

February 10, 2005

David W. Pershing
Senior Vice President for Academic Affairs
205 Park
Campus

RE: Proposal to Create a Master of Public Policy Degree

Dear Vice President Pershing:

At its meeting of January 31, 2005, the Graduate Council voted to approve a proposal to create a Master of Public Policy (MPP) degree within the College of Social and Behavioral Science.

According to the proposal, the MPP will be an interdisciplinary degree program designed to provide students with analysis skills and expertise needed to be successful in the public policy labor market. The MPP program will be administered by the Center for Public Policy and Administration.

A copy of the proposal is attached for your approval and transmittal to the Academic Senate.

Sincerely,

David S. Chapman
Assoc. V.P. for Graduate Studies
Dean, The Graduate School

XC: J. Steven Ott, Dean, College of Social and Behavioral Science
W. David Patton, Director, Center for Public Policy and Administration
Sara McCormick, Center for Public Policy and Administration
Cathleen Zick, Chair, Department of Family and Consumer Studies

Proposal for the Initiation of a New Instructional Program

Institution Submitting Proposal: The University of Utah

College, School or Division in Which the Program will be Located: The College of Social and Behavioral Science

Departments in Which Program will be Located: Across all Departments

Program Title: Master of Public Policy

Recommended (CIP) Code: — —. — — —

Certificate, Diploma and/or Degree to be Awarded: Master of Public Policy

Proposed Beginning Date: August, 2005 (Fall Semester 2005)

INSTITUTIONAL SIGNATURES:

Cathleen D. Zick, Professor, Family & Consumer Studies, and designated director of the Master of Public Policy Program

W. David Patton, Director, Center for Public Policy and Administration

J. Steven Ott, Dean, College of Social and Behavioral Science

John Francis, Dean of Undergraduate Studies

David Pershing, Academic Vice-President

Michael K. Young, President, University of Utah

Proposal for the Initiation of a
Master of Public Policy Degree

To be conferred by

The College of Social and Behavioral Science

at

The University of Utah

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Section I – The Request

The University of Utah requests approval to offer a Master of Public Policy (MPP) Degree from the College of Social and Behavioral Science effective Fall, 2005. The Letter of Intent for this program was approved by the Board of Regents' Program Review Committee on January 4, 2005.

Section II – Program Description

Complete Program Description

The Master's degree in Public Policy (MPP) is an interdisciplinary program designed to provide students with analysis skills and expertise needed to be successful in the public policy labor market. The MPP program is designed to develop skills in policy analysis and thus it reflects the variety and interdisciplinary nature of public policy issues. With a solid foundation in theory, analysis, and evaluation courses and the ability to select from a range of interdisciplinary emphases, students graduating from the program will be qualified to analyze and evaluate public policy in a variety of fields.

The MPP is intended to attract both employed practitioners and full-time students who want to deepen their understanding of the policy process, better analyze policy options, and rigorously evaluate the effects of public policy. The MPP program is an interdisciplinary two-year full-time, or four-year part-time, post baccalaureate degree that is comprised of 8 core courses (25 credit hours), 2 methods courses (6 credit hours), and 3 courses from a specific policy-related emphasis area (9 credit hours) for a total of 40 semester credit hours. This includes a master's project requiring the students to apply aspects of the MPP curriculum to the analysis of an issue in public policy. In addition to core policy and analytical methods training, this program will allow graduates to gain specialized knowledge in one of eight specific policy-related tracks:

1. Family and Social Welfare Policy (with an option to complete a graduate certificate in demography),
2. Health Policy,
3. Community Policy which emphasizes public policy at the local level,
4. Environmental Policy,
5. International Context of Public Policy,
6. Education Policy,
7. Economic Policy, and
8. Urban Affairs Policy (with a graduate certificate in Urban Planning).

In addition, with the approval of the MPP Program Director, a student can pursue an existing certificate to fulfill the emphasis. Finally, students will also have the opportunity to create, with the assistance of the MPP Program Director, an alternate track of emphasis in a substantive policy area (e.g., Business Policy and Regulation, Land Use and Water Policy, Social and Child Welfare Policy).

The MPP will be administered by the Center for Public Policy & Administration which also administers the Master of Public Administration (MPA) offered at the University of Utah and the degree will be granted by the College of Social and Behavioral Science. This structure will facilitate collaboration between the programs. The MPP will complement the existing MPA program and, as a result, the MPA program views the MPP as significantly enhancing their policy capacity.

The MPA program builds professional knowledge and competence for the experienced public administrator or the student seeking a career as a manager in public or nonprofit agencies. It enhances general public management skills and helps the student develop a deeper knowledge in an area of concentration. Graduates of this program typically focus on administration. In contrast, the MPP intends to attract both employed practitioners and students who want to deepen their understanding of policy process, analysis and evaluation. Graduates of the MPP will obtain positions where more in-depth expertise in analysis are required. It is envisioned that some students will pursue a joint degree.

Purpose of Degree

The purpose of the MPP program is to provide students who want to work in the field of policy analysis with the skills and expertise needed to be successful in the labor market. The MPP program is designed to develop skills in policy analysis and thus it reflects the variety and interdisciplinary nature of public policy issues. The MPP seeks to balance economic and political approaches to policy analysis. With a solid foundation in theory, analysis, and evaluation courses and the ability to select from a range of interdisciplinary emphases, students graduating from the program will be qualified to analyze and evaluate public policy in a variety of fields.

Institutional Readiness

As noted previously, the MPP will be administered by the Center for Public Policy & Administration and the degree will be granted by the College of Social and Behavioral Science. The MPP program will package existing courses in public policy, analytical methods, and substantive policy areas with new complementary courses in Policy Analysis, Policy Evaluation and the two culminating courses of the program: The Master's Project and the MPP Capstone Seminar. This structure will allow the creation of a needed program without a large investment of resources. In a state governed by a citizen legislature and a host of local governments and special districts dealing with issues that are increasingly complex and cross over traditional political boundaries, expertise in public policy is critical. As the flagship institution of the Utah System of Higher Education (USHE), the University of Utah should lead the way in developing multi-disciplinary, collaborative approaches to public policy research.

As the proposed program is structured, it will not require reallocation of funds or new faculty lines in the first five years. A substantial portion of the MPP program funding will come from new base funds and contributions from private donors. SCH productivity

funds will also be generated. The following details the impact on faculty, staffing, and other key aspects of the program.

Faculty

Almost all of the MPP program courses are existing courses in departments offering methodological and substantive policy courses. Two new courses not currently offered at the University will be created for the MPP program – the capstone seminar and the master’s project course. Staffing for these two courses will be provided by departments in the College of Social and Behavioral Science. Funding will be required to compensate departments for the time of the faculty who will teach these two new courses.

Staff

The MPP program will be staffed by the MPP Director assisted by a graduate assistant and administrative staff from the Center for Public Policy and Administration for accounting and advising. ; a portion of the faculty’s time will be devoted to Director duties. If the degree is approved, Professor Cathleen Zick will serve as the initial MPP director. She will report the Dean of the College of Social and Behavioral Science. When Zick is no longer the director, a competitive, internal search will be undertaken for her replacement. The Director will be selected from among the tenure track faculty whose primary assignment is in a department participating in the program.

Student admission decisions will be made by the Governance Board (see below) after reviewing each applicant’s submitted materials (e.g., letters of recommendation, writing sample, statement of purpose, transcripts). The Director will be responsible for all record keeping, course scheduling, and placement activities for graduates. The Director will also process students for graduation. A graduate assistant and CPPA staff will assist the Director in these activities. We do not anticipate that these responsibilities would change with the appointment of a different Director. Once the MPP program is operating at full capacity, it is anticipated that the director will devote 50% of her/his time to directing this program.

We anticipate that approximately two classes each year will be taught by part-time instructors drawn from the larger community of individuals working in the field of public policy within the state. Office support such as program accounting, IT, clerical and office equipment will be provided by the College of Social and Behavioral Sciences, and the Center for Public Policy and Administration.

MPP Personnel Allocation					
	<i>FY</i> 2006	<i>FY</i> 2007	<i>FY</i> 2008	<i>FY</i> 2009	<i>FY</i> 2010
MPP Director (FTE)	0.25	0.25	0.5	0.5	0.5
Graduate Assistantships (FTE)	0.5	0.5	0.5	0.5	0.5
Faculty course buy-out (courses)	2	2	2	3	3
Professional instructors from the	0	2	2	2	2

community (courses)					
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Library and Information Resources

The proposed MPP is interdisciplinary and it will draw on existing courses with the exception of the capstone and masters project classes. As a consequence, the Marriott Library, as well as the University of Utah’s other libraries, already have a substantial collection of policy related journals and book collections that would meet the needs of MPP students (see Appendix E). Representatives of the Marriott Library agree that current collections should be adequate for the proposed MPP, and they pledge to pay special attention to the topics covered by the program's courses and to suggestions from faculty and students for new resources as the budget allows.

Admission Requirements

Admission requirements will be at least the minimum of the Graduate School. Undergraduate transcripts, GRE scores, 3 letters of recommendation, a writing sample and a statement of purpose will be reviewed when assessing each applicant’s qualifications for the program. The TOEFL and TSE will be required of students for whom English is a second language. Applicants will be required to complete coursework in introductory statistics, introductory microeconomics, and American government as prerequisites to the program. In addition to the prerequisites, students will be encouraged to take intermediate microeconomics. Due to the rigorous analytic component of the MPP, it is assumed that applicants will have a strong quantitative background. Applicants lacking a solid background in economics and statistics will be encouraged to remedy this deficiency prior to application.

Student Advisement

The MPP Director and MPP Graduate Assistant will provide academic advising and administrative support to individuals applying for the program as well as once they are enrolled in the program. The MPP Director will coordinate the development of the MPP program, establish program policies and procedures, and work with participating colleges, departments and faculty. The Graduate Assistant will assist in: operating the program including scheduling courses; coordinating teaching assignments; recruiting students into the program; and helping students resolve problems related to the program. Each fall a new student orientation will be held to ensure that students understand program requirements. This orientation will also help new students network with other students.

In addition, in each substantive emphasis area, one faculty member with expertise in the field will be designated as a contact and will serve on the Governance Board (see below). The key faculty person will provide input on courses offered and answer students’ questions about courses within their emphasis area. These key contact people will be drawn from outside CSBS in the case of the Education Policy Emphasis (where all elective courses are likely to be in the College of Education) and Urban Affairs Policy Emphasis (where all elective courses are likely to be in the College of Architecture and Planning).

Student and Community Engagement

The MPP program will continue to develop links with students, the community and faculty members to ensure that the program continues to meet the needs of the community and students as well as blend with other programs at the University. The program has been developed with the input of students, individuals in the community, and current faculty members. It will be critical to the success of the program to maintain and strengthen these links. It is anticipated that this will occur through: a governance board, a practitioner's council, a student recruitment program, and a student placement program. The following describes each element.

Governance Board. The Governance Board will consist of the MPP director, key faculty representatives from CSBS departments, representatives from other colleges that offer elective courses that could fulfill substantive emphasis options (e.g., College of Education, College of Architecture and Planning, College of Social Work, and College of Business), and the Director of the Center for Public Policy and Administration. These representatives will be designated by their department chairs or deans in the case of other colleges. The Board will meet each semester to develop and modify course expectations, discuss new courses to be included in the course list, and other MPP curriculum issues that may arise.

Practitioner's Council. The council will consist of employers that could employ graduates of the program. The group will focus on outcomes, specifically skills that are relevant to the industry. The group will meet two times per year or on an as needed basis. The community advisors that provided input on the development of the MPP will be targeted to form this Council (see Appendix D for the list of Community Advisors that attended the Public Policy Meetings). Additional individuals will be invited to join as appropriate.

Student Recruitment. Recruitment into the program will occur through multiple approaches including: identifying students through the practitioner's council, holding career fairs at target agencies, working with undergraduate programs throughout USHE, and participating in graduate school fairs in the Intermountain West. Through word of mouth, awareness of the program has already begun to build. A list is being kept of all those that have expressed interest in the program so that they can be contacted. A web page will also be developed and a hit-counter will be implemented so that we can track interest in the program via the web.

Student Placement Program. The Practitioners Council will be used to identify open positions and related agency materials will be kept on file so students can easily conduct research. CPPA is closely affiliated with two organizations that will facilitate placement activities as well. The Utah Chapter of the American Society for Public Administration (ASPA) holds monthly lunches that include a networking component. In addition, ASPA has initiated a Career Fair that will focus on positions in government and nonprofit organizations. The second organization, Utah Nonprofits Association, has an extensive Job Board listing of nonprofit positions that are available.

In addition, the MPP is considering offering skills-based courses such as making effective presentations, basic dispute resolution, interviewing and resume writing. The MPP program would look to offer these courses in conjunction with another program like the MPA. The courses would be noncredit courses and would focus on helping students develop skills that would assist them in obtaining a position as well as performing more effectively in the work place.

Justification of Number of Credits

The MPP program requires a student to complete a minimum of 40 credit hours. In the development of this program, closely related programs from around the country were surveyed (n=14). With required credit hours ranging from 40-56, the mean number of required credit hours for current programs is 45.23. The Master of Public Administration at the University of Utah requires a minimum of 42 credit hours. Within the College of Social and Behavioral Science at the University of Utah, the mean number of credits required for a master's degree is 31.63. Although the MPP would require significantly more hours than the college mean, it is felt that the breadth of knowledge required to make the MPP a sound program requires a higher level investment of time and effort.

External Review and Accreditation

At present, there is not an accrediting body for master of public policy programs and therefore accreditation will not be pursued. The MPP will pursue institutional membership in the Association for Public Policy Analysis and Management (APPAM). APPAM is dedicated to improving public policy and management by fostering excellence in research, analysis, and education. At present, no programs in Utah, Idaho, Wyoming, Nevada, or Arizona are members of APPAM and there is only one in Colorado – University of Colorado at Denver.

The curriculum for this program was developed from an in-depth review of fourteen prestigious programs in the nation that have missions similar to our proposed program. A few of the institutions that were analyzed included Maxwell School of Citizenship and Public Affairs – Syracuse University, LaFollette School of Public Affairs – University of Wisconsin-Madison, and School of Public Policy and Administration – George Washington University. This analysis indicated that a program that was interdisciplinary, very strong in analytical and quantitative methods, and had an experiential component would be the most effective in satisfying the needs of our students and the labor market.

In developing this proposal, we sought input from three scholars/administrators at institutions that have a strong presence in the academic public policy field:

1. Professor Melanie Manion, Associate Director, LaFollette Institute, University of Wisconsin
2. Professor Tim Smeeding, Maxwell Professor of Public Policy and Associate Dean for Sponsored Research, Maxwell School, Syracuse University

3. Professor Richard Burkhauser, Sarah Gibson Blanding Professor of Policy Analysis and Chair of the Department of Policy Analysis and Management, Cornell University

Letters of support from these three individuals are included as attachments to this proposal.

Projected Enrollment

Prospective MPP students will be drawn from a variety of business, social science, education, health care, humanities, engineering, and architecture/planning majors, as well as employed practitioners. Anticipated admissions for the first and second years are ten students each. Admissions are predicted to increase to fifteen the third year and remain at that level over the next two years. These enrollment estimates are based on the queries we have received from students, responses to a student survey, and projected growth in the labor market. It is anticipated that ten students will graduate each year.

Student Enrollment					
	<i>FY 2006</i>	<i>FY2007</i>	<i>FY 2008</i>	<i>FY 2009</i>	<i>FY 2010</i>
Admissions	10	10	15	15	15
Total students in program	10	20	27	32	33
Projected Graduates (assumes 80% graduate in 2 years, 20% in 3 years)	0	8	10	14	15

Section III – Need

Program Necessity

Currently, there are no other Master of Public Policy programs offered within the Utah System of Higher Education (USHE). Public policy is becoming increasingly challenging and complex. It is present in nearly every context of the labor market and community, be it economic, political, domestic, or international. The need is greater than ever to educate and train leaders who can understand, analyze, and evaluate public policy issues through a multi-disciplinary approach. Many government and nonprofit organizations in the state have expressed a need for individuals who can not only manage, but also perform analytical work to address policy questions and effectively communicate the analysis to others. Public policy programs exist at most major institutions of higher education in the U.S. and the University of Utah has the opportunity to be a standout in the western region by filling the growing need for training in policy analysis.

In the Intermountain region, only two MPP programs were identified: one at University of Denver and the second at Brigham Young University. University of Denver serves the

Rocky Mountain region and the Denver urban center. Geographic distance from the Great Basin and the Salt Lake urban center as well as tuition costs of a private institution could be prohibitive for many individuals. The BYU program will be discussed at length below but the proposed MPP at University of Utah allows students to tailor the degree to focus on their preferred policy arena. Arizona State University is in the process of developing a program but a target date to offer the program has not been established.

Labor Market Demand

Focus groups were held with senior level personnel in local and state agencies and other organizations including nonprofits and a federal agency. Some entities that participated included the Governor's Office of Planning and Budget, the Bureau of Land Management and Utah Issues. Overall, the participants expressed that there was a void in job candidates that can collect data, analyze it to answer policy questions, and effectively communicate the analysis to committee members, the legislature, and other appropriate entities. The participants expressed a desire to contract with as well as employ people with this level of expertise.

The MPP would benefit individuals pursuing a wide variety of professions in the private, government and nonprofit sectors. Some of the positions that graduates of this program could fill include: budget and financial analysts; financial managers; compensation, benefits, and job analyst specialists; human resources managers; education administrators; management analysts; market and survey researchers; program evaluators; health care policy and legislative analysts; project managers; research directors and fellows; and analysts in nonprofit organizations. Of course to enter some of these fields, such as financial analysis or financial management, students would need additional training.

Demand for qualified people in public policy analysis positions has grown, and will continue to grow, throughout the state. For example, Utah state labor market data projects from 2002 to 2012 a 47% (1330) increase in demand for management analysts, 29% (230) increase for financial analysts, and 18% (100) increase for budget analysts. These numbers project the rate of new job growth in these areas and, of course, some of these positions would require additional masters level training in specialty areas. In addition, there will be an increase in labor market demand as baby boomers retire and create opportunities for new graduates. A wide variety of skills are needed within these positions, including: quantitative and qualitative research methods skills; analytical and assessment skills; and the ability to frame issues in the policy process, foresee implications of policy decisions, think critically, and communicate effectively.

National data also indicates that interest in Masters of Public Policy programs is growing. The Association for Public Policy Analysis and Management (APPAM) is a professional association of individuals and graduate schools of public policy and management dedicated to improving public policy and management by fostering excellence in research, analysis, and education. Since 1994, APPAM has experienced a 66% increase in memberships from degree granting academic institutions. In

addition, the National Association of Schools of Public Affairs and Administration (NASPAA) survey of NASPAA affiliated members reflects increased interest in MPP programs. Of the 199 institutions that responded to their survey, enrollment in MPP programs was up 72% (1,868) in Fall 2003 from the Fall of 2001 while the number of programs offered remained constant at 16. In contrast, MPA program enrollment increased only 18% (17,882). MPP degrees awarded increased 41% in 2002-'03 from 2001-02 while MPA degrees awarded remained almost constant. Clearly MPA programs are larger, but the MPP programs are seeing significantly more growth on a percentage basis.

Student Demand

To ascertain current and former students' interest in this program an electronic survey was conducted via e-mail during the summer of 2004. The survey was broadly distributed to graduate and undergraduate students as well as recent alumni in Political Science, MPA, Family and Consumer Studies, Economics and the Hinckley Institute Internship programs. One hundred and twenty-two responses were received. When asked if they would be interested in an MPP were it offered at the University of Utah, 79 of the 100 undergraduate students responded that they would be possibly interested or very interested as opposed to only 21 percent who would not be interested at all. Of the approximately 22 graduate students and alumni of the University who responded, 80 percent noted that they would have been possibly or very interested in this program had it been offered when they were considering graduate programs. Students expressed their interest in the public policy field generally and noted its growing importance. Many recognized that an MPP degree would enhance their career development within the field of public policy. In addition, a growing number of inquiries regarding an MPP degree are being received by both the MPA program and the Center for Public Policy and Administration from alumni, current and prospective students.

Given the interdisciplinary nature of the program, a variety of baccalaureate degrees would be appropriate for individuals entering the program, especially since the program will prepare students to work in a variety of fields related to public policy. Due to the rigorous analytical component of the MPP, it is assumed that applicants will have a strong quantitative background. Some of the baccalaureate degrees that would be appropriate would include: family and consumer studies, economics, political science, and engineering.

Similar Programs

Brigham Young University (BYU) offers an MPP. We have met with policy faculty at BYU and have developed a cooperative relationship with them. While our proposed program shares some common features with the program at BYU (e.g., core courses in policy analysis and evaluation, and opportunities to take course work in several areas of specialization), it also differs from the BYU program in important ways. First, our proposed program will offer students the opportunity to select methodological course work that will complement their substantive area of interest whereas the program at BYU provides a core methods sequence for all students regardless of their substantive policy emphasis. Second, the proposed University of Utah program will include

specialization options in community policy, economic policy, and international contexts that are not offered at BYU. Finally, students will undertake master's projects on topics that have immediate relevance to the state and/or region. Our physical proximity to the state capitol and CPPA's long history of working with state and local governments provide us with a comparative advantage in helping MPP students link with agency representatives who could facilitate the identification of appropriate state/regional topics and employment opportunities.

Collaboration With and Impact on Other USHE Institutions

Utah State University (USU) is contemplating the development of a masters program of public policy and administration. We will work collaboratively with USU in developing our MPP program so as to make it mutually beneficial to our respective students. One strategy we are considering is the inclusion of USU courses in policy emphasis areas. As USU develops its program, the MPP will consider additional reciprocity of courses. Individuals responsible for the prospective USU policy program have voiced their support for the MPP program. Southern Utah University (SUU) has also inquired about our proposed MPP. We will provide them with information and discuss the possibility of SUU students participating in courses via interactive television. We will continue to seek collaboration with other USHE institutions as appropriate.

Benefits

The expected quality of the students and the MPP program will benefit the University in establishing itself as a highly respected institution in the academic public policy field. As a continued and growing influence on politics and policy analysis in the state, the University of Utah and the proposed program will better equip individuals in, or seeking to be in, positions analyzing and shaping state policy. In addition, the MPP will complement the MPA program. At a later date, we anticipate submitting a proposal for a joint MPP/MPA degree

Consistency with Institutional Mission

The mission of the University of Utah is to educate the individual and to discover, refine, and disseminate knowledge. As a major teaching and research university, and the flagship institution of the Utah System of Higher Education, the University of Utah strives to create an academic environment where the highest standards of scholarship and professional practice are observed and where responsibilities to students are conscientiously met. It recognizes the mutual relevance and interdependence of teaching and research as essential components of academic excellence.

The vision statement of the College of Social and Behavioral Science states that

“In pursuit of excellence we work to advance knowledge and instruction in the foundations of social and behavioral science which, in turn, contributes directly or indirectly to improvements in the quality of life. We feel a special obligation to use our expertise to apply social science principles and findings to issues in social policy, emphasizing the human factor in policy analysis, and the quality of life.”

The Master of Public Policy degree has been designed to reflect these missions in its promotion of the highest standards of scholarship, and a programmatic focus on the use of public policy analysis to address social issues. The interdisciplinary nature of this program exposes students to a broad range of methods, and allows for the application of expertise in a variety of public policy venues.

Section IV – Program and Student Assessment

Program Assessment

Course evaluations from students will assess the value and quality of the courses in the program. Feedback from former students working in the field will be solicited and utilized as an additional means of assessment of the program's ability to produce high quality graduates.

Expected Standards of Performance

In addition to the Graduate School requirements for graduation with a master's degree, students will be required to complete a minimum of 40 credit hours and maintain at least a 3.0 grade point average. Students will also complete a master's project applying aspects of the MPP curriculum to the analysis of a public policy issue with guidance by a faculty member.

Student Assessment

Each course in which the students enroll will have different assessment methods including exams, presentations, individual and group projects, papers, etc. The capstone seminar and master's project will be the culminating experiences in the program and will be used to assess the student's overall learning in addition to the course assessment.

Continued Quality Improvement

Feedback from students, professionals, and faculty will be collected and used to assess and improve the quality and direction of the program on an on-going basis. Entry surveys will be done with all students when they enter the program. Exit surveys will be conducted with students at the time of graduation. We will also attempt to gather exit survey feedback from students who leave the program without completing the degree. In addition, we will survey employers (including individuals on the Practitioners' Council) annually. Informal feedback will be sought each semester from members of the Governance Board and the Practitioner's Council. All of this feedback will be utilized to modify curriculum, identify student interests, and continually improve the MPP program.

Section V – Finance

Master of Public Policy Budget Summary

The proposed MPP program utilizes existing courses from departments offering methodological and substantive policy courses and therefore will have no budgetary

impact on those departments other than to increase enrollments in these courses and consequent revenues generated by increased enrollments; enrollment growth funding will accrue to the departments offering these courses. Revenues generated by courses paid through the MPP program will accrue to the MPP program to help offset administrative costs. Program funding will be provided by new base funds, private contributions, and student enrollments in courses where the instructors are paid through the MPP program. A letter describing funding sources is provided by J. Steven Ott, Dean of the College of Social and Behavioral Science.

Faculty. The majority of the program has been built upon existing courses in other departments and therefore for those courses additional faculty will not be necessary. Two new courses unique to the MPP program – the capstone seminar and master's project course – will require additional faculty assistance. These courses will utilize faculty who teach courses taken by MPP students or are otherwise involved in the MPP program. Funding will be required for course buy-outs for these faculty members.

In order to not degrade other programs as enrollment grows, experts from the professional community will also be drawn upon to instruct courses. As the program is increasingly successful, it is anticipated that a tenure track faculty position will be added but given projected growth of the program, this will not be necessary during the first five years.

Faculty buyouts are budgeted for \$4,500 per course. In the first three years, only two course buyouts will be required; in the next two years 3 buyouts totaling \$13,500 per year are budgeted. It is anticipated that in year two through five professional instructors from the community will be needed for two courses and thus, part-time instructors are budgeted at \$9,000 per year.

MPP Director. The MPP Director will be a regular faculty member with an assignment in a department participating in the MPP program. For the first two years of the program it is anticipated that the Director will spend approximately 0.25 FTE on the program increasing to 0.5 FTE in years 3 through 5. The budgeted amount for the director's replacement salary for the first two years is \$20,000, increasing to \$40,000 in the final three years of the budget. Benefits for the MPP Director are not included in the budget because this is replacement salary for a tenure track faculty member who is already receiving full benefits.

Graduate Assistantship. A graduate assistantship will be needed to assist in the administration of the MPP program. It is anticipated that the MPP graduate assistant will be funded through productivity funds generated by student enrollments. The budget amount is \$10,000 for the first two years and increases to \$11,000 by year five.

Administrative and Library Support. Additional office support such as program accounting, IT, clerical and office equipment can be provided by the College of Social and Behavioral Sciences, and the Center for Public Policy and Administration. The amount budgeted is \$2,000.

The MPP program will not require additional library resources; the Marriott Library and other University of Utah libraries already have a substantial collection of policy related journals and book collections (see Appendix E).

The budget presented here is separate and distinct from other affiliated departments and centers.

MPP Program Budget					
	<i>FY 2006</i>	<i>FY2007</i>	<i>FY 2008</i>	<i>FY 2009</i>	<i>FY 2010</i>
Faculty course buy-out	\$9,000	\$9,000	\$9,000	\$13,500	\$13,500
Professional instructors from the community	0	\$9,000	\$9,000	9,000	9,000
Graduate assistantships	10,000	10,000	10,500	10,500	11,000
Benefits for GA (@9%)	900	900	945	945	990
MPP Director	20,000	20,000	40,000	40,000	40,000
Operating expenses	2,000	2,000	2,000	2,000	2,000
Totals	\$41,900	\$50,900	\$71,445	\$75,945	\$76,490

Funding Sources

Funding for course buy-outs (or auxiliary faculty) and operating expenses will be provided by the University through the College of Social and Behavioral Science and the Center for Public Policy and Administration. The graduate assistant and MPP Director will be funded through productivity funds generated by student enrollments in MPP designated courses.

Funding Sources					
	<i>FY 2006</i>	<i>FY2007</i>	<i>FY 2008</i>	<i>FY 2009</i>	<i>FY 2010</i>
Base funds	\$20,000	\$22,000	\$24,000	\$25,000	\$25,000
SCH productivity funds (@\$85/sch)	5,355	10,710	10,710	10,710	10,710
Contributions and endowments	16,545	18,190	36,735	40,235	40,780
Totals	\$41900	\$50,900	\$71,445	\$75,945	\$76,490

Reallocation

The MPP program is not expected to necessitate any reallocation of appropriated funds.

Impact on Existing Budgets

This program is not expected to have a negative impact on existing budgets. If any, the program should result in a positive budgetary impact on the College and the University

through the increase in student enrollment and the corresponding increase in tuition funds.

Appendix A – Program Curriculum

Prerequisites

Introductory Statistics
Introductory Microeconomics
American Government

Note: In addition to requiring introductory statistics and introductory microeconomics, students will be encouraged to take intermediate microeconomics. Due to the rigorous analytic nature of the MPP curriculum, it is assumed that applicants will have a strong quantitative background. Applicants lacking a solid background in economics and statistics will be encouraged to remedy this deficiency prior to application.

<u>Course Number</u> ¹	<u>Title</u>	<u>Credit Hours</u>
Core Courses		
POLS 6320	Public Policy Theories and Applications	3
POLS 6965	Policy Analysis	3
POLS 6330	Practice of Public Management	3
FCS 6962	Policy Evaluation	4
ECON 6300	Public Finance: Public Expenditures and Cost-Benefit Analysis	3
ECON 6380	Law and Economics	3
MPP 6900	Capstone Seminar	3
MPP 6950	Master's Project	3
Core Courses Sub-Total		25

Analytical Methods Courses – Courses are divided into two levels. Students must take one course from each level. Methods courses are offered from a variety of substantive areas so student may select courses focused on their area of interest.

Level One

ELP 6010	Analytical Methods for Decision Making	Select one course for 3 credit hours
POLS 6001	Quantitative Analysis in Political Science	
POLS 6290	Quantitative Analysis in Public Admin	
PSYCH 6500	Quantitative Methods	
URBPL 6010	Urban Research	
FCS 6110	Graduate Multivariate Statistics	

¹ Course numbers denote the course level: 5000 level courses are upper division undergraduate courses; 6000 are master level courses; and 7000 are Ph.D. level courses. Students can sometimes take courses from another level than they are presently in but they are held to a different standard.

Level Two

COMM 7360	Qualitative Empirical Research	Select one course for 3 credit hours
ECON 7590	Econometrics	
ELP 7060	Qualitative Research Methods I	
GEOGR 6140	Methods in GIS	
SOC 7130	Statistics II	
PSYCH 6510	Quantitative Methods II	
URBPL 6020	Urban and Regional Planning Analysis	
	Analytical Methods Sub-Total	6

Substantive Emphasis Options Select three courses for a total of at least nine semester credit hours 9

Total Number of Credits 40

Substantive Emphasis Options

The following are examples of courses that could be taken to satisfy the policy area emphasis requirements. Other areas of emphasis will be approved on a case-by-case basis. Prior to taking emphasis course work, all students will be required to develop a proposed course list and have it approved by the MPP Program Director.

Family and Social Welfare

ECON 6180	Poverty and Inequality	Select 3 courses for 9 credit hours
FCS 5440	Consumers, Markets, and Government	
FCS 6120/SOC 6965	Demographic Methods	
FCS 6200	Families and Social Policy	
FCS 6400	Families and Economic Policy	
SOC 6115	Sociological Analysis	

Health Policy

ECON 6190	Health Economics	Select 3 courses for 9 credit hours
FCS 5430	Families, Consumers, and Health	
GERON 6002	Service Agencies & Programs for the Elderly	
POLS 6321	Health Policy	

Community Policy

ECON 6240	Urban Economics	Select 3 courses for 9 credit hours
FCS 5650	Housing and Community Development	
FCS 6600	Environments and Human Behavior	
FCS 6730	Comm. Development and Env. Change	

GEOGR 6340 Managing Nations Disasters

Environmental Policy

ECON 6250	Environmental and Nat. Resource Economic	Select 3 courses for 9 credit hours
POLS 6322	Environmental Policy	
URBPL 6350	Public Lands and Environmental Policy	
URBPL 6360	Environmental Planning Law and Policy	

International Context

ECON 6510	International Monetary Relations	Select 3 courses for 9 credit hours
ECON 6530	Principles of Economic Development	
ECON 6550	International Trade and Commercial Policy	
ECON 6560	Gender and Econ. Development in III World	
POLS 6660	US Foreign Policy	
POLS 6690	Foundations of International Security	
POLS 6710	Foundations of the Int. Econ. Relations	
POLS 6720	Politics of North-South Economic Relations	
POLS 6800	Theories of International Relations	

Education Policy

ELP 6430	Politics in Education	Select 3 courses for 9 credit hours
ELP 7440	Educational Policy	
ELP 6470	Higher Education Budgeting and Planning	
ELP 6450	Education Budgeting and Finance	
ELP 6410	Educational Law	
ELP 6510	Organization and Governance of Higher Education	
ECS 6614	The Culture Wars and Educational Policy	
ECS 6643	Affirmative Action and Diversity Policies in U.S. Higher Education	
ECS 7610	Social Movements and the History of Higher Education in the U. S.	

Economic Policy

ECON 6120	Public Policy Towards Labor	Select 3 courses for 9 credit hours
ECON 6360	Industrial Organization	
ECON 6140	Discrimination in the Labor Markets	
ECON 6500	Monetary Theory and Policy	

Urban Affairs Policy

The College of Architecture + Planning is offering a Graduate Certificate of Urban Planning. To obtain an MPP and the Urban Planning Certificate, a student would need

to satisfy the requirements of both programs. The Certificate requires one course in foundational knowledge, one course in practical skills, and nine credit hours of substantive area electives.

Courses to be created for MPP

MPP 6950 Master Project (3) Course will consist of a faculty-supervised project applying the MPP curriculum to the analysis of real-world policy issue and partnering with a policy oriented agency. Typically, the project will involve local governmental or nonprofit organizations. In addition, students will meet weekly to discuss their projects and challenges they are encountering. At the end of the semester, students will make a presentation to the entire class on the issue they have addressed, their approach and recommendations.

MPP 6900 Capstone Seminar (3) Issues of overarching concern in public policy analysis including practical and ethical considerations. The Capstone should be registered for during the final semester of study.

Course Descriptions (Arranged Alphabetically)

COMM 7360 Qualitative Empirical Research (3) Practice of research using qualitative research methods and concepts.

ECON 6120 Public Policy Towards Labor (3) Prerequisite: ECON 4010. An exploration of the laws and policies that regulate and protect employers and employees in U.S. labor markets: labor-management relations, equal employment opportunity, wages and hours, safety and health, immigration, termination, income maintenance, and other topics.

ECON 6140 Discrimination in the Labor Markets (3) Prerequisite: ECON 3100 or instructor's consent. Meets with ECON 5140. Graduate students should register for ECON 6140 and will be held to higher standards and/or additional work. Examination of wage and employment discrimination in U.S. labor markets. Racial, ethnic, gender, age, religious, and other forms of discrimination may be considered. Emphasis on original, quantitative analysis of these issues: students will identify particular topics of interest to them and will collect and analyze relevant data. Fulfills University's diversity requirement.

ECON 6180 Poverty and Inequality (3). Economic theories of the causes of poverty and inequality, with a focus on the structure of the U.S. economy and recent economic trends. Policies to address these socioeconomic issues are addressed in light of theory.

ECON 6190 Health Economics (3) Economics of health care, health-care delivery systems, public and private health insurance, location of health facilities, and health-care inflation.

ECON 6240 Urban Economics (3) An economic analysis of the forces shaping the modern American city, which underlie urban problems and politics. An emphasis on public policy with applications to poverty, segregation, neighborhood decay, redevelopment, pollution, local taxes, and government services.

ECON 6250 Environmental and Natural Resource Economics (3) Air, water, and ground pollution; public policies to reduce pollution (including taxes, quotas, and tradable permits); destruction, valuation, and protection of natural environments and the species within them. The United States and other nations are considered. Also exploitation and depletion of nonrenewable energy and mineral resources; equity between different human generations; natural reproduction and human harvesting of fish and trees; extinction of species; entropy, thermodynamics, and the prospects for perpetual economic growth.

ECON 6300 Public Finance: Public Expenditures and Cost-Benefit Analysis (3) Prerequisite: ECON 2010 or instructor's consent. The economics of public services and their justification due to market failures. Modern welfare economics and its elaboration into cost-benefit analyses of public programs in theory and practice. Shortcomings of American government, including the tendency to over expand, special interest politics, and budget deficits.

ECON 6360 Industrial Organization (3) Prerequisite: ECON 2010. The basic theory of industrial organization; interrelationships among market structure, conduct, and performance; public policy, and empirical evidence.

ECON 6380 Law and Economics (3) Prerequisite: ECON 2010. Use of economics in the analysis of law, including the economics of contracts, torts, property, and criminal law areas. Some aspects of economic consulting for lawyers will be addressed. This course is recommended for economics majors who are planning to go to law school or intend to pursue a career in the legal field.

ECON 6500 Monetary Theory and Policy (3) Prerequisite: ECON 4020 or instructor consent. Recommended Prerequisite: ECON 3200 or 3500. Meets with ECON 5500. Graduate students should register for ECON 6500 and will be held to higher standards and/or additional work. Traditional and modern theory concerning the role of money in economic activity, how Keynes' economics became Keynesian economics, and the continuing quest for theoretical understanding of monetary phenomena.

ECON 6510 International Monetary Relations (3) Prerequisite: ECON 4020 and 3200 or 3500 or instructor consent. Graduate students should register for ECON 6510 and will be held to higher standards and/or additional work. The international monetary system and open economy macroeconomics (history, theory, and practice): alternative standards, exchange rates, interest rates, inflation and unemployment, macroeconomic policies, competitive monies, and the political economy of international monetary arrangements.

ECON 6530 Principles of Economic Development (3) Prerequisite: ECON 2010 and 2020 and College Algebra (or 1010 and instructor's consent). Graduate students should register for ECON 6530 and will be held to higher standards and/or additional work. Problems of poor countries, theories of economic development, development policies, and economic relations between rich and poor countries.

ECON 6550 International Trade and Commercial Policy (3) Prerequisite: ECON 4010. Graduate students should register for ECON 6550 and will be held to higher standards and/or additional work. Theoretically sophisticated (undergraduate) treatment of issues and theory: determinants of the pattern of trade; tests of trade theory models; growth and international trade; multinational firms; tariffs, quotas, subsidies; common markets and free trade agreements; international movement of technology and labor.

ECON 6560 Gender and Economic Development in the Third World (3) Graduate students should register for ECON 6560 and will be held to higher standards and/or additional work. Cross-listed as WM ST 5560. The impact of economic development on the gender division of labor and gender-based control over resources in the Third World. Case studies of rural transformation and agricultural development, rural-urban migration, urbanization and industrialization, economic crisis and population growth. Examines policies and political struggles aimed at overthrowing gender bias in development processes.

ECON 7590 Econometrics (3) Ordinary least squares, maximum likelihood, constrained estimation, systems of equations, generalized least squares, and regression diagnostics. Application oriented.

ECS 6614 The Culture Wars and Educational Policy (3) Meets with ECS 7614. Focuses upon central debates over national educational policy: national curriculum, multicultural education, affirmative action in admissions, religion in the curriculum, and inclusion of gay and lesbian students.

ECS 6643 Affirmative Action & Diversity Policies in U.S. Higher Education (3) This course covers the current research on affirmative action and diversity in higher education. The class is designed to provide a foundation for those implementing an affirmative action program or conducting research on the topic. There are five areas of concentration: 1) Overview, 2) Practice, 3) Legal/Policy, 4) Attitudes, Beliefs, and Experiences, and 5) the "Next Phase."

ECS 7610 Social Movements and the History of Education in the United States I

(3) Focus on the rise of Progressivism and how class, race, and gender shaped the organization of American education and the provision of educational opportunity from the late 19th century to 1950.

ELP 6010 Analytic Methods for Decision Making (3) Understanding and evaluating educational research and data for use in administrative decision making. Attention is also given to the role of inference, judgment, and intuition in decision making.

ELP 6410 Educational Law (3) Introduction to legal principles and laws affecting administration and management of schools with emphasis upon building level concerns.

ELP 6450 Education Budgeting and Finance (3) Introduces the means by which revenues are raised and distributed to finance public education in Utah. School level budgeting theories, strategies, and practices are examined in depth.

ELP 6470 Higher Education Budgeting & Planning (3) This masters level course is designed to acquaint graduate students with key concepts in resource allocation and planning in colleges and universities. The objectives are to acquaint students with various planning and resource acquisition and allocation models at the state, institutional, and program or departmental levels.

ELP 6510 Organization and Governance of Higher Education (3) Meets with ELP 7510. Explores the theory and practice of how colleges and universities are governed, their organizational characteristics and behavior, administrative and management issues, including faculty roles and power, and the variations in organizational cultures found both within such organizations and among various types of colleges and universities. Also focuses on external governance issues such as the relationship between universities and the state, governing boards, and other important external constituencies.

ELP 7060 Qualitative Research Methods I (3) Prerequisite: ELP 6010 or ELP 6030. Examines underlying assumptions in qualitative research methods and related research questions. Explores conceptual frameworks with data collection and analysis strategies. Students apply methods to field-based cases.

ELP 6430 Politics of Education (3) Examines the politics of education at various government levels in the context of larger social values and concerns. Special attention is given to the character and dynamics of the policy-making process as it relates to the development of education policy.

ELP 7440 Educational Policy (3) Prerequisite: ELP 6430. Examines the major issues associated with policy analysis and the predominant streams of theoretical work in policy research. Provides a working foundation for the analysis of educational policy by placing students in a position to assess the merits of a variety of policy situations.

FCS 5430 Families, Consumers, and Health (3) Prerequisite: FCS 3200 and either FCS 3620 or PSYCH 3420. Covers two broad areas: the interplay among health care

delivery, government policy, and consumers, and the role families play in affecting the health of family members. Content emphasis will vary according to the instructor.

FCS 5440 Consumers, Markets, and Government (4) Prerequisite: FCS 3210 or MATH 1040. The economics and politics of advancing the consumer interest in the marketplace. Market structure, government anti-trust policy, economic regulation, health and safety regulation, and information disclosure as they influence consumer welfare. Examples drawn from a variety of markets including broadcast communications, transportation, and telecommunications.

FCS 5650 Housing and Community Development (3) Prerequisite: FCS 3600. Revitalization of central cities and neighborhoods; programs and techniques for community environmental, social, and economic development; policies regulating the financing, production, consumption, and preservation of market and low-income housing.

FCS 6110 Graduate Multivariate Statistics (3) Prerequisite: FCS 3210. Course covers a range of topics on regression analysis. Topics include multiple regression, conducting regression diagnostics, multi-collinearity, interaction effects, repeated measures, and logistic regression. SAS computer assignments.

FCS 6120 Demographic Methods (3) Prerequisite: URBPL 5020 or equivalent. Covers in-depth the methodology of demography and population studies including life tables, increment/decrement processes, methods for estimating fertility and reproduction, stable and non-stable population models, modeling vital events, indirect estimation, survival models.

FCS 6200 Families and Social Policy (3) Relationship between the family and social environments emphasizing ecology and life-course frameworks in the dependency between the family and kin, school, neighborhood, work, class, and ethnic environments.

FCS 6400 Families and Economic Policy (3) Prerequisite: FCS 3450. Economic and political influences on family resource-allocation patterns and interest-group efforts to alter constraints imposed by these policies. Examples drawn from a variety of policies including child care, marriage, divorce, welfare, and retirement.

FCS 6600 Environments and Human Behavior (3) Reviews and connects research, policies, and physical designs for a variety of physical settings (homes, workplaces, communities) and socio-physical processes (stress, fear of crime, privacy, recreation, place attachment). Often involves vulnerable populations (women, children, elders, the poor) and is tailored to student interests.

FCS 6730 Community Development & Environmental Change (3) Focuses on the ways in which ordinary people can become involved in creating physical environments (such as neighborhoods, new housing, work-places, schools, parks, playgrounds, and

other institutional settings and public spaces) that are responsive to the needs of users (individuals, families, communities); how communities can deal with environmental hazards and crime and disorder; the roles of environmental impact statements, zoning laws and master plans, neighborhood organizations and resources; and ways of collaborating with designers and buildings. The main focus will be on practical intervention strategies (working with urban planners and architects, policy-makers, and community organizers and leaders).

FCS 6962 Policy Evaluation (4) Policy evaluation involves the rigorous assessment of the success or failure of policies. This quantitative course seeks to provide students with the tools to undertake such assessments. Emphasis is placed on strategies for impact assessment (including randomized designs and non-randomized designs), measuring efficiency, examining short-term and long-term consequences, identifying both intended and unintended impacts, and the social context of evaluation.

GEOGR 6140 Methods in Geographic Information Systems (4) Prerequisite: GEOGR 3140; C0-requisite GEOGR 410 – Introductory Visual Basic for ArcGIS, or equivalent programming course. This course explores the practice of using a geographic information system (GIS) to support geographic inquiry and decision making. Students will strengthen their technical knowledge of the common tasks that a geographic analyst faces in applying a GIS to a variety of spatial problems. The lab sections offer an opportunity to gain hands-on experience using a leading commercial GIS to complete a series of real-world projects.

GEOGR 6340 Managing Nations Disasters (3) Meets with GEOGR 5340 and URBPL 5440. Hazard risk reduction approached from a governmental standpoint, including cost reduction through mitigation. Development of awareness and expertise in public safety aspects of hazards-reduction planning and implementation. Relationship between levels of government involving laws, agreements, and developing organizations and programs, as influenced by changing philosophies in legal and financial liability.

GERON 6002 Service Agencies and Programs for the Elderly (3) Analyze the current delivery system of services and programs for the elderly at the national, state, and local levels. Local services and programs specifically examined to determine quality and effectiveness, identify service gaps, and be better prepared to meet the increasing demands of a rapidly aging population. Learn about current concepts in health and social policy reform, and evaluate current public policy recommendations.

MPP 6900 Capstone Seminar (3) Issues of overarching concern in public policy analysis including practical and ethical considerations and application to current issues in policy analysis. The Capstone should be registered for during the final semester of study.

MPP 6950 Master Project (3) Course will consist of a faculty-supervised project applying the MPP curriculum to the analysis of real-world policy issue and partnering with a policy oriented agency. Typically, the project will involve local governmental or

nonprofit organizations. In addition, students will meet weekly to discuss their projects and challenges they are encountering. At the end of the semester, students will make a presentation to the entire class on the issue they addresses, their approach and recommendations.

POL S 6001 Quantitative Analysis in Political Science (3) Recommended

Prerequisite: POLS 3001 or instructor consent. Application of statistical techniques for the analysis of political data including inferential statistics, contingency tables, and regression analysis.

POL S 6290 Quantitative Methods in Public Administration (3) Introduction to statistics and quantitative methods and their application within public administration. Topics include elementary research design, measurement and data collection, descriptive statistics, sampling, statistical significance, and hypothesis testing. Other analytical techniques (e.g. regression) with an emphasis on interpretation.

POLS 6320 Public Policy Theories and Applications (3) Recommended Prerequisite: POLS 1100. Introduction to policy process in U.S.; needs and demands for public action; organization and nature of political support; process and problems of decision making in major policy areas.

POLS 6321 Health Policy (3) Introduction to health policy issues in U.S.; needs and demands for public action; organization and nature of political support; process and problems of decision making in health policy areas.

POLS 6322 Environmental Policy (3) Meets with POL S 5322. Graduate students should register for POL S 6322 and will be held to higher standards and/or additional work. Course analyzes ways government action or inaction affects problems of resource scarcity, environmental health and safety, natural aesthetics, and economic growth.

POLS 6330 Practice of Public Management (3) This course emphasizes the contexts in which public managers manage – how managers of the public good get things done in practice. Contexts include both intra-and inter organizational systems and settings. Getting things done through influence (without formal authority) and inter-organizational networks are addressed as well as, for example, management skills and/or management survival skills within public bureaucracies. The course addresses aspects of management policy, but not issues of public policy analysis or formation.

POLS 6660 American Foreign Policy (3) Recommended Prerequisite: POL S 2100 or 3800. U. S. government machinery for formulation and conduct of foreign policy. Appraisal of U.S. policy in Europe, Asia, Latin America, Africa, and the Middle East.

POLS 6690 Foundations of International Security (3) Recommended Prerequisite: POL S 2100 or 3800. Focuses on the evolution of international security from the Cold War to the post-Cold War era. Topics include concepts and approaches in

understanding international security; differing interpretations of security including economic, human rights, military, and political dimensions.

POLS 6710 Foundations of the Politics of International Economic Relations (3) Recommended Prerequisite: POL S 2100 or 3800. Explores the relationship between politics and economics in international relations. Its fundamental objective is to enable the student to understand the ways in which politics and economics interact in the international arena.

POLS 6720 The Politics of North-South Economic Relations (3) Recommended Prerequisite: POL S 2100 or 3800. Examines ways in which international economic processes are affected by the politics of developing countries. Focuses on political-economic interactions between developed and developing countries and their participation in international regimes.

POLS 6800 Theories of International Relations (3) Recommended Prerequisite: POL S 2100 or 3800. Analysis of theories of international relations, such as Realism, Liberalism, Constructivism; using major works and current theoretical research. Recommended introduction to upper-division students.

POLS 6965 Policy Analysis (3) Policy Analysis explores both the theoretical and practical aspects of performing policy analysis. Students will examine current policy issues from the perspectives of local, state, and federal governments, and from those of non-governmental and advocacy organizations. Students will be introduced to repositories of data, information, and analysis available on policy topics, and will conduct research using both original and secondary data.

PSYCH 6500 Quantitative Methods I (1-4) Prerequisite: PSYCH 3000 and MATH 1050 and instructor's consent. Introduction to measurement and design; foundation of statistical reasoning (probability theory, expectations, linear models, model testing, power, and effect size).

PSYCH 6510 Quantitative Methods II (1-4) Prerequisite: PSYCH 6500 and instructor's consent. Analysis of variance, regression methods; introductions to multivariate techniques and to nonparametric statistics. Computer intensive.

SOC 6115 Sociological Analysis (3) An intensive examination of a wide range of sociological studies, designed to acquaint students with how sociologists, using a variety of methods and data sources, handle important theoretical issues. Particular attention is given to the logical coherence of each study and the fit between data and interpretation.

SOC 7130 Statistics II (3) Prerequisite: SOC 6120. Techniques of data analysis and when and how to apply techniques. Interpreting results in nonstatistical terms and applying computer packages such as SPSS. Techniques for data reduction,

classification, and causal analysis (i.e. LISREL). Assumptions of the model and consequences when assumptions are violated.

URBPL 6010 Urban Research (3) A hands-on course in quantitative skills used for urban analysis. Data sources, dataset development, descriptive statistics, correlation, trend analysis, modeling, and styles for graphical and written presentation. Planning applications of demographic and economic analysis including population projection, economic base analysis, and measures of characteristics and distribution.

URBPL 6020 Urban and Regional Analysis (3) The economic, demographic, and spatial interaction models used to analyze and develop alternative urban and regional plans including cohort-survival, input-output, shift-share, and gravity models. Model concepts, mathematics, design, logic, and limitations. Small-scale spreadsheet models are applied to analyze problems, interpret output and present results.

URBPL 6350 Public Lands and Environmental Policy (3) Meets with GEOGR 5350 and URBPL 5350. Graduate students should take URBPL 6350 and will be held to higher standards and/or more work. A review of environmental impact assessment, focusing on the policies, requirements, methods, and examples from the National Environmental Policy Act, with a review of state and local approaches to environmental impact assessment.

URBPL 6360 Environmental Planning Law and Policy (3) Meets with URBPL 5360. Graduate students should take URBPL 6360 and will be held to higher standards and/or more work. A review of federal, state, and local environmental laws, policies and procedures as they affect planning including air, water, and hazardous waste, impact assessment, public lands, common law, and aesthetic regulation.

Appendix B – Program Schedule

The following MPP course schedule is based on the students completing course work in four semesters over a two year time period.

First Semester

Public Policy Theories and Applications	POLS 6320	3
Policy Analysis	POLS 6965	3
Practice of Public Management	POLS 6330	3
Total for semester		9

Second Semester

Policy Evaluation	FCS 6962	4
Public Finance: Public Expenditures and Cost-Benefit Analysis	ECON 6300	3
Law and Economics	ECON 6380	3
Analytical Methods Level One	Varies	3
Total for semester		13

Third Semester

Analytical Methods Level Two	Varies	3
Elective One	Varies	3
Elective Two	Varies	3
Master's Project	MPP 6950	3
Total for semester		12

Fourth Semester

Elective Three	Varies	3
Capstone Seminar	MPP 6900	3
Total for semester		6

Appendix C – Faculty

Current faculty teaching policy analysis methods and substantive areas of public policy throughout the College of Social and Behavioral Science will be used in support of the program. Faculty will be recruited as necessary for courses not currently offered at the University.

List of faculty teaching core and analytical methods courses.

Karen Ashcroft, Associate Professor, Department of Communications
Ph.D., Communications, University of Colorado, Boulder

Matthew J. Burbank Associate Professor Political Science, Ph.D. in political science,
University of North Carolina at Chapel Hill

Thomas J. Cova, Assistant Professor, Geography
Ph.D., Geography, University of California, Santa Barbara

Patrick F. Galvin, Associate Professor, Educational Leadership & Policy
Ph.D., Cornell University

Mark Glick, Professor, Economics
Ph.D., New School, J.D., Columbia

Dr. Oakley E. Gordon, Associate Professor/Adjunct Professor, Psychology
Ph.D. Experimental Psychology, University of Utah

Richard T. Green, Director of the Master of Public Administration Program Director, and
Associate Professor, Political Science
Ph.D., Public Administration, Virginia Polytechnic Institute & State University

Thad E. Hall, Assistant Professor, Political Science
Ph.D., Political Science, University of Georgia

Lori Kowaleski-Jones, Assistant Professor, Family and Consumer Studies
Ph.D., Sociology, The Ohio State University; Postdoctoral Fellowship, Northwestern
University

W.H. Kuo, Professor, Sociology
Ph.D. Johns Hopkins University

W. David Patton, Director of the Center for Public Policy & Administration, and
Professor of Political Science
Ph.D., Political Science, University of Utah

Peter W. Philips, Professor, Economics

Ph.D., Stanford

Andrea K. Rorrer, Assistant Professor, Educational Leadership & Policy
Ph.D., University of Texas-Austin

Ken Smith, Professor, Family and Consumer Studies
Ph.D., Demography (Sociology), Cornell University

Cathleen D. Zick, Professor and Chairperson, Family & Consumer Studies, and
designated director of the Master of Public Policy Program
Ph.D., Consumer Economics and Housing, Cornell University

Appendix D – Participants in the Development of MPP Concept, Curriculum and Proposal

To develop a program that would comply with academic requirements, fulfill community needs, and meet student and labor market demands, meetings were held with various groups to oversee process and solicit their input. The following provides an overview of each group's purpose and their constituents.

Hinckley Institute Review Committee – The review team was established to take advantage of the opportunity provided by the retirement of Ted Wilson, the long-time HIP Director, to consider how the UofU's programs in public policy and politics could be strengthened.

Doug Bennett, Executive Vice President, Timmons and Company
David Chapman, Associate Academic VP and Dean of the Graduate School, UofU
John Francis, Associate Vice President of Academic Affairs, University of Utah
Jim Hinckley, President and Owner of Hinckley Dodge
Ron Hrebenar, Professor and Chair, Department of Political Science, UofU
Kirk Jowers, Partner, Caplin & Drysdale, Attorneys, and Academic Director,
Campaign and Media Law Center, Washington, DC
Maureen Keefe, Professor and Dean, School of Nursing, UofU
Nancy Lyon, Assistant VP for Governmental Affairs, UofU
Sara McCormick, Center for Public Policy & Administration, UofU
J. Steven Ott, Dean of the College of Social and Behavioral Science, UofU
W. David Patton, Director of the Center for Public Policy & Administration, UofU
Harold "Bud," Scruggs, President, Leucadia Asset Management Group.
Paul Slack, Retired, Brigadier General, US Marine Corps, and Senior VP, Iomega
Corporation
David Sperry, Professor and Dean, College of Education, UofU
Cathleen Zick, Professor and Chair, Family and Consumer Studies Department, UofU

Public Policy Meetings with Community Advisors – a group of community practitioners were invited to participate in focus group sessions. The focus groups focused on their public policy analytical needs, the market demand for public policy analysts, and the specific skills a graduate of this type of program should have.

Neil Ashdown, Governor's Office of Planning and Budget
Robin Arnold-Williams, Utah Dept. of Human Services
Don Banks, Bureau of Land Management
Dan Becker, Administrative Office of the Courts
Larry Bench, Utah Department of Corrections
Paul Brinkman, University of Utah
Chuck Chappel, Wasatch Front Regional Council

Kay Christensen, Salt Lake City
Mike Christensen, Legislative Research and General Counsel
Lois Haggard, Director of Public Health Assessment, Utah Department of Health
John Massey, Legislative Fiscal Office
Brad Mortensen, Commission for Higher Education
Barry Nangle, Department of Health
Michael Siler, Utah State Office of AARP
Sarah Wilhelm, Utah Issues

Public Policy Coordinating Council – The council was created to discuss the development of a master in public policy at the University of Utah. The council focused on reviewing models of programs at other universities and what a program at the U of U should look like.

J. Steven Ott, Dean of the College of Social and Behavioral Science – Council Chairperson
John Francis, Senior Vice President for Academic Affairs
James Graves, Dean of the College of Health
Richard T. Green, MPA Program Director
Ron Hrebener, Chair, Department of Political Science
Tony Morgan, Co-director of the Utah Education Policy Center and Professor, Educational Leadership and Policy
W. David Patton, Director of the Center for Public Policy & Administration
Brenda Scheer, Dean of the School of Architecture + Planning
David Sperry, Dean of College of Education
Richard J. Sperry, Associate Vice President of Academic Affairs for Health Sciences and Director of the Governor Scott M. Matheson Center for Health Care Studies
Cathleen Zick, Chair, Family and Consumer Studies Department

Public Policy Curriculum Committee – The faculty committee oversaw the development of the proposed curriculum. It is anticipated that a faculty governance board will continue to advise the program.

Robert Mayer, Family and Consumer Studies – Committee Chairperson
Matt Burbank, Political Science Department
Robert Keiter, S.J. Quinney College of Law
David Kiefer, Economics Department
Dan McCool, Political Science Department
Pamela Perlich, Bureau of Economic and Business Research
Norm Waitzman, Economics Department

Appendix E – Public Policy Journals Held at University of Utah’s Libraries

The following relevant journals are presently held in either hard copy and/or electronic format at the University of Utah’s Libraries.

Marriott Library	S.J. Quinney Law Library	Additional Electronic Resource
Administration and Policy in Mental Health	Cornell Journal of Law and Public Policy	Frontiers in Health Policy Research
AIDS and Public Policy Journal	Forum for Applied Research and Public Policy	Health Research Policy and Systems
American Behavioral Scientist	Georgetown Public Policy Review	Hume Papers on Public Policy
American Journal of Political Science	Journal of Health Politics, Policy and Law	International Public Management Journal
American Review of Public Administration	Notre Dame Journal of Law, Ethics and Public Policy	Issues in Science and Technology
Annual Public Policy Reader	Public Administration Review	Journal of European Public Policy
Canadian-American Public Policy	Political Research Quarterly	Journal of Public Policy and Marketing
Criminology and Public Policy	Psychology, Public Policy and Law	Policy Sciences
Harvard Public Policy Review	The Journal of Contemporary Health Law and Policy	Public Management Review
Idaho Policy Survey	The Journal of Health Care Law and Policy	
International Journal of Law, Policy & Family	The Kansas Journal of Law and Public Policy	
Journal of Disability Policy Studies	University of Florida Journal of Law and Public Policy	
Journal of Policy Analysis and Management		
Policy Studies Journal		