environment
ENST 233   Introduction to Environmental Health
GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
PUAF311   Women in Leadership
PUAF313   Advocacy in the American Political System
AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
HESI315   Leadership in Groups and Organizations
LASC234   Issues in Latin American Studies I
PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
                  Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D   Innovation and Social Change: Do Good Now
PUAF 388G   Global Perspectives on Leading and Investing in Social Change
CPPL200/201 Public Leadership Colloquium
PUAF388O   China: China's Philanthropic and Social Sector
                  Policy and Management Perspectives
PUAF388I   Education and Project Engagement with NGOs and Social Enterprises
PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E Maryland Social Entrepreneur Corps
BMGT 468U Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience.
Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: Re: Public Policy Major request

Date: Monday, February 8, 2016 at 4:05:19 PM Eastern Standard Time

From: Laurie A Frederik Meer

To: Nina P. Harris

CC: Jennifer Sanchez

Priority: High

Dear Nina,
Apologies for the delayed response. YES, you are welcome to list our 234-235 courses for the program. Congratulations on adding the major! It sounds exciting, and certainly important for UMD. I have so many students interested in public policy - I'm sure it will be very popular.

Let me know if you need any information about the courses when you get to that point.

Best regards,
Laurie

--<>--<>--<>--<>--
Laurie Frederik, PhD
Director, Latin American Studies Center
Associate Professor, Performance Studies
Affiliate Faculty, Anthropology and Ethnomusicology
University of Maryland, College Park
http://tdps.umd.edu/faculty/laurie-frederik

Trumpets in the Mountains: Theater and the Politics of National Culture in Cuba (Duke University Press)

From: "Nina P. Harris" <nharris@umd.edu>
Date: Monday, February 8, 2016 at 1:12 PM
To: Laurie A Frederik Meer <lfred@umd.edu>
Subject: Re: Public Policy Major request

Dear Laurie-

Just following up on this request. Thank you for considering.

From: nina harris <nharris@umd.edu>
Date: Tuesday, January 26, 2016 at 2:42 PM
To: Laurie A Frederik Meer <lfred@umd.edu>
Subject: Public Policy Major request

Dear Laurie Frederik:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following courses among the list of focus area courses. Currently, they are listed as approved courses for the Public Leadership Minor.

LASC234   Issues in Latin American Studies I
LASC235   Issues in Latin American Studies II

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses
ECON 200 Principles of Microeconomics (HS)   4
PUAF 202 Public Leaders and Active Citizens OR   3
PUAF 201 Leadership for the Commmon Good (IS/SP)
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy   3
Introduction to Public Policy Focus (Choose from courses in focus list)   3
PUAF 300 Governance: Collective Action in the Public Interest   3
(Pre-req: PUAF100 and PUAF101)
PUAF 302 Examining Pluralism in Public Policy (UP)   3
PUAF 303 Public Economics: Raising and Spending the People's Money   3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers   4
PUAF 305 Internship Class OR Approved Study Abroad   3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)   3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)   3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)   3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above
Focus/PUAF Elective Course 1   3
Focus/PUAF Elective Course 2   3
Focus/PUAF Elective Course 3   3
Focus/PUAF Elective Course 4   3

Focus Area/Elective Courses
Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability
PUAF 301   Sustainability
BSCI 363   The Biology of Conservation and Extinction
ENST 440   Crops, Soils, and Civilization
INAG 123   Intro to Sustainable Agriculture
LARC 160   Introduction to Landscape Architecture
ARCH 460   Measuring Sustainability
AREC 365   World Hunger, Population, and Food Services

ENSP 330   Introduction to Environmental Law
GEOG 331   Introduction to Human Dimensions of Global Change
ENGL 398V   Writing about the Environment
ENST 233   Introduction to Environmental Health
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PUAF311   Women in Leadership
PUAF313   Advocacy in the American Political System
AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
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PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
                   Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D   Innovation and Social Change: Do Good Now
PUAF 388G   Global Perspectives on Leading and Investing in Social Change
CPPL200/201 Public Leadership Colloquium

PUAF388O   China: China's Philanthropic and Social Sector
                   Policy and Management Perspectives
PUAF388I   Education and Project Engagement with NGOs and Social Enterprises
PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E Maryland Social Entrepreneur Corps
BMGT 468U Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience.
Do let me know if you have any questions.

Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: Re: Public Policy Major request

Date: Wednesday, February 10, 2016 at 10:21:58 AM Eastern Standard Time

From: David D. Yager

To: Nina P. Harris

CC: Jack J. Blanchard, Nazish M. Salahuddin

Nina -

The new Public Policy major sounds like an exciting, ambitious, and very promising undertaking.

We've talked over your request regarding PSYC 221, PSYC 289E, and PSYC 362 at length. Those three courses cover a broad range both in terms of topics and in terms of role in our curriculum. The first two are open to the Campus by virtue of their GenEd designations, and your students would have access to them. We would not, however, be in a position to allocate any seats specifically to Public Policy students. PSYC 362 is quite different. It is a small enrollment course much in demand by PSYC majors who frequently use it to fulfill requirements for the major. Public Policy majors would not be able to get seats in that course, and therefore, it would not make sense to put it on your course list.

Regards, David

Dr. David D. Yager
Associate Chair for Undergraduate Studies
Associate Professor
2123L Biology-Psychology Bldg.
Department of Psychology
University of Maryland
College Park, MD 20742

Office: 301-405-7228

On Feb 8, 2016, at 1:18 PM, Nina P. Harris <nharris@umd.edu> wrote:

Dear Jack, Dave and Naz-

Just following up on the request below. Please let me know if you have any questions. Thank you in advance for your consideration.

From: "Jack J. Blanchard" <jblancha@umd.edu>
Date: Wednesday, January 27, 2016 at 7:27 AM
To: nina harris <nharris@umd.edu>
Cc: "David D. Yager" <ddyager@umd.edu>, "Nazish M. Salahuddin" <nsalah@umd.edu>

Subject: RE: Public Policy Major request

Nina,

I will have my Associate Chair for Undergraduate Studies (Dave Yager) and Director of Undergraduate Studies (Naz Salahuddin) consider this request and reply. Both are copied on this email.

Sincerely,

Jack

Jack J. Blanchard, Ph.D.
Chair & Professor
Department of Psychology
Biology-Psychology Building Room 1121-F
University of Maryland
College Park, MD 20742
(301) 405-8438
jblancha@umd.edu

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 2:45 PM
To: Jack J. Blanchard <jblancha@umd.edu>
Subject: Public Policy Major request
Importance: High

Dear Dr. Blanchard:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following courses among the list of focus area courses. Currently, they are listed as approved courses for the Public Leadership Minor.

PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses

Course	Credits
ECON 200 Principles of Microeconomics (HS)	4
PUAF 202 Public Leaders and Active Citizens OR	3
PUAF 201 Leadership for the Commmon Good (IS/SP)	
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy	3
Introduction to Public Policy Focus (Choose from courses in focus list)	3
PUAF 300 Governance: Collective Action in the Public Interest	3
(Pre-req: PUAF100 and PUAF101)	
PUAF 302 Examining Pluralism in Public Policy (UP)	3
PUAF 303 Public Economics: Raising and Spending the People's Money	3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers	4
PUAF 305 Internship Class OR Approved Study Abroad	3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)	3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)	3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)	3

Focus or PUAF electives (12 credits)

Three credits may overlap with Intro to Focus course above

Course	Credits
Focus/PUAF Elective Course 1	3
Focus/PUAF Elective Course 2	3
Focus/PUAF Elective Course 3	3
Focus/PUAF Elective Course 4	3

Focus Area/Elective Courses

Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability

PUAF 301	Sustainability
BSCI 363	The Biology of Conservation and Extinction
ENST 440	Crops, Soils, and Civilization
INAG 123	Intro to Sustainable Agriculture
LARC 160	Introduction to Landscape Architecture
ARCH 460	Measuring Sustainability
AREC 365	World Hunger, Population, and Food Services
ENSP 330	Introduction to Environmental Law
GEOG 331	Introduction to Human Dimensions of Global Change
ENGL 398V	Writing about the Environment
ENST 233	Introduction to Environmental Health
GEOG 330	As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership

PUAF311	Women in Leadership
PUAF313	Advocacy in the American Political System

AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
HESI315   Leadership in Groups and Organizations
LASC234   Issues in Latin American Studies I
PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
                  Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D   Innovation and Social Change: Do Good Now
PUAF 388G   Global Perspectives on Leading and Investing in Social Change
CPPL200/201 Public Leadership Colloquium

PUAF388O   China: China's Philanthropic and Social Sector
                  Policy and Management Perspectives
PUAF388I   Education and Project Engagement with NGOs and Social Enterprises
PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E   Maryland Social Entrepreneur Corps
BMGT 468U   Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest
convenience. Do let me know if you have any questions.

Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

UNIVERSITY OF MARYLAND

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES
Department of Plant Science and Landscape Architecture

February 10th, 2016

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy

Dear Dean Harris,

I am writing on behalf of the Faculty of Landscape Architecture to lend our enthusiastic support for the inclusion of

- **LARC 160 – Introduction to Landscape Architecture**

among the list of focus area courses for your proposed new major in Public Policy. Please let us know if you need any additional information or if we can be of further service.

We wish you every success in the securing the approval of your proposal.

Sincerely,

David N. Myers, Ph.D., PLA, ASLA
Director, University of Maryland Landscape Architecture
Landscape Architecture Graduate Program Chair
Associate Professor Department of Plant Science and Landscape Architecture
2146 Plant Science Building
4291 Fieldhouse Road, University of Maryland, College Park, MD 20742-4452

Subject: Re: Public Policy Major Request
Date: Tuesday, January 26, 2016 at 11:30:03 AM Eastern Standard Time
From: Keryn Bromberg Gedan
To: Nina P. Harris
Priority: High

By all means.

Best,
Keryn Gedan

From: "Nina P. Harris" <nharris@umd.edu>
Date: Tuesday, January 26, 2016 at 11:26 AM
To: Keryn Gedan <kgedan@umd.edu>
Subject: Public Policy Major Request

Dear Dr. Gedan:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

· **BSCI 363 - The Biology of Conservation and Extinction**

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses
ECON 200 Principles of Microeconomics (HS)   4
PUAF 202 Public Leaders and Active Citizens OR   3
PUAF 201 Leadership for the Commmon Good (IS/SP)
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy   3
Introduction to Public Policy Focus (Choose from courses in focus list)   3
PUAF 300 Governance: Collective Action in the Public Interest   3
(Pre-req: PUAF100 and PUAF101)
PUAF 302 Examining Pluralism in Public Policy (UP)   3
PUAF 303 Public Economics: Raising and Spending the People's Money   3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers   4
PUAF 305 Internship Class OR Approved Study Abroad   3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)   3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)   3

PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)   3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above
Focus/PUAF Elective Course 1   3
Focus/PUAF Elective Course 2   3
Focus/PUAF Elective Course 3   3
Focus/PUAF Elective Course 4   3

Focus Area/Elective Courses
Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability
PUAF 301   Sustainability
BSCI 363   The Biology of Conservation and Extinction
ENST 440   Crops, Soils, and Civilization
INAG 123   Intro to Sustainable Agriculture
LARC 160   Introduction to Landscape Architecture
ARCH 460   Measuring Sustainability
AREC 365   World Hunger, Population, and Food Services
ENSP 330   Introduction to Environmental Law
GEOG 331   Introduction to Human Dimensions of Global Change
ENGL 398V   Writing about the Environment
ENST 233   Introduction to Environmental Health
GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
PUAF311   Women in Leadership
PUAF313   Advocacy in the American Political System
AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
HESI315   Leadership in Groups and Organizations
LASC234   Issues in Latin American Studies I
PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and

<pre>
               Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D   Innovation and Social Change: Do Good Now
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PUAF388O   China: China's Philanthropic and Social Sector
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PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E Maryland Social Entrepreneur Corps
BMGT 468U Social Entrepreneurship Laboratory
</pre>

Thank you for your consideration. I look forward to hearing from you at your earliest convenience. Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: Re: Listing M&O social value creation related classes

Date: Monday, January 25, 2016 at 1:39:30 PM Eastern Standard Time

From: Jennifer Littlefield (sent by jnashlittle@gmail.com <jnashlittle@gmail.com>)

To: kbartol-contact

CC: cbeckman-contact, pdastida-contact, Nina P. Harris, Robert Thornton Grimm

Thank you very much!

On Mon, Jan 25, 2016 at 11:45 AM, Kathryn Bartol <kbartol@rhsmith.umd.edu> wrote:

> Dear Dr. Littlefield,
>
> With regard to the undergraduate major with a focus in Nonprofit and Social Change Leadership, the M&O department approves the listing of the following courses as an option for the major:
>
> BMGT 289A Transformative Action
> BMGT 389E Maryland Social Entrepreneurs Corp
> BMGT 468U Social Entrepreneurship Lab
>
> This approval is not a commitment to continue offering these classes on a regular basis.
>
> Best,
>
> Kathryn Bartol
>
> --
> **Kathryn M. Bartol, Ph.D**.
> Robert H. Smith Professor of Leadership and Innovation
> Chair, Management & Organization Department
> Co-Director, Center for Leadership, Innovation and Change
> 4530 Van Munching Hall
> Robert H. Smith School of Business
> University of Maryland
> College Park, MD 20742
> 301-405-2249
> kbartol@rhsmith.umd.edu
> http://www.rhsmith.umd.edu/management/faculty/bartol.aspx

--
Jennifer Littlefield, PhD
jnlittle@umd.edu

Director
College Park Scholars Public Leadership Program

Associate Director
Center for Philanthropy and Nonprofit Leadership

1108 Taliaferro Building
College Park, MD 20742

301-405-4765

Subject: RE: Public Policy Major Request

Date: Tuesday, January 26, 2016 at 11:40:51 AM Eastern Standard Time

From: Michael Scott Brick
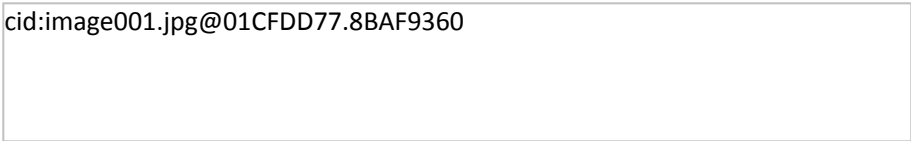
To: Nina P. Harris

Hello Dr. Harris,

Just to confirm, the course is actually ARCH430, not ARCH460. This major sounds amazing! I hope it is a huge success.

Best,

Michael Scott Brick
Director of Student Services
School of Architecture, Planning and Preservation
University of Maryland
1200 Architecture Building
3835 Campus Drive
College Park, MD 20742
Phone: 301.405.6291
E-mail: brickm@umd.edu

cid:image001.jpg@01CFDD77.8BAF9360

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 11:34 AM
To: Michael Scott Brick
Subject: Public Policy Major Request

Dear Michael Brick:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

- **ARCH 460 - Measuring Sustainability**

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses
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PUAF 201 Leadership for the Commmon Good (IS/SP)
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy   3
Introduction to Public Policy Focus (Choose from courses in focus list)   3
PUAF 300 Governance: Collective Action in the Public Interest   3
(Pre-req: PUAF100 and PUAF101)
PUAF 302 Examining Pluralism in Public Policy (UP)   3
PUAF 303 Public Economics: Raising and Spending the People's Money   3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers   4
PUAF 305 Internship Class OR Approved Study Abroad   3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)   3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)   3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)   3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above
Focus/PUAF Elective Course 1   3
Focus/PUAF Elective Course 2   3
Focus/PUAF Elective Course 3   3
Focus/PUAF Elective Course 4   3

Focus Area/Elective Courses
Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

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GEOG 331   Introduction to Human Dimensions of Global Change
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GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
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HESI217   Introduction to Student Leadership
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LASC234   Issues in Latin American Studies I

PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
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WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
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PUAF359I   Leading and Investing in Social Change
PUAF 388D   Innovation and Social Change: Do Good Now
PUAF 388G   Global Perspectives on Leading and Investing in Social Change
CPPL200/201 Public Leadership Colloquium
PUAF388O   China: China's Philanthropic and Social Sector
            Policy and Management Perspectives
PUAF388I   Education and Project Engagement with NGOs and Social Enterprises
PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E   Maryland Social Entrepreneur Corps
BMGT 468U   Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience.
Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: RE: Public Policy Request re: ENSP 330

Date: Tuesday, January 26, 2016 at 5:32:45 PM Eastern Standard Time

From: Wendy L. Whittemore

To: Nina P. Harris

CC: Joanna B. Goger, Wendy L. Whittemore

Hi Nina,

Joanna Goger forwarded this request to me and I am responding so we are on the same page.

We/ENSP have recently begun offering ENSP330 twice a year, in part to support the requests we get from ENST, Engineering, and Sustainability Studies students to take the course. However, we give preference to ENSP majors, as it is a requirement in our largest area of concentration, and a restricted elective in most of the others. If we/ENSP were to sign off on your request, we would take the same approach with PUAF students, i.e., admitting them on a space-available basis. It would also be to students' advantage to have completed ENSP102, which is a GenEd DSHS.

Are you comfortable with those caveats? If so, then we would say "yes" to your request to list ENSP330 on your proposal.

Thanks, and best wishes with your proposal!

Wendy

Dr. Wendy L. Whittemore, Associate Director
Environmental Science and Policy Program
0216 SYMONS HALL
University of Maryland
College Park, MD 20742

ph: 301.405.8571
http://www.ensp.umd.edu/

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 11:38 AM
To: Joanna B. Goger <jgoger@umd.edu>
Subject: Public Policy Major Request
Importance: High

Dear Joanna Goger:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

- **ENSP 330 - Introduction to Environmental Law**

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international.

The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses

ECON 200 Principles of Microeconomics (HS)	4
PUAF 202 Public Leaders and Active Citizens OR	3
PUAF 201 Leadership for the Commmon Good (IS/SP)	
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy	3
Introduction to Public Policy Focus (Choose from courses in focus list)	3
PUAF 300 Governance: Collective Action in the Public Interest	3
(Pre-req: PUAF100 and PUAF101)	
PUAF 302 Examining Pluralism in Public Policy (UP)	3
PUAF 303 Public Economics: Raising and Spending the People's Money	3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers	4
PUAF 305 Internship Class OR Approved Study Abroad	3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)	3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)	3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)	3

Focus or PUAF electives (12 credits)

Three credits may overlap with Intro to Focus course above

Focus/PUAF Elective Course 1	3
Focus/PUAF Elective Course 2	3
Focus/PUAF Elective Course 3	3
Focus/PUAF Elective Course 4	3

Focus Area/Elective Courses

Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability

PUAF 301	Sustainability
BSCI 363	The Biology of Conservation and Extinction
ENST 440	Crops, Soils, and Civilization
INAG 123	Intro to Sustainable Agriculture
LARC 160	Introduction to Landscape Architecture
ARCH 460	Measuring Sustainability
AREC 365	World Hunger, Population, and Food Services
ENSP 330	Introduction to Environmental Law
GEOG 331	Introduction to Human Dimensions of Global Change
ENGL 398V	Writing about the Environment

ENST 233   Introduction to Environmental Health
GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
PUAF311   Women in Leadership
PUAF313   Advocacy in the American Political System
AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
HESI315   Leadership in Groups and Organizations
LASC234   Issues in Latin American Studies I
PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
                 Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D   Innovation and Social Change: Do Good Now
PUAF 388G   Global Perspectives on Leading and Investing in Social Change
CPPL200/201 Public Leadership Colloquium
PUAF388O   China: China's Philanthropic and Social Sector
                 Policy and Management Perspectives
PUAF388I   Education and Project Engagement with NGOs and Social Enterprises
PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E Maryland Social Entrepreneur Corps
BMGT 468U Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience.
Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: RE: Public Policy Request re: ENSP 330

Date: Tuesday, January 26, 2016 at 7:24:18 PM Eastern Standard Time

From: Joanna B. Goger

To: Nina P. Harris, Wendy L. Whittemore

CC: Sustainability Minor

Hi Nina,
This all sounds great to me. I will look forward to having Public Policy majors in ENSP 330 in the coming years!
Good luck with the proposal.
Joanna

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 6:51 PM
To: Wendy L. Whittemore <wwhitte@umd.edu>
Cc: Joanna B. Goger <jgoger@umd.edu>; Sustainability Minor <susminor@umd.edu>
Subject: Re: Public Policy Request re: ENSP 330

Wendy-

Thanks for the well wishes with this. We voted it out of the School yesterday. Long journey but well worth the wait.

Yes, I'm very comfortable with the caveats you list and will make sure they travel with the document. We are also open to including other ENSP or ENST courses in our list so feel free to recommend any additions.

Joanna, thank you for passing this along.

Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

From: "Wendy L. Whittemore" <wwhitte@umd.edu>
Date: Tuesday, January 26, 2016 5:32 PM
To: Nina Harris <nharris@umd.edu>
Cc: "Joanna B. Goger" <jgoger@umd.edu>, "Wendy L. Whittemore" <wwhitte@umd.edu>
Subject: RE: Public Policy Request re: ENSP 330

Hi Nina,

Joanna Goger forwarded this request to me and I am responding so we are on the same page.

We/ENSP have recently begun offering ENSP330 twice a year, in part to support the requests we get from ENST, Engineering, and Sustainability Studies students to take the course. However, we give

preference to ENSP majors, as it is a requirement in our largest area of concentration, and a restricted elective in most of the others. If we/ENSP were to sign off on your request, we would take the same approach with PUAF students, i.e., admitting them on a space-available basis. It would also be to students' advantage to have completed ENSP102, which is a GenEd DSHS.

Are you comfortable with those caveats? If so, then we would say "yes" to your request to list ENSP330 on your proposal.

Thanks, and best wishes with your proposal!

Wendy

Dr. Wendy L. Whittemore, Associate Director
Environmental Science and Policy Program
0216 SYMONS HALL
University of Maryland
College Park, MD 20742

ph: 301.405.8571
http://www.ensp.umd.edu/

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 11:38 AM
To: Joanna B. Goger <jgoger@umd.edu>
Subject: Public Policy Major Request
Importance: High

Dear Joanna Goger:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

- **ENSP 330 - Introduction to Environmental Law**

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses
ECON 200 Principles of Microeconomics (HS)   4
PUAF 202 Public Leaders and Active Citizens OR   3
PUAF 201 Leadership for the Commmon Good (IS/SP)

PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy   3
Introduction to Public Policy Focus (Choose from courses in focus list)   3
PUAF 300 Governance: Collective Action in the Public Interest   3
(Pre-req: PUAF100 and PUAF101)
PUAF 302 Examining Pluralism in Public Policy (UP)   3
PUAF 303 Public Economics: Raising and Spending the People's Money   3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers   4
PUAF 305 Internship Class OR Approved Study Abroad   3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)   3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)   3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)   3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above
Focus/PUAF Elective Course 1   3
Focus/PUAF Elective Course 2   3
Focus/PUAF Elective Course 3   3
Focus/PUAF Elective Course 4   3

Focus Area/Elective Courses
Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability
PUAF 301   Sustainability
BSCI 363   The Biology of Conservation and Extinction
ENST 440   Crops, Soils, and Civilization
INAG 123   Intro to Sustainable Agriculture
LARC 160   Introduction to Landscape Architecture
ARCH 460   Measuring Sustainability
AREC 365   World Hunger, Population, and Food Services
ENSP 330   Introduction to Environmental Law
GEOG 331   Introduction to Human Dimensions of Global Change
ENGL 398V   Writing about the Environment
ENST 233   Introduction to Environmental Health
GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
PUAF311   Women in Leadership
PUAF313   Advocacy in the American Political System
AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
HESI315   Leadership in Groups and Organizations
LASC234   Issues in Latin American Studies I
PSYC221   Social Psychology

PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
                      Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D   Innovation and Social Change: Do Good Now
PUAF 388G   Global Perspectives on Leading and Investing in Social Change
CPPL200/201 Public Leadership Colloquium
PUAF388O   China: China's Philanthropic and Social Sector
                      Policy and Management Perspectives
PUAF388I   Education and Project Engagement with NGOs and Social Enterprises
PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E Maryland Social Entrepreneur Corps
BMGT 468U Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience.
Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: Re: Public Policy Major request

Date: Tuesday, January 26, 2016 at 8:00:47 PM Eastern Standard Time

From: Valencia L. Skeeter

To: Nina P. Harris

CC: Oscar Barbarin

Hi Nina,

AASD will continue to offer AASP101, Introduction to Public Policy and the Black Community, during fall and spring terms as it is a foundational course for AASD public policy concentration majors.

However, AASP314, The Civil Rights Movement, is a cultural and social analysis track elective course currently being taught during fall semesters by a part-time lecturer whose continued employment with the department is based entirely on the availability of continued funding for this part-time position.

We do plan to offer the course during fall 2016.

We congratulate you on the creation of your new undergraduate major. Please let us know if we can assist you further in any way.

Best always,

Val

Valencia L. Skeeter
Director, Undergraduate Studies
African American Studies Department
1119 Taliaferro Hall
College Park, MD 20742
301-405-1170

Sent from my iPad

On Jan 26, 2016, at 2:38 PM, "Nina P. Harris" <nharris@umd.edu> wrote:

> Dear Val Skeeter:
>
> The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following courses among the list of focus area courses. Currently, they are listed as approved courses for the Public Leadership Minor.
>
> **AASP101   Public Policy and the Black Community**
> **AASP314   The Civil Rights Movement**
>
> This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and

analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses

ECON 200 Principles of Microeconomics (HS)	4
PUAF 202 Public Leaders and Active Citizens OR	3
PUAF 201 Leadership for the Commmon Good (IS/SP)	
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy	3
Introduction to Public Policy Focus (Choose from courses in focus list)	3
PUAF 300 Governance: Collective Action in the Public Interest	3
(Pre-req: PUAF100 and PUAF101)	
PUAF 302 Examining Pluralism in Public Policy (UP)	3
PUAF 303 Public Economics: Raising and Spending the People's Money	3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers	4
PUAF 305 Internship Class OR Approved Study Abroad	3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)	3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)	3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)	3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above

Focus/PUAF Elective Course 1	3
Focus/PUAF Elective Course 2	3
Focus/PUAF Elective Course 3	3
Focus/PUAF Elective Course 4	3

Focus Area/Elective Courses
Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability

PUAF 301	Sustainability
BSCI 363	The Biology of Conservation and Extinction
ENST 440	Crops, Soils, and Civilization
INAG 123	Intro to Sustainable Agriculture
LARC 160	Introduction to Landscape Architecture
ARCH 460	Measuring Sustainability
AREC 365	World Hunger, Population, and Food Services
ENSP 330	Introduction to Environmental Law
GEOG 331	Introduction to Human Dimensions of Global Change

ENGL 398V   Writing about the Environment
ENST 233   Introduction to Environmental Health
GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
PUAF311   Women in Leadership
PUAF313   Advocacy in the American Political System
AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
HESI315   Leadership in Groups and Organizations
LASC234   Issues in Latin American Studies I
PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
                   Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D   Innovation and Social Change: Do Good Now
PUAF 388G   Global Perspectives on Leading and Investing in Social Change
CPPL200/201 Public Leadership Colloquium

PUAF388O   China: China's Philanthropic and Social Sector
                   Policy and Management Perspectives
PUAF388I   Education and Project Engagement with NGOs and Social Enterprises
PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E Maryland Social Entrepreneur Corps
BMGT 468U Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience. Do let me know if you have any questions.

Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: RE: Public Policy Request re: ENSP 330

Date: Wednesday, January 27, 2016 at 8:39:23 AM Eastern Standard Time

From: Wendy L. Whittemore

To: Nina P. Harris

CC: Joanna B. Goger, Wendy L. Whittemore

Hi Nina,

I spoke with Joanna – feel free to add ENSP102 to your PUAF - Sustainability list. I think it would make a nice contribution to students' knowledge. You can review a sample syllabus here: http://www.ensp.umd.edu/sites/default/files/_docs/AdvResources/syll_ENSP102_Sp2013.pdf

Thanks,

Wendy

Wendy L. Whittemore, Ph.D.
Associate Director
0216 Symons Hall
University of Maryland
College Park, MD 20742

Web: www.ensp.umd.edu
Ph: (301)405-8571

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 6:51 PM
To: Wendy L. Whittemore <wwhitte@umd.edu>
Cc: Joanna B. Goger <jgoger@umd.edu>; Sustainability Minor <susminor@umd.edu>
Subject: Re: Public Policy Request re: ENSP 330

Wendy-

Thanks for the well wishes with this. We voted it out of the School yesterday. Long journey but well worth the wait.

Yes, I'm very comfortable with the caveats you list and will make sure they travel with the document. We are also open to including other ENSP or ENST courses in our list so feel free to recommend any additions.

Joanna, thank you for passing this along.

Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

From: "Wendy L. Whittemore" <wwhitte@umd.edu>
Date: Tuesday, January 26, 2016 5:32 PM
To: Nina Harris <nharris@umd.edu>
Cc: "Joanna B. Goger" <jgoger@umd.edu>, "Wendy L. Whittemore" <wwhitte@umd.edu>
Subject: RE: Public Policy Request re: ENSP 330

Hi Nina,

Joanna Goger forwarded this request to me and I am responding so we are on the same page.

We/ENSP have recently begun offering ENSP330 twice a year, in part to support the requests we get from ENST, Engineering, and Sustainability Studies students to take the course. However, we give preference to ENSP majors, as it is a requirement in our largest area of concentration, and a restricted elective in most of the others. If we/ENSP were to sign off on your request, we would take the same approach with PUAF students, i.e., admitting them on a space-available basis. It would also be to students' advantage to have completed ENSP102, which is a GenEd DSHS.

Are you comfortable with those caveats? If so, then we would say "yes" to your request to list ENSP330 on your proposal.

Thanks, and best wishes with your proposal!

Wendy

Dr. Wendy L. Whittemore, Associate Director
Environmental Science and Policy Program
0216 SYMONS HALL
University of Maryland
College Park, MD 20742

ph: 301.405.8571
http://www.ensp.umd.edu/

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 11:38 AM
To: Joanna B. Goger <jgoger@umd.edu>
Subject: Public Policy Major Request
Importance: High

Dear Joanna Goger:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

- **ENSP 330 - Introduction to Environmental Law**

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the

understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

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PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy	3
Introduction to Public Policy Focus (Choose from courses in focus list)	3
PUAF 300 Governance: Collective Action in the Public Interest	3
(Pre-req: PUAF100 and PUAF101)	
PUAF 302 Examining Pluralism in Public Policy (UP)	3
PUAF 303 Public Economics: Raising and Spending the People's Money	3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers	4
PUAF 305 Internship Class OR Approved Study Abroad	3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)	3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)	3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)	3

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ARCH 460	Measuring Sustainability
AREC 365	World Hunger, Population, and Food Services
ENSP 330	Introduction to Environmental Law
GEOG 331	Introduction to Human Dimensions of Global Change
ENGL 398V	Writing about the Environment
ENST 233	Introduction to Environmental Health

GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
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Nonprofit and Social Change Leadership
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PUAF313   Advanced Nonprofit and Social Change Leadership
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Thank you for your consideration. I look forward to hearing from you at your earliest convenience.
Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: RE: Public Policy Major Request

Date: Wednesday, January 27, 2016 at 3:17:01 PM Eastern Standard Time

From: Meredith Brooke Epstein

To: Nina P. Harris

Dear Nina,

Thank you very much for reaching out to me and considering INAG123 for the Public Policy major. I approve of listing my course. Do you need any further information from me? Best wishes in the development of this exciting major – I look forward to hearing the result!

Sincerely,
Meredith

Meredith B. Epstein
Lecturer and Advisor
Sustainable Agriculture and Agricultural Business Management
Institute of Applied Agriculture
University of Maryland
(301) 405-4690

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 11:30 AM
To: Meredith Brooke Epstein <mbepste@umd.edu>
Subject: Public Policy Major Request
Importance: High

Dear Meredith Epstein:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

- INAG 123 - Intro to Sustainable Agriculture

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses

Course	Credits
ECON 200 Principles of Microeconomics (HS)	4
PUAF 202 Public Leaders and Active Citizens OR	3
PUAF 201 Leadership for the Commmon Good (IS/SP)	
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy	3
Introduction to Public Policy Focus (Choose from courses in focus list)	3
PUAF 300 Governance: Collective Action in the Public Interest	3
(Pre-req: PUAF100 and PUAF101)	
PUAF 302 Examining Pluralism in Public Policy (UP)	3
PUAF 303 Public Economics: Raising and Spending the People's Money	3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers	4
PUAF 305 Internship Class OR Approved Study Abroad	3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)	3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)	3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)	3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above

Course	Credits
Focus/PUAF Elective Course 1	3
Focus/PUAF Elective Course 2	3
Focus/PUAF Elective Course 3	3
Focus/PUAF Elective Course 4	3

Focus Area/Elective Courses
Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability
PUAF 301	Sustainability
BSCI 363	The Biology of Conservation and Extinction
ENST 440	Crops, Soils, and Civilization
INAG 123	Intro to Sustainable Agriculture
LARC 160	Introduction to Landscape Architecture
ARCH 460	Measuring Sustainability
AREC 365	World Hunger, Population, and Food Services
ENSP 330	Introduction to Environmental Law
GEOG 331	Introduction to Human Dimensions of Global Change
ENGL 398V	Writing about the Environment
ENST 233	Introduction to Environmental Health
GEOG 330	As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
PUAF311	Women in Leadership
PUAF313	Advocacy in the American Political System
AASP101	Public Policy and the Black Community
AASP314	The Civil Rights Movement

AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
HESI315   Leadership in Groups and Organizations
LASC234   Issues in Latin American Studies I
PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
PSYC362   Introduction to Negotiation
SOCY432   Social Movements
SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
            Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
PUAF 388D   Innovation and Social Change: Do Good Now
PUAF 388G   Global Perspectives on Leading and Investing in Social Change
CPPL200/201 Public Leadership Colloquium
PUAF388O   China: China's Philanthropic and Social Sector
            Policy and Management Perspectives
PUAF388I   Education and Project Engagement with NGOs and Social Enterprises
PUAF213   Introduction to Nonprofit and Social Change Leadership
PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E   Maryland Social Entrepreneur Corps
BMGT 468U   Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience.
Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: RE: Public Policy Major Request
Date: Thursday, January 28, 2016 at 1:44:40 PM Eastern Standard Time
From: N Adaire Parker
To: Nina P. Harris
CC: James C. Hanson

Nina,

The department is fine with adding AREC365 to your new major.

Best,

Adaire Parker, MAEd
Assistant Director of Undergraduate Studies
Department of Agricultural and Resource Economics
2200 Symons Hall
University of Maryland
College Park, MD 20742
www.arec.umd.edu

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 11:36 AM
To: N Adaire Parker <nparker1@umd.edu>
Subject: Public Policy Major Request
Importance: High

Dear Adaire Parker:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

- **AREC 365 - World Hunger, Population, and Food Services**

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

Public Policy Major Curriculum

Required Major Courses
ECON 200 Principles of Microeconomics (HS)   4
PUAF 202 Public Leaders and Active Citizens OR   3

PUAF 201 Leadership for the Commmon Good (IS/SP)
PUAF 203 Liberty and Justice for All: Ethics and Moral Issues in Public Policy   3
Introduction to Public Policy Focus (Choose from courses in focus list)   3
PUAF 300 Governance: Collective Action in the Public Interest   3
(Pre-req: PUAF100 and PUAF101)
PUAF 302 Examining Pluralism in Public Policy (UP)   3
PUAF 303 Public Economics: Raising and Spending the People's Money   3
PUAF 304 Evaluating Evidence: Finding Truth in Numbers   4
PUAF 305 Internship Class OR Approved Study Abroad   3
PUAF 306: Public Policy Analysis in Action (Taken after 60 credits)   3
PUAF 400 Senior Capstone (Taken after 90 credits; Pre-req: PUAF306)   3
PUAF 401 Contemporary Issues in Public Policy (Taken after 90 credits)   3

Focus or PUAF electives (12 credits)
Three credits may overlap with Intro to Focus course above
Focus/PUAF Elective Course 1   3
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Students may choose an area of focus to delve deeper into a particular policy area or subject. These students choose four (4) courses from one of the three areas below. We intend to expand our areas of focus by partnering with other departments on campus such as Physics and Government and Politics. Students who do not choose a focus must select at least two courses from the list below and two other electives approved by the program. These students have the ability to build the major to their own interests and goals.

Sustainability
PUAF 301   Sustainability
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ENST 440   Crops, Soils, and Civilization
INAG 123   Intro to Sustainable Agriculture
LARC 160   Introduction to Landscape Architecture
ARCH 460   Measuring Sustainability
AREC 365   World Hunger, Population, and Food Services
ENSP 330   Introduction to Environmental Law
GEOG 331   Introduction to Human Dimensions of Global Change
ENGL 398V   Writing about the Environment
ENST 233   Introduction to Environmental Health
GEOG 330   As the World Turns: Society and Sustainability in a Time of Great Change

Public Leadership
PUAF311   Women in Leadership
PUAF313   Advocacy in the American Political System
AASP101   Public Policy and the Black Community
AASP314   The Civil Rights Movement
AAST222   Immigration and Ethnicity in America
HESI217   Introduction to Student Leadership
HESI315   Leadership in Groups and Organizations
LASC234   Issues in Latin American Studies I

PSYC221   Social Psychology
PSYC289E   The Psychology of Evil
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SOCY425/   Gender Roles and Social Institutions
WMST425

Nonprofit and Social Change Leadership
PUAF 214   Leading and Investing in Social Change: Re-defining and
                    Experimenting with Philanthropy
PUAF 215   Innovation and Social Change: Creating Change for Good
PUAF359I   Leading and Investing in Social Change
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PUAF313   Advanced Nonprofit and Social Change Leadership
BMGT 389E Maryland Social Entrepreneur Corps
BMGT 468U Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience.
Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: Re: Public Policy Major Request
Date: Friday, January 29, 2016 at 11:46:39 AM Eastern Standard Time
From: Ronald W. Luna
To: Rachel Elise Berndtson, Nina P. Harris

Hi Nina,

Thank you for taking into consideration our courses. I will suggest also geog 130.

best,
Ronald

On 1/29/2016 11:39 AM, Rachel Elise Berndtson wrote:

> Hi Nina,
>
> Both GEOG330 and GEOG331 are logical to include. I'm including the Undergraduate Director,
> Dr. Ronald Luna, on this email. Ronald typically makes the final recommendation.
>
> Thanks,
>
> -Rachel
>
> Rachel Berndtson, Ph.D.
> Assistant Director of Academic Programs
> 2181L LeFrak Hall
> Department of Geographical Sciences
> University of Maryland, College Park
> (301) 405 9149

From: Nina P. Harris
Sent: Tuesday, January 26, 2016 11:48 AM
To: Rachel Elise Berndtson <rberndts@umd.edu>
Subject: Public Policy Major Request
Importance: High

Dear Rachel Berndston:

The School of Public Policy is proposing a major in Public Policy. I am writing to ask your approval to list the following course/s among the list of focus area courses. Currently, it is listed as an approved course for the Sustainability Studies Minor.

- **GEOG 330 - As the World Turns: Society and Sustainability in a Time of Great Change**

This interdisciplinary Public Policy major will focus on using analytical decision-making to study an array of subjects ranging from the processes of making, implementing and evaluating government policies to the ethical evaluation of contemporary social problems, both domestic and international. The major will have two distinctive components: 1) core foundational skills critical for the understanding and analysis of problems and proposed solutions; and 2) the application of these skills and competencies to address challenges in the real world by engaging with the policy process at local, state at national levels through real-time projects. The major in Public Policy will equip students with competence in analytical skills, supported by theory and data, to prepare them for careers in public service, policymaking, and the public, private, and nonprofit sectors.

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(Pre-req: PUAF100 and PUAF101)	
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BMGT 468U Social Entrepreneurship Laboratory

Thank you for your consideration. I look forward to hearing from you at your earliest convenience. Do let me know if you have any questions.

Dr. Nina P. Harris
Assistant Dean
Maryland School of Public Policy
(301)405-0390
nharris@umd.edu

Subject: RE: Course permission for Public Policy Major

Date: Monday, February 1, 2016 at 9:54:40 AM Eastern Standard Time

From: David Basil Eubanks

To: jnlittle-contact

CC: Nina P. Harris, Marilee Lindemann

Jen,

Of course. Happy for the CPPL capstone sequence to be part of the new major.

Dave

Dave Eubanks, PhD
Associate Director
College Park Scholars
University of Maryland

From: Jennifer Littlefield [mailto:jnashlittle@gmail.com]
Sent: Friday, January 29, 2016 3:57 PM
To: David Basil Eubanks
Cc: Nina P. Harris
Subject: Course permission for Public Policy Major

Hi Dave,

Nina and I are putting together our proposal for the new undergraduate major in Public Policy and we'd like to list CPPL200/CPPL201 to count for one of the focus areas. I give my permission as PL program director, but just to be safe we also want to include your permission as the course scheduler.

Can you reply with permission to use this course in our major?

Thanks!

--
Jennifer Littlefield, PhD
jnlittle@umd.edu

Director
College Park Scholars Public Leadership Program

Associate Director
Center for Philanthropy and Nonprofit Leadership

1108 Taliaferro Building
College Park, MD 20742
301-405-4765

Subject: Re: Public Policy Major request

Date: Sunday, January 31, 2016 at 8:44:06 AM Eastern Standard Time

From: Jo Paoletti (sent by jo.paoletti@gmail.com <jo.paoletti@gmail.com>)

To: Nina P. Harris

CC: Psyche A Williams-Forson

Hello Nina,

This major looks great! I imagine that some of our majors will find it an attractive second major or supporting area (we have a similar structure where students must take 12 credits at the upper level in a second major, minor, or focus). You may certainly include AAST 222, and I will check with the faculty and send you a second email with a list of possible additionas.

Jo Paoletti

Professor and Undergraduate Studies Director
American Studies Department
3331 Tawes Hall
7751 Alumni Dr.
College Park, MD 20742
University of Maryland

On Tue, Jan 26, 2016 at 6:53 PM, Nina P. Harris <nharris@umd.edu> wrote:

> Thank you, Psyche.
>
> Hello Jo! It's been a long time. Hope you are well. I look forward to hearing from you. Also, if there are other courses you think would fit our list, please do share and we will include it in our focus area.
>
> Nina P. Harris
> Assistant Dean
> Maryland School of Public Policy
> (301) 405-0390
> nharris@umd.edu
>
> _____
>
> **From:** Psyche A Williams-Forson <pwforson@umd.edu>
> **Date:** Tuesday, January 26, 2016 3:36 PM
> **To:** Nina Harris <nharris@umd.edu>
> **Cc:** "Jo B. Paoletti" <jpaol@umd.edu>
> **Subject:** Re: Public Policy Major request

Addendum A: The fields of Public Policy and Government and Politics distinguished

Public policy is not a subfield of any other discipline but instead a truly interdisciplinary approach, with a 70-year tradition that has become robust and effective, in scholarly research, public service, and education. Public policy focuses on solving policy puzzles and draws on other disciplines as appropriate to understand policy problems and to devise the best solutions. Public policy weaves together particular elements of many other disciplines: philosophy (what is a good decision, and how can we produce it?); operations research (what does a policy system look like, and how can we improve it?); political science (how do the elements of the governmental process work, and how can we most effectively navigate it?); and especially economics (what decisions would maximize benefits to society at the lowest cost?). Indeed, economics has proven the most important disciplinary contributor to public policy, but public policy also draws very heavily on these other disciplines. It also brings in elements of public health, city planning, foreign affairs, engineering, mathematics, the biological sciences, nonprofit management, business and many other disciplines.

Public policy focuses especially on analysis, to integrate the approaches of different disciplines in an effort to produce the best policy decisions and the most effective policy implementation. That fundamental unit of analysis differs from the approach of other disciplines. Economics, for example, focuses principally on efficient resource allocation in decisions without exploring how to carry out those decisions. Philosophy focuses on understanding driving principles and how they affect actions, but it does not focus on quantitative tools. Political science deals with government's processes and institutions, but it does not bring in the policy-analytic tools of microeconomics and econometrics. Public policy weaves these approaches together in a tight focus, with a special concentration on problem solving in individual policies.

The slide presentation in Addendum B provides further information and data surrounding the discipline of public policy and the national context with regard to public policy majors.

Detailed Curriculum Differences: The proposed Public Policy major studies problems as the unit of analysis, wherein students seek to define those problems, analyze alternative responses, devise appropriate strategies for implementation, and evaluate the success of the policy and its implementation.

In contrast, the Government and Politics major focuses its attention on political institutions such as the Executive Branch and the Supreme Court and the political process. The Government and Politics Department at UMD provides courses related to American politics, comparative politics, international relations, political theory, law and society and political economy. On the other hand, the Public Policy major will bring in economics, history, moral philosophy, business, and information studies as well as the role of non-state actors such as for-profit and nonprofit entities.

The School of Public Policy gathered from the Registrar the list of courses taught by GVPT in the last five years, reviewing closely 104 courses that are regularly taught in the Government and Politics Department. While we did not have access to syllabi for all 104 courses, from our review it seems only12 had any reference to policy or topics covered in the proposed Public Policy major. Of these 12, five are experiential learning courses, such as field research or internship courses. Experiential learning is one area we have already committed to work in collaboration with GVPT. Three of the twelve courses are related to environmental policy rather than generic public policy. This leaves only four courses that may include topics we address as part of our general curriculum.

These courses include:
- GVPT388B: Topical Investigations; Innovation in the Public Sector
- GVPT388L: Topical Investigations; Maryland Politics, Policy, and Leadership
- GVPT459I: Thinking Like a Citizen
- GVPT479G: Interest Group and Social Movement

We will ensure our course offerings do not provide significant duplication to the above courses. Faculty from the School of Public Policy have already met with faculty from the Government and Politics Department and will continue to do so as we develop courses to prevent duplication between majors.

The School of Public Policy is not convinced our major will draw disproportionately from GVPT majors. We analyzed the background of the over 750 students enrolled each year in public policy classes during the last five years. The number of students who are government and politics majors has steadily decreased each year, with 16.4% being GVPT majors in 2010-2011 decreasing to 10.9% in 2014-2015. Additionally, there are many examples of Top 25 Political Science Programs coexisting with Top 25 Schools of Public Policy. The University of Michigan Political Science Department, located in the College of Literature, Science and the Arts, is ranked 4th in the country. In the fall of 2015 they enrolled 496 political science majors. The Ford School of Public Policy is ranked 3rd in the nation among policy schools. In the fall of 2015, they enrolled 139 public policy majors. We are convinced a public policy major at the University of Maryland will complement the government and politics major and enhance student offerings while making the University more competitive overall.

The Undergraduate Major in Public Policy: National Context

February 12, 2016

The major: national patterns

2

Most public policy programs offer undergraduate majors

- 64% of public policy programs offer an undergraduate major

- Of those not now offering the major, 23% are considering offering the major in the next 2 years

Source: NASPAA (2014),
at https://docs.google.com/viewer?url=http%3A%2F%2Fnaspaa.org%2FDataCenter%2FUndergraduate%2520Survey.pptx

3

Most leading public policy programs are in stand-alone schools

- 33 of the top 35 programs in the country are in free-standing schools of public affairs or public policy

- 1 is an institute (Wisconsin)

- 1 is a separate department (Georgia)

Source: NASPAA, *2013-14 Annual Data Report*

4

More than 40% of leading public policy schools have undergraduate majors

- 5 of top 11 (45%) programs have undergraduate majors

- 13 of top 30 (43%) programs have undergraduate majors

Source: NASPAA, *A Report on Public Affairs/Policy/Administration Undergraduate Education* (2013)

5

Half of CIC universities have public policy programs—and half of these have majors

University	Public policy rank	Political science dept rank	Undergrad major?
Chicago	23	12	n
Illinois		23	
Indiana	2	25	y
Iowa		32	
Maryland	29	28	in process
Michigan	12	4	y
Mich State		32	
Minnesota	16	19	n
Nebraska		54	
Northwestern		21	
Ohio State	29	15	y
Penn State		28	
Purdue		61	
Rutgers	46	45	y
Wisconsin	12	15	n

- 8 of 15 CIC universities have programs in public policy

- 4 of these 8 universities have undergrad public policy majors

6

3

Inside the Beltway

- No public policy program inside the Beltway has an undergraduate public policy major

7

Public policy programs do not focus on political science

- Most common specializations offered in programs in public policy and public affairs
  - Nonprofit
  - Public management
  - Health
  - City/local
  - Budget/finance
  - Environment
  - Human resources

Source: NASPAA, *Annual Program Survey Results* (2014), at
https://docs.google.com/viewer?url=http%3A%2F%2Fnaspaa.org%2FDataCenter%2FAPS
%252012-13%2520Conference%2520Slides%2520updated%252010.31.pptx

8

Public policy majors do not draw disproportionately from political science

Table 8: Where Public Affairs Majors Would Enroll If the Degree Did Not Exist

Major	Raw Percent of Students (average across all schools)	Normalized Percent of Students (basis of 100%)
Political Science	30.45	20.55
Economics	19.85	13.40
Business	19.50	13.16
Other Social Sciences	15.83	10.68
International Relations	15.30	10.33
Psychology	12.61	8.51
Criminology	12.50	8.44
History	10.00	6.75
Communications	6.43	4.34
Other Not Listed	4.00	2.70
STEM Fields	1.68	1.13

Source: NASPAA, *A Report on Public Affairs/Policy/Administration Undergraduate Education* (2013)

9

What is the content of public policy undergraduate majors?

10

The public policy discipline: key elements

- Interdisciplinary focus
  - An exploration of important policy issues, with an explicit focus on the boundary-spanning across fields of study, instead of through a lens shaped by a particular discipline

- Systematic analysis
  - Combination of wide-ranging political, statistical, and economic analysis tools to understand problems, their root causes, and solutions, with a special focus on complexity and the interrelated nature of policy problems

- Policy area focus
  - A problem-centered view of the discipline, instead of through a structural, institutional, process, or behavioral approach

11

Example: Ford School, University of Michigan, at http://fordschool.umich.edu/ba

---

Typical major in public policy

University of Michigan undergraduate major in public policy:

DEGREE REQUIREMENTS
- PUBPOL 320: Politics, political institutions, and public policy (4 credits)
- PUBPOL 330: Microeconomics for public policy (4 credits)
- STATS 250: Introduction to statistics and data analysis (4 credits)
- PUBPOL 495: Policy seminar (junior year, 4 credits)
- PUBPOL 495: Policy seminar (senior year, 4 credits)
- 6 additional credit hours in PUBPOL at the 300 or 400 level
- 12 additional credits in student-declared focus area

12

How does public policy fit with other academic disciplines?

13

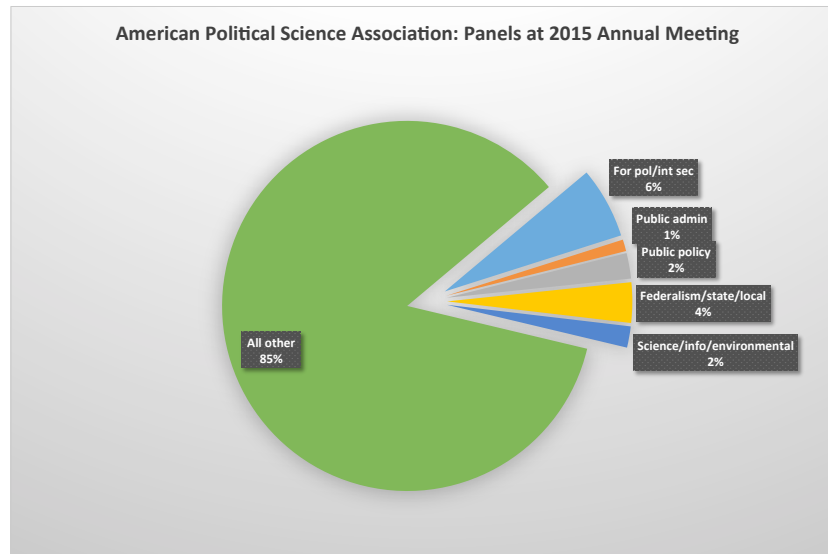# Political science is a small part of public policy

Areas at 2015 Annual Meeting of Association of Public Policy Analysis and Management

- Crime and Drugs

- Education

- Employment and Training Programs

- Family and Child Policy

- Health Policy

- Housing and Community Development

- Impact of Politics on the Policy Process

- Natural Resource Security, Energy, and Environmental Policy

- Population and Migration Issues

- Poverty and Income Policy

- Population and Migration Issues

- Poverty and Income Policy

- Public and Nonprofit Management and Finance

- Social Equity

- Science and Technology

- Tools of Analysis: Methods, Data, Informatics, and Research Design

Foreign policy issues in public policy schools are covered in different professional settings.

14

Public policy is a small part of political science

American Political Science Association: Panels at 2015 Annual Meeting

For pol/int sec
6%

Public admin
1%

Public policy
2%

Federalism/state/local
4%

Science/info/environmental
2%

All other
85%

15

Public policy is not a principal political science subfield

Typical subfields:

- American politics

- Methodology

- Political theory

- Comparative politics

- International relations

16

Public policy v. other disciplines: Stanford model

Educational Objectives of Public Policy

- Understanding the advantages of and barriers to effective human social and political cooperation (theory of collective action, game theory, organizational behavior, social psychology, politics);

- Acquiring a framework for formulating and evaluating appropriate normative objectives, defined in terms of human well-being, including justice or fairness (ethics, moral and political philosophy, economic analysis of law);

- Mastering analytical tools useful for evaluating public policies and programs in terms of their absolute and comparative efficacy in achieving given social objectives (microeconomics, welfare economics, public finance, econometric analysis, benefit-cost-risk analysis); and

- Bringing these principles and tools into practical application for decision making in the real world, from the perspectives of political leaders as well as citizens (applications of evidence-based practices in applied fields such as health or environmental policy; practica, internships)

Source: https://publicpolicy.stanford.edu/about/what-public-policy-stanford   17

Continued . . .

Public Policy vs. Related Fields

- Students often ask about the ***differences*** between Public Policy as a major and related subjects, such as political science, economics, or certain fields of philosophy. ***Public policy*** *analysis requires students to* ***understand tools and principles*** *taught in political science as well as economics and to* ***integrate that learning*** *in order to pursue goals whose values are based in moral and political philosophy. In contrast,* ***political science*** *deals chiefly with the processes of* ***political decision making***, *while* ***economics*** *focuses principally on* ***efficient resource allocation***. ***Philosophy*** *seeks to provide a rational relationship between* ***fundamental values and actions***.

- Of course, public policy analysis requires an even broader understanding than that provided by the disciplines of economics, philosophy, and political science. For example, effective analysis depends heavily on the ability to identify, collect and test appropriate data in order to understand the effects of policies and programs. That ability is derived from the study of mathematics, statistics, and econometrics. Similarly, while policy analysis itself must always aspire to rationality, the ultimate subject of analysis is individual and collective human behavior, much of which is founded on emotion and instinct. Therefore the study of policy analysis must also include psychology and related neurosciences. Finally, effective policy analysis is very difficult indeed if the analyst is ignorant of the humanities, of the experiences and perspectives of cultures distant in space or time, or of the scientific method. And policy analysis is fruitless if the analyst is unable to communicate the results clearly and effectively to decision makers and lay audiences. Communication skills are an essential element of effective policy analysis.

18

Addendum C: External and Internal Transfer Student Protocol

The proposed major in Public Policy will receive transfers from other majors on campus, as well as students from Maryland Community Colleges. Working closely with the staff from Undergraduate Studies and the Pre-transfer Advising Office, the director of Undergraduate Studies in the School of Public Policy will create plans for academic success for students wishing to transfer.

External Transfers
Students enrolled in any academic program at one of the partner community colleges are eligible to participate in MTAP, Maryland Transfer Advantage Program. This pathway program is designed to assist community college students successfully complete bachelors degrees at the University.

  Participating community colleges include:
  • Anne Arundel Community College
  • Carroll Community College
  • College of Southern Maryland
  • Community College of Baltimore County
  • Frederick Community College
  • Montgomery College
  • Prince George's Community College

Additionally, we will specifically recruit candidates from community colleges who are planning to transfer to the University.

Internal Transfers
Students currently enrolled at the University of Maryland will be eligible to transfer into the Public Policy major. The sample plan included in the body of the proposal is intended for students who enter the major as first-year students. Those students interested in transferring should contact the School and work with an academic advisor to develop a revised four-year plan for successful completion of the major.