

Brothers, Sheila

From: Cramer, Aaron
Sent: Friday, March 01, 2019 9:16 AM
To: Bird-Pollan, Jennifer; Brothers, Sheila
Cc: Toma, E
Subject: NEW BA: Public Policy
Attachments: PPL Undergraduate Degree Full Proposal- Updated 2.18.2019.pdf

Proposed New BA in Public Policy

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new BA degree: Public Policy, in the Martin School of Public Policy and Administration within the Graduate School.

Rationale: The proposed undergraduate program will focus on how public policy decisions are made, how public policy can affect various members of society, and how leadership is exercised in the public and nonprofit sectors. Thirty years ago, there were few undergraduate programs in this area, but there has been strong growth nationally in such offerings (50% of programs now offering such degrees, strong demand at peer institutions). The program focuses on analytical and quantitative tools for understanding and measuring the effects of existing and proposed public policies. The program will prepare some students for graduate study and others for careers in law, education, public and nonprofit organizations, and federal/state/local government. Enrollment of 30 new students per year is anticipated.

SAPC Statement: SAPC considered the potential negative impacts on the Department of Political Science (indicated within the proposal). While it remains possible that the proposed program may negatively affect the enrollment numbers in the political science undergraduate programs, it is clear that there is not a curricular overlap between the existing degree programs and the proposed program. The proposal was evaluated based on SAPC's charge to consider programs based on academic excellence, need, and impact, desirability, and priority of the new academic program in relation to other programs, and its recommendation to approve the program was based on these criteria.

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 **Martin School of Public
Policy and Administration**

**UNDERGRADUATE DEGREE PROPOSAL
BA IN PUBLIC POLICY (PPL)**

2018-2019

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I. INTRODUCTION TO THE PUBLIC POLICY UNDERGRADUATE DEGREE

The Martin School of Public Policy and Administration's proposed undergraduate degree in Public Policy (PPL) is a social science program focused on understanding how, how public policy decisions are made, how public policies affect members of a society, and how leadership is exercised in the public and nonprofit sectors of a market economy. Courses examine the rationales for government interventions in markets; the purposes and goals of public policy; the processes by which problems are defined and priorities selected; the role of governmental, non-governmental, and transnational institutions in collective action; and the circumstances under which leaders are effective in mobilizing resources to advance a group's values and goals. They also provide the basic tools for understanding and quantitatively estimating the effects of existing and proposed public policies. Although not a pre-professional degree, the Martin School undergraduate program gives students an opportunity to develop their critical thinking, communication, and leadership skills.

This proposal is intended to assist the Faculty Senate in its deliberations over the creation of the newly developed Martin School Undergraduate Program in Public Policy. To this end, it provides a justification for the undergraduate major in the school and a general description of the nature of the major. The section does not attempt to provide the detailed information the Faculty Senate needs to consider the approval of the undergraduate major itself.

The undergraduate major in public policy will address the perennial question about the relative merits liberal arts education and skills-based majors by encouraging both. Like many Arts & Sciences majors, we anticipate that the requirements of the Public Policy major will be sufficiently modest to enable students to major in another discipline as well as public policy.

In a master's program, it is appropriate to encourage students to have a specialty in some particular area of public policy because students are committed to a career in public service and usually have an interest in a particular policy area. Substantial knowledge of a particular area of public policy will be helpful to these students in getting a job in their area of interest. In contrast, students in the proposed undergraduate program will have a broader background in public policy to better serve their interests, selecting classes from a number of policy areas.

II. JUSTIFICATION FOR THE PUBLIC POLICY UNDERGRADUATE DEGREE

A. Demand for the Degree

In the United States, federal, state, and local government expenditure represents approximately 37 percent of gross domestic product. When considering the cost of government regulations in areas such as environmental protection and immigration, the role of the public -sector looms even larger in the U.S. Thirty years ago, there were few (if any) undergraduate programs in public policy. Among policy programs represented at the most recent meeting of the national association of policy schools (NASPAA), over half the program directors indicated their university had introduced an undergraduate degree. The demand for these degrees has grown with the growth in the public sector and the importance of performance metrics and program evaluation in the public and nonprofit sectors. With this growth comes the demand for trained employees in these sectors who can conduct policy analysis and recommend policy alternatives to leaders in these organizations and who can lead the organizations. The primary focus of the undergraduate major courses is to teach students how to design and analyze solutions to public policy problems, communicate those solutions, and effectively lead organizations in the public and nonprofit sectors.

Demand for undergraduate programs is demonstrated by enrollment numbers of undergraduates in peer public schools offering undergraduate majors in public policy, such as University of Arizona's School of Government and Public Policy with 2000+ enrolled, University of Virginia's Frank Batten School of Leadership and Public Policy capped at 75 students/year and over 200 applications annually, and Indiana University's School of Public and Environmental Affairs (SPEA) with 1500+ enrolled.¹ Despite its limited enrollment, the undergraduate major in public policy in the Woodrow Wilson School is the fifth largest undergraduate major at Princeton, accounting for 8 percent of all undergraduates. About 10 percent of all undergraduates in Duke's College of Arts and Sciences have a first or second major in its public policy department.² Public policy is the third most popular undergraduate major at the University of Chicago.

The new undergraduate major differs from existing University majors such as political science and economics although it uses theoretical frameworks from both. The undergraduate major in the Martin School will focus heavily, though not exclusively, on the application of social science knowledge to public policy problems and to assess quantitative effects of government programs. The Martin School major will also differ from the other programs in its focus on the public policy leadership necessary to bring about desirable changes in policy.

In short, the justification for the undergraduate major is that it addresses important societal concerns in ways that do not duplicate the contents of any current major at the University and will introduce courses that take an approach to public policy that does not duplicate other courses at

¹<https://spea.indiana.edu/about/school-profile.html>, <http://batten.virginia.edu/> and <https://sgpp.arizona.edu/undergraduate>.

² See Dylan Conger, Joseph Cordes, Helen Ladd, and Michael Luger, "Undergraduate and Doctoral Education in Public Policy: What? Why? Why Not? Where?" Paper prepared for APPAM Conference on Charting the Next 20 Years of Public Policy and Management Education, Spring 2006, p. 7.

the University. The primary focus of its courses will be how to design solutions to public policy problems and secure their adoption.

To distinguish the level of knowledge required of undergraduate majors in public policy in the Martin School from the level required of students in the more intensive professional training in the our Master of Public Policy (MPP) program, it is noted that the MPP requires all students to complete a two-semester sequence in economic analysis. The first course presents the most basic material for thinking seriously about public policy issues and assigns weekly problems that require students to apply the general theory to new situations. The second covers other material that is important for students who will pursue a career in public policy.

B. Demand for Public and Nonprofit Sector Jobs

Work in the public sector includes a variety of fields and professions. Public-sector work consists of positions within local agencies or local government, such as police departments, public works, or a local urban development or housing department. At the state and federal level there is a need for trained job candidates with backgrounds in public policy, leadership, etc. to fill countless job categories within public agencies, political think tanks, and elected officials' offices. Many philanthropic and non-profit agencies also fall under public-sector work, as do foreign policy organizations and state departments.

To investigate the demand for public sector jobs, in 2015 the International Public Management Association for Human Resources (IPMA-HR) surveyed more than 1,000 of its members to gauge the employment outlook for its Eleventh Annual Employment Outlook Survey. The survey addressed the likelihood of IPMA-HR members' organizations hiring for newly created full- or part-time positions during 2015. The survey found a continued strong demand for public service employment with two-thirds (66 percent) of respondents indicating plans to hire, a number that is consistent with the 2014 survey. Both years' results represent marked improvements over prior years following the Great Recession, especially 2010, when hiring for newly created positions reached a low point of 45 percent.³ Of the 1000+ surveyed, the greatest proportion of response (76 percent) were from local governments. Twelve percent (12%) of the responses were from state level governments, with the remaining 6% divided between federal and "other".

In a 2013 employment trends survey conducted by *Nonprofit HR Solutions* demand for jobs in the nonprofit sector were found to be significant. Forty percent (40%) of nonprofits surveyed indicated their staff size increased in 2012 with 44% of nonprofits planning to create positions in the upcoming year. The survey also reports that these percentages are steadily increasing from 33% in 2011 and 43% in 2012⁴.

³ Survey Forecasts 2015 Public Sector Employment, Governing, Feb. 2015.

<http://www.governing.com/topics/mgmt/gov-survey-forecasts-public-sector-employment-outlook.html>

⁴ <http://www.nonprofithr.com/wp-content/uploads/2013/03/2013-Employment-Trends-Survey-Report.pdf>

C. Strengthens Existing Graduate Programs

The new undergraduate degree in will provide an on-campus pipeline for students who are interested in pursuing graduate students in public administration, public policy or public financial management. Public policy undergraduates who discover in their third year that they want to pursue a advance education to train for a public service career will be able to enroll in the accelerated 3/2 program that allows undergraduates to take core public policy courses in their fourth year while they complete their undergraduate major and get a Master of Public Policy (MPA) or Master of Public Administration (MPP) with a summer internship and one additional year of course work. Those who discover later that public service is their calling will be thoroughly prepared to apply for and attend the traditional two-year MPA or MPP programs.

III. PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM FORM

PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM

This form has two sections. Section A contains information required by the University Senate and Registrar’s office and Section B contains information required by two external entities, the CPE (Council on Postsecondary Education) and SACS-COC (Southern Association of Colleges and Schools Commission on Colleges). Although only Section A is required for University Senate approval, every question must be answered to receive CPE approval. Please write “not applicable” wherever that is the appropriate response, leaving no area blank.

1. The CPE requires that a pre-proposal be submitted after a proposed program has achieved approval at the college level. Answers to questions identified with a * by the question number on this form should be used for the CPE’s pre-proposal. Such questions are in both Section A and Section B. More information about the CPE’s [pre-proposal process](#) can be obtained by emailing OSPIE@l.uky.edu.
2. Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or UC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the Senate for approval. Once approved by the Senate, the Senate Council office will send the proposal to the appropriate entities for it to be placed on an agenda for the Board of Trustees. The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.

SECTION A – INFORMATION REQUIRED BY UNIVERSITY SENATE

1. Basic Information: Program Background and Overview

1a	Date of contact with the Director of Institutional Effectiveness (IE): (OSPIE@l.uky.edu)	<i>December 14, 2017</i>	
1b	Home College: <i>Graduate School</i>		
1c	Home Educational Unit (school, department, college ¹): <i>Martin School of Public Policy and Administration</i>		
1d*	Degree Type (BA, BS, etc.): <i>BA</i>		
1e*	Program Name (Interior Design, Social Work, etc.): <i>Public Policy</i>		
1f*	CIP Code (provided by Institutional Effectiveness): <i>44.0501</i>		
1g	Is there a specialized accrediting agency related to this program?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” name:		
1h*	Requested effective date:	<input checked="" type="checkbox"/> Semester after approval.	OR <input type="checkbox"/> Specific Date ² : _____
1i	Anticipated date for granting first degree(s): <i>May 2021</i>		
1j*	Individual responsible for submission of, completion of, and answering questions about the proposal (“contact person”):		
	Name: <i>Eugenia Toma</i>	Email: <i>eugenia.toma@uky.edu</i>	Phone: <i>859-257-1156</i>

2. Program Overview

¹ Only interdisciplinary undergraduate degrees may be homed at the college level.

² Programs are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees and CPE approval, are received.

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2a*	<p>Provide a brief description of the proposed program. (300 word limit)</p> <p><i>The Martin School's proposed undergraduate degree in Public Policy is a program focused on understanding how public policy decisions are made, how public policy can affect various members of society, and how leadership is exercised in the public and nonprofit sectors.. Courses will examine the rationales for government interventions in markets; the purposes and goals of public policy; the processes by which problems are defined and priorities selected; the role of governmental, non-governmental, and transnational intitutions in collective action; and the circumstances under which leaders are effective in mobilizing resources to advance a group's values and goals. All courses focus heavily on analytical and quantitative tools for understanding and measuring the effects of existing and proposed public policies. The undergraduate degree in Public Policy will give students an opportunity to develop their critical thinking skills,, ethical standards, and communication skills.</i></p>
2b	<p>(similar to 11a) List the program objectives. These objectives should deal with how students will benefit from the program, both tangibly and intangibly. Give evidence that they will benefit. (300 word limit)</p> <p><i>Thirty years ago, there were few (if any) undergraduate programs in public policy. Among policy programs represented at the most recent meeting of the national association of policy schools (NASPAA), over half the program directors indicated their university had introduced an undergraduate degree. The demand for these degrees has grown with the importance of performance metrics and program evaluation in the public and nonprofit sectors. With this growth comes the demand for trained employees in these sectors who can conduct policy analysis and recommend policy alternatives to leaders in these organizations and who can lead the organizations. The primary focus of the undergraduate major courses is to teach students how to design and analyse solutions to public policy problems, communicate those solutions, and effectively lead organizations in the public and nonprofit sectors. The demand for such a major is not in doubt and we anticipate a great deal of interest given enrollment numbers in peer schools. For example, Indiana Univeristy has over 1500 students in its Bachelor of Public Affairs. The University of Virginia admits 75 students annually to its pubilc policy major. The program at the University of Michigan is very competitive with only 50 students admitted per year. The University of Arizona, Ohio State, and most elite private institutions also have high demand for undergraduate degrees in public policy. The degree will be a quantiative, social science program that differs from the majors found in any undergraduate degree at the University of Kentucky.</i></p>
2c*	<p>List the student learning outcomes (SLOs) for the proposed program and include the SLO for the Graduation Composition and Communication Requirement (GCCR). (300 word limit) (More detailed information will be addressed in a subsequent question.)</p> <p><i>Students will</i></p> <ol style="list-style-type: none"> <i>1. Demonstrate the ability to analyze and assess complicated issues related to public policy.</i> <i>2. Demonstrate the ability to be an expert and communicate professionally.</i> <i>3. Demonstrate ability to simulate real-world scenarios and common problems in today's public and nonprofit sectors.</i> <i>4. Demonstrate how to evaluate intended and unintended consequences of policies.</i> <i>5. Demonstrate written, oral, and visual communication skills in public policy. (GCCR).</i>
2d	<p>Describe the rationale and motivation for the program. Give reference to national context, including equivalentns in benchmark institutions. (150 word limit)</p> <p><i>Demand for undergraduate programs is demonstrated by enrollment numbers of undergraduates in peer public schools offering undergraduate majors in public policy, such as University of Arizona's School of Government and Public Policy with 2000+ enrolled, University of Virginia's Frank Batten School of Leadership and Public Policy capped at 75 students/year and over 200 applications annually, and Indiana University's School of Public and Environmental Affairs with 1500+ enrolled. According to Conger, et. al., demand is growing for undergraduate degrees in public policy due to the multidiciplinary approach to policy studies. See Dylan Conger, Joseph Cordes, Helen Ladd, and Michael Luger, "Undergraduate and Doctoral Education in Public</i></p>

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	<i>Policy: What? Why? Why Not? Where to?" Paper prepared for APPAM Conference on Charting the Next 20 Years of Public Policy and Management Education, Spring 2006, p. 7.</i>		
2e	Describe the proposed program's uniqueness within UK. (250 word limit)		
	<i>The Public Policy major, or PPL is unique in that it offers course content not available elsewhere on campus, focusing on public policy issues and leadership strategies within a social science framework as they relate to issues such as environmental policy, revenue policy, ethics/civic leadership and organizational context. Unique courses included in the major focus on economic analysis, politics, public and nonprofit organizational theory, finance and ethics and leadership. These courses do not overlap with other programs such as political science, economics, or management as they focus on the aspects of public policy not covered elsewhere.</i>		
2f	Describe the target audience. (150 word limit)		
	<i>We anticipate that the proposed undergraduate major in Public Policy (PPL) will provide a broad education for students who have an interest in public service and public policy and those who may pursue a career in it or a related field. This is the general nature of the undergraduate majors in public policy at leading universities. The program will provide the preparation for a career in public service that is ideal for students who are committed to such a career and it will be sufficient to enable graduates to get good jobs related to public policy immediately after graduation. Some will ultimately complete a master's degree in public policy, usually after working for a few years. However, the majority of majors are expected to pursue careers in law, education, public and nonprofit organizations, Federal/state/local government, and other related fields. Based on our research, this is the experience of the undergraduate majors in public policy at leading universities.</i>		
2g*	Does the program allow for any tracks (a.k.a. options)?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," name the track(s). (Specific course requirements will be described in a subsequent section.)		
	Track #1:		
	Track #2:		
	Track #3:		
	Track #4:		
	Track #5:		
	Track #6:		
2h	Does the program <u>require</u> a minor?	Yes ³ <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," what is the name of the minor?		
2i	Are necessary resources available for the proposed new program?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	<i>(A more detailed answer is requested in Section A, part 4.)</i>		
2j	Describe how the proposed program will be administered, including admissions, student advising, retention, etc. (150 word limit)		
	<i>The Public Policy major (PPL) will be administered by the Martin School of Public Policy and Administration. Students will be advised by professional advisors and mentored by faculty. The program proposal includes a dedicated staff member to oversee admissions paperwork, course registration, etc. The Martin School will</i>		

³ If "Yes," in conjunction with the submission of this form to the home unit, you must also fill out the form for a new minor and submit it to the home unit.

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	<i>work with the Office of Student and Academic Support to craft coherent educational plans using a variety of campus resources to facilitate the student's rational processes, problem-solving and decision-making abilities. Program advisors will respectively and collectively guide each student towards their educational goals that are consistent with personal interests, values, and abilities and takes responsibility for assisting the students in making a successful transition and meeting academic program requirements as defined by the PPL major.</i>	
2k	Are multiple units/programs collaborating to offer this program?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	If "Yes," please discuss the resource contribution(s) from each participating unit/program. (150 word limit) (Letters of support will be addressed in subsequent sections.)	
	<i>The Martin School will offer 2 courses in conjunction with the Patterson School faculty and the Economics Department will offer one course in this major. Departments in the Colleges of Agriculture, Health Science, Public Health, and Arts & Sciences have agreed to offer electives for this major. The Department of Political Science will also be offering a number of electives to our students.</i>	
2l	List all UK programs ⁴ which the proposed program could be perceived as replicating. Give a rationale for why this is not duplication, or is a necessary duplication. (250 word limit)	
	<i>The undergraduate degree in Public Policy does not replicate or duplicate any degree at the University of Kentucky. Public policy is now recognized as its own discipline nationally. It builds upon social sciences broadly but specifically addresses the factors that influence the design of public policies, incentives related to the implementations of policies and the effects (intended and unintended) of those policies on the well-being of society and individual groups within society.</i>	
2m	The faculty of record is the faculty body responsible for ALL aspects of the program, including courses, credit hours, rigor, changes to the program, etc. Please identify the program's <i>faculty of record</i> by choosing ONE of the four scenarios below. For more information on each faculty of record scenario, visit http://www.uky.edu/Faculty/Senate/Forms/UndegDegPgm_Help.html .	
	<input checked="" type="checkbox"/>	Scenario 1
		OR
	<input type="checkbox"/>	Scenario 2
		OR
	<input type="checkbox"/>	Scenario 3
		OR
	<input type="checkbox"/>	Scenario 4
	If Scenarios 2, 3, or 4 are chosen, please provide describe/list/name the members of the faculty of record and describe the voting rights of members of the faculty of record. Include the process and standards for identifying the program director, as well as adding and deleting members of the faculty of record. (150 word limit)	
2n	Will the program have an advisory board ⁵ ?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. (150 word limit)	

⁴ You must include a letter of support from any other program's home unit. Please convert the letter to a PDF and append to the end of this form.

⁵ An advisory board includes both faculty and non-faculty who are expected to advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

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<p><i>The Martin School has an existing Board of Visitors for all its programs and activities. Board members are appointed by the Director of the Martin School in consultation with faculty for terms of 3 years. Terms may be continued or stopped at the Director's discretion. Board Chair is Ron Carson (CPE), Other members include 2 current members of the U.S. Congress, the Mayor and 2 former Mayors of Lexington, one former Governor, former Secretary of State, former Lt. Governor of Kentucky, and other leaders of public and nonprofit organizations. A support letter from the Board is attached as a PDF.</i></p>	
<p>If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.</p>	
	Faculty within the college who are within the home educational unit.
	Faculty within the college who are outside the home educational unit.
	Faculty outside the college who are within the University.
	Faculty outside the college and outside the University who are within the United States.
	Faculty outside the college and outside the University who are outside the United States.
	Students who are currently in the program.
	Students who recently graduated from the program.
	Members of industry.
33	Community volunteers.
**	Other. Please explain: <i>All members currently serve on the Martin School Board of Visitors</i>
33	Total Number of Advisory Board Members

3. Delivery Mode		UK DLP and eLearning Office ⁶			
3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning? ⁷	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>		
(check one)	If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.	1% - 24% <input type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>	75 - 99% <input type="checkbox"/>
	NOTE: Programs in which 25% or more of the program will be offered via distance learning may need to submit a substantive change prospectus to SACS. Please contact institutionaleffectiveness@uky.edu for assistance. <i>The prospectus is required by SACS, but it is NOT required for Senate review.</i>				
3b*	If any percentage of the program will be offered via the alternative learning formats below, check all that apply, below.				
	<input type="checkbox"/> Distance learning.				
	<input type="checkbox"/> Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web.				
	<input type="checkbox"/> Technology-enhanced instruction.				
	<input type="checkbox"/> Evening/weekend/early morning classes.				
	<input type="checkbox"/> Accelerated courses.				
	<input type="checkbox"/> Instruction at nontraditional locations, such as employer worksite.				
	<input type="checkbox"/> Courses with multiple entry, exit, and reentry points.				
	<input type="checkbox"/> Modularized courses.				
3c	Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. (200 word limit)				

⁶ For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (URL above).

⁷ Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

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	<ul style="list-style-type: none"> • Synchronous and asynchronous components. • Balance between traditional and non-traditional aspects. • Hybrid elements.

4. UK Resources

4a*	Will the program’s home educational unit require new or additional faculty?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If “No,” explain why. (150 word limit)		
	<i>The current roster of faculty included in this proposal highlights the projected teaching loads for various faculty and how the course work will be covered. One new faculty will be hired initially (with Provost approval) to lead the program, advise students, and teach.. The undergraduate program will provide an opportunity for Martin School Ph.D. students to teach as well. The lack of teaching opportunities for Martin School students in the past will be solved with the addition of this program. With an initial cohort size of 65 students and the steps just described, we anticipate sufficient resources within the Martin School and the other units that have agreed to offer required courses and electives.</i>		
	If “Yes,” when will the faculty be appointed? (150 word limit)		
	<i>One faculty will be hired within the academic year prior to implementation for further course development and program implementation assistance.</i>		
4b	Will the program’s home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” provide a brief summary of additional non-faculty resources that will be needed to implement this program over the next five (5) years. If “No,” explain why. (150 word limit)		
	<i>Non-faculty resources include 1 dedicated staff member to oversee admissions paperwork, course assignments and general program support.</i>		
4c	Will the program include courses from another educational unit(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. (150 word limit)		
	<i>The Martin School will offer in conjunction with the Patterson School faculty PPL 307 Diplomacy and Leadership and PPL 421 Cross Cultural Negotiation Skills. Economics Department will offer ECO 391. The Departments of Mathematics, Statistics, Rhetoric, Community and Leadership Development, Health Sciences, Health Management and Policy have approved required courses or electives for this degree. The department of Political Science will also offer PS 360, PS 430G, PS 431G, PS 433G, PS 461G, PS 463G, PS 465G, PS 471G, PS 473G, PS 476G, PS 484G, and PS 489G. Please see the chart in section 7m. for more detailed information.</i>		
	If “Yes,” append to the end of this form a letter of support from the appropriate educational unit chair/director from whose unit individual courses will be used. A letter must include the following: <ul style="list-style-type: none"> • Demonstration of true collaboration between multiple units⁸; • Impact on the course’s use on the home educational unit; and • Verification that the chair/director has consent from the faculty members of the unit. 		

⁸ Show evidence of detailed collaborative consultation with such units early in the process.

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4d	<i>(similar to question 19)</i> Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed program.		
<p align="center">NAME</p> <p align="center">List name & identify faculty member as FT (full-time) or PT (part-time).</p>	<p align="center">FACULTY CIP CODE⁹</p> <p align="center">List the applicable CIP Code for the faculty member.</p>	<p align="center">MAJOR CORE COURSES IN THE PROGRAM</p> <p align="center">List the major core courses in the program that the faculty member will teach.</p>	<p align="center">OTHER QUALIFICATIONS</p> <p align="center"><i>If applicable, list any other qualifications and comment on how they pertain to the courses in the program the faculty member will teach. If not applicable, mark with “n/a.”</i></p>
<i>Raj Darolia -FT</i>	<i>44.0501</i>	<i>PPL 301, 405, 434</i>	<i>N/A</i>
<i>Annelise Russell-FT</i>	<i>45.1001</i>	<i>PPL 302, 434</i>	<i>Undergraduate teaching experience</i>
<i>Nicholai Petrovsky-FT</i>	<i>45.1001</i>	<i>PPL 303, 434</i>	<i>Undergraduate teaching experience</i>
<i>Edward Jennings-FT</i>	<i>45.1001</i>	<i>PPL 302, 434</i>	<i>Undergraduate teaching experience</i>
<i>Eugenia Toma-FT</i>	<i>45.0601</i>	<i>PPL 301, 422, 433, 434</i>	<i>Undergraduate teaching experience</i>
<i>Rhonda Trautman-PT</i>	<i>44.0401</i>	<i>PPL 304</i>	<i>Undergraduate teaching experience</i>
<i>Dwight Denison-FT</i>	<i>44.0501</i>	<i>PPL 304, 431</i>	<i>N/A</i>
<i>David Agrawal-FT</i>	<i>44.0601</i>	<i>PPL 301, 431, 434</i>	<i>Undergraduate teaching experience</i>
<i>Ron Zimmer-FT</i>	<i>44.0401</i>	<i>PPL 405, 433, 434</i>	<i>Undergraduate teaching experience</i>
<i>Merl Hackbart-FT</i>	<i>45.0601</i>	<i>PPL 304</i>	<i>Undergraduate teaching experience</i>

⁹ Consult your college’s associate dean for faculty affairs for specific assistance with Classification of Instructional Programs codes (CIP codes).

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5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)

5a Referring to program objectives, student benefits, and the target audience (questions 2b and 2f), explain how the *program* will be assessed, which is different from assessing student learning outcomes. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. (250 word limit)

The faculty of record will collect data on the program with assistance from staff and faculty using course evaluations and student/teacher feedback. Teacher course evaluations are to provide scores in excess of the College mean on overall value of course and overall value of instructor. This is expected to be first evaluated in Year 2 with improvements in Year 3. Students will provide feedback on the curriculum evaluation and development. In the years leading up to the first graduating class, selected artifacts from courses across the curriculum will be evaluated using rubrics on an annual basis to inform the faculty as they alter and improve the curriculum. Benchmarks will be based on appropriate faculty consensus and will be developed after the first initial review process.

5b (related to 2c and 14.c) Based on the SLOs from question 2c, append a PDF of the program’s course map¹⁰ to the end of this form. (Click [HERE](#) for a sample curricular map.)

5c Append an assessment plan¹¹ for the SLOs to the end of this form. (Click [HERE](#) for a sample assessment plan.)

6. Miscellaneous

6a Is there anything else about the proposed program that should be mentioned? (150 word limit)

The PPL Major will appeal to students who hope to be considered a career in public service, public and/or nonprofit organizations as well as those who will pursue additional training at the graduate level; those students who intend to incorporate public policy and civic leadership training into their careers in human services, business, etc.; those students who will incorporate public policy and civic leadership into their daily lives and/or for the betterment of their communities.

7. Specific Course Requirements. [S, R]

UK Core Requirements

		Course Prefix and Number	Number of Credit Hours
7a	I. Intellectual Inquiry (one course in each area)		
	Arts and Creativity	<i>Student Selection</i>	3.0
	Humanities	<i>Student Selection</i>	3.0
	Social Sciences	<i>Student Selection</i>	3.0
	Natural/Physical/Mathematical	<i>Student Selection</i>	3.0
7b	II. Composition and Communication		
	Composition and Communication I	CIS or WRD 110	3
	Composition and Communication II	CIS or WRD 110	3
7c	III. Quantitative Reasoning (one course in each area)		

¹⁰ Course mapping (or “curricular mapping”) is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is “introduced,” “developed,” and/or “mastered” within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim.

¹¹ An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

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	Quantitative Foundations	<i>MA 113 or MA 123 or MA 137</i>	<i>4.0</i>
	Statistical Inferential Reasoning	<i>STA 296</i>	<i>3.0</i>
7d	IV. Citizenship (one course in each area)		
	Community, Culture and Citizenship in the USA	<i>PS 101</i>	<i>3.0</i>
	Global Dynamics	<i>ECO 201</i>	<i>3.0</i>
7e	Total UK Core Hours:		<i>31.0</i>
7f	Graduation Composition and Communication Requirement (GCCR)		
7f.i	How will the GCCR be delivered in the proposed program? For each box checked, list the prefix and number for the relevant course(s), including any cross-listing(s).		
	<input checked="" type="checkbox"/> Single course within the program's home unit.		<i>PPL 434</i>
	<input type="checkbox"/> Multiple courses within the program's home unit.		
	<input type="checkbox"/> Single course from outside ¹² the program's home unit.		
	<input type="checkbox"/> Multiple courses from outside ¹¹ the program's home unit.		
	<input type="checkbox"/> Combination of course(s) from inside and outside ¹¹ the program's home unit.		
7f.ii	Course	Prefix & Number	Course Status ¹³
	Course #1	<i>PPL 434</i>	New
	Course #2 <input checked="" type="checkbox"/> Not applicable.)		Select one....
	Course #3 <input checked="" type="checkbox"/> Not applicable.)		Select one....
	Course #4 <input checked="" type="checkbox"/> Not applicable.)		Select one....
7f.iii	Provide a narrative regarding this program's GCCR, for inclusion in the Bulletin.		
	<i>Students will complete PPL 434 Public Policy Capstone course. The course builds upon each component of the public policy undergraduate degree program in order to systematically examine a range of policy options that address various underlying problems. Students will complete the course by submitting a capstone project.</i>		
7g	College-level Requirements		
	How will college-level requirements be satisfied?		
	<input checked="" type="checkbox"/> Standard University college requirement	List course(s): <i>The PPL major includes the required 120 hours for completion. UK Core (31), Pre Major (6), PPL Core (27), Core Electives (9), Guided Electives (27), Free Electives (20).</i>	
	<i>OR</i>		
	<input type="checkbox"/> Specific course(s)	List course(s):	
<i>Use the grids below to list core courses, electives, courses for a track, etc. Use the course title from the Bulletin or from the most recent new/change course form.</i>			

¹² You must include a letter of support from the other unit. The letter must address delivery mechanisms and resources allocated for the specified GCCR course(s). Please convert the letter to a PDF and append to the end of this form.

¹³ Use the drop-down list to indicate if the course is an existing course that will not be changed, if the course is an existing course that will be changed, or if the course is a new course.

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7h* Program Major Core Courses. (Required for <u>all</u> students in the program and includes pre-major and pre-professional courses. Check the appropriate box to describe the course as either “program core” or “pre-major/pre-professional”.)				
Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status ¹³
<i>CIS/WRD 110</i>	<i>Composition and Communication I</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	3.0	No Change
<i>CIS/WRD 111</i>	<i>Composition and Communication II</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	3.0	No Change
<i>MA 123</i>	<i>Elementary Calculus and its Applications</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	4.0	No Change
<i>STA 296</i>	<i>Statistical Methods And Motivations</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	3.0	No Change
<i>PS 101</i>	<i>American Government</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	3.0	No Change
<i>ECO 201</i>	<i>Principles of Economics I</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	3.0	No Change
<i>ECO 391</i>	<i>Economic And Business Statistics.</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3.0	No Change
<i>PPL 201</i>	<i>Intro to Public Policy</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	3.0	New
<i>PPL 301</i>	<i>Economics of Public Policy</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3.0	New
<i>PPL 302</i>	<i>Political Context of Public Policy</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3.0	New
<i>PPL 303</i>	<i>Public Service Organizations</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3.0	New
<i>PPL 304</i>	<i>Public and Non-Profit Finance</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3.0	New
<i>PPL 405</i>	<i>Program Evaluation for Public Nonprofit Organizations</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3.0	New
<i>PPL 306</i>	<i>Ethics and Civic Leadership</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3.0	New
<i>PPL 422</i>	<i>Behavioral Aspects of Policy</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3.0	New
<i>PPL 434</i>	<i>Public Policy Capstone</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof	3.0	New
<i>ECO 202</i>	<i>Principles of Economics II</i>	<input type="checkbox"/> Pgm Core <input checked="" type="checkbox"/> Pre-major/prof	3.0	No Change
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....

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		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Pre-major/prof		Select one....
Total Core Courses Credit Hours:				
7i	Is there any narrative about pre-major or pre-professional courses for the program that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
<i>Students must complete the required UK Core and Pre-major/pre-professional courses prior to or in concurrence with PPL core courses. Some restrictions may apply. Students must also be accepted into the PPL program to receive a degree.</i>				
7j	Is there any narrative about core courses for the program that should be included in the Bulletin? If "Yes," note below.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	
<i>Students must complete the UK and Pre-major/pre-professional courses prior to or in concurrence with PPL core courses. Course restrictions may apply and admission to the undergraduate degree program is required for degree completion.</i>				
Program Guided Electives¹⁴ (Guided electives for <u>all</u> students in the program.)			<input type="checkbox"/> Not Applicable	
7k*	Does the program include any guided electives? (If "No," indicate & proceed to 7n.)	Yes <input checked="" type="checkbox"/>	No ¹⁵ <input type="checkbox"/>	
7l	Is there any narrative about guided electives courses that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

¹⁴ Program guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

¹⁵ If "No," proceed to question 7n.

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7m*	Using the grid provided, list the guided electives below.		
Prefix & Number	Course Title	Credit Hrs	Course Status
<i>PPL 421</i>	<i>Cross Cultural Negotiation</i>	<i>3.0</i>	<i>New</i>
<i>PPL 431</i>	<i>Revenue Policy</i>	<i>3.0</i>	<i>New</i>
<i>PPL 432</i>	<i>Environmental Policy</i>	<i>3.0</i>	<i>New</i>
<i>PPL 433</i>	<i>Human Capital Policy</i>	<i>3.0</i>	<i>New</i>
<i>HHS 354</i>	<i>Health Law</i>	<i>3.0</i>	<i>No Change</i>
<i>ECO 365</i>	<i>Social Economic Organization</i>	<i>3.0</i>	<i>No Change</i>
<i>ECO 379</i>	<i>The Eco of Public Policy, Law, and Government</i>	<i>3.0</i>	<i>No Change</i>
<i>ECO 381</i>	<i>Environmental Economics</i>	<i>3.0</i>	<i>No Change</i>
<i>ECO 383</i>	<i>Health Economics</i>	<i>3.0</i>	<i>No Change</i>
<i>ECO 385</i>	<i>Law and Economics</i>	<i>3.0</i>	<i>No Change</i>
<i>CLD 402</i>	<i>Principles of Leadership</i>	<i>3.0</i>	<i>No Change</i>
<i>CLD 403</i>	<i>Leadership and Communication</i>	<i>3.0</i>	<i>No Change</i>
<i>CLD 404</i>	<i>Contemporary Leadership Applications</i>	<i>3.0</i>	<i>No Change</i>
<i>CPH 350</i>	<i>Introduction to Health Services Organization and Policy</i>	<i>3.0</i>	<i>No Change</i>
<i>PPL 307</i>	<i>Diplomacy and leadership</i>	<i>3.0</i>	<i>New</i>
<i>PS 360</i>	<i>Politics of Law and Courts</i>	<i>3.0</i>	<i>No Change</i>
<i>PS 430G</i>	<i>The Conduct of American Foreign Relations</i>	<i>3.0</i>	<i>No Change</i>
<i>PS 431G</i>	<i>National Security Policy</i>	<i>3.0</i>	<i>No Change</i>
<i>PS 433G</i>	<i>Politics of International Economic Relations</i>	<i>3.0</i>	<i>No Change</i>
<i>PS 461G</i>	<i>Civil Liberties</i>	<i>3.0</i>	<i>No Change</i>
<i>PS 463G</i>	<i>Judicial Politics</i>	<i>3.0</i>	<i>No Change</i>
<i>PS 465G</i>	<i>Constitutional Law</i>	<i>3.0</i>	<i>No Change</i>
<i>PS 471G</i>	<i>Race, Ethnicity, and Politics</i>	<i>3.0</i>	<i>No Change</i>
<i>PS 473G</i>	<i>Public Opinion</i>	<i>3.0</i>	<i>No Change</i>
<i>PS 476G</i>	<i>Legislative Process</i>	<i>3.0</i>	<i>No Change</i>
<i>PS 484G</i>	<i>The American Presidency</i>	<i>3.0</i>	<i>No Change</i>
<i>PS 489G</i>	<i>The Analysis of Public Policy</i>	<i>3.0</i>	<i>No Change</i>
<i>WRD 222</i>	<i>Current events and public engagement: US Citizens, Global Citizens</i>	<i>3.0</i>	<i>No Change</i>
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
Total Credit Hours as Guided Electives:		<i>6.0</i>	<i>(Students choose only 6.0)</i>

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7n*	Program Free Electives¹⁶. (Free electives for <u>all</u> students in the program, which includes general elective hours required by college and/or University (e.g. UK Core) for degree completion.)		<input type="checkbox"/> Not Applicable
7o*	What is the total number of credit hours in free electives?	20.0	
7p	Provide a narrative, including course prefixes, about free electives courses that will be included in the Bulletin. (150 word limit)		
	<i>Free electives are defined as any other University offered course outside of the primary area of study or degree. Students may work with their advisor for recommendations, however, it is not required.</i>		
7q	Courses for a program’s track(s). Check the appropriate box to describe the course as either “a core course for the track” or “an elective course for the track.” (Click HERE for a template for additional tracks ¹⁷ .)		<input checked="" type="checkbox"/> Not Applicable
	Track name:		
Prefix & Number	Course Title	Credit Hrs	Course Status
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	Select one....
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	Select one....
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	Select one....
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	Select one....
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	Select one....
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	Select one....
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	Select one....
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	Select one....
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	Select one....
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	Select one....
		<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	Select one....
Total Credit Hours Track:			

¹⁶ Program free electives are available to all students in the program and the choice of which course(s) to take is up to the student. The courses are not grouped and are sometimes described as “student must take three courses at the 400-level or above.”

¹⁷ Append a PDF with each track’s courses to the end of this form.

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7r	Is there any narrative about courses for a track that should be included in the Bulletin? If “Yes,” note below. (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
----	--	------------------------------	--

7s	Total Credit Hours Required by Level. (below)				
	100-level: 25	200-level: 9	300-level: 45	400-level: 15	500-level: 0

***Please note:** Some UK Core courses are not represented in the numbers above due to student selection. They can be 100 or 200 level courses. In addition, all targeted electives will include 300 and 400 level courses as well. Due to student selection and advising, the total credit hours required by level may vary.*

7t	What is the total number of credit hours required for the degree? (e.g. 120, 126)	120
	If an explanation about the total credit hours is necessary, use the space below. (150 word limit)	

8. Degree Plan

8a	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF with each track’s semester-by-semester program of study to the end of this form.
----	---

	YEAR 1 - FALL:		YEAR 1 - SPRING:	
	YEAR 2 - FALL :		YEAR 2 - SPRING:	
	YEAR 3 - FALL:		YEAR 3 - SPRING:	
	YEAR 4 - FALL:		YEAR 4 - SPRING:	

8b	With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. (150 word limit)
----	---

Student Learning Outcomes for this degree program were benchmarked against similar programs across the country and compared to national standards and demonstrates a progressive rigor and complexity.

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*Req = Required Course Pre = Prerequisite Elec = Elective
I = introduce, R = reinforce, E = emphasize*

Course	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
PS 101 - Pre	I	I	-	-	-	-
MA 123 - Pre	R	R	-	-	-	-
CIS/WRD 110 - Pre	I	I	-	-	-	-
CIS/WRD 111 - Pre	R	R	-	-	-	-
PPL 201 - Pre	I, R	I, R	-	-	-	-
ECO 201 - Pre	I	I	I	-	-	-
STA 296 - Pre	R	R	R	I	-	-
ECO 391 - Req	I	I	R	R	-	-
PPL 301- Req	R	I	R	-	-	-
PPL 302- Req	R	E	E	R	-	-
PPL 303- Req	I, R	I, R	I, R	I, R	I, R	I, R
PPL 304- Req	I, R	I, R	I, R	I, R	I, R	I, R
PPL 305- Req	R, E	R, E	R, E	R, E	R, E	R, E
PPL 306- Req	I, E	I, E	R	R	R, E	R, E
PPL 307- Req	I, E	I, E	P	R	R, E	R, E
PPL 421 - Elec	I, R	I, R	I, R	I, R	I, R	I, R
PPL 422- Req	R, E	R, E	R, E	R, E	R, E	R, E
PPL 423 - Elec	R, E	R, E	R, E	R, E	R, E	R, E
PPL 431 - Elec	R, E	E	E	E	E	E
PPL 432 - Elec	R, E	E	E	E	E	E
PPL 433 - Elec	R, E	E	E	E	E	E
PPL 434- Req	R, E	E	E	E	E	E

9. Approvals/Reviews

Information below about the review process does not supersede the requirement for individual letters of support from educational unit administrators and from educational subunit administrators.

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
9a	(Within College)		
	<i>Martin School</i>	<i>4/3/2018</i>	<i>Ron Zimmer, Director / 3-5413 / ron.zimmer@uky.edu</i>
			/ /
			/ /
			/ /
9b	(Collaborating and/or Affected Units)		
	<i>Department of Economics</i>	<i>3/2/2018</i>	<i>William Hoyt, Chair / 7-2518 / whoyt@uky.edu</i>
	<i>Department of Mathematics</i>	<i>3/5/2018</i>	<i>Russell Brown, Chair / 7-3470 / rmb.uky.math@gmail.com</i>
	<i>Department of Statistics</i>	<i>3/6/2018</i>	<i>Bill Rayens, Assoc. Chair / 7-6115 / rayens@uky.edu</i>

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<i>College of Public Health, Dept of Health Management and Policy</i>	<i>3/12/2018</i>	<i>Teresa Waters, Chair / 7-5678 / Teresa.waters@uky.edu</i>
<i>Lewis Honors College</i>	<i>3/22/2018</i>	<i>Christian Brady, Dean / 7-8450 / Christian.brady@uky.edu</i>
<i>Dept of Writing, Rhetoric, Digital Studies</i>	<i>3/26/2018</i>	<i>Jeff Rice, Chair / 8-2999 / j.rice@uky.edu</i>
<i>Patterson School</i>	<i>4/2/2018</i>	<i>Kathleen Montgomery, Interim Director / 7-4676 / kmontgomery@uky.edu</i>
<i>Dept of Community and Leadership Development</i>	<i>4/2/2018</i>	<i>R. Wes Harrison, Chair / 7-7586 / wes.harrison@uky.edu</i>
<i>College of Health Sciences, Division of HSER</i>	<i>4/3/2018</i>	<i>Phyllis Nash, Interim Chair / 8-0495 / pnash@uky.edu</i>

9c	(Senate Academic Council)	Date Approved	Contact Person Name
	Undergraduate Council	<u>1/29/19</u>	Joanie Ett-Mims
	Health Care Colleges Council (if applicable)		

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SECTION B – INFORMATION REQUIRED BY CPE AND SACS

10. Program Overview – Program Quality and Student Success

10a	<p>Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? (300 word limit)</p>
	<p><i>The Martin School faculty are nationally and internationally recognized as experts in the field of public policy. The addition of the undergraduate Public Policy major builds on the expertise and national significance of the Martin School and its Master of Public Administration, Master of Public Policy, Master of Public Financial Management, and Ph. D. Programs. The faculty of this program were recently ranked 21st in the U.S. in terms of research productivity. Its faculty have held major leadership positions in the national public policy and public management organizations. The School is ranked 5th in the country for its specialization in public finance and budgeting.</i></p>
10b*	<p>(similar to 2b) What are the intended student learning outcomes (SLOs) of the proposed program? Address one or more of the five areas of learning – broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning. (300 word limit)</p>
	<p><i>Students will</i></p> <ol style="list-style-type: none"> <i>1. Demonstrate the ability to analyze and assess complicated issues related to public policy.</i> <i>2. Demonstrate the ability to be an expert and communicate professionally.</i> <i>3. Demonstrate ability to simulate real-world scenarios and common problems in today’s public and nonprofit sectors.</i> <i>4. Demonstrate how to evaluate intended and unintended consequences of policies.</i> <i>5. Demonstrate written, oral, and visual communication skills in public policy. (GCCCR).</i>
10c	<p>Clearly state the student admission, retention, and completion standards designed to encourage high quality. (300 words)</p>
	<p><i>Students admitted as freshmen to the University of Kentucky will be admitted as pre-majors to the Martin School and the Public Policy undergraduate degree program. The Office of Student Affairs within the Martin school will conduct rolling admissions with students applying during their sophomore year. Students will be accepted into the Public Policy undergraduate degree program based on holistic admissions, using current GPA (must be 2.75 or higher), and standardized test scores. All decisions for acceptance into the Public Policy major will be made in mid-March for the fall. Pre-major and major students will be tracked by the Office of Student Affairs. Retention and completion of standards will also be based on student GPA and performance during their matriculation through the program.</i></p>
10d	<p>Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft articulation agreements related to this proposed program to PDF and append to the end of this form. (300 word limit)</p>
	<p><i>The guidelines from the Undergraduate School require a grade point average of 2.75. Students can transfer into the program from a variety of other institutions, as well as a student who has completed their A.A. degree in the Community College system, and be able to complete the program in a timely manner.</i></p>
10e	<p>Identify the applicant pool and how applicants will be reached. (300 word limit)</p>
	<p><i>Students will be recruited through the initiatives already in place at the University as well as departmental recruiting at state and regional academic programs such as the Governor's Scholars Program, and other national and regional student recruitment events to bring new students to campus with a target of 65 new admissions annually.</i></p>

11. Mission: Centrality to the Institution’s Mission and Consistency with State’s Goals

11a*	<p>(similar to question 2b) List the objectives of the proposed program? These objectives should deal with the specific institutional and societal needs that the program will address. (300 word limit)</p>
	<p><i>Governments at all levels as well as non-profit organizations are facing multiple challenges as they attempt to efficiently and effectively assess the impact of public policy decision making upon operations. Their efforts are made more difficult by their inability to find well-trained graduates who are interested in pursuing careers as in public and</i></p>

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nonprofit sectors who also have a strong understanding of the public policy process and with the necessary civic leadership skills. Public administration schools are filling a unmet need by offering undergraduate majors with unique classes not offered elsewhere by the University.

Students will

- 1. Demonstrate the ability to analyze and assess complicated issues related to public policy.*
- 2. Demonstrate the ability to be an expert and communicate professionally.*
- 3. Demonstrate ability to simulate real-world scenarios and common problems in today's public and nonprofit sectors.*
- 4. Demonstrate how to evaluate intended and unintended consequences of policies,*
- 5. Demonstrate written, oral, and visual communication skills in public policy (GCCCR).*

11b*

Explain how the program objectives above in item 11a support at least two aspects of [UK's institutional mission and academic strategic plan](#)? (150 word limit)

The PPL Major's focus and program objectives 1) facilitate learning, informed by scholarship and research, 2) expand knowledge through research, scholarship and creative activity and 3) serve a global community by disseminating, sharing and applying knowledge

11c*

How do the program objectives above in item 11a support at least two aspects of the Council on Postsecondary Education's (CPE) Strategic Agenda and the statewide implementation plan? (300 word limit)

The CPE strategic agenda to raise the percentage of Kentuckians with a high-quality postsecondary degree or certificate to 60 percent by the year 2025 is formulated to accelerate job creation, grow the economy, and expand tax base through the contributions of a more skilled, productive workforce. Additionally, the CPE agenda is based on high levels of educational attainment being correlated with better health; more informed, engaged citizens; and the kind of business and cultural endeavors that attract vibrant, creative and entrepreneurial people to the state. The creation of the new PPL Major support these efforts by providing more opportunities for students and by offering unique programming not available elsewhere in at the University or within the University system.

The degree program aligns with Objective 11 of the CPA Strategic plan, to "Expand regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities." This is evidenced in the Senior Thesis Project for the capstone in the degree, which is based in a student-driven Community Outreach, Service-learning project.

It also aligns with Objective 8, to "Promote Excellence through improvements in teaching and learning." The addition of this degree program responds to a demonstrated student need, and validates the award-winning teaching within the Martin School of Public Policy and Administration.

11d*

If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box below and append a PDF version of the letter to this form.
(E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)

12. Resources

12a*

How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. (300 word limit)

The Martin School of Public Policy and Administration will administer the degree and will be responsible for staffing of courses. Beyond the core, the Patterson School of Diplomacy and the Department of Economics will offer required courses in the program. Electives will be offered by the Patterson School, Departments of Rhetoric, Community and Leadership Development, Health Policy and Management, and Health Sciences as well as extensive offerings in Economics. All these departments have provided letters of support for this degree program.

12b

What will be the projected "faculty-to-student in major" ratio? (150 word limit)

1:25

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12c	<p>Describe the library resources available¹⁸ to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. (300 word limit)</p>
	<p><i>Library resources will be made available to assure students have access to course content, online resources in addition to library facilities. Each course will utilize CANVAS software as a means of providing online readings, course information, and other content as necessary. The Martin School website will provide a dedicated portal for students to access and enroll in courses and other program support.</i></p> <p><i>The UK Libraries offers collections, services and other learning/information resources consistent with the degrees offered at the University. UK Libraries fulfills the University's educational, research, and service missions through the acquisition, organization, and preservation of relevant information resources that support the academic and research programs. The print collections are housed in the ten libraries across the campus and in the print archives. UK Libraries' resources include:</i></p> <ul style="list-style-type: none"> <i>• 4 million volumes</i> <i>• access to 100,000 current serials, including 70,000 electronic serials accessible on and off campus</i> <i>• access to approximately 450 licensed networked electronic resources/databases</i> <i>• 550,000 electronic books accessible on and off campus</i> <i>• 100,000 audio/visual materials</i> <p><i>PLUS full wireless capability in all campus libraries provides access to electronic resources within library facilities</i></p>
12d	<p>Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. (300 word limit)</p>
	<p><i>Currently courses are taught in the Whitehall Classroom Building, the Gatton College of Business and Economics, Patterson Officer Tower, Miller Hall, Jacobs Science Building, and the Barnhart Building.</i></p>
<p>13. Demand and Unnecessary Duplication</p>	
13a*	<p>Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. (300 word limit)</p> <ul style="list-style-type: none"> • This evidence is typically in the form of surveys of potential students and enrollments in related programs at the institution. • Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program. • Provide evidence of student demand at state and national levels.
	<p><i>Demand for undergraduate degrees is increasing as witnessed by peer institutions. For example, the University of North Carolina's Public Policy's undergraduate program for each of the past several years has graduated over 100 majors each academic year and has grown from approximately 180 undergraduate majors in 2009 to 417 undergraduate majors in 2017. The demand for such a major is not in doubt. The demand for such a major is not in doubt and we anticipate a great deal of interest given enrollment numbers in peer schools. For example, Indiana University has over 1500 students in its Bachelor of Public Affairs. The University of Virginia admits 75 students annually to its public policy major. The University of Arizona, Ohio State, and most elite private institutions also have high demand for undergraduate degrees in public policy. (See Justification section for more info on demand for jobs in these sectors) Despite its limited enrollment, the undergraduate major in public policy in the Woodrow Wilson School is the fifth largest undergraduate major at Princeton, accounting for 8 percent of all undergraduates. About 10 percent of all undergraduates in Duke's College of Arts and Sciences have a first or second major in its public policy department. According to Conger, et. al., demand is growing for undergraduate degrees in public policy due to the multidisciplinary approach to policy studies. See Dylan Conger, Joseph Cordes, Helen Ladd, and Michael Luger, "Undergraduate and Doctoral Education in Public Policy: What? Why? Why Not? Whereto?" Paper prepared for</i></p>

¹⁸ Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

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APPAM Conference on Charting the Next 20 Years of Public Policy and Management Education, Spring 2006, p. 7. See Justification for more details about demand.

13b Clearly state the degree completion requirements for the proposed program. (150 word limit)
Please see all tables and course information located in Appendix G. The total number of credit hours for degree completion is 120.

13c* Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? (300 word limit) Yes No
 If "Yes," explain:

13d Identify the primary feeders for the program. (150 word limit)
The Martin School will work with UK recruiting processes to bring new students to campus. In addition, the Martin School will use social networking, its website, and other means to reach students.

13e Describe the student recruitment and selection process. (300 word limit)
The Martin School faculty are nationally and internationally recognized as experts in the field of public policy. The addition of the undergraduate Public Policy and Leadership major builds on the expertise and national significance of the Martin School and its Master of Public Administration, Master of Public Policy, Master of Public Financial Management, and Ph. D. Programs. The Martin School is ranked 25th among schools of public policy and 4th in the area of public budgeting and finance by U.S. News and World Report. Recent awards by students include Best Doctoral Paper 2017 at Network of Schools of Public Policy, Affairs and Administration (NASPAA), Best Student Poster 2016 Association of Public Policy and Management (APPAM) Conference.

13f* Specify any distinctive qualities of the proposed program. (300 word limit)

13g Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program. (300 word limit)

13h Use table below to estimate student demand for the first five years following implementation.

Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester
20 - 20		
20 - 20		
20 - 20		
20 - 20		
20 - 20		

13i Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. (300 word limit)
The interdisciplinary nature of the new undergraduate major distinguishes it from existing University majors such as political science and economics. The undergraduate major in the Martin School will also differ greatly from the broadest interdisciplinary major. The undergraduate major in the Martin School will focus heavily, though not exclusively, on the application of social science knowledge to public policy problems and to assess quantitative effects of government programs. The Martin School undergraduate major will also differ from the other programs in its focus on the public policy leadership necessary to bring about desirable changes in policy. In short, the justification for the undergraduate major is that it addresses important societal concerns in ways that do not duplicate the contents of any current major at the University and will introduce courses that take an approach to public policy that does not duplicate other courses at the University. The primary focus of its courses will be how to design solutions to public

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policy problems and secure their adoption via knowledge, communication, and leadership. See Introduction for more information about the unique qualities of the program.

13j Has the Council on Postsecondary Education identified similar programs? Yes No

(Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.)

If “Yes,” the following questions (5h1 – 5h5) must be answered.

(1) Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? (150 word limit) Yes No

If “Yes,” explain:

According to the Office of Institutional Effectiveness, there is an undergraduate program in public policy at Morehead State University. Our research, however, shows that this is a government major with a public policy track within the department of political science. There appears to be no students enrolled in this track. We can identify no public policy undergraduate programs within the state. Kentucky State University and Murray State University offer undergraduate majors in public administration. The curriculum of the proposed PPL program provides a broader coverage of social science disciplines than those in the public administration majors as well as more focus on policy analytics as opposed to public administration.

(2) Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? (150 word limit) Yes No

If “Yes,” explain:

Murray State University is located in the far western part of the Commonwealth of Kentucky. Kentucky State is a historically black, liberal arts institution. The University of Kentucky is a large, comprehensive university educating students from across the Commonwealth as well as serving students from other states.

(3) Is access to existing programs limited? (150 word limit) Yes No

If “Yes,” explain:

(4) Is there excess demand for existing programs? (150 word limit) Yes No

If “Yes,” explain:

(5) Will there be collaboration between the proposed program and existing programs? (150 word limit) Yes No

If “yes,” explain the collaborative arrangements with existing programs. If “no,” explain why there is no collaboration with existing programs.

13k* Are there similar programs in other [Southern Regional Education Board \(SREB\)](#) states in the nation? Yes No

If “Yes,” please answer the questions below to demonstrate why this proposed program is needed in addition to the one(s) currently in existence.

13k. i* Identify similar programs in other SREC states and in the nation.

13k.ii* Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? Yes No

If “Yes,” explain. (300 word limit)

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13k.iii*	Does the proposed program serve a different student population (e.g., students in a different geographic area and non-traditional students) from existing programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain. (300 word limit)		
13k.iv*	Is access to existing programs limited?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain. (300 word limit)		
13k.v*	Is there excess demand for existing similar programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain. (300 word limit)		
13k.vi*	Will there be collaboration between the proposed program and existing programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	If "No," explain. (300 word limit)		
13l	Would your institution like to make this program available through the Academic Common Market ¹⁹ ?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
13m	Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. (300 word limit)		
	<p><i>Public and nonprofit sector work consists of positions within local agencies or local government, such as police departments, public works, or a local urban development or housing department. At the state and federal level there is a need for trained job candidates with backgrounds in public policy, leadership, etc. to fill countless job categories within public agencies, political think tanks, and elected officials' offices. Many philanthropic and non-profit agencies also fall under public-sector work, as do foreign policy organizations and state departments. In 2015 the International Public Management Association for Human Resources (IPMA-HR) surveyed more than 1,000 of its members to gauge the employment outlook for its Eleventh Annual Employment Outlook Survey. The survey addressed the likelihood of IPMA-HR members' organizations hiring newly created full- or part-time positions during 2015. The survey found strong demand for public service employment with 66 percent of respondents indicating plans to hire, consistent with the 2014 survey. Both years' results represent marked improvements over prior years following the 2008 Recession. Of the 1000+ surveyed, 76 percent were from local governments. Twelve percent (12%) of the responses were from state level governments, with the remaining 6% divided between federal and "other". In a 2013 employment trends survey conducted by Nonprofit HR Solutions demand for jobs in the nonprofit sector were found to be significant. Forty percent (40%) of nonprofits indicated staff size increased in 2012 with 44% of nonprofits planning to create positions in the upcoming year and reports that these percentages are increasing from 33% in 2011 and 43% in 2012. See Survey Forecasts 2015 Public Sector Employment, Governing, Feb. 2015. See Justification section for more information about demand for the degree and jobs. Source: http://www.governing.com/topics/mgmt/gov-survey-forecasts-public-sector-employment-outlook.html</i></p> <p><i>http://www.nonprofithr.com/wp-content/uploads/2013/03/2013-Employment-Trends-Survey-Report.pdf</i></p>		
13n*	Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.		
	<i>With a deep understanding of the issues of the day, many public policy majors go on to work in government, private, nonprofit, or other public service positions. Careers for undergraduates will be with federal, state, local governments,</i>		

¹⁹ Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

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non-profit (NGO) organizations, political offices, law enforcement, policy-think tanks, for-profit organizations, public/private consulting firms, international agencies, etc. See 13 m for information about projected demand for jobs in these sectors.

Peer state schools such as Indiana University's School for Public and Environmental Policy report that 95% of undergraduates go on to employment or continued higher education upon receiving their degree with 51% making \$40,000 or higher and with 28% making \$50,000 or higher. Economic sector breakdown includes 81% in private sector, 9% government, and 10% nonprofit.

See <https://spea.indiana.edu/career-development/about-us/ugrad-stats.html>

14. Assessment and Oversight

14a

Describe *program* evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. (300 word limit)

There are two periodic assessments: (1) programmatic assessment and (2) student assessment using standard assessment. Student learning outcomes are measured against specified rubrics using student evaluations for individual courses and scheduled periodic program reviews. Graduation rates and graduate destinations are also monitored. Data will be collected through a variety of ways including University run teacher course evaluations, student/faculty feedback, and surveys. Teacher course evaluations are to provide scores in excess of the College mean on overall value of course and overall value of instructor. This is expected to be first evaluated in Year 2 with improvements in Year 3. Student will provide feedback on the curriculum evaluation and development. In the years leading up to the first graduating class, selected artifacts from courses across the curriculum will be evaluated using rubrics on an annual basis to inform the faculty as they alter and improve the curriculum. Benchmarks relative to portfolios and course artifacts will be based on appropriate faculty consensus and will be developed after the first initial review process. Data and findings will be shared with appropriate faculty committees who will analyze and report findings to the full program faculty. Assessment data will also be shared with college wide committees. Both will occur on an annual basis. Evaluation data and information will be provided to the faculty Curriculum Committee who will provide input to the program faculty on necessary changes to the curriculum. This will occur annually. In addition to evaluating a specific student's performance on the program theses, these and the included artifacts will also be measured against program learning outcomes. Faculty analysis will focus on areas in the program learning outcomes that are perhaps not reflected or reflected poorly in portfolios. Measuring teaching effectiveness will take into account student success in the class room, teacher course evaluations.

14b*

Identify both the direct and indirect methods by which the intended student learning outcomes (SLOs) will be assessed. (300 word limit)

1. *Demonstrate the ability to analyze and assess complicated issues related to public policy.*
2. *Demonstrate the ability to be an expert and communicate professionally.*
3. *Demonstrate ability to simulate real-world scenarios and common problems in today's public and nonprofit sectors.*
4. *Demonstrate how to evaluate intended and unintended consequences of policies.*
5. *Demonstrate written, oral, and visual communication skills in public policy. (GCCCR).*

14c Procedures for Course Mapping of SLOs (related to question 5b)

14c.i Which components will be evaluated, i.e. course mapping? (300 word limit)

*Req = Required Course Pre = Prerequisite Elec = Elective
I= introduce, R = reinforce, E = emphasize*

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
<i>Course</i>					
<i>PS 101 - Pre</i>	<i>I</i>	<i>I</i>	-	-	-
<i>MA 123 - Pre</i>	<i>R</i>	<i>R</i>	-	-	-

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CIS/WRD 110 - Pre	I	I	-	-	-
CIS/WRD 111 - Pre	R	R	-	-	-
PPL 201 - Pre	I, R	I, R	-	-	-
ECO 201 - Pre	I	I	I	-	-
STA 296 - Pre	R	R	R	I	-
ECO 202-Pre	I	I	I		
ECO 391 - Req	I	I	R	R	-
PPL 301- Req	R	I	R	-	-
PPL 302- Req	R	E	E	R	-
PPL 303- Req	I, R	I, R	I, R	I, R	I, R
PPL 304- Req	I, R	I, R	I, R	I, R	I, R
PPL 405- Req	R, E	R, E	R, E	R, E	R, E
PPL 306- Req	I, E	I, E	R	R	R, E
PPL 307- Elec	I, E	I, E	R	R	R, E
PPL 421 - Elec	I, R	I, R	I, R	I, R	I, R
PPL 422- Req	R, E	R, E	R, E	R, E	R, E
PPL 423 - Elec	R, E	R, E	R, E	R, E	R, E
PPL 431 - Elec	R, E	E	E	E	E
PPL 432 - Elec	R, E	E	E	E	E
PPL 433 - Elec	R, E	E	E	E	E
PPL 434- Req	R, E	E	E	E	E

14c.ii When will components be evaluated? (150 word limit)

Beginning Year 2. The Martin School will comply with all timelines and requirements of the University regarding evaluation and submission of reports as required. See 14.a and 14.b for details about the evaluation process to be used.

14c.iii When will the data be collected? (150 word limit)

Beginning Year 1. The Martin School will comply with all timelines and requirements of the University regarding evaluation and submission of reports as required. See 14.a and 14.b for details about the evaluation process to be used.

14c.iv How will the data be collected? (150 word limit)

A description of assessment tools: surveys, open-ended test questions, multiple choice questions, rubrics, juried reviews, grades and/or scoring guides will be used to gather both direct and indirect evidence.

14c.v What will be the benchmarks and/or targets to be achieved? (150 word limit)

Course level and program targets will be focused on outcome excellence. Enrollment targets will be 65 new majors per year. Retention of near 100% in courses and in the major will be a target. Target grades of C or better for 90% of students will be set. Graduation of all majors in 5 or fewer years will be a target. And, jobs for 90% pf graduates in a field related to the major will be a target.

14c.vi What individuals or groups will be responsible for data collection? (150 word limit)

The Martin School faculty of record, the faculty curricula committee, and Martin School staff will be responsible for data collection.

14c.vii How will the data and findings be shared with faculty? (150 word limit)

Data and findings will be shared with appropriate faculty committees who will analyze and report findings to the full program faculty. Assessment data will also be shared with college wide committees. Both will occur on an annual basis. Evaluation data and information will be provided to the faculty Curriculum Committee who will provide input to the program faculty on necessary changes to the curriculum. This will occur annually.

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Faculty will incorporate the assessment data findings to ensure that Student Learning Outcomes align with Program Goals and real-world outcomes such as job placement. Each Annual Spring Faculty Retreat will be an opportunity to discuss what "works" and what is not working and strategies to improve processes. The beauty of a small/new program is that we not be burdened with "that's how we always do it" and the program can be nimble and flexible to react to changes that are deemed necessary.

14c.viii How will the data be used for making programmatic improvements? (150 word limit)

The evaluation plan for programmatic improvement includes a continuous loop of data collection, feedback and reporting. Annually, the program will report on student learning outcomes to document and to ensure that all student learning outcomes are assessed within a three-year cycle. The Periodic Review is the primary vehicle for review of educational and administrative units and for documentation of institutional effectiveness. The review period shall normally be from five (5) to seven (7) years. This review period enables the Martin School to better align their goals and plans with those of the college and University. This process is designed to improve the quality and effectiveness of teaching and learning, research, public service, and operations by examining missions, goals, objectives, resources, activities, processes, and outcomes of programs and services. See Appendix H for more information about Assessment and SLOs

14c.ix What are the measures of teaching effectiveness? (150 word limit)

Teacher Course Evaluations (TCE), peer feedback from classroom observations, student surveys.

14c.x What efforts to improve teaching effectiveness will be pursued based on these measures? (150 word limit)

The Martin School will use a variety of methods to improve teaching effectiveness, including but not limited to teacher course evaluations, peer feedback, student surveys, etc. Findings will be reviewed with faculty to provide constructive feedback and input to improve teaching strategies and classroom outcomes.

14c.xi What are the plans to evaluate students' post-graduate success? (150 word limit)

The Martin School will create a data base to track student placements and employment to assess effectiveness. In addition, the Martin School will periodically survey employers to assess students' competencies, performance, and workplace outcomes.

15. Cost and Funding of the Proposed Program²⁰

15a Will this program require additional resources? Yes No

If "Yes," please provide a brief summary of additional resources that will be needed to implement this program over the next five years. (300 word limit)

The program is asking for one additional faculty member and a staff assistant to serve as undergraduate advisors.

15b Will this program impact existing programs and/or organizational units within your institution? (300 word limit) Yes No

If "Yes, briefly describe.

15c Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. (300 word limit)

In the United States, federal, state, and local government expenditure represents approximately 37 percent of gross domestic product. When considering the cost of government regulations in areas such as environmental protection and immigration, the role of the public -sector looms even larger in the U.S. Thirty years ago, there were few (if any) undergraduate programs in public policy. Among policy programs represented at the most recent meeting of the national association of policy schools (NASPAA), over half the program directors indicated their university had introduced an undergraduate degree. The demand for these degrees has grown with the growth in the public sector and the importance of performance metrics and program evaluation in the public and nonprofit sectors. With this

²⁰ For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

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growth comes the demand for trained employees in these sectors who can conduct policy analysis and recommend policy alternatives to leaders in these organizations and who can lead the organizations. The primary focus of the undergraduate major courses is to teach students how to design and analyze solutions to public policy problems, communicate those solutions, and effectively lead organizations in the public and nonprofit sectors. Demand for undergraduate programs is demonstrated by enrollment numbers of undergraduates in peer public schools offering undergraduate majors in public policy, such as University of Arizona’s School of Government and Public Policy with 2000+ enrolled, University of Virginia’s Frank Batten School of Leadership and Public Policy capped at 75 students/year and over 200 applications annually, and Indiana University’s School of Public and Environmental Affairs (SPEA) with 1500+ enrolled.²¹ Despite its limited enrollment, the undergraduate major in public policy in the Woodrow Wilson School is the fifth largest undergraduate major at Princeton, accounting for 8 percent of all undergraduates. About 10 percent of all undergraduates in Duke’s College of Arts and Sciences have a first or second major in its public policy department.²² Public policy is the third most popular undergraduate major at the University of Chicago. The Martin School anticipates attracting students to the University of Kentucky and to the Commonwealth who would have chosen to attend other universities in neighboring states and to elite universities without the offering of this degree..

16.* Budget Funding Sources, by Year of Program (Please answer in terms of dollar amounts.)

(Please note – all the fields in number 16 are required for the CPE’s pre-proposal form.)

Total Resources Available from Federal Sources	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:					
Total Resources Available from Other Non-State Sources:	0				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative/Explanation:					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative/Explanation:					
Internal	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
(New) Allocated Resources					
(Existing) Reallocated Resources					
Narrative/Explanation:					

²¹<https://spea.indiana.edu/about/school-profile.html>, <http://batten.virginia.edu/> and <https://sgpp.arizona.edu/undergraduate>.

²² See Dylan Conger, Joseph Cordes, Helen Ladd, and Michael Luger, “Undergraduate and Doctoral Education in Public Policy: What? Why? Why Not? Whereto?” Paper prepared for APPAM Conference on Charting the Next 20 Years of Public Policy and Management Education, Spring 2006, p. 7.

PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM

Student Tuition	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	318515	649771	994150	1352044	1379085
Existing					
Narrative/Explanation:	<i>This represents tuition generated based on 30 new students annually with UG Lower and UG Upper rates included with a cap of 65 students. The tuition is estimated based on 100% residency enrollment. If 70/30 instate/out-of-state enrollment occurs, these numbers will be 21/9 new students generating \$470,935, \$970,627, \$1,768,742, \$2,062,181 and \$2,114,248 respectively. .</i>				
Total Funding Sources	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total New					
Total Existing					
17. Breakdown of Program Expenses/Requirements⁴					
(Please note – all the fields in number 17 are required for the CPE’s pre-proposal form.)					
Staff: Executive, Administrative & Managerial	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	60,7500	60,750	60,750	60,750	60750
Existing					
Narrative/Explanation:	<i>Totals include a full time staff support at a base salary of \$45,000. Also includes benefits calculated at 35%. Does not include COLA and/or raises.</i>				
Faculty	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	146,050	146050	292100	438150	438150
Existing					
Narrative/Explanation:	<i>Includes 1 full time Faculty with a base salary of \$115,000 annually in Years 1and 2,, 2 full time Faculty in Year 3 and 3 fulltime Faculty in Years 4-5. Includes 2 Adjunct Lecturers at base salary of \$12,000 annually for a total of \$24,000 in Year 3 and 4 Adjunct Lecturers for a total of \$48,000 in Year 4-5. Benefits for full time faculty are included at 27%. Does not include COLA or raises.</i>				
Student Employees	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing					
Narrative Explanation/Justification:					
Equipment and Instructional Materials	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					

PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM

Narrative Explanation/Justification:					
Library	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Contractual Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Academic and/or Student Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Other Support Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Faculty Development	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Assessment	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Other	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					

PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM

18c Program Free Electives Courses	
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
<i>PPL 421</i>	<i>Cross Cultural Negotiation</i>
<i>PPL 431</i>	<i>Revenue Policy</i>
<i>PPL 432</i>	<i>Environmental Policy</i>
<i>PPL 433</i>	<i>Human Capital Policy</i>
<i>HHS 354</i>	<i>Health Law</i>
<i>ECO 365</i>	<i>Social Economic Organization</i>
<i>ECO 379</i>	<i>The Eco of Public Policy, Law, and Government</i>
<i>ECO 381</i>	<i>Environmental Economics</i>
<i>ECO 383</i>	<i>Health Economics; for others see form number 7m</i>

18d Courses for a Track. (If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF to the end of this form with each track's courses and descriptions.)	
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Prefix & Number	Course Type	Course Description (from the Bulletin or the most recent new/change course form)
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	

PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM

19. Specific faculty involved in the degree program.

(similar to question 4d) Fill out the SACS²³-required faculty roster below, for full-time and part-time faculty teaching in the program. Abbreviations for the NAME and COURSES TAUGHT columns are below the table. *Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.*

NAME	COURSES TAUGHT	ACADEMIC DEGREES AND COURSEWORK	OTHER QUALIFICATIONS AND COMMENTS
List name & Identify faculty member as FT or PT.	Include term; course prefix, number and title; & credit hours. Identify courses as D, UN, UT or G.	List relevant courses taught, including institution and major.	Note qualifications and comments as they pertain to course taught.
<i>Raj Darolia- FT</i>	<i>Relevant Course Experience: PA 622 Public Program Evaluation -G</i>	<i>Rajeev Darolia, PhD is an Associate Professor of Public Policy at the University of Kentucky. Dr. Darolia was an Assistant Professor of Public Policy and of Education at the University of Missouri and served as the Director of Research for the Institute of Public Policy Dr. Darolia received a PhD in Public Policy and Public Administration from George Washington University where he was recognized with the Outstanding Dissertation Award from the Association for Education Finance and Policy.</i>	<i>Dr. Darolia's research interests include questions about how public policy affects economic mobility and financial security. Much of his research is on topics in education policy, but he also has active research agendas in consumer finance and corrections/reentry. Dr. Darolia publishes research across public policy, economics, and education journals, including in the Journal of Policy Analysis and Management, Journal of Public Economics, and Journal of Higher Education.</i>
<i>Nicholai Petrovsky- FT</i>	<i>Relevant Course Experience: PA 642 Public Organization Theory and Behavior G</i>	<i>Dr. Petrovsky's research and teaching focus on the performance of public organizations. For</i>	

²³ Southern Association of Colleges and Schools Commission on Colleges (SACS).

PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM

	<p><i>PA 667 Policymaking in an International Context: Political and Organizational Dimensions G</i></p> <p><i>PA 742 Theory of Public Organizations G</i></p>	<p><i>information about his research and teaching, please visit his website:</i></p> <p><i>https://nickpetrovsky.com/</i></p>	
<p><i>Edward Jennings- FT</i></p>	<p><i>Courses Taught</i></p> <p><i>HA 602 Organizational Change and Strategic Planning G</i></p> <p><i>PA 751 Public Policy Formulation and Implementation G</i></p>	<p><i>Dr. Jennings is a fellow of the National Academy of Public Administration, recipient of the Charles H. Levine Award for excellence in teaching, research, and service, past-President of the American Society for Public Administration, and recipient of the 1998 Jeffrey Pressman Award for best article in the Policy Studies Review.</i></p>	
<p><i>Eugenia Toma- FT</i></p>	<p><i>Relevant Course Experience:</i></p> <p><i>PA 691 Ethics and Public Policy G</i></p> <p><i>PA 651 Public Sector Economics G</i></p> <p><i>PA 675 Education: Economics and Policy</i></p> <p><i>PA 752 Economic of Public Policy G</i></p>	<p><i>Wendell H. Ford Professor of Public Policy</i></p> <p><i>University Research Professor</i></p> <p><i>Martin School of Public Policy & Administration</i></p> <p><i>University of Kentucky</i></p>	<p><i>Her research interests include economics of schooling and economics of the political process. Her research has been published in various books and journals including: Journal of Policy Analysis and Management, Journal of Law and Economics, Public Choice, Journal of Public Economics, and Review of Economics and Statistics. She also has written technical reports for groups such as the National Institute for Education, the Treasury of New Zealand, and the State School Board of Michigan.</i></p>
<p><i>Rhonda Trautman- PT</i></p>	<p><i>Relevant Course Experience:</i></p> <p><i>PA 631 Public Budget and Financial Management G</i></p> <p><i>PA 632 Public Funds Management G</i></p>	<p><i>Ph.D. Public Administration</i></p> <p><i>Martin School of Public Policy and Administration - University of Kentucky. Experience in public and nonprofit organization</i></p>	

PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM

	<i>PA 622 Program Evaluation G</i>	<i>budget, strategic planning, evaluation</i>	
<i>Dwight Denison- FT</i>	<i>Relevant Course Experience: PA 632 Public Funds Management G PA 661 Financial Mgt of Nonprofit Organizations G PA 662 Nonprofit Management G</i>	<i>Dwight Denison is Professor of Public and Nonprofit Finance at the Martin School of Public Policy and Administration at University of Kentucky and the Director of Graduate Studies for the traditional Masters in Public Administration program. His research interests include financial management, municipal finance, and tax administration. He is also interested in the financing of the not-for-profit sector.</i>	<i>His research has been published in various books and journals including: National Tax Journal, Public Finance Review, Public Administration Review, Public Budgeting and Finance, Municipal Finance Journal, Transportation Quarterly, and the Journal of Nonprofit Management. He has served as a public-finance consultant to many well-known organizations including Citizen's Budget Commission, Council of State Governments, and Financial Guaranty Insurance Company.</i>
<i>David Agrawal- FT</i>	<i>Relevant Course Experience: PA 652 Public Sector Economics G PA 681 Tax Policy G</i>	<i>David R. Agrawal is an Assistant Professor in the Martin School of Public Policy & Administration and an Assistant Professor in the Department of Economics at the University of Kentucky. He received his Ph.D. in economics from the University of Michigan and an M.P.P. from the Goldman School of Public Policy at the University of California, Berkeley. His research focuses on public economics with an emphasis on taxation, fiscal federalism, and fiscal policy in urban and regional contexts.</i>	<i>David's research agenda focuses on theoretical and empirical models of: tax competition and fiscal federalism, the mobility of people and firms in response to taxes, and sales and excises taxes. David received The Peggy and Richard Musgrave Prize in 2011 and The Young Economists Award in 2012.</i>

PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM

<i>Annelise Russell – FT</i>	<i>Relevant Course Experience: the equivalent of PPL 302UN at University of Texas</i>	<i>Annelise Russell is joining the Martin School as a new assistant professor. Her Ph.D. is in Government from the University of Texas</i>	<i>Annelise’s research focuses on communications policy. She is examining Twitter feeds of politicians to determine the extent to which political positions can be garnered from the feeds.</i>
<i>Ron Zimmer – FT</i>	<i>Dr. Zimmer taught undergraduate public policy courses at Vanderbilt prior to joining the Martin School two years ago. He taught the equivalent of PPL 301. He has taught PA 675 G at UK.</i>	<i>Dr. Zimmer holds a Ph.D. in public policy and administration from the University of Kentucky. He has prior experience at the Rand Corporation, Michigan State University and Vanderbilt.</i>	<i>Dr. Zimmer’s research focuses on the evaluation of charter schools and other programs designed to provide alternatives to traditional public schools. He currently is engaged in a turnaround schools project for the state of Tennessee.</i>
FT = full time PT= part time	D = developmental UN = undergraduate nontransferable UT = undergraduate transferable G = graduate		

APPENDICES

APPENDIX A:	INSTITUTIONAL EFFECTIVENESS DOCUMENTATION
APPENDIX B:	APPROVAL FROM THE PROVOST
APPENDIX C:	PUBLIC POLICY PROGRAMS AT OTHER UNIVERSITIES
APPENDIX D:	BOARD OF VISITORS
APPENDIX E:	APPROVED BUDGET PLAN
APPENDIX F:	LETTERS OF SUPPORT
APPENDIX G:	TABLES AND COURSE MAPS
APPENDIX H:	ASSESSMENT AND STUDENT LEARNING OUTCOMES
APPENDIX I:	BA PUBLIC POLICY REQUIREMENTS
APPENDIX J:	COURSE DESCRIPTIONS
APPENDIX K:	COURSE SYLLABI

APPENDIX A
INSTITUTIONAL EFFECTIVENESS DOCUMENTATION

Notification of Intent

Title of Program: Public Policy & Leadership

Degree Level: Undergraduate (B.S.)

CIP Code: 44.0501

Description of Program:

The Martin School's undergraduate degree in Public Policy (PPL) is a program focused on understanding how public policy decisions are made, how public policies affect members of a society and how leadership is exercised in the public and nonprofit sectors. Courses examine the rationales for government interventions in markets; the purposes and goals of public policy; the processes by which problems are defined and priorities selected; the role of governmental, non-governmental, and transnational institutions in collective action; and the circumstances under which leaders are effective in mobilizing resources to advance a group's values and goals. The courses also provide the basic tools for measuring both the intended and unintended consequences of existing and proposed public policies. Although not a pre-professional degree, the Martin School undergraduate program gives students an opportunity to develop their critical thinking, communication, and leadership skills.

Wed 9/6/2017 10:14 AM

To:

Toma, Eugenia F

Cc: Zimmer, Ron W; Trautman, Rhonda; Lee, Sarah; Pearson, RaeAnne M

Hi Genia,

I have submitted the NOI for this program. When I receive official confirmation that CPE has received it, I'll forward that along to you. Please let me know how me and my office can help as you develop your proposal.

Thanks!

Annie

Annie Davis Weber, Ed.D.

Assistant Provost for Strategic Planning & Institutional Effectiveness

University of Kentucky

355B Patterson Office Tower

Lexington, KY 40506

Phone: (859) 257-1962

Email: ann.w.eber@uky.edu

From: [Office of Strategic Planning and Institutional Effectiveness](#)
To: [Toma, E](#)
Subject: Fw: supplemental change form
Date: Tuesday, June 5, 2018 4:12:25 PM
Attachments: [image001.png](#)

From: Pearson, RaeAnne
Sent: Thursday, December 14, 2017 2:39 PM
To: Toma, E; Weber, Ann D
Cc: Trautman, Rhonda; Office of Strategic Planning and Institutional Effectiveness
Subject: RE: supplemental change form

Dear Eugenia Toma,

Thank you for your email regarding the proposed program, **Public Policy & Leadership, Bachelor (44.0501)**.

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted OSPIE—a Senate requirement for proposal approval.

1. **Next steps for SACSCOC:** None required
2. **Verification that OSPIE has reviewed the proposal:** Based on the proposed documentation presented, the Substantive Change Checklist and the Supplemental Substantive Change Form, the proposed program does not constitute a substantive change as defined by the University or SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Strategic Planning & Institutional Effectiveness at this time. The proposed program may move forward in accordance with college and university-level approval processes.

Should you have questions or concerns about UK's substantive change policy and its procedures, please do not hesitate contacting me.

RaeAnne Pearson, PhD

Office of Strategic Planning & Institutional Effectiveness

University of Kentucky

Phone: 859-218-4009

Fax: 859-323-8688

Visit the Institutional Effectiveness Website: <http://www.uky.edu/ie>



Institutional Effectiveness | seeblue

www.uky.edu

The Office of Strategic Planning & Institutional Effectiveness (OSPIE) is part of the Provost's Office and reports to the Associate Provost for Finance and Operations.



From: Toma, E
Sent: Thursday, December 14, 2017 9:35 AM
To: Pearson, RaeAnne; Weber, Ann D
Cc: Trautman, Rhonda
Subject: supplemental change form

I have included the form for your review. I am available to talk again if needed. Thanks for all your help, Genia

Eugenia F. Toma
Wendell H. Ford Professor of Public Policy
University Research Professor
Martin School of Public Policy & Administration
University of Kentucky
Lexington KY 40506
859-257-1156

APPENDIX B
APPROVAL FROM THE PROVOST

From: Tracy, Tim

Sent: Tuesday, October 24, 2017 4:31 PM

To: Zimmer, Ron W <ron.zimmer@uky.edu>; Montgomery, Kathleen A <kmontgomery@uky.edu>

Subject: Undergraduate programs

Kathleen and Ron,

I received an official opinion today from General Counsel regarding the ability of your units to offer undergraduate programs. The ruling was that this is within the governing regulations of the university since you are educational units within an educational unit. Thus, the next steps, should you decide to create an undergraduate program is to bring it forward to faculty senate.

Tim

—

APPENDIX C
PUBLIC POLICY PROGRAMS AT OTHER UNIVERSITIES

Comparison to Peer School – Core Credit Hours

Ohio State – John Glenn College of Public Affairs
Public Management, Leadership and Policy Major
http://glenn.osu.edu/undergraduate/ba/
Major Core – 30 Credit Hours

Indiana University – School of Policy and Environmental Affairs
Public Management and Leadership Major
https://spea.indiana.edu/undergraduate/degrees-majors/public-management.html
Major Core – 33 Credit Hours comprised of 5 Foundation, 2 Skills, and 2 Context Courses

University of Virginia - Batten School of Public Policy
Public policy Major
http://batten.virginia.edu/admissions/academics/bachelor-arts-curriculum
Major Core – 40 Credit Hours

University of Arizona School of Government and Public Policy
Public Management Major
https://sgpp.arizona.edu/sites/sgpp.arizona.edu/files/PMPC%20Checklist%20Fall%202016.pdf
Major Core – 12 Credit Hours + 3 Hour Internship

APPENDIX D
BOARD OF VISITORS

- David Adkins, Executive Director & CEO of the Council of State Governments
- Dave Adkisson, President & CEO of the Kentucky Chamber of Commerce
- Representative Andy Barr, U.S. House of Representatives
- Mark D. Birdwhistell, Vice President for Administration & External Affairs for UK HealthCare
- Jack Blanton, Retired VP for Finance and Administration for the University of Kentucky
- Daniel Bork, Commissioner of Revenue for the Commonwealth of Kentucky
- Linda Breathitt, Former Commissioner of the KY Public Service Commission and the Federal Energy Regulatory Commission
- Michael Carozza, Retired Executive
- Ron Carson, Senior Fellow & Legislative Liaison for the Council on Postsecondary Education
- Michael T. Childress, Research Associate for the Center for Business and Economic Research at the UK Gatton College of Business
- Jennifer Coffman, Retired Federal District Judge
- Martha Layne Collins, Former Governor of Kentucky
- Bradford L. Cowgill, President of SmartClaim
- Robert M. “Mike” Duncan, Chairman of the President’s Commission on White House Fellowships
- David Duttlinger, Executive Director for the Bluegrass Development District
- Bill Farmer, President of the United Way of the Bluegrass
- Don Fowler
- Linda Gorton, Vice Mayor for Lexington-Fayette Urban County Government
- Jim Gray, Mayor of Lexington
- Trey Grayson, President & CEO of the Northern Kentucky Chamber of Commerce
- John Hicks, Executive Director of NASBO
- Crit Luallen, Former Lieutenant Governor of Kentucky
- Andrew McNeill, Kentucky Deputy State Budget and Policy Director
- Eric Monday, Executive Vice President for Finance and Administration for University of Kentucky
- Jim Newberry, Member & Chair of Higher Education Practice Team for Steptoe & Johnson, PLLC
- Charlie Owen, Businessman & Attorney
- Representative Hal Rogers, U.S. House of Representatives
- Michael J. Ruehling, Retired Executive
- Dan Sprague, Retired CEO/President of The Council of State Governments
- Jonathan Steiner, Executive Director/CEO of the Kentucky League of Cities
- Harvie Wilkinson, MBA Program Director
- Bob Wiseman, Retired VP for Facilities Management for the University of Kentucky

APPENDIX E
APPROVED BUDGET PLAN

Undergraduate Program Initiative or Growth - Tuition Modeling											
COLLEGE/DEPARTMENT/PROGRAM:	Public Policy UG Degree										
Online or Campus Delivery:	Campus Delivery										
Full-time or Part-time:	Full-time										
Tuition by semester or by Hour:	Semester										
New Program?	New Program										
Residency Mix	100%	Resident	0%	Non-resident							
ONLY EDIT THOSE CELLS THAT ARE IN DARK BLUE! Update NOTES to include program specific information.											
Dashboard	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Existing Program Tuition Revenue	(Leave blank if proposal is a new program)										
Resident											
Non-Resident											
Tuition Rate Increases											
Resident											
Non-Resident	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Tuition Rates (per semester - Fall and Spring)											
Resident (lower division)	5,204.50	5,308.59	5,414.76	5,523.06	5,633.52	5,746.19	5,861.11	5,978.33	6,097.90	6,219.86	6,344.26
Non-Resident (lower division)	13,246.50	13,776.36	14,327.41	14,900.51	15,496.53	16,116.39	16,761.05	17,431.49	18,128.75	18,853.90	19,608.06
Retention											
Resident											
Non-Resident											
Enrollment											
Resident											
Freshman	30	30	30	30	30	30	30	30	30	30	30
Sophomore	-	30	30	30	30	30	30	30	30	30	30
Junior	-	-	30	30	30	30	30	30	30	30	30
Senior	-	-	-	30	30	30	30	30	30	30	30
Non-resident											
Freshman	-	-	-	-	-	-	-	-	-	-	-
Sophomore	-	-	-	-	-	-	-	-	-	-	-
Junior	-	-	-	-	-	-	-	-	-	-	-
Senior	-	-	-	-	-	-	-	-	-	-	-
Total Enrollment	30.0	60.0	90.0	120.0	120.0	120.0	120.0	120.0	120.0	120.0	120.0
TOTAL ANNUAL TUITION PROJECTIONS	318,515	649,771	994,150	1,352,044	1,379,085	1,406,667	1,434,800	1,463,496	1,492,766	1,522,622	
Projection Expenses:											
Faculty	115,000	115,000	230,000	345,000	345,000	345,000	345,000	345,000	345,000	345,000	345,000
Faculty Benefits (27%)	31,050	31,050	62,100	93,150	93,150	93,150	93,150	93,150	93,150	93,150	93,150
Administrative Support	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000
Admin Benefits (35%)	15,750	15,750	15,750	15,750	15,750	15,750	15,750	15,750	15,750	15,750	15,750
Adjunct Lecturer			24,000	48,000	48,000	48,000	48,000	48,000	48,000	48,000	48,000
TOTAL ANNUAL EXPENSES	206,800	206,800	376,850	546,900	546,900	546,900	546,900	546,900	546,900	546,900	546,900
NET TUITION REVENUE	111,715	442,971	617,300	805,144	832,185	859,767	887,900	916,596	945,866	975,722	

NOTES: Assumed 100% retention in Spring
Assumed 100% retention in Spring

Assumed 30 new students to UK
Capped enrollment of 65 students per
cohort total

This assumes no raises for faculty and staff.

APPENDIX F
LETTERS OF SUPPORT

March 2, 2018

To: Ron Zimmer
Director, Martin School of Public Policy and Administration



From: William Hoyt
Chair, Department of Economics

Re: Department of Economics Endorsement of Public Policy undergraduate major

Ron,

As you know, on February 19, 2018 Eugenia Toma and you attended a Department of Economics faculty meeting for the purpose of discussing the proposal by the Martin School to introduce a major in public policy. Prior to the meeting, the faculty of the Economics department had the opportunity to review the proposal and its appendix.

Before summarizing the discussion at the meeting, let me state that a proposal was made and seconded to “[e]ndorse the proposal to create a public policy undergraduate major.” The proposal was passed unanimously by the Economics faculty.

It is worth noting that there has been a long history of cooperation between the Martin School and the Department of Economics in graduate courses and dissertation committees, workshops and seminars, and research. As you are well aware, we have numerous joint appointments including myself, who served as Director of the Martin School prior to returning to Economics to serve as Chair. Our joint past history of cooperation suggests future endeavors affecting both departments can be successfully managed.

The faculty were quite interested in the major and had a number of questions about it. Some of us are aware of public policies at other peer institutions including Indiana and Syracuse. There was discussion about the impact on economics courses that will be required of the students in the major: ECO 201 (Principles of Microeconomics), ECO 202 (Principles of Macroeconomics), and ECO 391 (Business and Economic Statistics). Given the projected number of students in the public policy major, the impact on ECO 201 (annual enrollment: 2200) and ECO 202 (annual enrollment: 1300) is likely to be small. The Martin School has agreed to provide instructors, most likely their Ph.D. students, to teach the sections of ECO 391 so as to not create a burden for the Economics

department. The Martin School will also require that graduate instructors of these sections of ECO 391 take BA 700 (Teaching Methods in Business and Economics), the same course that the Economics Department requires of its graduate student instructors. Finally, it is worth noting that the training that the Martin School Ph.D. students receive in statistics and econometrics is very similar to that taken by the Economics Ph.D. students and includes some of the same courses. The Economics Department, in fact, has frequently hired Martin School Ph.D. students to teach ECO 391.

Finally, we believe that there are a number of undergraduate economics courses that might serve as electives in the public policy program. These include:

- ECO 379, Economics of Public Policy, Law and Government
- ECO 381, Environmental Economics
- ECO 383, Health Economics
- ECO 385, Law and Economics

Currently, the Economics Department is offering “Benefit-Cost Analysis” as an ECO 410 (topics) course. We expect to propose this as a course soon. If so, we expect it would be a valuable elective for students in the public policy major. It should also be noted that none of the courses above require more ECO 201 and ECO 202 that are required for the public policy major.

Good luck on moving the major through the process. Let me know if the Economics Department can be of help.



William Hoyt
whoyt@uky.edu

From: [Russell Brown](#)
To: [Toma, E](#)
Cc: [Corso, Alberto](#); [Nagel, Uwe](#)
Subject: Re: brief meeting
Date: Monday, March 5, 2018 8:24:47 PM

Genia,

The Mathematics department will be able to offer MA 123, Elementary Calculus, to students in your proposed undergraduate program in the Martin School. This will satisfy their QFO requirement under UK Core as well as provide an introduction to Calculus.

We ask that you accept any introductory calculus course for your major. Thus, you may recommend students take MA 123, but you should also accept MA 113 or MA 137. The reason for this request is that you will find students who change their major, earn credit from transfer courses or by AP exams will have credit for MA 113 or MA 137. It would not be a good use of their time to go back and take the less advanced course, MA 123.

If you need a more formal letter of support, please let me know.

Russell Brown
Chair Math

2018-03-02 13:18 GMT-05:00 Toma, E <eugenia.toma@uky.edu>:

Hi Russell, I would like a brief time to chat about math requirements the Martin School is proposing for a new undergraduate program. I just want to get your feedback about UK undergraduates and math abilities. Thanks, Genia Toma

Eugenia F. Toma
Wendell H. Ford Professor of Public Policy
University Research Professor
Martin School of Public Policy & Administration
University of Kentucky
Lexington KY 40506
[859-257-1156](tel:859-257-1156)

--

Russell Brown :-: russell.brown@uky.edu

=====
If I were founding a university I would begin with a smoking room; next a dormitory; and then a decent reading room and a library. After that, if I still had more money that I couldn't use, I would hire a professor and get some text books.

--Stephen Leacock



Department of Statistics
349 Multidisciplinary Science Building
725 Rose Street
Lexington, KY 40536-0082
859 257-6115

To: Eugenia Toma, Ph.D.
Wendell H. Ford Professor of Public Policy
Martin School of Public Policy and Administration

From: Bill Rayens, Associate Chair
Department of Statistics


Date: March 6, 2018

We understand that the Martin School is preparing a proposal for an undergraduate degree and that as part of that degree, students will be required to take STA 296 as a core course. Please receive this letter as acknowledgement and support for that requirement. We do not anticipate that we will have to offer any additional sections in order to accommodate this potential change in enrollment. I am authorized to deliver this support for the Department of Statistics and no full faculty approval is required by our Department for this kind of acknowledgment.

We look forward to having your students.

To: Eugenia Toma, Ph.D.
Wendell H. Ford Professor of Public Policy
Martin School of Public Policy and Administration

From: Teresa M. Waters, PhD
Charles T. Wethington Chair in the Health Sciences
Professor and Chair, Department of Health Management and Policy
UK College of Public Health



Date: March 12, 2018

We understand that the Martin School is preparing a proposal for an undergraduate degree and that as part of that degree, students will be offered CPH 350, Introduction to Health Services Organization and Policy, as an elective. Please accept this letter as acknowledgement and support for this. We do not anticipate that we will have to offer any additional sections in order to accommodate this potential change in enrollment. I am authorized to deliver this support for the Department of Health Management and Policy, and no full faculty approval is required by our Department for this kind of acknowledgment.

We look forward to including your students.

see blue.

March 22, 2018

Dr. Ron Zimmer
Director
Martin School of Public Policy & Administration
Campus

Dear Dr. Zimmer:

I enjoyed speaking with you in the summer about the proposed undergraduate major in public policy. I was aware of similar programs offered at elite universities including Harvard, Duke, and Berkeley, just to name a few. I understand that the flagship universities at our neighboring states of Indiana, Ohio, and Virginia are also now offering an undergraduate degree in public policy and that it is a popular major in those states.

The Lewis Honors College is supportive of such new programs that will be attractive to all students and help recruit top students to the University of Kentucky. I believe this proposed degree will help us recruit students who otherwise might chose to major in public policy at a competing or better institution. For that reason, I offer my enthusiastic support for your newly proposed undergraduate major in public policy.

Sincerely yours,

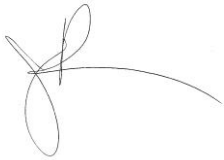


Christian M. M. Brady, D.Phil.
T.W. Lewis Dean
Lewis Honors College
The University of Kentucky
Professor of Ancient Hebrew and Jewish Literature
Department of Modern & Classical Languages, Literatures & Cultures

March 26, 2018

This letter is to confirm that Writing, Rhetoric and Digital Studies faculty support the inclusion of WRD 222: Current Events and Public Engagement: US Citizens and Global Citizens as an elective to count toward the proposed undergraduate degree offered by the Martin School. WRD 222 should offer students in this program vital experience analyzing rhetoric and discourse as expressed in various current and political events.

Sincerely,



Jeff Rice
Chair, Writing, Rhetoric and Digital Studies
Martha B. Reynolds Professor in Writing, Rhetoric, and Digital Studies
University of Kentucky



Patterson School of Diplomacy
and International Commerce
455 Patterson Office Tower
Lexington, KY 40506-0027

859 257-4666
fax 859 257-4676

www.uky.edu/pattersonschool/

April 2, 2018

To: Ron Zimmer
Director, Martin School of Public Policy and Administration

From: Kathleen Montgomery
Interim Director, Patterson School of Diplomacy and International Commerce

Re: Patterson School Endorsement of Public Policy Undergraduate Major

Ron,

Throughout the development of the undergraduate program proposal, the Patterson School have had the opportunity to review the proposals detailing the structure and content of the program. The four core faculty members voted on the proposal and the vote was nearly unanimous to provide full support (3/4). We believe this will provide a great opportunity to work with undergraduate students who will potentially move on to becoming Masters' students not only in Public Policy but also in the Patterson School. Our faculty have worked together to put together syllabi for two courses that we believe will add great value to the undergraduate program: *Cross Cultural Negotiations* and *Diplomacy*.

We look forward to working with the Martin School on this initiative.

A handwritten signature in black ink that reads "K. Montgomery". The signature is written in a cursive, flowing style.

Kathleen Montgomery
kmontgomery@uky.edu



University of Kentucky
College of Agriculture, Food
and Environment

Dr. R. Wes Harrison
Community and Leadership Development
500 Garrigus Bldg.
Lexington, KY 40506

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April 2, 2018

Dear Drs. Zimmer and Toma:

The faculty of the Department of Community and Leadership Development (CLD) voted at our March 30, 2018 meeting to support the Martin School of Public Policy and Administration's proposal for a new undergraduate degree titled Public Policy.

We agree to accept Public Policy students into CLD courses, particularly CLD 402, 403, and 404. Further, our faculty expect that, upon further discussions between the two faculties, CLD majors would be allowed to enroll in a selected set of Public Policy courses, including PPL 201, 301, 302, 303 and 304, and/or pursue a Public Policy minor should the Martin School decide to create one.

Please contact me should you need anything further.

Sincerely,

A handwritten signature in blue ink that reads 'R. Wes Harrison'.

R. Wes Harrison, Chair
Community and Leadership Development



Martin School of Public Policy and Administration

**2018
BOARD OF VISITORS**

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April 2, 2018

To Whom It May Concern:

I am writing on behalf of the Board of Visitors of the Martin School to express our enthusiastic support for the proposed undergraduate public policy major.¹ The members of this non-partisan, voluntary Board represent both current and former leaders of federal, state and local government as well as the nonprofit sector. Our Board members serve because they recognize in the Martin School a group of dedicated and distinguished faculty who have built and sustained nationally ranked graduate programs that are contributing to the workforce development of the Commonwealth of Kentucky.

The Martin School faculty began discussing with our Board the possibility of developing an undergraduate program during the tenure of Provost Tracy. Indeed, the Provost attended a meeting of the Board in the fall, 2016 and shared with us his vision of the future of the Martin School's programs. Our Board members drew on their experience in the government and nonprofit sectors to make extensive recommendations which are now faithfully exhibited by the proposal.

The Board also believes that the proposal creates for the Martin School and the University an opportunity to leverage its strong national and international reputation to meet the educational needs of undergraduate students and the demands for future workers in the Commonwealth. The Martin School will deploy the broad array of its faculty's expertise for students to develop insights, analysis and critical thinking in the field of public policy as well as the leadership of the future generation of public service leaders. Speaking collectively as persons who hire students for positions in the non-profit and government sectors, we clearly understand the need for the University of Kentucky to provide this program. On a personal note, I am quite certain that I would have chosen to major in public policy had it been available to me as an undergraduate student.

¹ I was privileged to serve as chair of this Board from 2011 - 2017. My successor, Mr. Ron Carson, is currently a Senior Fellow at Kentucky Council on Postsecondary Education has recused himself to avoid any appearance of conflict of interest.

seeblue.

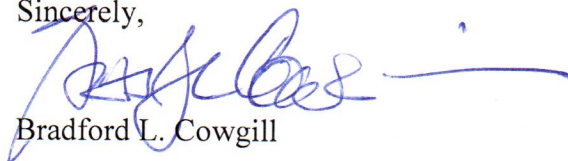
martin.uky.edu | Lexington, KY 40506 | P: 859-323-5413 | www.uky.edu

An Equal Opportunity University

The program will attract students to the University from within and outside our state. This will be assured by the Martin School's demonstrated commitment to excellence in program delivery. Significantly, other flagship universities are offering these programs.

In short, the members of the Board of Visitors enthusiastically extend their very strongest support for the proposed undergraduate major in public policy at the University of Kentucky. The Board overwhelmingly believes that this program will give Kentuckians the opportunity to achieve an undergraduate major in public policy rather than pursuing their degrees at higher education institutions in neighboring states such as Indiana, Ohio and Virginia. Likewise, we believe that the Martin School's demonstrated commitment to excellence in program delivery will attract prospective public policy majors from other states as well.

Sincerely,

A handwritten signature in blue ink, appearing to read "Bradford L. Cowgill", with a horizontal line extending to the right.

Bradford L. Cowgill

see blue.

martin.uky.edu | Lexington, KY 40506 | P: 859-323-5413 | www.uky.edu

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April 3, 2018

Eugenia F. Toma
Martin School of Public Policy and Administration
University of Kentucky
Lexington, KY 40506

RE: Undergraduate Program

Dr. Toma,

By way of this email, the faculty of the HSER Division is granting the Martin School permission to use the HHS354, Health and Law class in their new undergraduate degree program. If you have any questions, let me know.

Best wishes,
Phyllis

Phyllis J. Nash, MSW, EdD, LCSW
Interim Chair, Department of Health Sciences
Director of Graduate Studies - Physician Assistant Studies
Interim Director of the HSER Division
College of Health Sciences

see blue.™

April 3, 2018

To Whom It May Concern:

This is a letter of support for the proposed undergraduate public policy major through the Martin School of Public Policy and Administration. The Martin School currently offers several masters' level degree programs which include Public Policy, Public Administration, and Financial Management. The Martin School also offers a Ph.D. in Public Policy and Administration as well as certificates in financial management and nonprofit management. The Martin School is also well regarded nationally and has traditionally been ranked among the top 25 schools of public policy and among the top 5 schools in public budgeting and financial management. In a recent study of publications of faculty in schools of public policy ranked 21 overall and 10th among public universities.

Building on this success, in the summer of 2017, we appointed senior faculty member, Dr. Eugenia Toma, to explore the possibility of developing an undergraduate public policy major. As part of this process, Dr. Toma reached out to other public universities to gain a sense of the demand for a public policy major, including Ohio State University, Indiana University, and University of Virginia. Across all three universities, the public policy major is quite popular and in the case of Indiana, it is currently among the most popular majors on campus. From this and other evidence, we concluded that there is strong demand for a new undergraduate public policy major. In addition, while very few public policy and administration programs offered an undergraduate program in public policy a decade ago, we have learned that now over half of public policy programs nationally now offer an undergraduate major, which suggests a growing interest among undergraduates for a public policy major nationally.

From this exploration, the faculty of the Martin School of Public Policy and Administration concluded that there is an unmet educational need among students here at University of Kentucky. As part of this process, we also realized that many potential students may be opting to attend nearby peer universities such as Ohio State University and Indiana University to meet their educational goals. By offering an undergraduate degree in Public Policy, The Martin School hopes to not only meet the needs of current students at the University of Kentucky, but also increase enrollment at the University by recruiting students both inside and outside the state of Kentucky.

see blue.

To further explore the possibility of an undergraduate major, faculty of the Martin School met with various college Deans around campus, including Deans of College of Arts and Sciences, College of Business and Economics, College of Communication and Information, and the College of Education regarding the purpose and intention of the proposed undergraduate degree major. We also met with department chairs of economics, political science, and community leadership and development. Through these meetings, we gained a better understanding of the challenges involved with developing an undergraduate program. We were also able to gauge each college's level of support or concerns for the proposed major. In addition, the Martin School also reached out to the Deans of Ohio State's and University of Virginia's Public Policy schools for advice and details regarding curriculum and student requirements.

With the information in hand, a draft of the curriculum and student requirements for the proposed undergraduate degree program in public policy was created. The information was then shared with all members of the Martin School faculty during a meeting on July 11, 2017. At that time, each faculty member had an opportunity to review the proposed curriculum and requirements, ask questions, and provide input. As a result of the discussion, some suggested changes were adopted and the Martin School faculty voted unanimously to approve the proposed undergraduate degree program in public policy.

Subsequently, the Martin School faculty have met with the Departments of Economics, Political Science, and Community & Leadership Development to explore possible overlap of program goals and courses, which resulted in further refinements to the proposal. This revised version of the proposal was sent to all Martin School faculty, which was approved unanimously on April 2, 2018. As a result of this process, we are pleased to submit our proposed undergraduate proposal with the full support of the faculty of the Martin School.

Sincerely,

A handwritten signature in black ink that reads "Ron Zimmer". The signature is fluid and cursive, with a long horizontal stroke at the end.

Ron Zimmer, Ph.D.
Director and Professor
Martin School of Public Policy & Administration
University of Kentucky

see blue.



University of Kentucky
College of Arts and Sciences
Department of Political Science
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April 25, 2018

Dear Dr. Zimmer,

The purpose of this letter is to provide you with a summary of discussions from our department regarding the Martin School proposal for an undergraduate degree program. As you know, our department and college have enjoyed a positive relationship with the Martin School, and we very much appreciate your efforts to improve your program. Likewise, we sincerely appreciate you and Dr. Toma visiting our department to discuss the proposal. Following that meeting and our subsequent discussion as a faculty, I appointed a committee to draft a report to summarize faculty viewpoints and to provide recommendations. The report is appended to this letter. We recognize that you are currently revising your proposal. Our hope is that the appended document will support those efforts by providing full transparency about our viewpoints along with suggestions that we hope you will find helpful.

Allow me to provide a brief summary:

- At this time, our department is not ready to support the proposal as it currently stands.
- The report lays out several reservations, including (1) uncertain demand, (2) overlap between the proposed program and existing courses/programs, and (3) viability of offering courses proposed with RTS faculty.
- The report offers recommendations for moving forward. These include: (1) evidence that new students will enroll at UK for this program, (2) a revised proposal on which we can vote, (3) working with our department for a joint proposal, and (4) revising the proposal to allow for double-majors or minors.

We are very much encouraged by your efforts to communicate with our department since we received the proposal, and we hope that we can continue to communicate in a mutually-supportive relationship as you move forward. We hope that our report will be supportive in that regard, and we look forward to reviewing any revisions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Clay', with a long horizontal flourish extending to the right.

Clayton L. Thyne, Ph.D.
Assoc. Professor and Chair
University of Kentucky
Department of Political Science

see blue.

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Report to Departmental Faculty
Re: New Martin School Undergraduate Proposal
Date: 4-5-18

The Department of Political Science has completed its initial evaluation of the Martin School's proposal for a new undergraduate degree program in Public Policy. The Department undertook a detailed examination of the proposal, first considered in a faculty meeting, and again after meeting with the leadership team from the Martin School. It is clear that the Department has serious concerns about the substantial overlap between the proposed program and the current BA/BS degree in Political Science. Accordingly, the Department appointed a special committee to examine the issue and make recommendations to its faculty regarding potential paths for working with the Martin School on the new proposed degree while maintaining the viability of the BA/BS in Political Science. The committee members are Dr. Waterman (Chair), Dr. Peffley, Dr. Voss, and Dr. Morey. This brief report is a summary of the committee's findings. The report is divided into two sections for clarity. The first section summarizes the concerns the Department of Political Science has with the new degree program. It underscores the Department's view that the new degree program is likely to take majors from the BA/BS program in Political Science due to the high level of overlap in the two programs, both in structure and course content. The second section highlights both short-term conditions for increasing communication and cooperation between the Department of Political Science and the Martin School as well as providing two distinct plans that would allow the Martin School's degree program to move forward without compromising the integrity and viability of an already established academic department and degree program.

Reservations

As of this time, a solid majority of the Political Science Department faculty has serious reservations about the Martin School proposal. Our specific reservations fall into *three* categories described below: the demand for the program, the high degree of overlap with the current BA/BA in Political Science, and the ability of the Martin School to implement the proposed program.

Demand

The Department is not convinced that the new undergraduate program will bring new students to the university. Although policy programs at other universities have grown overtime, the clear perception of political science administrators at these universities is that the students for these new programs have been recruited from political science students and majors. In other words, what is in question is whether these are actually new students or students shifting from other majors (most often Political Science) to Policy. We are skeptical that this program will bring new students to UK as the program envisions. There has been no study done to determine if, in fact, the new program would draw a new base of students to UK. Until such a study is conducted, we remain quite skeptical.

Rather than bringing in new students as the proposal envisions, evidence suggest that the proposed Martin School program would, in all likelihood, take a large number majors away from

Political Science. The department already has experienced this before with the creation of the International Studies major. Through discussions with Chairs in Political Science Departments at other universities, Dr. Thyne received clear information and warnings that the introduction of undergraduate Policy programs directly hurt Political Science programs and led to an immediate drop in Political Science majors. Discussions with Martin School representatives revealed that Martin School understands this point, and Martin School representatives expect the vast majority of Policy students to come from the set of students who would have come to UK otherwise.

The evidence gathered from other programs, at Universities directly cited in the Martin School Proposal, and the candid nature of the Martin School's understanding of where their students will come from indicates a real threat to the Department of Political Science. While the new degree is seen as a way for the Martin School to raise new revenue for their program, it is an existential issue for Political Science. The balance of interest for our department and the College of Arts and Sciences, which also would lose majors if this proposal is adopted, clearly slants toward Political Science.

As part of the discussions between the Martin School and the Department of Political Science, representatives from the Martin School suggested that the math requirement will likely turn many Political Science majors away from the Policy program. This was offered as a way to suggest few majors are likely to come from Political Science. This is considered problematic in at least two respects. First, requirements like these can be changed easily once a program passes. If enrollment in the Policy program is lower than expected, there will be major incentives to drop the math requirement. In the end, Political Science will receive no real protection. Second, the Martin School clearly discounts the quality of our undergraduates and the methodological rigor of our program. Political Science majors currently take PS 372 (Research Methods), which includes a strong math and statistics component. Further, 400-level courses in Political Science have strong research requirements associated with them and cover topics such as formal modeling (which includes the use of calculus in the modeling process). It is highly unlikely that a substantial portion of our majors will be turned away because of the math requirement. Finally, if the math requirement does serve as a deterrent, it will only deter our weakest students. In the end, the Policy degree would just shift the best Political Science majors to a different form of Political Science degree. This would leave Political Science weaker in terms of both the quality and quantity of its students.

Overlap

There is significant overlap between Political Science and Policy that the current proposal does not recognize. It is hard to see this as a truly new degree as it is more a like a major in political science with additional applications and examples in economics as well as public policy. Many of the courses being proposed overlap considerably with core theoretical and substantive material in political science courses, particularly those in American Politics and International Relations. In our courses we also cover applications to public policy, even if policy is not in the title of the courses. Despite the clear expertise of the faculty in Political Science in the area of policy, the proposal requires only a single Political Science course (PS 101, American Politics). While the Martin School has added PS courses as electives to their proposal, it does not go far enough in avoiding significant duplication of effort at a time when the university is looking to increase

efficiency and cut costs.

Clearly, many of the ‘new courses’ proposed by the Martin School have significant and obvious overlap with existing Political Science courses (and courses outside of Political Science). Few of the new courses proposed by the program are genuinely new to UK. Teaching duplicate courses is not only counter to UK policy but also yields a great deal of inefficiency. Having one class of 40 students simply makes more sense than offering two sections of the same course, taught under different prefixes, with 20 students each.

A different approach that enlisted the support and collaboration of Political Science in designing a policy program would reduce duplication and enhance the quality of the Policy proposal. Political Science faculty are leading national experts in many of the subjects the Martin School desires to offer and publish in the leading journals and presses of Political Science and Public Policy. Students would greatly benefit from interaction with these faculty members instead of taking the majority of their courses with Ph.D. students (see below).

Viability

Unfortunately, the Martin School lacks the resources to teach the courses they propose. Martin School representatives clearly understand this issue. The current proposal calls for many/most of the new courses for this degree to be taught by PhD students and adjunct faculty, not the RTS faculty currently in the Martin School. This holds even if the Martin School receives additional lines to support the program. The core Martin School faculty are already dedicated to teaching the graduate courses that currently comprise the Martin School’s focus. Without several additional full-time faculty to service the undergraduate major, it is hard to imagine Political Science or other governing bodies at the university being able, in good conscience, to support a program that currently is designed to operate with students having very few contact hours with full-time faculty.

Further, the Martin School has little experience in administering an undergraduate major and the problems likely to arise. First, with few exceptions, undergraduate programs within A&S (and many colleges) allow all students to take courses regardless of major or even college. With separate admissions for the Martin School undergraduate program, it seems that courses will be limited to Martin School majors only. This seems contrary to UK’s mission and desire to broaden the intellectual horizons of its students. Second, the design of the current degree plan is flawed in that it does not provide students to minor or double-major. The courses for the program are all back-loaded into the Junior and Senior years. There is no room for students to attempt to complete a minor in another field or attempt to double-major without extending time to degree. It also means that students in the program will not have significant contact with the Martin School until they are Juniors and Seniors. This creates issues for students seeking professional advising and for building any sense of community or connection with the Martin School until the very end of their time at UK.

Moving Forward

Given the problems with the proposal detailed in the first section of this report, the Department

of Political Science is not in a position to support the Martin School proposal in its current form. We are also skeptical that the new program can win the necessary support to come into fruition without significant alterations. This section highlights conditions and options for creating a truly viable Policy degree while at the same time not damaging the Department of Political Science and the College of Arts and Sciences and creating unacceptable inefficiencies. This section is divided into three components. The first component creates a list of necessary conditions as the Martin School and Political Science attempt to move forward. They are designed to answer important questions regarding the new degree proposal as well as fix a serious lack of communication on the part of the Martin School as they have developed their initial proposal. The other two sections highlight distinct plans for creating a Policy degree that would solve the problems detailed above and that could receive the support of the faculty within the Department of Political Science.

Necessary Conditions

First, there needs to be an evidence-based study on the number of actual new students that will enroll at the University of Kentucky should the undergraduate policy degree be offered. The core argument for this program is the claim that it will draw new students to the University of Kentucky. However, non-systematic evidence drawn from discussions with faculty at other universities with policy programs indicate that a large number (or a majority) of the students who enroll will shift from other majors to policy, with the majority of these coming from Political Science. Comments from the leadership team within the Martin School support the conclusion that a large number of their 'new' students will come from Political Science. If the purpose of the program is to draw new students, a first step is to provide a reasonable estimate of how many new students will actually enter the program and how many will simply shift from other majors.

The department of Political Science needs to see the complete Martin School proposal, including all of the course proposals, before making a final decision. The department has received a large percentage of the proposal. However, the exact nature of many of the proposed courses is still unclear. Given the significant overlap between courses in Political Science and the courses currently in the proposal, it is imperative for the department to see all the courses before making any final decision.

This point in turn suggests that there is a clear need for better communication from the Martin School as changes are made to the proposal. The department was presented with a draft proposal that had clear overlap with Political Science. From the fact that the Martin School says they worked closely with other departments, we believe increased cooperation will be vitally important. We would like to be part of the process instead of being handed another finished proposal.

Plan A

The best and most efficient path forward is to redesign the policy degree proposal and make it a joint degree offered by Political Science and the Martin School. As noted, there is a high degree of overlap between the proposed policy degree and Political Science. In fact, it is very hard to see the daylight that separates the proposed program from Political Science. This is reinforced by

the fact that many of the courses proposed for the new policy degree are or can be offered by Political Science. It makes little sense, and violates University of Kentucky regulations, to duplicate courses already regularly offered. It would make more sense to create a joint degree that draws upon pre-existing courses and expertise in Political Science and the Martin School. The two programs would then determine an equitable split in the resources generated by the new program. This proposal would also solve the problem of the Martin School being unable to appropriately staff a new undergraduate program and being reliant upon graduate students and other non-RTS faculty to teach the majority of the courses in the new program.

Plan B

If the Martin School wishes to proceed alone, the design of the current proposed major will need to change to allow students to double major or minor in Political Science (or any other degree). Given the high degree of overlap between the proposed policy program and Political Science, it seems safe to assume that students in the policy program will have an interest in Political Science. The program needs to be designed with this expectation in mind and specifically serve students who wish to major in both policy and Political Science. This will require, in part, a more extensive use of cross-listed courses. This is especially important in the many cases where the policy program duplicates courses already offered in Political Science and there is no need for the duplication of effort. The second part is re-designing the 4-year plan to allow students to take electives as juniors and seniors. Right now, the plan shows a general lack of understanding regarding how undergraduates earn degrees and complete minors. Required courses need to be moved forward in the 4-year plan to allow students to consider minors and double-majors.



May 2, 2018

Dear Dr. Thyne:

Thank you for your letter (dated April 5 but sent April 26) and discussion regarding the Martin School's proposed undergraduate degree in public policy. We are attaching the proposal with minor revisions that have occurred since we sent you a draft on December 15, 2017.

We are excited that you have offered Plan B has a path of moving forward. With this letter, we commit to you that we will submit a proposal for a double major with Political Science the day after this proposal is approved by the Senate or the earliest date allowed within University regulations. We want to position this degree to encourage double majors (and minors) from many units across the campus. Some of those other units have already spoken positively to us in this regard.

Thank you again for the detailed list of reservations, which we have responded to in the enclosed document. We hope the document will add clarity to our plans and we hope that we can continue to take your concerns and reservations into account as we move forward. If Political Science has additional specific concerns, please let us know so that we can meet and discuss them. We plan to submit the proposal in two weeks unless we hear from you. We look forward to working with you in the future.

Sincerely,

Ron Zimmer, Director
Martin School of Public Policy & Administration

Reservations by the Department of Political Science

Demand

Political Science: The Department of Political Science is not convinced that the new undergraduate program will bring new students to the University.

Martin School Response: Neither the Martin School nor the University can guarantee the enrollment of new students until an experiment is conducted. The faculty of the Martin School are committed to working with the Dean of Undergraduate Admissions in recruiting students who may have chosen to attend other universities in the absence of this degree. Our feasibility study for this degree assumes the attraction of 30 additional students to the University each year. The number seems reasonable based on our conversations with the Dean of Ohio State University and faculty at the University of Virginia. More discussion regarding demand for this degree is included in our proposal.

Political Science: Political Science is concerned that the proposed degree will take majors from political science and that the Martin School will drop its math requirement if enrollment in the public policy major are low.

Martin School Response: The faculty of the Martin School and its leadership have never anticipated drawing many majors from the Department of Political Science because as we stated, most political science majors do not enroll in the math courses (i.e., calculus) that will be required by the public policy degree. This assumption is supported by data from the Tableau system of the University shown in Table 1. The table indicates the number of students who enrolled and successfully completed MA 113 and MA 123, which are two options for the math pre-requisite included in our proposal (for 2019, the table only shows the number of enrolled as the student have not had the opportunity to complete the course).

Table 1: Number of Political Science Majors Enrolled and Successfully Completed MA 113 and MA 123

Class	Degree Program Type	Primary Student College	Primary Student Major Name	Enrollment Status	Primary Student Degree Name / Academic Year										
					Bachelor of Arts					Bachelor of Science					
					2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	
MA 113	Undergraduate	Arts and Sciences	Political Science	Enrolled					2	2					
				Successful	1	2		1							
				Unsuccessful		1									
				Withdrawn	2		3	1				1	1		
MA 123	Undergraduate	Arts and Sciences	Political Science	Enrolled					2					1	2
				Successful	12	7	2	3		1	3		3		
				Unsuccessful			1					1			
				Withdrawn	1			2					1		

Additionally, there is some concern that other places (i.e., Ohio State) may have lost significant political science majors since the inception of the public policy majors elsewhere. To explore this concern, we reached out to Ohio State's director of undergraduate studies (Dr. Stephane Lavertu) and he emailed us some concrete numbers regarding students who switched majors from political science to public affairs (which is the name of the public policy major at Ohio State). In the email (available upon request), he indicated that from "a data pull from last year indicated that between 2010 and 2017 (our undergrad program began in 2010), political science had a net loss of 31 students in terms of transfers between political science and public affairs. We lost 17 to them and they lost 48 to us." This is out of about 800 political science majors and about 400 public affair majors.

Finally, there is a concern among the political science faculty that the Martin School may drop the above math requirements for our proposed public policy major some point in the future. Dropping the math requirement, however, would substantively change the public policy proposed degree as described in the proposal as many of the proposed core courses require strong math skills. And, the Department of Political Science is protected by Senate rules. To drop the math requirement post-approval of the degree would require University Senate approval as no program can change its requirements without review.

Overlap

Political Science: There is significant overlap between Political Science and Public Policy that the proposed degree does not recognize.

Martin School Response: The proposed degree program in public policy includes a single political science-based required course – Political Context of Public Policy (PPL 302). All other courses in the proposed curriculum built across multiple disciplines. The faculty of the Martin School reviewed course syllabi in political science as well as other departments extensively and this course is not currently part of the curriculum in political science. The political science department offers several courses that would complement this course and the faculty of the Martin School think that the proposed public policy courses complement existing political science courses. The Martin School has requested syllabi from Political Science faculty that purportedly overlap the proposed curriculum, but at this point, we have not seen any course that duplicates our proposed curriculum.

We welcome the opportunity to review syllabi and work with faculty from Political Science to resolve any identified overlap. Throughout the process of developing the proposal, the Martin School has welcomed (and continues to welcome) the possibility of cross-listing the proposed PPL 302 with political science as well as other complementary political science courses so that policy majors could take more political science and vice versa. To the degree that the Political Science Department identifies other appropriate courses they would like to cross list from our proposal, we welcome the possibility of cross-listing those courses as well.

Viability

Political Science: The Martin School lacks the resources to teach the courses they propose.

Martin School Response: The faculty of the Martin School have deliberated for at least three years regarding the feasibility of extending its programs to the undergraduate level. Implementing a new program is costly and the Martin School is well-aware of these costs. The faculty have thought deeply about the potential for this degree to diminish the quality of the graduate programs it offers. But the reality is that other Universities are offering this degree and, as their enrollment data show, it is attracting students. By offering the public policy degree, some students who would have chosen to attend Indiana University or Ohio State University etc., will be attracted to the University of Kentucky. And, some students at this institution will find the public policy program a better match for the goals they have than the offerings provided by existing programs.

In one important sense, the undergraduate degree will enhance the Martin School's graduate programs. Currently, as you are aware, the Martin School negotiates with other departments around campus to provide classroom experience for Ph.D. students. Allowing Martin School students an opportunity to teach at least a section of a class will be valuable to the Ph.D. program students. Having said that, the class most

likely to be staffed by Ph.D. students on a consistent basis is ECO 391. The economics department has agreed to this arrangement. And, the economics department has agreed to provide teacher training for the graduate students who will serve as teaching assistants (TAs) beyond that offered by the Graduate School.

To address your more general point of our current capacity, like many programs, we, on occasion, may include adjunct professors to teach classes. For example, members of the Martin School's Board of Visitors, many who have held public office or been heads of public or nonprofit agencies, could co-teach with faculty a course on ethics. However, our main plan is to reconfigure a couple of master's level classes into larger sections paired with Ph.D. teaching assistants to free full-time faculty to work with undergraduate students. (And note, all but 2 current faculty in the Martin School have experience teaching undergraduate students). In addition, Patterson School faculty will teach two of the new classes and several departments have agreed to offer electives for the degree. Finally, the Martin School is requesting one new faculty member who ideally will serve as the undergraduate advisor and teach in the program. All in all, we feel confident that we can manage a new degree program with limited new resources.

In sum, the Martin School has planned carefully its resource requirements for cohort sizes of 65 or less, which is consistent with other undergraduate public policy programs. The University of Michigan caps cohorts at 50; the University of Virginia caps cohorts at 75. Still, the Martin School welcomes all the help offered in the form of cross-listing of appropriate classes with political science and other departments as reflected in the large list of electives available from other units on campus. If the department of political science faculty wish to teach PPL 302 at times, that too will be welcomed.

Political Science: The Martin School will limit its courses to majors only.

Martin School Response: The Martin School has never intended to limit its offerings to its majors only. But, it also does not wish to limit its offerings to students enrolled in the College of Arts and Sciences. Indeed, the courses (and the possibility of double-majors and minors) will be open to any department regardless of College. Students in the Colleges of Agriculture, Business and Economics, Communications, Design, Public Health, and Health Sciences and others will be welcomed.

There also appears to be some misconception that the major courses will only be available to juniors and seniors. Many students will take PL201 in their first year or first semester in the second year. This which will create an opportunity for these students to enroll PPL core classes during their sophomore year either as an elective for other majors or, we hope, as a means of double majoring or minoring in public policy with political science, economics, or other majors on campus.

We should also note that while no other units have expressed reservations about the design of the curriculum in this regard, we are open to suggestions for how to create greater flexibility for students across the campus to take our proposed core classes.

Moving Forward

The Martin School does not accept that it has failed to communicate with political science. The offer to speak with members of the department has been on the table since Professor Toma spoke with Professors Thyne and Wedeking in May 2017. Professor Clayton requested that a proposal be submitted to the department for review before discussing details. The first draft of the proposal was sent to the department

in December 2017, at the same time it was provided to the departments of Economics and Community and Leadership Development. We followed up with a meeting with Drs. Thyne and Wedeking on January 23rd and joined a political science faculty meeting on February 21st to discuss the proposal. Furthermore, we reached out through a number of emails (provided upon request) both before and after the February meeting in hopes of creating further dialogue, which illustrates our commitment to work with the political science department.

Second, the Martin School leadership has never assumed that most new majors would be pulled from political science. Indeed, it has always been the assumption that the math requirement would preclude such an outcome. This issue has been addressed above.

Plan B

The Martin School is proud of tradition of providing high quality public policy research and graduate education. But, the Martin School faculty recognizes that close relationships with political science and economics have been an essential ingredient in its past success. Closer relations with political science in the future are desired by the Martin School faculty. The plan to design double majors and minors is welcomed with enthusiastic support both by the Martin School director and faculty.



The Graduate School
Gillis Building
Lexington, KY 40506-0033

May 29, 2018

Dear Undergraduate Council:

I am pleased to provide the Graduate School's strongest support for the proposed undergraduate degree in Public Policy. The Martin School has an outstanding record of graduate education, offering master's degree in Public Policy and in Public Administration, and a doctorate in Public Policy and Administration. This expansion into undergraduate education is very timely and rational in light of detailed market research indicating that there will be strong demand for this Public Policy major.

The Martin School has essentially unanimous support from the campus community for this proposal, and I am particularly pleased to see that the curriculum will include courses provided by the Patterson School of Diplomacy and International Commerce, which is also administratively located within the Graduate School.

In summary, this proposal has my complete support. If I can provide any additional information, please feel free to contact me at brian.jackson@uky.edu.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Brian A. Jackson', written in a cursive style.

Brian A. Jackson, Ph.D.
Interim Dean



University of Kentucky
College of Arts and Sciences
Department of Political Science
1615 Patterson Office Tower
Lexington, KY 40506
P: 859-257-7029
F: 859-257-7034
www.uky.edu

January 10, 2019

Dear Dr. Toma,

The Political Science faculty met on 01/09/19 to discuss potential electives for your undergraduate degree proposal for the BA/BS in Public Policy. Based on a unanimous vote, we would be delighted if you would consider adding the following courses as electives:

- PS360: Politics of Law and Courts
- PS430: The Conduct of American Foreign Relations
- PS431: National Security Policy
- PS433: Politics of International Economic Relations
- PS461: Civil Liberties
- PS463: Judicial Politics
- PS465: Constitutional Law
- PS471: Race, Ethnicity and Politics
- PS473: Public Opinion
- PS476: Legislative Processes
- PS484: The American Presidency
- PS489: The Analysis of Public Policy

Sincerely,

A handwritten signature in black ink, appearing to read 'Clay', with a long horizontal flourish extending to the right.

Clayton L. Thyne, Ph.D.
Professor and Chair
University of Kentucky
Department of Political Science
1625 Patterson Office Tower
Lexington, KY 40506-0027
859-257-6958 (office)
859-396-6871 (cell)
clayton.thyne@uky.edu

see blue.

An Equal Opportunity University



March 8, 2019

I submit this statement in response to a request made by a Senate Council member during the March 4 Senate Council discussion of the proposed BA in Public Policy. The request was that I prepare a letter that documented the meetings I held regarding the progress of this program proposal.

In Fall 2018, Undergraduate Council Chair Amy Spriggs made me aware of concerns at the Undergraduate Council about a set of letters from the Department of Political Science laying out a series of objections to the proposed BA in Public Policy. In response to these objections, Dr. Spriggs and I had a series of meetings, first with members of the Martin School who were responsible for the proposal, then with members of Political Science and the College of Arts & Sciences. Ultimately, in December 2018 Dr. Spriggs and I organized a meeting that included Dr. Genia Toma, lead proposer of the BA in Public Policy; Dr. Clayton Thyne, chair of Political Science; and Dr. Justin Wedeking, associate chair of Political Science. During that meeting we worked through each of the objections raised in the September 2018 letter from the Department of Political Science.

At the end of the December 2018 meeting, Drs. Thyne and Wedeking indicated that they would not further pursue the objections from the September 2018 letter, and that they would confirm that the other members of their department shared that view. Shortly thereafter, the Department of Political Science wrote a letter, included in this proposal, offering to include Political Sciences courses in the BA Public Policy degree.

Submitted by Dr. Jennifer Bird-Pollan
Senate Council Chair
Robert G. Lawson Professor of Law
jbirdpollan@uky.edu
859.218.4014

APPENDIX G
TABLES AND COURSE MAPS

Table 1

Year 1 (Freshman)		Year 2 (Sophomore)		Year 3 (Junior)		Year 4 (Senior)	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Students will complete UK Core requirements during their freshman Year. Please see Table 2 for PPL required courses within the UK Core.		Students will continue to complete the UK Core requirements during their sophomore year. Please see Table 2 for PPL required courses within the UK Core. PPL 201- Introduction to Public Policy		ECO 391	PPL 304	PPL 434	PPL 422
				PPL 301	PPL 405	Students will choose 2 courses from the required course list. Students will also complete free electives during their senior year.	
				PPL 303	PPL 302		
				PPL 306	Elective		
				Elective	Elective		
Total Credits		Total Credits		Total Credits		Total Credits	
15	15	15	15	15	15	15	15
30		30		30		30	
120 Total Credits							

Table 2 Undergraduate Degree in Public Policy

UK Core Courses (31 hours)	Course	Credits
Intellectual Inquiry in Arts and Creativity		3
Intellectual Inquiry in the Humanities		3
Intellectual Inquiry in the Social Sciences		3
Intellectual Inquiry in the Natural, Physical, & Mathematical Sciences		3
Composition and Communication I	CIS/WRD 110	3
Composition and Communication II	CIS/WRD 111	3
Quantitative Foundations (MA 109 might be needed 1st)	MA 113/MA 123/MA 137	4
Statistical Inferential Reasoning (Prereq MA 123)	STA 296	3
Community, Culture & Citizenship in the USA	PS 101	3
Global Dynamics	ECO 201	3
PPL Pre-Major/Support Requirements (6 hours)	Course	Credits
Intro to Public Policy	PPL 201	3
Principles of Economics II	ECO 202	3
PPL Core Requirements (27 hours)	Course	Credits
Economics and Business Statistics-ECO 391 (Prereq STA 296)	ECO 391	3
■ Economics of Public Policy (Prereqs ECO 201, PPL 201)	PPL 301	3
■ Political Context of Public Policy (Prereqs PS 101, PPL 201)	PPL 302	3
■ Public Service Organizations (Prereq PPL 201)	PPL 303	3
■ Public and Non-Profit Finance (Prereq PPL 301)	PPL 304	3
■ Program Evaluation for Public Nonprofit Organizations (Prereqs PPL 201, ECO 391)	PPL 405	3
■ Ethics and Civil Leadership (Prereq PPL 201)	PPL 306	3
■ Behavioral Aspects of Policy (Prereq PPL 301)	PPL 422	3
■ Public Policy Capstone (Prereq PPL Majors Only, Manual/Controlled Enrollment)	PPL 434	3
Core Electives (Choose 9 hours)	Course	Credits
*Diplomacy and Leadership (Prereqs PPL 201)	PPL 307	3
*Cross Cultural Negotiation (Prereq PPL 201)	PPL 421	3
*Revenue Policy (Prereq PPL 301)	PPL 431	3
*Environmental Policy (Prereqs PPL 301, PPL 302)	PPL 432	3
*Human Capital Policy (Prereq 301)	PPL 433	3
Guided Electives** (27 hours at 300+ level)		
Health Law	HHS 354	3
Social Economic Organization	ECO 365	3
The Economics of Public Policy, Law, and Government	ECO 379	3
Environmental Economics	ECO 381	3
Health Economics	ECO 383	3
Law and Economics	ECO 385	3
Principles of Leadership	CLD 402	3
Leadership and Communication	CLD 403	3
Contemporary Leadership Applications	CLD 404	3
Politics of Law and Courts	PS 360	3
The Conduct of American Foreign Relations	PS 430G	3
National Security Policy	PS 431G	3
Politics of International Economic Relations	PS 433G	3
Civil Liberties	PS 461G	3
Judicial Politics	PS 463G	3
Constitutional Law	PS 465G	3
Race, Ethnicity, and Politics	PS 471G	3
Public Opinion	PS 473G	3
Legislative Process	PS 476G	3
The American Presidency	PS 484G	3
The Analysis of Public Policy	PS 489G	3
Current events and public engagement: US Citizens, Global Citizens	WRD 222	3
Free Electives (20 hours)		
TOTALS	120	

■ Students must be admitted to the PPL undergraduate program to enroll or by consent of instructor

* Students must choose at least two of the five identified courses as guided/targeted electives

** Additional Guided Elective options may be added at a later date

APPENDIX H
ASSESSMENT AND STUDENT LEARNING OUTCOMES

STUDENT LEARNING OUTCOMES

1. Demonstrate the ability analyze and assess complicated issues related to public policy.
2. Demonstrate the ability to be an expert and communicate professionally.
3. Demonstrate ability to simulate real-world scenarios and common problems in today's public and nonprofit sectors.
4. Demonstrate how to go beyond the theory and demonstrate how to navigate the key issues that arise in a wide range of public policy issues.
5. Demonstrate written, oral, and visual communication skills in public policy (GCCR).

ASSESSMENT METHODS

1. Introduction: Assessment Plan for Bachelor in Public Policy

Unit Mission Statement:

The University of Kentucky's Martin School of Public Policy and Administration is dedicated to teaching students how to become leaders in the field of public policy and administration. The Martin School is committed to meeting the needs of their students through excellence in scholarship, research and service for the Commonwealth of Kentucky and the global community.

Basic Assessment Approach:

Assess all outcomes within a three year cycle, using direct and indirect methods. Please see the attached Course Maps Appendix 4.

Definition of Key Terms:

Assessment: A strategy for understanding, confirming, and improving student learning through a continuous, systematic process.

Curriculum Map: A visual depiction of how learning outcomes and/or professional standards are translated into individual courses taught within a program

Learning Outcomes: Statements of learning expectations.

Indirect Evidence: Data from which you can make inferences about learning but do not demonstrate actual learning, such as perception or comparison data. Includes, but is not limited to: surveys, focus groups, exit interviews, grades, and institutional performance indicators.

Direct Evidence: Students show achievement of learning goals through performance of knowledge and skills. Includes, but is not limited to: capstone experiences, score gains between entry and exit, portfolios, and substantial course assignments that require performance of learning.

2. Assessment Oversight, Resources

The program's director will act as assessment coordinator. It is the responsibility of the director to monitor the activities of assessment that occur in the program. The director will lead the assessment conversation held each fall and will write the assessment report due to the University on October 31st.

3. Program Level Learning Outcomes

Students are expected to achieve student learning outcomes at the **degree program level** upon graduation. Student learning at the degree program level is assessed through end-of-program capstone experiences to ensure the student has achieved proficiency of the knowledge and skills expected of a professional in the respective discipline. Signature assessments, standardized tests, and rubrics are examples of measures used to evaluate the effectiveness of students achieving desired learning outcomes at the degree program level.

Course Level Student Learning Outcomes

Students are expected to achieve **course level** student learning outcomes upon completion of a course. Course developed exams, simulations, case studies, discussion boards, collaborative research projects, and writing assignments are examples of measures used to evaluate the effectiveness of students achieving desired learning outcomes at the course level.

Assessment of Student Learning Outcomes

The Martin School is committed to student learning assessment and its impact on the quality of teaching and learning. The learning outcomes assessment program will:

- Provide students with useful information about their current skills, knowledge, and competencies.
- Enable the university to evaluate the effectiveness of its academic courses and programs in terms of achieving the desired learning outcomes for its students.
- Is used for continuous improvement at all levels of the institution.
- Ensure that students are prepared for success in work and citizenship in a diverse, global society.

Cognitive Complexity

- Students will develop critical thinking skills.
- Students will develop an understanding of change processes, and be able to think critically about obstacles to change.
- Students will understand and be able to utilize a process for decision-making.

Knowledge Acquisition, Integration and Application

- Students will understand the history of leadership and current leadership theories.
- In addition, students will understand how leadership models are put into practice personally, locally, and globally.
- Students will understand how ethics, morals, and values relate to their leadership dilemmas.

- Students will be able to integrate their lived experiences into their leadership development process.

4. Curriculum Map

1. Demonstrate the ability to analyze and assess complicated issues related to public policy.
2. Demonstrate the ability to be an expert and communicate professionally.
3. Demonstrate ability to simulate real-world scenarios and common problems in today's public and nonprofit sectors.
4. Demonstrate how to evaluate intended and unintended consequences of policies.
5. Demonstrate written, oral, and visual communication skills in public policy. (GCCCR).

Req = Required Course Pre = Prerequisite Elec = Elective

I= introduce, R = reinforce, E = emphasize

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Course					
PS 101 - Pre	I	I	-	-	-
MA 123 - Pre	R	R	-	-	-
CIS/WRD 110 - Pre	I	I	-	-	-
CIS/WRD 111 - Pre	R	R	-	-	-
PPL 201 - Pre	I, R	I, R	-	-	-
ECO 201 - Pre	I	I	I	-	-
ECO 202 - Pre	I	I	I	-	-
STA 296 - Pre	R	R	R	I	-
ECO 391 - Req	I	I	R	R	-
PPL 301- Req	R	I	R	-	-
PPL 302- Req	R	E	E	R	-
PPL 303- Req	I, R	I, R	I, R	I, R	I, R
PPL 304- Req	I, R	I, R	I, R	I, R	I, R
PPL 405- Req	R,E	R, E	R, E	R, E	R, E
PPL 306- Req	I, E	I, E	R	R	R, E
PPL 307- Elec	I, E	I, E	R	R	R, E
PPL 421 - Elec	I, R	I, R	I, R	I, R	I, R

PPL 422- Req	R, E	R, E	R, E	R, E	R, E
PPL 423 - Elec	R, E	R, E	R, E	R, E	R, E
PPL 431 - Elec	R, E	E	E	E	E
PPL 432 - Elec	R, E	E	E	E	E
PPL 433 - Elec	R, E	E	E	E	E
PPL 434- Req	R, E	E	E	E	E

4. Assessment Methods and Measures

Direct Methods:

- Exams
- Written Papers – Rubric Attached
- Oral Presentations – Rubric being developed

Indirect Methods:

- Grades
- GPA
- Matriculation Rates
- Senior Survey

5. Data Collection and Review

	Data 1	Data 2	Data 3
Year 1	<ul style="list-style-type: none"> • Exams • Evaluated by faculty in course using program rubrics • Gathered Yearly 	<ul style="list-style-type: none"> • Grades, GPAs and matriculation rates • Processed by program director 	
	<ul style="list-style-type: none"> • Evaluated by faculty in course using program rubric • Gathered Yearly 	<ul style="list-style-type: none"> • Oral Presentation • Evaluated by faculty in course using program rubric • Gathered Yearly 	<ul style="list-style-type: none"> • Grades, GPAs and matriculation rates • Processed by program director
Year 2	<ul style="list-style-type: none"> • Written Paper • Evaluated by faculty in course • Gathered Yearly 	<ul style="list-style-type: none"> • Grades, GPAs and matriculation rates • Processed by program director 	

6. Assessment Cycle and Data Analysis

Assessment of student learning takes place throughout the program and occurs in all courses. Program faculty will be asked to maintain records of course-level assessment. Program-level assessment data will only be gathered at summative points in the curriculum.

The program will follow a three year assessment cycle, with two outcomes being assessed in year one and one outcome assessed in years two and three. Data will be gathered annually for all outcomes. All students must be evaluated for course purposes. Therefore, all student data will be gathered for the purposes of the program assessment. No samples of data will be taken for normal, regularly scheduled assessment.

Results will be analyzed and interpreted at the second faculty meeting of every academic year. Assessment reports will be completed no later than October 1st of every year and turned in to the college's assessment coordinator for review. Final reports will be sent to the university's assessment office no later than October 31st of every year.

7. Teaching Effectiveness

All instructors will use the University Teacher Course Evaluation (TCE) process to be

evaluated by their students each semester. Additionally, each course will be peer reviewed at least once a year. Each instructor will be asked to provide a self-reflection which will include areas of improvement. The Program Director will review the TCE results, any available peer review forms, and the self-reflection with the instructors and provide feedback to the instructor. This will occur on an annual basis.

8. What are the plans to evaluate students' post-graduate success?

The Martin School will look at data provided by the Alumni Survey and will work with the Office of Institutional Research to look at other possible methods.

9. Appendices - Required

Student Learning Outcomes will be assessed using the Critical Thinking VALUE Rubric which can be found below.

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples or collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; <http://www.wpacouncil.org/whitepaper>) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; <http://www.ncte.org/cccc/resources/positions/123784.htm>)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content Development:** The ways in which the text explores and represents its topic in relation to its audience and purpose.
- **Context of and purpose for writing:** The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- **Sources:** Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curricular

Activity	Action	Milestones		Benchmark
Context of and purpose for writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).

Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and disciplinary conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation
Sources and evidence	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of syntax and mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error- free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage

APPENDIX I
BA PUBLIC POLICY REQUIREMENTS

SNAPSHOT of Credit Hours Requirements:

- Total Credit Hours Required for PPL Degree = 120
- UK Core (31 hours)
- PPL Pre-Major (6 hours)
- PPL Core (27 hours)
- Core Electives (6 hours)
- Guided Electives (27 hours)
- Free Electives (20 hours)

Program Major Core Course Requirements

UK Core Courses (31 hours)

Intellectual Inquiry in Arts and Creativity	3
Intellectual Inquiry in the Humanities	3
Intellectual Inquiry in the Social Sciences	3
Intellectual Inquiry in the Natural, Physical, & Mathematical Sciences	3
Composition and Communication I CIS/WRD 110	3
Composition and Communication II CIS/WRD 111	3
Quantitative Foundations (Prereq MA 109) MA 113/MA 123/MA 137	4
Statistical Inferential Reasoning (Prereq MA 123) STA 296	3
Community, Culture & Citizenship in the USA PS 101	3
Global Dynamics ECO 201	3

PPL Pre-Major/Support Requirements (6 hours)

Intro to Public Policy PPL 201	3
Principles of Economics II ECO 202	3

PPL Core Requirements (27 hours)

Economics and Business Statistics- ECO 391	3
Economics of Public Policy (Prereqs ECO 201, PPL 201) PPL 301	3
Political Context of Public Policy (Prereqs PS 101, PPL 201) PPL 302	3
Public Service Organizations (Prereq PPL 201) PPL 303	3

Public and Non-Profit Finance (Prereq PPL 301)	PPL 304	3
Program Evaluation for Public Nonprofit Organizations	PPL 405	3
Ethics and Civil Leadership (Prereq PPL 201)	PPL 306	3
Behavioral Aspects of Policy (Prereq PPL 301)	PPL 422	3
Public Policy Capstone	PPL 434	3

Core Electives (Choose 9 hours)

*Diplomacy and Leadership (Prereqs PPL 201)	PPL 307	3
*Cross Cultural Negotiation (Prereq PPL 201)	PPL 421	3
*Revenue Policy (Prereq PPL 301)	PPL 431	3
*Environmental Policy (Prereqs PPL 301, PPL 302)	PPL 432	3
*Human Capital Policy (Prereq 301)	PPL 433	3

Guided Electives (27 hours at 300+ level)

Health Law	HHS 354	3
Social Economic Organization	ECO 365	3
The Economics of Public Policy, Law, and Government	ECO 379	3
Environmental Economics	ECO 381	3
Health Economics	ECO 383	3
Law and Economics	ECO 385	3
Principles of Leadership	CLD 402	3
Leadership and Communication	CLD 403	3
Contemporary Leadership Applications	CLD 404	3
Politics of Law and Courts	PS 360	3
The Conduct of American Foreign Relations	PS 430G	3
National Security Policy	PS 431G	3
Politics of International Economic Relations	PS 433G	3
Civil Liberties	PS 461G	3
Judicial Politics	PS 463G	3
Constitutional Law	PS 465G	3
Race, Ethnicity, and Politics	PS 471G	3
Public Opinion	PS 473G	3

Legislative Process PS 476G	3
The American Presidency PS 484G	3
The Analysis of Public PolicyPS 489G	3
Current events and public engagement: US Citizens, Global Citizens WRD 222	3

Free Electives (20 hours)

TOTAL 120

APPENDIX J
COURSE DESCRIPTIONS

Course Descriptions

- **PS 101 American Government:** A survey of national government and the political process in the United States, with emphasis on the Constitution, the President, Congress, and the judicial system.
- **PPL 201 Introduction to Public Policy: New Course.** A course designed to familiarize the student with the problem-solving activities of the public sector in such areas as immigration policy, education policy, environmental policy, and health care. This is an introductory course in American public policy. The purpose of this course is to introduce students to some of the most current and salient policy debates in the United States and give students basic tools and knowledge necessary to critically evaluate public policy issues.
- **ECO 201 Principles of Economics:** The study of the allocation of scarce resources from the viewpoint of individual economic units. Topics include household and firm behavior, competitive pricing of goods and resources, and monopoly power.
- **MA 123 Elementary Calculus and Its Applications:** An introduction to differential and integral calculus, with applications to business and the biological and physical sciences
- **CIS/WRD 110: Composition and Communication I:** To participate effectively in the 21st century, students must be adept at both communicating their ideas effectively to different audiences in a variety of formats and contexts, as well as evaluating the messages sent by others. This integrated composition and communication course is the first in a sequence of two courses that focus on developing students' abilities to communicate ideas effectively using written, oral, visual, and electronic forms. As such, students will compose and present messages targeted toward different audiences, as well as evaluate the quality of the messages shared by others. Over the course of the semester, students can expect to work independently, with a partner, or with a small group of classmates to prepare messages, as well as to practice and evaluate interpersonal and team dynamics in action.
- **CIS/WRD111: Composition and Communication II:** The second of two general education courses focused on integrated oral, written, and visual communication skill development emphasizing critical inquiry and research. In this course, students will explore issues of public concern using rhetorical analysis, engage in deliberation over those issues,

and ultimately propose solutions based on well-developed arguments. Students will sharpen their ability to conduct research; compose and communicate in written, oral, and visual modalities; and work effectively in groups (dyads and small groups). A significant component of the class will consist of learning to use visual and digital resources, first to enhance written and oral presentations and later to communicate mass mediated messages to various public audiences. Over the course of the semester, class members can expect to work independently, with a partner, and in a small group (team) to investigate, share findings, and compose and deliver presentations, as well as to practice and evaluate interpersonal and team dynamics in actions.

- **Economic and Business Statistics (ECO 391):** A survey of statistical techniques relevant to modern economics and business, with major emphasis on correlation and regression, Bayesian decision theory, index numbers, time series analysis, and forecasting models. Prereq: ECO 291 or STA 381 or equivalent.
- **Economics of Public Policy (PPL 301) New Course:** The course will focus on how to use basic economic tools to understand arguments for public policy solutions to problems in a society. It uses economics to analyze the expected impact of public policy on the allocation of resources and to evaluate the benefits and costs of alternative policy solutions.
Prereq: Eco 201; PPL 201
- **Political Context of Public Policy (PPL 302) New Course:** This course examines the important role of political context in the policy process. It equips students with the skills necessary to conduct effective public policy analysis from a political perspective and provides an understanding of the major actors and institutions involved in policymaking. We will begin with a broad discussion of the political institutions and policy actors in the policy process. Next, we will cover different stages of the policy process while focusing on the role of political institutions and actors in each one. In the end, we will apply the theories and perspectives to analyze the political context of various policy areas.
Prereq: PPL 201
- **Public Service Organizations (PPL 303) New Course:** This course focuses on the managers and leaders of public and nonprofit organizations. The objective is to understand the incentives confronting managers and workers of public/non-profit organizations and to

illustrate how to successfully manage these organizations within an ever-changing environment. As such, it is critical for public managers to understand the interdependent nature of organizations, their environments, and the public policy process.

Prereq: PPL 201

- **Public and Nonprofit Financial Management (PPL 304) New Course:** This course integrates financial management into decision making and addresses the struggle to match mission with financial resources. Topics include: understanding the components of nonprofit financial statements, budgeting, accounting for contributions, and sustainability.

Prereq: PPL 301

- **Program Evaluation for Public Nonprofit Management (PPL 405) New Course:** This is a course in which students learn to evaluate the impact of a program or policy in the public or nonprofit worlds. Evaluation research is a social science activity aimed at collecting, analyzing, interpreting, and communicating information about the workings and effectiveness of social programs. The course introduces models and tools that will be used to formulate and evaluate policy options and finally make policy recommendations. Students will have opportunities to present their policy research ideas and methodology and receive feedback from their classmates and lecturers.

Prereq: PPL 201, ECO 391

- **Diplomacy and Leadership (PPL 307) New Course:** This course is designed to teach students about the theoretical and practical aspects of modern diplomacy. It will examine the role of diplomatic leadership from a variety of perspectives. While there will be a specific focus on the US, other emerging leading economies will also be examined including China, Russia, India and other emerging economies.

Prereq: PPL 201

- **Ethics and Civic Leadership (PPL 306) New Course:** In this course, we will examine the ethical dilemmas of leadership, the foundations and context of moral choice, the moral implication of decision making within public organizations and the impact upon staff, morale, personal integrity and citizens. In doing so, our purpose is to make visible the ethical challenges and decisions facing leaders, to explore the leadership role in sharing the organization's ethical culture, and to examine governmental alternatives. An

emphasis will be made on critical thinking, normative decision making, and the role of values in public policy and management. Ethical theories and principles commonly used in public administration and policy will be explored, as will theories related to leadership in public, private, and non-profit organizations. This course will challenge students to craft their own ethical perspective strengthened through critical examination of ethics theory utilizing case studies, readings and local public leadership who will share their own ethical perspectives.

Prereq: PPL 201

- **Cross Cultural Negotiation Skills (PPL 421) New Course:** This course is about the challenges of cross-cultural negotiations in both the diplomatic and private sector sphere. Students will examine negotiations in international relations and business, major cultural divides in the international community and participate in simulations to make them aware of the practice of cross-cultural negotiations.

Prereq: PPL 201

- **Behavioral Aspects of Policy (PPL 422) New Course:** This course will examine the relationship between behavioral economics and public policy. The course examines systematically circumstances in which individuals make decisions that appear to depart from the assumptions of rational actor economic models. The course will survey the major themes of behavioral economics and address their implications for the design of public policies. The goal of the course is to illustrate how an understanding of behavioral economics can improve public policy design and implementation.

Prereq: PPL 301

- **Revenue Policy (PPL 431) New Course:** This course examines the ways in which federal, state and local governments raise revenues to finance the public services they provide. The course consists of two major parts. One is various tax policies, the other is debt policies. We will focus on theories, perspectives, and issues in practices related to these revenue policies.

Prereq: PPL 301

- **Environmental Policy (PPL 432) New Course:** This course examines environmental policymaking, primarily in the context of the United States. Consideration will be given to

how environmental policy is adopted and implemented in a federal system. In addition, environmental regulations will be evaluated and policy alternatives will be analyzed. This course will take students through the important players in the environmental policy process, the significant factors related to policy development, adoption and implementation and a series of current environmental issues.

Prereq: PPL 301; PPL 301

- **Human Capital Policy (PPL 433) New Course:** This course analyzes the impact of human capital policy through the lens of a political economy framework. Human capital deals with the economic value of individuals' skill sets, knowledge base, and social interactions that contribute to their creation and production of goods and services in society.

Prereq: PPL 301

- **Public Policy Capstone (PPL 434) New Course:** The public is exposed to diverse, often conflicting views of public problems and policy solutions to those problems. The media, special interest groups, researchers, family, and friends espouse views on what the government or nonprofits ought to do to fix social problems or better societal outcomes. This course builds upon the entire public policy curriculum (content and research methods courses) to systematically examine a range of policy options that address these underlying problems. The overarching objective of this course is for each student to develop and write a capstone that will be orally presented in class. The capstone topic will be tailored to the policy interests of the students. Successful completion of this course is necessary to meet the University of Kentucky Graduation Composition and Communication Requirement (GCCR).

Prereq: This course will be open only to public policy majors who are in the last year of the program.

APPENDIX K
COURSE SYLLABI

PPL 201

Introduction to Public Policy

Instructor: Eugenia Toma
Office Address: 437 POT
Email: Eugenia.toma@uky.edu
Phone: 257-1156
Office hours: MWF 11 a.m. – 12 p.m
Class Meeting Times: MWF 10 – 10:50 a.m.

Course Description

A course designed to familiarize the student with the problem-solving activities of the public sector in such areas as immigration policy, education policy, environmental policy, and health care. This is an introductory course in American public policy. The purpose of this course is to introduce students to some of the most current and salient policy debates in the United States and give students basic tools and knowledge necessary to critically evaluate public policy issues.

Prerequisites

This course has no prerequisites

Student Outcomes

By the end of the course, students will be able to

- Define what a policy solution to a problem entails
- Analyze whether a policy solution to a problem is conceptually justified
- Identify the factors that influence policy design
- Evaluate policy effects

Required Materials

Thomas Birkland, *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making*. second edition, 2005.

Kraft, Michael, and Scott Furlong. 2004. *Public Policy: Politics, Analysis, and Alternatives*. Washington, DC: CQ Press. 2005.

Description of Course Activities and Assignments

This is a lecture course with required student participation. Students will be expected to read materials prior to attending class and be prepared to discuss the problems identified for each class period.

Course Assignments

Participation. Class discussion. 10 points

2 Midterm Exams: 30 points each

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Final exam 30 points

Summary Description of Course Assignments

Each class period will have reading assignments that students are expected to read prior to class so they can participate in class discussion. Exams will be short essay and multiple choice.

Course Grading

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60% = E

TENTATIVE COURSE SCHEDULE:

Week 1-3 Course Introduction (Birkland Chs 1-3/K and F Chs 1-2)

1. Introduction to Public Policy
2. Elements and History of Public Policy

Week 4-5 Actors, Stakeholders, and Agenda Setting (Birkland Chs. 4-6)

Week 5 Midterm Exam 1

Week 5-6 Policy Types, Policy Design and Implementation (Birkland Chs. 7-9)

Week 7-8 Analyzing Public Policy (K F Chs. 3, 5)

Week 9-11 Issues and Controversies in Public Policy

1. Economic and Budgetary Policy (K F Ch. 7)
2. Health Care Policy (K S Ch. 8)

Week 10 Midterm Exam 2

Week 12-13 Issues and Controversies in Public Policy

1. Welfare and Social Security Policy (K F Ch. 9)
2. Environmental and Energy Policy (K F Ch. 11)

Week 14-15 Issues and Controversies in Public Policy

1. Foreign Policy and Homeland Security (K F Ch. 12)

Week 16 Final Exam

Final Exam Information

Date, time, location

Submission of Assignments

Exams must be completed on the date announced on the syllabus. Any missed exam can be taken only if the student provides an excused absence consistent with University of Kentucky policy. There will be no makeup allowed for class participation unless absence is excused.

Attendance Policy

Attendance will be taken at each class period. Because class participation is required, students may miss no more than 3 class periods without an excused absence.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

In situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a “W”) from the class as per university policy. If a student has excused absences in excess of one-fifth of the class contact hours for that course, the student shall have the right to receive a ‘W’, or the Instructor of Record may award an ‘I’ for the course if the student declines to receive a ‘W.’

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused.

Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

PPL 301
Economics of Public Policy

Instructor: Eugenia Toma
Office Address: 437 POT
Email: Eugenia.toma@uky.edu
Phone: 257-1156
Office hours: MWF 1 p.m. – 2 p.m.
Class Meeting Times: MWF 2 – 2:50

Classroom: TBD

Course description

The course will focus on how to use basic economic tools to understand arguments for public policy solutions to problems in a society. It uses economics to analyze the expected impact of public policy on the allocation of resources and to evaluate the benefits and costs of alternative policy solutions.

Prerequisites: ECO 201; PPL 201

Course objectives

After completion of this course students should be able to:

- Identify the rationale of government interventions in the private economy;
- Demonstrate why some government interventions fail and others succeed;
- Describe various economic tools the government employs as policy interventions;
- Evaluate a government policy using economic tools.

Required Materials

Wheelan, C. J. (2011). Introduction to public policy. WW Norton & Company.

Description of Course Activities

This class will be an interactive lecture with assigned readings and problem sets. You are expected to come to class on time and participate in discussion.

Course Assignments

5 Problem Sets: 5 points each – for total 25 points
1 Policy Memo: 25 points
1 Midterm Exam: 25 points
1 Final Exam: 25 points

Summary Description of Course Assignments

Problem sets: There are five problem sets throughout the semester. They will help you learn how to use the tools of economics to analyze public policy issues and are designed to strengthen your understanding of the principles of economics. You will receive full credit for each problem set if it is 100% complete and submitted before the class. Late submission of the problem sets will not be accepted.

Policy memo: You will write a one-page policy memo on a specific public policy issue. The memo will ask you about the issue previously discussed in class. Detailed instructions for the memo will be provided 4 weeks before it is due. Late submission of the memo will not be accepted.

Midterm exam: Short essay exam.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Final exam: Short essay exam

Course Grading

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

Below 60% = E

TENTATIVE COURSE SCHEDULE

What is Public Policy?

Week 1: Public Decision Making

Readings: Wheelan Chapter 1

Case study: London's congestion charge

Weeks 2-3: Why Is It So Hard to Make the World a Better Place?

Readings: Wheelan Chapter 2

Case study: Immigration policy

Problem Set 1

Why We Do What We Do

Weeks 4 - 5: Understanding Individual Behavior: Rational Individuals

Readings: Wheelan Chapter 3

Case study: *Adverse selection among public school teachers*

Weeks 6-7: Understanding Group Behavior: Collective Action

Readings: Wheelan Chapter 4

Case study: *The global eradication of smallpox*

Problem Set 2 (week 6)

Midterm Exam (week 7)

Week 8: Evaluating Social Welfare

Readings: Wheelan Chapter 5

Case study: *Welfare reform*

Markets and Government

Week 9: The Political Process from an Economic Perspective

Readings: Wheelan Chapter 6

Case Study: *The California recall election*

Problem Set 3

Week 10: The Market System

Readings: Wheelan Chapter 7

Case Study: *An SUV arms race*

Week 11: The Role of Government

Readings: Wheelan Chapter 8

Case Study: *Rural development policy*

Policy Memo

Tools for Analysis

Week 12: Gathering and Measuring Information

Readings: Wheelan Chapter 9

Case Study: *Plummeting autopsy rates*

Problem Set 4

Week 13: Basic Data Analysis for Public Policy

Readings: Wheelan Chapter 10

Case Study: *Labor market discrimination*

Readings: Wheelan Chapter 11

Case study: *The statistics behind the SAT exam*

Week 14: Benefit-Cost Analysis

Readings: Wheelan Chapter 12

Case study: *Antibiotics misuse*

Problem Set 5

Week 15: Program Evaluation

Readings: Wheelan Chapter 13

Case study: *Do community-college degrees raise wages?*

Week 16: Final Exam

Final Exam Information

Date, time, location

Submission of Assignments

Exams must be completed on the date announced on the syllabus. Any missed exam can be taken only if the student provides an excused absence consistent with University of Kentucky policy.

Attendance Policy

Attendance will be taken at each class period. Students may miss no more than 3 class periods without an excused absence.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules*

5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

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When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

PPL 302 Political Context of Public Policy
Martin School of Public Policy and Administration
University of Kentucky

Instructor: Annelise Russell
Office Address: 417 POT
Email: arussell@uky.edu
Office Phone: 257-4026
Office hours: 9:30 – 11 TTH
Class Meeting Time: 11 – 12:15 TTH

Course Description

This course examines the important role of political context in the policy process. It equips students with the skills necessary to conduct effective public policy analysis from a political perspective and provides an understanding of the major actors and institutions involved in policymaking. We will begin with a broad discussion of the political institutions and policy actors in the policy process. Next, we will cover different stages of the policy process while focusing on the role of political institutions and actors in each one. In the end, we will apply the theories and perspectives to analyze the political context of various policy areas.

Student Learning Outcomes

After completing this course, the student will be able to:

- Explain the relationship between politics and policymaking
- Identify the roles of major institutions and actors in the policy process
- Demonstrate analytical skills in policy analysis through brief exercises and a paper employing library and web-based sources
- Summarize critical issues associated with contemporary public policy cases

Prerequisites

PS 201, PPL 201

Required Materials

The following two textbooks are required. Additional papers and chapters will be available on Canvas. News articles will be assigned and those can be accessed online.

1. Deborah Stone. 2011. *Policy Paradox*. New York: W.W. Norton & Co.
2. Carter A. Wilson, *Public Policy: Continuity and Change*, Second Edition. Waveland Press.

Description of Course Activities and Assignments

This course will consist of lectures by the instructor and in-class discussion will occur periodically. Students are required to complete three exams, a group project that includes a policy paper and a policy debate, and periodic homework. Student participation will also be graded.

Course Assignments

The course will focus on instructor lectures, although class discussion will be encouraged on selected topics during each class session. Evaluation of student understanding of course learning objectives will occur through the following:

- 3 exams at 100 points each, including two in-class midterm exams and a take-home final exam. The two midterm exam will be objective-style. It will concentrate on your understanding of the course material. The final exam will cover the course as a whole.
- 6 graded homework at 20 points each. Assignments will include summaries of the major points in the readings for the week.
- 1 group paper and policy debate at 100 points. Students in groups will present a policy debate on a current policy topic in the last three weeks of the class. Students will write a policy briefing paper based on their policy debates. This paper must reflect understanding of political context of a policy topic based on the readings and discussions in this class.
- Participation will account for 30 points. Attendance will be taken and account for grades on class participation.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Course Grading

The overall course grade will represent the combination of the point scores for the several course requirements. Grading scale is as follows:

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60% = E

Tentative Course Schedule

Political Context of Public Policy

Week	Topics	Assignments
Week 1	Course Introduction & Current Political Context	<ul style="list-style-type: none"> • This syllabus • Deborah Stone. 2011. Policy Paradox. New York: W.W. Norton & Co., Introduction and Chapter 1. • American idiocracy, The Economist, http://www.economist.com/node/21525839. • Five Governance Problems That Contributed to the U.S. Credit Rating Downgrade, Brookings Institute, https://www.brookings.edu/opinions/five-governance-problems-that-contributed-to-the-u-s-credit-rating-downgrade/. • Crashing the Tea Party, The New York Times, http://www.nytimes.com/2011/08/17/opinion/crashing-the-tea-party.html • President Rick Perry? The New York Times, http://www.nytimes.com/2011/08/26/opinion/books-president-rick-perry.html • Fareed Zakaria, "Why Americans Hate Their Government," Washington Post, Nov. 21, 2013
	<i>Unit 1: Institutions</i>	
Week 2	Legislative Politics	<ul style="list-style-type: none"> • Barbara Sinclair. 2002. "The 60-Vote Senate': Strategies, Process and Outcomes." In U.S. Senate Exceptionalism. Bruce I. Oppenheimer, ed. Columbus, OH: Ohio State University Press, pp. 241-61 • Craig Volden and Alan Wiseman. 2015. "The 5 Habits of Highly Effective Legislators," Monkey Cage, The Washington Post. • Richard F. Fenno, Jr. 2007. Congressional Travels: Places, Connections, and Authenticity, Chapter 6.
Week 3	Bureaucratic Politics	<ul style="list-style-type: none"> • Richard J. Stillman II, "Key Decision Makers Inside Public Administration: The Concept of Competing

		<p>Bureaucratic Subsystems” The American Bureaucracy, 1988, Chap. 4</p> <ul style="list-style-type: none"> • Paul C. Light. Fact Sheet on the Continued Thickening of Government, Brookings Institution (2004) http://www.brookings.edu/views/papers/light/20040723.htm. • Robert Pear, Sharon LaFraniere and Ian Austen, "From the Start, Signs of Trouble at Health Portal," New York Times, Oct. 12, 2013
Week 4	The Courts as a Site of Politics	<ul style="list-style-type: none"> • Molly Ball (2015). "How Gay Marriage Became a Constitutional Right." The Atlantic. July 1. • On the Media (2015). "Plaintiff Shopping." WNYC. October 9. • Bonine, John E. "Standing to Sue: The First Step in Access to Justice." Mercer University Law School lecture, January 1999.
Week 5	Exam 1	
	<i>Unit 2: Actors</i>	
Week 6	Political Elites, Parties, and Policy	<ul style="list-style-type: none"> • Samara Klar. 2014. "What Happens when Democrats and Republicans Discuss Partisan Issues?" Scholars Strategy Network (SSN). • Nolan McCarty. 2007. "The Policy Effects of Political Polarization," in Paul Pierson and Theda Skocpol, eds. The Transformation of American Politics: Activist Government and the Rise of Conservatism. Princeton, NJ: Princeton University Press, pp. 223-49.
Week 7	Interest Groups, Lobbying, and Policy	<ul style="list-style-type: none"> • Walker, Jack (1991), Mobilizing Interest Groups in America: Patrons, Professions, and Social Movements, Ann Arbor, MI: University of Michigan Press: Chapter 2. • Deborah Stone, Policy Paradox, Chapter 10
Week 8	Citizens, Political Participation, and Policy	<ul style="list-style-type: none"> • Anne Schneider and Helen Ingram. 1993. "Social Construction of Target Populations: Implications for Politics and Policy." American Political Science Review 87: 334-47. • Andrea Louise Campbell. 2002. "Self-Interest, Social Security, and the Distinctive Participation Patterns of Senior Citizens," American Political Science Review 96: 565-74. • Sidney Verba, Kay Lehman Schlozman, and Henry E. Brady. 1997. "The Big Tilt: Participatory Inequality in America," The American Prospect 32: 74-80.

	<i>Unit 3: Processes</i>	•
Week 9	Agenda Setting	<ul style="list-style-type: none"> • John W. Kingdon. 2003. <i>Agendas, Alternatives and Public Policy</i>. New York: Longman, Chapter 5. • Frank R. Baumgartner and Bryan D. Jones. 1993. <i>Agendas and Instability in American Politics</i>. Chicago, IL: University of Chicago Press, Chapter 8.
Week 10	Policy Formulation	<ul style="list-style-type: none"> • Charles E. Lindblom. 1959. "The Science of 'Muddling Through'." <i>Public Administration Review</i>, 19(2): 79-88. • Deondra Rose. 2015. "Regulating Opportunity: Title IX and the Birth of Gender-Conscious Higher Education Policy." <i>Journal of Policy History</i> 27(1): 157-183.
Week 11	Exam 2	
Week 12	Policy Implementation	<ul style="list-style-type: none"> • Suzanne Mettler. 2005. <i>Soldiers to Citizens: the G.I. Bill and the Making of the Greatest Generation</i>. New York: Oxford University Press, Chapter 4.
Week 13	Policy Evaluation	<ul style="list-style-type: none"> • Eric Patashnik. 2008. <i>Reforms at Risk: What Happens After Major Policy Changes are Enacted</i>. Princeton, NJ: Princeton University Press, Chapter 1.
	<i>Unit 4: Applications</i>	
Week 14	Economic Policy	<ul style="list-style-type: none"> • Wilson, Ch. 14 • Policy debates
Week 15	Education Policy	<ul style="list-style-type: none"> • Wilson, Ch. 13 • Policy debates
Week 16	Health & Welfare Policy	<ul style="list-style-type: none"> • Wilson Ch. 5 & Ch. 6 • Policy debates
	Final Exam: Date TBD	

Final Exam

The take-home final exam, date TBD, will cover both the final section of the course as well as the course as a whole.

Submission of Assignments

Assignments are due at the beginning of class on the day listed for the syllabus unless otherwise noted. Assignments must be submitted in hard copies. Online submissions will not be accepted. Assignments lose 10 points for every 24-hour period they are late. This penalty includes Saturdays and Sundays.

Makeup Exams

No makeups will be given for in-class exams or for participation except in the case of “Excused Absences” (see below). Additionally, written documentation of the “Excused Absences” will be required.

Attendance Policy

Absences will be excused only in the case of “Excused Absences” (see below). Attendance will be taken for each class meeting.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

In situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a “W”) from the class as per university policy. If a student has excused absences in excess of one-fifth of the class contact hours for that course, the student shall have the right to receive a ‘W’, or the Instructor of Record may award an ‘I’ for the course if the student declines to receive a ‘W.’

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

PPL 303
Public Service Organizations

Instructor: Nicolai Petrovsky
Office: 435 POT
Phone: 257-2857
Office hours: 12 – 1:15 TTH
Class Meetings: 2 – 3:15 TTH

Classroom: TBD

Course Description

This course focuses on the managers and leaders of public and nonprofit organizations. The objective is to understand the incentives confronting managers and workers of public/non-profit organizations and to illustrate how to successfully manage these organizations within an ever-changing environment. As such, it is critical for public managers to understand the interdependent nature of organizations, their environments, and the public policy process.

Prerequisites

PPL 201

Student Outcomes

By the end of the course the students will be able to

- Demonstrate a clear understanding of the characteristics of public organizations.
- Evaluate the environment of public organizations' environment
- Define the factors necessary for strategic management of an organization's stakeholders and their operations
- Construct and critique the tools necessary for performance management

Required Materials

Bolman, Lee G., and Terrence E. Deal. (2013). *Reframing Organizations: Artistry, choice, and leadership*. John Wiley & Sons

Description of Course Activities and Assignments

This is a course primarily based on class discussion and group participation so class attendance is required. Students who are missing class are responsible to individually obtain the content and the materials discussed for and during the class missed. The class also involves a case study as described below.

Case Study

The purpose of this activity is for each student to develop and implement a thoughtful strategy to the

issue(s) raised in a case using the theories and the tools and/or practices mentioned in class. Acting as a manager of a public organization, students will provide guidance, feedback, and recommendations to the issue in the case. The strategy and/or recommendations should be not only realistic but also feasible and implementable. As such, each student should develop and justify his/her recommendation. Part of this justification should include the potential, positive or negative, outputs and/or outcomes of pursuing the strategy and/or recommendations presented.

Although this assignment intends to stay as realistic as possible, the strategy and/or recommendations presented should be an opportunity for students to be innovative or to take risks. This process requires students to think through tradeoffs, the implications of pursuing one option over another, and prioritizing the strategy and/or the recommendations against other choices. Ultimately, this exercise will demonstrate that students comprehend the concepts mentioned in class and are capable to apply them to a real situation.

Case Study Presentation

The purpose of using case study is to stimulate students to be analytic, to approach current public organizations' issues with a practical perspective, to develop a unique and coherent strategy, and to encourage classroom participation. In many situations, public managers must present recommendations and/or strategy orally. Indeed, communicating complex information quickly and effectively is as important as being capable to analyze and develop an effective strategy to a particular issue. Therefore, this exercise will allow students to acquire the necessary skills to communicate effective strategy within the context of a public organization.

Each case study will be discussed in class in which the context, the actors and participants, and the issues/problems/challenges and opportunities should be addressed. Each presentation should include several elements, as following: (1) briefly review the facts of the case; (2) present the recommendations and/or strategy developed; (3) engage in a discussion with the rest of the class.

Elevator Speech

One of the most important things a public managers should know---how is learn how to speak about their ideas to others. Being able to sum up unique aspects of an organization, a program, a service, a strategy, a recommendation, or an idea in a way that excites others should be a fundamental skill. Yet many executives pay little attention to “the elevator pitch” – the quick, succinct summation of what your subject is about. This is a real opportunity for public managers to reveal to their leaders their intellectual, analytical, managerial and communications' strengths.

In this informal and spontaneous simulation, students will brief the class on a specific topic. The topic will be in accordance to the topic of the class. Each student will have exactly 1 minute to provide his/her briefing, which would advance action(s) and/or recommendation(s) and associated implication(s). Students should demonstrate an understanding of the issue as well as be persuasive about the effectiveness of his/her action(s)/recommendation(s). A significant part of the challenge this exercise presents lies in framing and communicating the issue and then recommending a coherent and effective course of action. Each student will be evaluated on his/her ability to master a complex set of facts and communicate them clearly and succinctly; make a clear recommendation and underline the positive and the negative implications associated with the recommendation(s).

Grading

Attendance & Participation – 15 points
Weekly Critics – 15 points
Case Study – 20 points
Elevator Speech Assignment – 10 points
Final Project – 40 points

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Summary Description of Course Assignments

Each class period will have reading assignments that students are expected to read prior to class so they can participate in class discussion. The case study and final managerial project are the two major components of the class requirements.

Course Grading

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = E

Schedule of Readings and Class Topics:

Week 1: Introduction

Weeks 2-3 Public, Private, & Nonprofits

Bolman, L. G., & T. E. Deal, *Reframing Organizations*, Chap. 2 □□ Mintzberg, H. “Managing Government, Governing Management,” *Harvard Business Review*, 1996, pp.75-83
Shalala, D. E. “Are Large Public Organizations Manageable?” *Public Administration Review*, 1998, 58(4), pp.284-89
Boyne, G. A., “Public and Private Management: What’s the Difference?” *Journal of Management Studies*, 2002, 39(1), pp.97-122

Weeks 3 – 4 The Environment of Public Management

Rainey, H. G. “The Impact of Political Power and Public Policy;” in *Understanding and Managing Public Organizations*, 2010, Jossey-Bass Publishers: San Francisco, CA

Bolman, L. G., & T. E. Deal, *Reframing Organizations*, Chap. 10
Bolman, L. G., & T. E. Deal, *Reframing Organizations*, Chap. 11

Weeks 4 – 5 Organizational Structure

Bolman, L. G., & T. E. Deal, *Reframing Organizations*, Chap. 4
Stanton, T. H. *Moving Toward More Capable Government: A Guide to Organizational Design*, IBM Center for the Business of Government
DiIulio, J. D. & DiIulio, J. J., Jr. “Principled Agents: The Cultural Bases of Behavior in a Federal Government Bureaucracy,” *Journal of Public Administration Research and Theory*, 1994, 4(3), pp.277-318
(SKIM) Abonyi, G. & Van Slyke, D. M. “Governing on the Edges: Globalization of Production and the Challenge to Public Administration in the 21st Century,” *Public Administration Review*, 2010, 70(S1), pp.33
Organizational Culture
Bolman, L. G., & T. E. Deal, *Reframing Organizations*, Chap. 12
Bolman, L. G., & T. E. Deal, *Reframing Organizations*, Chap. 13
Akerlof, G. A. & Kranton, R. E. “Identity an Economics of Organizations,” *Journal of Economic Perspectives*, 2005, 19(1), pp.9-32
Goodsell, Charles T. (1997). Administration as ritual. *International Journal of Public Administration*. 20(4-5):939-61

Weeks 6-7 Managing and Motivating People

Bolman, L. G., & T. E. Deal, *Reframing Organizations*, Chap. 6
Bolman, L. G., & T. E. Deal, *Reframing Organizations*, Chap. 7
Stajkovic, A. D. & Luthans, F. “Differential Effects of Incentives Motivators on Work Performance,” *Academy of Management Journal*, 2001, 4(3), pp.580-90
Grant, A. “Employees without a Cause: The Motivational Effects of Prosocial Impact in Public Service,” *International Public Management Journal*, 2008, 11(1), pp.48-66
(SKIM) Katzenbach, J. R. & Smith, D. K. “The Discipline of Teams,” *Harvard Business Review*, 2005, pp.162-71

Weeks 8-9 Strategic Planning

Bolman, L. G., & T. E. Deal, *Reframing Organizations*, Chap. 16
Bryson, J. M. “The Strategy Change Cycle: An Effective Strategic Planning Approach for Public and Nonprofit Organizations,” in *Strategic Planning for Public and Nonprofit Organizations*, 1995, Jossey-Bass Publishers: San Francisco, CA
Boyne, G. A. & Walker, R. M. “Strategic Management and Public Service Performance: The Way Ahead,” *Public Administration Review*, 2010, Special Issue, pp.185-92
Brown, T. L. “The Evolution of Public Sector Strategy,” *Public Administration Review*, 2010, Special Edition, pp.212-14

(SKIM) Kaplan, R. S. & Norton, D. P. "Using the Balanced Scorecard as a Strategic Management System," *Harvard Business Review*, 1996, pp.75-85

Week 10 Performance Management

Bolman, L. G., & T. E. Deal, *Reframing Organizations*, Chap. 15

Behn, R. D. "Why Measure Performance: Different Purposes Require Different Measures," *Public Administration Review*, 2003, 63(5), pp.586-606

Kaplan, R. S. & Norton, D. P. "The Balanced Scorecard: Measures that Drive Performance," *Harvard Business Review*, 2005, pp.172-80

Behn, R. D. "The Varieties of CitiStat," *Public Administration Review*, 2006, 66(3), pp.332-40.

Week 11 Managing Citizen Involvement

Irvin, R. A. & Stansbury, J. "Citizen Participation in Decision Making: Is it Worth the Effort?" *Public Administration Review*, 2004, 64(1), pp.55-65

Bingham, L. et al. "The New Governance: Practices and Processes for Stakeholder and Citizen Participation in the Work of Government," *Public Administration Review*, 2005, 65(5), pp.547-58

Moynihan, D. P. "Normative and Instrumental Perspectives on Public Participation: Citizen Summits in Washington, D.C.," *The American Review of Public Administration*, 2003, 33(2), pp.164-88

Week 12 Government Contracting

Brown, T. L. et al. "Managing Public Service Contracts: Aligning Values, Institutions, and Markets," *Public Administration Review* 2006, 66(3), pp.53-67

Brown, T. L. et al. "Contracting for Complex Products," *Journal of Public Administration Research and Theory*, 2010, 20(S1), pp.41-58

Amirkhanyan, A. A. et al. "Closer than "arms length:" Understanding the Factors Influencing the Development of Collaborative Contracting Relationships," *The American Review of Public Administration*, 2012, 42(3), pp.341-66

Week 13 Managing Public-Private Partnerships

Gazley, B. "Linking Collaborative Capacity to Performance Measurement in Government-Nonprofit Partnerships," *Nonprofit and Voluntary Sector Quarterly*, 2011, 34(4), pp.653-73

Forrer, J. et al. "Public-Private Partnerships and the Public Accountability Question,"

Public Administration Review, 2010, 70(3), pp.475-84

Vinin, A. R. & Boardman, A. E. "Public-Private Partnerships: Eight Rules for Governments," *Public Works Management and Policy*, 2008, 13(2), pp.149-61

Week 14-15 Managing Organizational Change & Innovation

Bolman, L. G., & T. E. Deal, *Reframing Organizations*, Chap. 18

Bolman, L. G., & T. E. Deal, *Reframing Organizations*, Chap. 20

Donahue, A. K. & O'Leary, R. "Do Shocks Change Organizations?: The Case of NASA," *Journal of Public Administration Research and Theory*, 2012, 22(3), pp.395-425

Kotter, J. P. "Leading Change: Why Transformation Efforts Fail," *Harvard Business Review*, 2007, pp.96-103

(SKIM) Denhardt, R. & Denhardt, J. *Creating a Culture of Innovation: 10 Lessons from America's Best Run City*, 2001, IBM Center for the Business of Government

Week 16 Final Project (serves as final exam)

Final Exam Information

Date, time, location

Submission of Assignments

Case study and critiques must be completed on the date announced on the syllabus. Any late assignment will be accepted only if the student provides an excused absence consistent with University of Kentucky policy. There will be no makeup allowed for class participation unless absence is excused.

Attendance Policy

Attendance will be taken at each class period. Because class participation is required, students may miss no more than 3 class periods without an excused absence.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

In situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a "W") from the class as

per university policy. If a student has excused absences in excess of one-fifth of the class contact hours for that course, the student shall have the right to receive a 'W', or the Instructor of Record may award an 'I' for the course if the student declines to receive a 'W.'

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

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PPL 304

Public and Nonprofit Financial Management

Instructor: Dwight Denison
Office: 425 POT
Phone: 257-7542
Office hours: 11 – 12:15 TTH

Class Meetings: 9:30 – 10:45 TTH

Classroom: TBD

Course Description

This course integrates financial management into decision making and addresses the struggle to match mission with financial resources. Topics include: understanding the components of nonprofit financial statements, budgeting, accounting for contributions, and sustainability

Student Outcomes

By the conclusion of the semester, students will be able to:

- Prepare organizational budgets using the accrual and cash bases of accounting
- Demonstrate resource allocation and pricing decisions using break-even analysis, the time value of money, cost allocation, and variance analysis.
- Prepare balance sheets, activity statements, and cash flow statements using Generally Accepted Accounting Principles (GAAP) for not-for-profit and healthcare organizations, and analyze these statements.
- Interpret and analyze governmental financial statements that have been prepared on the accrual and modified accrual bases of accounting.
- Prepare financial statements and perform financial analyses using Excel.

Required Readings

The textbook for this course is: Finkler et al., Financial Management for Public, Health, and Not-for Profit Organizations, Fifth Edition (2016), CQ Press/Sage Publishing, ISBN: 1506326849.

Other Readings: TBD and available on UK CANVAS

Description of course Activities and Assignments

There are a total of 12 homework assignments, each worth 1% to 2% of your course grade to be announced as each is due. Assignments are graded on the basis of completeness rather than accuracy. If you complete the entire assignment, you will receive full credit even if your work contains errors. If you

do not complete the entire assignment, you will not receive full credit.

Each student must write and submit his or her own assignments. We encourage you to work on the assignments in small groups, but two or more students turning in identical homework assignments constitutes cheating and will be reported to the administration and subject to disciplinary action.

There also will be a midterm and final exams. **Course Assignments**

Your course grade will be determined as follows:

Homework Assignments: 20 points

Midterm Examination: 40 points

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Final Examination: 40 points

Course Grading

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = E

TENATIVE COURSE LECTURES

WEEK 1: OPERATING BUDGETS & CASH BUDGETS

Read before Week: Chapter 1, Chapter 2, and “Excel Tips, Part 1” handout

Homework #0 due: Student Bio Survey

Discussion session: Practice problems: handout

WEEK 2: FLEXIBLE BUDGETS & BREAK-EVEN ANALYSIS

Read before Week: Chapter 3 up to p. 87 (up to Performance Budgeting), Chapter 4 up to p. 145 (up to Cost Measurement), Appendix 4-A

Homework #1 due: Jobs University (2% of course grade)

Discussion session: Practice problems: 3-23, 4-41, handout

WEEK 3: COST ALLOCATION & VARIANCE ANALYSIS

Read before Week: Chapter 4 from p. 145-end (from Cost Management), and Chapter 8 up to p. 299 (up to Ethics)

Homework #2 due: QwikShare (2% of course grade)
Discussion session: Practice problems: 8-27, 8-29, handout

WEEK 4: TIME VALUE OF MONEY

Read before Week: Chapter 5 up to p. 190 (up to Capital Asset Investment Analysis), Appendices 5-A and 5-B, “Excel Tips, Part 2” handout, and “New York State Lottery” handout
Homework #3 due: Dearborn Center (2% of course grade)
Discussion session: Practice problems: 5-14 through 5-20

WEEK 5: CAPITAL BUDGETING & LONG-TERM FINANCING

Read before Week: Chapter 5 from p. 190-end (from Capital Asset Investment Analysis) and Chapter 6
Homework #4 due: Investment Management (2% of course grade)
Discussion session: Practice problems: 5-32, 5-34, 5-36, 5-37, 6-18

Week 6: MIDTERM EXAM REVIEW & CASE STUDIES

Read before Week: Case Study Handouts
Homework #5 due: Harper Hospital (2% of course grade)
Discussion session: Practice problems: handout

WEEK 7: MIDTERM EXAM

WEEK 8: THE BALANCE SHEET

Read before Week: Chapters 7 and 9
Homework #6 due: City Cares (1% of course grade)
Discussion session: Practice problems: 9-27, 9-28, 9-29

WEEK 9: THE ACTIVITY STATEMENT

Read before Week: Chapter 10 up to p. 371 (up to The Statement of Cash Flows)
Homework #7 due: Forever Friends Rescue (1% of course grade)
Discussion session: Practice problems: 10-16, 10-17 (balance sheet & activity statement), 10-19

WEEK 10: ACCOUNTING FOR NOT-FOR-PROFIT & HEALTH ORGANIZATIONS & ETHICS IN FINANCIAL MANAGEMENT

Read before Week: Chapter 11 and Chapter 8 from p. 299-end (from Ethics)
Homework #8 due: Child’s Play, Part I (2% of course grade)
Discussion session: Practice problems: handout

WEEK 11: THE CASH FLOW STATEMENT

Read before Week: Chapter 10 from p. 371-end (from The Statement of Cash Flows)

Homework #9 due: Second Chance Bakery, Part I (2% of course grade)
Discussion session: Practice problems: cash flow statements for 10-17 and WPR Public Radio

WEEK 12: FINANCIAL STATEMENT ANALYSIS

Read before Week: Chapter 14
Homework #10 due: Child's Play and Second Chance Bakery, Part II (1% of course grade)
Discussion session: Practice problem: 14-10

WEEK 13: BUDGETING AND ACCOUNTING FOR STATE AND LOCAL GOVERNMENTS & GOVERNMENT FINANCIAL CONDITION ANALYSIS

Read before Week: Chapter 12, Chapter 13, and Chapter 15 (including Appendix 15-A)
Homework #11 due: Do Something (2% of course grade)
Discussion session: Practice problem: 12-4

WEEK 14: CASE STUDY

Read before Week: Case Study Handout
Homework #12 due: Dennis Township (1% of course grade)
Discussion session: Practice problems: handout

WEEK 15: FINAL EXAM REVIEW

WEEK 16: FINAL EXAM

Final Exam Information

Date, time, location

Submission of Assignments

Submitting the required assignments is a requirement for this class. Assignments and exams must be completed on the date announced on the syllabus. Any missed assignment or exam can be completed late only if the student provides an excused absence consistent with University of Kentucky policy.

Attendance Policy

Attendance will be taken at each class period. Because class participation is required, students may miss no more than 3 class periods without an excused absence.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor

in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

In situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a "W") from the class as per university policy. If a student has excused absences in excess of one-fifth of the class contact hours for that course, the student shall have the right to receive a 'W', or the Instructor of Record may award an 'I' for the course if the student declines to receive a 'W.'

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

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When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

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When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

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PPL 306
Ethics and Civic Leadership

Instructor: Crit Luallen
Office: 4th floor, POT (room TBA)
Phone: TBA
Email: TBA
Office Hours: 2-3:15 TTH
Class Meetings: 3:30 – 4:45 TTH

COURSE DESCRIPTION

In this course, we will examine the ethical dilemmas of leadership, the foundations and context of moral choice, the moral implication of decision making within public organizations and the impact upon staff, morale, personal integrity and citizens. In doing so, our purpose is to make visible the ethical challenges and decisions facing leaders, to explore the leadership role in sharing the organization's ethical culture, and to examine governmental alternatives.

An emphasis will be made on critical thinking, normative decision making, and the role of values in public policy and management. Ethical theories and principles commonly used in public administration and policy will be explored, as will theories related to leadership in public, private, and non-profit organizations.

This course will challenge students to craft their own ethical perspective strengthened through critical examination of ethics theory utilizing case studies, readings and local public leadership who will share their own ethical perspectives.

STUDENT OUTCOMES

By the end of the course, students will be able to

- Identify the broad tenets of the philosophy of ethics;
- Demonstrate familiarity with not-for-profit and government codes of ethics;
- Develop an individual code of professional ethical behavior.

Required Materials

Textbook: *The Ethics Primer for Public Administrators in Government and Nonprofit Organizations, Second Edition*, James H. Svara, Jones and Bartlett Learning 2015

Description of Course Activities and Assignments

This course will focus on the role that ethics plays in governmental and not-for-profit organizations. There will be lectures, guest speakers from the public and non-profit sectors and class discussion.

Course Assignments and Grading

Assignments

Exam 1 and the Final Exam are of the multiple choice/true-false format, and are individual assignments.

Exam 2 is an individual assignment and is a case analysis. The student will read the case prior to the designated class period, and write the analysis during class time. It is permissible to discuss the case with fellow classmates **prior** to writing the analysis in class. It is also permissible to bring **one's own** notes on the case into the exam.

Further guidance will be provided in the classroom, in advance of the dates of the assignments.

The Group Project will be completed by self-designated groups of 3 or 4 students.

Attendance/In-Class Participation will be based primarily on attendance. Regular participation in class discussions, however, can raise one's grade in this area. It is acceptable to miss 1-3 classes in a 3-credit course. To earn a perfect score of 100, a student must attend every class, or have pre-arranged excused absences if possible. A grade of 95 will be given to students who miss 1-3 classes, excluding excused absences. For every additional unexcused absence, the grade will be lowered 5 points. Students are personally responsible for signing the attendance sheet and will be counted absent if they have not done so. If a student "signs in" for an absent student, and it is discovered, this will be considered cheating and there will be official consequences.

Attendance/In-Class Participation	10%
Exam 1	20%
Exam 2	20%
Group Project/Paper	25%
Final Exam	<u>25%</u>
	100%

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Summary Description of Course Assignments

Students will be expected to read assignments prior to class so discussion can occur. Students will be expected to exhibit professional behavior as they will be exposed to leaders in the nonprofit and governmental sectors. Working in teams will constitute an important component of the course.

Course Grading

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

Below 60% = E

Tentative Course Schedule and Lecture Topics

1	Introduction to Course Part I – The Value of Ethics to the Public, to the Stakeholders, and to the Individual
2	The Setting for Administrative Ethics Reading Assignment: Chapter 1
3	Philosophy of Ethics Reading Assignment: Chapter 4
4	Philosophy of Ethics Reading Assignment: Chapter 4
5	Theories of Moral Development Reading Assignment: Chapter 4
6	Administrative Ethics Reading Assignment: Chapter 2
7	Administrative Ethics Reading Assignment: Chapter 2
8	Responsibilities of Public Administrators Reading Assignment: Chapter 3
9	Responsibilities of Public Administrators Reading Assignment: Chapter 3
10	Responsibilities of Public Administrators Reading Assignment: Chapter 3
11	Exam 1

Part 2 – Professional Codes of Ethics and Real-Life

Challenges of the Workplace 12

Professional Codes of Ethics
Reading Assignment: Chapter 5

13 Professional Codes of Ethics
Reading Assignment: Chapter 5

14 Professional Codes of Ethics
Reading Assignment: Chapter 5

15 Challenges to Ethical Behavior in the Organization
Reading Assignment: Chapter 6

16 Challenges to Ethical Behavior in the Organization
Reading Assignment: Chapter 6

17 Challenges to Ethical Behavior in the Organization
Reading Assignment: Chapter 6

18 Challenges to Ethical Behavior in the Organization
Reading Assignment: Chapter 7

19 Applying Hosmer’s Six-Step Process

20 Ethical Analysis and Problem Solving
Reading Assignment: Chapter 7

21 Ethical Analysis and Problem Solving
Reading Assignment: Chapter 7

22 Responsible Whistleblowing
Reading Assignment: Chapter 8

23 Exam 2 – In- Class Case Analysis

Part 3 – Leading and Supporting the Organization

Toward a Higher Ethical Standard 24 Elevating Ethical

Behavior in the Organization
Reading Assignment: Chapter 9

25 In-Class Work Time for Group Project

26	Elevating Ethical Behavior in the Organization Reading Assignment: Chapter 9
27	Elevating Ethical Behavior in the Organization Reading Assignment: Chapter 9 Group Project Due
28-29	External Measures to Promote Ethics Reading Assignment: Chapter 10
30	Course Summary
31	Review for Final Exam
32	Final Exam

Final Exam Information

Date, time, location

Submission of Assignments

Exams must be completed on the date announced on the syllabus. Any missed exam can be taken only if the student provides an excused absence consistent with University of Kentucky policy. There will be no makeup allowed for class participation unless absence is excused.

Attendance Policy

Attendance will be taken at each class period. Because class participation is required, students may miss no more than 3 class periods without an excused absence.

Excused Absences

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PPL 307 Diplomacy and Leadership

Instructor: Gregory Hall
Office: 439 POT
Email Address: gregory.hall24@uky.edu
Phone: TBA
Office hours: MWF 9 – 9:50
Class Meetings MWF 10 – 10:50
Classroom: TBD

Course description: This course is designed to teach students about the theoretical and practical aspects of modern diplomacy. It will examine the role of diplomatic leadership from a variety of perspectives. While there will be a specific focus on the US, other emerging leading economies will also be examined including China, Russia, India and other emerging economies.

Prerequisites

PPL 201

Student Outcomes

After completion of this course students should be able to:

- Describe the main ideas about multilateral and bilateral diplomacy.
- Identify and evaluate the roles and missions of diplomats.
- Enumerate and analyze the historical perspectives on leadership and diplomacy.
- Present and write effectively on diplomacy and leadership.

Required reading

Pauline Kerr and Geoffrey Wiseman (eds), *Diplomacy in a Globalizing World: Theories and Practices*, New York, Oxford University Press, 2013. Companion website for *Diplomacy in a Globalizing World*: www.oup.com/us/Kerr

Other Readings: To be determined – available on course site.

Description of Course Activities and Assignments

Students are expected to participate by reading, analyzing, and interpreting the materials before class, and coming to class ready to discuss the problems identified and possible solutions. Students should attend all classes having prepared the cases and readings, and should be able to participate in a class discussion about them in every class.

Assignments

Participation (20% of grade): Participation, as stressed above, is very important to the style of this class. Not attending class and failing to participate will hurt your participation grade. This includes participation in class simulations.

Presentation (20% of grade): Each student will be assigned to a group in the second week of class. Each group will present in the final week of class. Presentations will be graded on quality of presentation and depth of the technical material presented.

Midterm (40% of grade): You will create 2 institutional analysis memos. This is a common work product in policy-related fields

Final Essay (20% of grade): Each student will prepare a 5 page written memo with topics assigned at midterm.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Final exam (In lieu of an exam, students will write a final memo due on the day of the final exam as designated by the University exam schedule. As noted above, this counts as 20% of the total grade.):

Summary Description of Course Assignments

Classes will be professor-student interactive. Memos and presentations by students will be required.

Course Grading

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60% = E

Tentative Course Schedule

Week 1: Introduction – Thinking About Diplomatic Leadership

Current Readings: TBD

Week 2: Old vs. New Diplomacy

Raymond Cohen, “Diplomacy Through the Ages” ch. 1 in Pauline Kerr and Geoffrey Wiseman (eds), *Diplomacy in a Globalizing World: Theories and Practices* (hereafter *DGW*), New York, Oxford University Press, 2013, pp. 15-30.

Week 3: Diplomatic Leadership in Reporting and Negotiation.

The Kennan “Long Telegram,” in Kenneth M. Jensen (ed.), *Origins of the Cold War: The Novikov, Kennan, and Roberts ‘Long Telegrams’ of 1946*, rev.ed., Washington DC: United States Institute of Peace, 1993, preface, pp. 3-31, 73-95

Week 4: Diplomatic Leadership: Representation and Crisis management

Case Study

Week 5: Leadership in American Diplomacy I

Case Study

Week 6: Leadership in American Diplomacy II

Case Study: Obama vs. Trump

Week 7: The Role of Intelligence in Diplomacy

Jennifer E. Sims, "Diplomacy and Intelligence," ch. 14 in *DGW*, pp. 244-261.

Week 8: Review and Midterm

Week 9: Post Colonial and Revolutionary Diplomacy

Readings: TBD

Week 10: Leadership in Multilateral Diplomacy

Geoffrey Wiseman and Soumita Basu, "The United Nations," in *DGW*, pp. 319-335.

Week 11: Diplomacy and Leadership in Emerging Economies

Jozef Batora and Alan Hardacre, "Regional institutional Diplomacies: Europe, Asia, Africa, South America and Other Regions," in ch. 17 in *DGW*, pp. 300-318.

Ye Zicheng and Zhang Qingmin, "China's Contemporary Diplomacy," ch. 16 in *DGW*, pp. 282-299.

Week 12: Diplomacy and Moral Leadership

Case: South Africa

Week 13: The Future of Diplomatic Leadership

Jovan Kurbalija, "The Impact of the Internet and ICT on Contemporary Diplomacy," ch. 8 in *DGW*, pp. 141-159.

Halvard Leira and Iver B. Neumann, "Consular Diplomacy" ch. 9 in *DGW*, pp. 160-174.

Jan Melissen, "Public Diplomacy," ch. 11 in *DGW*, pp. 192-208.

Stephen Woolcock, "Economic Diplomacy," ch. 12 in *DGW*, pp. 209-225.

Week 14: Group Presentations

Week 15: Summary Review of Course

Week 16: Final Exam

Final Exam Information

Date, time, location

Submission of Assignments

Memos must be completed on the date announced on the syllabus. Any missed memo will be accepted only if the student provides an excused absence consistent with University of Kentucky policy. There will be no makeup allowed for class participation unless absence is excused.

Attendance Policy

Attendance will be taken at each class period. Because class participation is required, students may miss no more than 1 class period without an excused absence.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

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feasible and in no case more than one week after the absence.

Academic Integrity

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Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as

soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

PPL 405
Program Evaluation for Public and Nonprofit Organizations

Professor: Rajeev Darolia
Email: Rajeev.darolia@uky.edu
Office: POT 417
Phone: 323-7522
Office Hrs: TTH 3 – 4:14

Class Meeting Time TTH 12:30 – 1:45

Course Description:

In this course students will learn to evaluate the impact of a program or policy in the public or nonprofit context. Evaluation research is a social science activity aimed at collecting, analyzing, interpreting, and communicating information about the workings and effectiveness of social programs. The course introduces models and tools that are used to formulate and evaluate policy options and finally make policy recommendations. Students will have opportunities to present their policy research ideas and methodology and receive feedback from their classmates and instructor.

Prerequisite: PPL 201 ECO 391

Student Learning Outcomes:

By the end of this class, students will be able to:

- (1) Identify the social problem the program is addressing
- (2) Describe the intervention to be evaluated
- (3) Describe possible alternative interventions
- (4) Justify choice of selected intervention
- (5) Identify data sources for evaluations
- (6) Demonstrate knowledge of the research methods (including survey designs) used to evaluate effectiveness
- (7) Assess the costs of the intervention relative to its effectiveness and benefits

Required Materials

Gertler, P., S. Martinez, S., Premand, P., Rawlings, L., and Vermeersch, C. (2016). Impact Evaluation in Practice, 2nd edition. Washington, D.C.: World Bank Group.

Rossi, P. Lipsey, M., and Freeman, H. (2004). Evaluation: A Systematic Approach, 7th edition. California, Sage Publications.

Description of Course Activities and Assignments

This course combines lecture, class discussion, and student presentations. Students will be expected to read assigned material prior to attending class and be prepared to discuss the issues raised in that

week's readings. Students will be offered the opportunity to relate the readings to their own evaluation project.

Course Assignments

There are no optional assignments. Your grade in this course is a function of the following:

	Points
<ul style="list-style-type: none">• Exam 1• Exam 2	30 30
Homework Assignments	20
Evaluation Project	20
TOTAL	100

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Final exam

An evaluation project, due on the day of the scheduled final, will replace a final exam.

Summary Description of Course Assignments

Each class will consist of readings' discussion and lecture. Exams will be short answer and short problems. Students will present their evaluation project to the class and invited professionals in the nonprofit and government fields.

Course Grading

Final letter grades will be assigned based on the following point distribution:

Grade	Point Range
A	90-100
B	80-89.9
C	70-79.9
D	60 – 69.9
E	Below 60

Tentative Course Schedule:

Week 1: An Overview of Program Evaluation

Week 2: Tailoring Evaluations

Week 3: Identifying Issues and Formulation Questions

Week 4: Assessing the Need for a Program

Week 5: Expressing and Assessing Program Theory

Week 6: Assessing and Monitoring Program Process

Week 7: Measuring and Monitoring Program Outcomes

Week 8: Technical Issues in Measuring Program Processes and Outcomes

Weeks 9 – 10: Assessing Program Impact: Randomized Field Experiments

Weeks 10 - 11: Assessing Program Impact: Alternative Designs

Weeks 12 - 13: Detecting, Interpreting, and Analyzing Program Effects

Week 14: Measuring Efficiency

Week 15: The Social Context of Evaluation

Week 16: Final Project

Final Exam Information

In lieu of an exam, a final project will be due at the scheduled final period per the University exam schedule.

Assignment Submissions

Failure to complete and submit any of the major assignments (exams or papers) will result in an automatic "E" for the assignment. Late submissions will not be accepted unless the student provides proof of an excused absence (see below) for the day of the due assignment. Graded assignments will be returned to you within one week of submission unless otherwise noted by the instructor.

Attendance Policy

Regular attendance is expected and students are responsible for any materials missed by an absence. Evidence of excused absence (see below)

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e)

interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

In situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a “W”) from the class as per university policy. If a student has excused absences in excess of one-fifth of the class contact hours for that course, the student shall have the right to receive a ‘W’, or the Instructor of Record may award an ‘I’ for the course if the student declines to receive a ‘W.’

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

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Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

PPL 421
Cross Cultural Negotiations

Instructor: Kathleen Montgomery
Office: 461 POT
Email: kmontgomery@uky.edu
Phone: 257-8261
Office hours: TTH 8 – 9:15
Class Meetings: TTH 9:30 – 10:45
Classroom: TBD

Course description: This course is about the challenges of cross-cultural negotiations in both the diplomatic and private sector sphere. Students will examine negotiations in international relations and business, major cultural divides in the international community and participate in simulations to make them aware of the practice of cross-cultural negotiations.

Prerequisites

PPL 201

Student Outcomes

After completion of this course students should be able to:

- Identify and analyze core theories of cross cultural negotiations;
- Analyze how cross-cultural negotiations impact global political and economic outcomes.
- Demonstrate how to effectively undertake negotiations in an international context.
- Write effectively on the practical applications of negotiations.

Required Materials

Negotiating Across Cultures: International Communication in an Interdependent World by Raymond Cohen

Readings: To be determined – available on course site.

Description of Course Activities and Assignments

Students are expected to participate in class discussions. Students will participate in simulations of negotiation strategies and write memos to reflect negotiation skills.

Course Assignments

Simulation (20% of grade): Students will be graded on the effectiveness of their participation in the in class simulation. Grading will include professor and peer review.

Presentation (20% of grade): Each student will be assigned to a group in the second week of class. Each group will present in the 14th week of class. Presentations will be graded on quality of presentation and depth of the technical material presented.

Midterm (20% of grade): You will create an institutional analysis memo. This is a common work product in policy-related fields

Final Essay (20% of grade): Each student will prepare a 5 page written memo with topics assigned at midterm.

Final exam (20% of grade):

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Final exam 20 percent

Summary Description of Course Assignments

Classes will be conducted in an interactive manner so students are expected to be prepared by reading materials prior to class. Rather than written exams, memo writing will be required.

Course Grading

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60% = E

Tentative Course Schedule

- Week 1: Introduction – What defines culture?
Cohen Chapters 1 & 2
- Week 2: Negotiation and Culture – Overview
Cohen Chapter 2 & 3
- Week 3: Major Diplomatic Cultures
Cohen Chapter 3
- Week 4: Major Cross-Cultural Negotiations
Cohen Chapters 4-6
- Week 5: Major Cross-Cultural Negotiations
Cohen Chapters 7-10
- Week 6: Multilateral Negotiations: WTO, UN
Readings: TBD
- Week 7: In Class Simulation
- Week 8: Review and Midterm Memo
- Week 9: Negotiating Human Rights

Readings: TBD

Week 10: Negotiation and Mediation

Week 11: Cross-Cultural Approaches to Terrorism

Week 12: Case Studies

Week 13: Business Negotiation in a Cross-Cultural Context

Week 14: Group Presentations

Week 15: Review of Course and Preparation of Memos

Week 16: Final Memo Due at Time of University Scheduled Final Exam

Final Exam Information

Date, time, location

Submission of Assignments

Simulations and memos must be completed on the date announced on the syllabus. Any missed memo can be accepted only if the student provides an excused absence consistent with University of Kentucky policy. There will be no makeup allowed for class participation or the simulation project unless absence is excused.

Attendance Policy

Attendance will be taken at each class period. Because class participation is required, students may miss no more than one class without an excused absence.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

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PPL 422
Behavioral Aspects of Public Policy

Instructor: Eugenia Toma
Office Address: 437 POT
Email: Eugenia.toma@uky.edu
Phone: 257-1156
Office hours: MWF 11 a.m. – 12 p.m
Class Meeting Times: MWF 10 – 10:50 a.m.

Course Description

This course will examine the relationship between behavioral economics and public policy. The course examines systematically circumstances in which individuals make decisions that appear to depart from the assumptions of rational actor economic models. The course will survey the major themes of behavioral economics and address their implications for the design of public policies. The goal of the course is to illustrate how an understanding of behavioral economics can improve public policy design and implementation.

Prerequisites

PPL 301

Student Outcomes

After completing this course, students should be able to;

- Describe the basic model of neoclassical microeconomics
- Articulate the limits of the rational person model
- Describe the basic behavioral economic principles
- Provide examples of behavioral heuristics and their application to public policy
- Analyze how the behavioral sciences contribute to policy formation and analysis
- Evaluate public policies using tools of behavioral economics
- Analyze an existing public policy and develop new policy designs using tools of behavioral economics and decision biases

Required Materials

Thaler, Richard and Sunstein, Cass. 2009. *Nudge: Improving Decisions about Health, Wealth, and Happiness*, Penguin Books.
Sunstein, Cass (2013). *Simpler: The Future of Government*. New York: Simon & Schuster
Mullainathan, S. & Shafir, E. (2013). *Scarcity: Why Having Too Little Means So Much*. NY:Times Books.

Other Readings

Madrian, Brigitte M. (2014). "Applying Insights from Behavioral Economics to Policy Design." *Annual Review of Economics* 6: 663-88.
Kahneman, D. (2011). *Thinking, fast and slow*. NY: Farrar Straus and Giroux. Chapters 1, 7, 9,10,12, 13,17, 19, and 20.

Thaler, R. (2015). Misbehaving. NY: W.W. Norton. Chapters 1, 2, and 3.

Airiely, D. (200). Predictably irrational. NY: Haper Collins. Chapters 2, 4, 5, and 13.

Chabris, C, & Simons, D. (2009). The invisible gorilla. NY: Broadway Paperbacks. Chapters 4 and 5.

Grimmelikhuije, S. et al (2016). Behavioral public administration: Combining insights from public administration and psychology. Public Administration Review, 76,

Rapport, A. (2017). Cognitive approaches to foreign policy analysis. Oxford Research Encyclopedia of Politics. [on-line citation]

Grundler, R & Cosmer, M. (undated). Psychosocial issues in public administration. [https://oshwiki/Psychosocial issues in public administration](https://oshwiki/Psychosocial_issues_in_public_administration).

Goodwin, R. & Lee, S. (2017). Promises and pitfalls of evidence-based policymaking: Observations from a nonpartisan legislative policy research institute. Psychology, Public Policy, & Law, 23 (4), 49502.

Wright, B. W. (2004). The role of work context in work motivation: A public sector application of goal and social cognitive theories. Journal of Public Research and Theory, 14, (1), 59-78.

Jones, B. D. (2003). Bounded rationality and political science: Lessons from public administration and public policy. Journal of Public Research and Theory, 13, (3), 395-412.

Wedel, J. et al (2005). Toward an anthropology of public policy. The Annals of the American Academy political and Social Science, 600, 30-51.

Churchill, N. (1995). Ending welfare as we know it: A case study in urban anthropology. Urban Anthropology, 24, 5-35.

Khazan, O. (2016) Racial segregation is making Americans sick: How housing discrimination causes stress and shortens life. Atlantic, March.

Thoits, P. (2010). Stress and health: Major findings and policy implications. Journal of Health and Human Behavior, 51 (S), S41-S53.

Black, A. & Giscomb, C. (2011), Weathering framework re-visited. http://www.researchgate.net/publication/266790774_weathering_framework_re-visited..

Robertson, M. O. (1991). Interpreting homelessness: The influence of professional and non-professional service providers. Urban Anthropology, 20, 141-153.

Sharkey, P. (2010). The acute effect of local homicides on children’s cognitive performance. Proceedings of the National Academy of Sciences, 107, (26), 11733-11738.

Darley, J. & Alter, A. (2013). Behavioral issues of punishment, retribution and deterrence. In E. Safir (Ed). The behavioral foundations of public policy. Princeton: Princeton University Press.

Barr, M., Mullainathan ,S.& Shafir, E. Behaviorally informed regulation. . In E. Safir (Ed). The behavioral foundations of public policy. Princeton: Princeton University Press.

Carmon, N. (1985). Poverty and culture: Empirical evidence and implications for public policy. Sociological Perspectives, 28, 403-417.

Thompson, R. A. (2014). Stress and child development, Future of Children, 24 (1).

Friedman, M. latest edition. Essays in Positive Economics , Part I., 1 – 47.

Description of Course Activities and Assignments

Students should be prepared to discuss the assigned readings and raise questions on the material. There will be three short (2-3 pages each) policy analysis papers. One paper will be to evaluate an existing policy – of your choice – using behavioral economics principles. The second paper will be to evaluate an existing policy – of your choice – using what you have learned about decision heuristics. The third paper will be to analyze how assumptions about people and/or a policy can be reinterpreted in terms of the cognitive process discussed in Scarcity. (You may use the same policy to evaluate both the behavioral economics and decision biases concepts.)

Course Assignments

Class Participation	10%
3 Policy Analysis Papers	30% (10% each)
Policy Design	20%
Midterm Exam	20%
Final Exam	20%

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Final exam 20 percent

Summary Description of Course Assignments

Students will discuss assigned readings and engage in 3 short policy papers (2- 3 pages each), and one longer policy design paper. Short essay exams will be given at midterm and for the final.

Course Grading

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = E

Course Content and Tentative Outline

Week 1:	The Rational Human in neoclassical economics Friedman, Part I, The methodology of positive economics
Week 2:	The regulatory State <u>Simpler</u> chapters 1, 2, and 3 Grundler & Cosmer <i>Application: Present Bias and Implications for Savings and Retirement</i>
Week 3:	Human Error <u>Simpler</u> chapter 2 Chapters from Khanneman, Airely, and Chabris & Simons Grimmelikuije et al <i>Application: Probability Weighting</i>
Week 4:	Disclosure of Information <u>Simpler</u> Chapter 4 <i>Application: Consumer Credit and Shrouded Fee</i>
Weeks 5 - 6:	Decision Making <u>Simpler</u> Chapter 5, 6, and 8 Chapters from Khanneman, Airely, and Chabris & Simons <i>Application: Opioid Addiction</i>
Week 7	Review and Midterm Exam
Week 8:	Regulations

	<u>Simpler</u> Chapter 7
	Barr et al
Week 9:	<i>Applications: Labor Market Policy</i> Paternalism and the State
	<u>Simpler</u> Chapter 9
Week 10:	<i>Application: Education</i> Bandwidth and Tunneling
	<u>Scarcity</u> Part 1
Week 11:	<i>Application: Energy Use</i> Scarcity Creates Scarcity
	<u>Scarcity</u> Part 2
	Sharkey
Week 12:	<i>Application: Live or Die Frameworks</i> Stress
	<u>Scarcity</u> Part 2
	Black and Giscomb
Week 13:	<i>Application: Commitment Devices and Obesity</i> Policy Design for Scarcity
	<u>Scarcity</u> Part 3
Week 14:	<i>Application: Charitable Giving and Governmental Redistribution</i> Presentation of Policy Design papers
Week 15:	Summarize the course
Week 16:	Final Exam

Final Exam Information

Date, time, location

Submission of Assignments

Assignments are due at the beginning of class on the day listed for the syllabus unless otherwise noted. Assignments lose 10 points for every 24-hour period they are late. This penalty includes Saturdays and Sundays.

Makeup Exams

No makeups will be given for in-class exams except in the case of "Excused Absences" (see below). Additionally, written documentation of the "Excused Absences" will be required.

Attendance Policy

Absences will be excused only in the case of "Excused Absences" (see below). Attendance will be taken for each class meeting.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

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Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

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When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

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PPL 431 Revenue Policy

Instructor: David Agrawal
Office Address: POT 433
Email: dragrawal@uky.edu
Office Phone: 257-8606
Office hours: MWF 10 – 10:50

Course Description

This course examines the ways in which federal, state and local governments raise revenues to finance the public services they provide. The course consists of two major parts. One is various tax policies, the other is debt policies. We will focus on theories, perspectives, and issues in practices related to these revenue policies.

Prerequisites

PPL 301

Student Learning Outcomes

After completing this course, the student will be able to:

- Define key concepts and policies of the major state and local taxes
- Define key concepts and policies of debt management and policy
- Analyze alternative methods of raising revenues

Required Materials

The following two textbooks are required. Additional papers and chapters will be available on Canvas.

1. Ronald Fisher, State and Local Public Finance (3e), 2007, South-Western College Publishing
2. SIFMA (Neil O'Hara). (2011). The Fundamentals of Municipal Bonds. Wiley: Hoboken, NJ.

Description of Course Activities and Assignments

This course will consist of lectures by the instructor, while in-class discussion will occur periodically. Students are required to complete three exams, a group project that includes a policy analysis paper and a presentation, and periodic homework. Student participation will also be graded.

Course Assignments

The course will focus on instructor lectures, although class discussion will be encouraged on selected topics during each class session. Evaluation of student learning objectives will occur through the following:

- 3 exams at 15 points each, including two in-class midterm exams and a take-home final exam. The two midterm exams will be objective-style. It will concentrate on

your understanding of the course material. The final exam will cover the course as a whole.

- 5 graded homework at 5 points each. Assignments will include summaries of the major points in the readings for the week.
- 1 group paper and presentation at 20 points. Students will work in groups to analyze a revenue policy. Each group should select a tax or other revenue option and do further research on it for a given state or locality. Students should analyze the revenue option by applying the principles to be learned in this course. They then propose ways that revenue option can be improved for that government. The assignment includes a written memo and an in-class presentation.
- Participation will account for 10 points. Attendance will be taken and account for grades on class participation.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Final exam 15 percent

Summary Description of Course Assignments

This course requires homework, exams, and group projects and presentations. Exams will be objective and short essay. The group project will involve teamwork with other students.

Course Grading

The overall course grade will represent the combination of the point scores for the several course requirements. Grading scale is as follows:

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60% = E

Tentative Course Schedule

Week	Topics	Assignments
Week 1	Course Introduction	
Week 2	Principles of revenue analysis	<ul style="list-style-type: none"> • Fisher, Chapter 12 • National Conference of State Legislatures (1999), "Principles of a High-Quality State Revenue System." • Tannenwald, R. (2001). "Are State and Local Revenue Systems Becoming Obsolete?" New

		England Economic Review, Federal Reserve Bank of Boston, Vol. 4 (2001), 27-43.
Week 3	Property tax	<ul style="list-style-type: none"> • Fisher, Chapter 13 & 14 • Douglas, Carol, "Proposition 13 – 25 Years Later", State Tax Notes, Vol. 30, No. 3, October 20, 2003, pp. 222-226. • Hovey, Hal (1996) "The Property Tax in the 21st Century," Education Resources Information Center.
Week 4	Sales and use tax	<ul style="list-style-type: none"> • Fisher, Chapter 15
Week 5	Personal and business income tax	<ul style="list-style-type: none"> • Fisher, Chapter 16 and 17 • Varian, Hal, "The Power of Luck Is Important in Tax Policy," New York Times, 5/3/01 • Fox, William F. and Luna, Le Ann, "State Corporate Tax Revenue Trends: Causes and Possible Solutions", National Tax Journal, Vol LV, No 3., (September, 2002).
Week 6	Exam 1	
Week 7	User fees, charges and other revenues	<ul style="list-style-type: none"> • Fisher, Chapter 8 & 18 • National Conference of State Legislatures (1999). "The Appropriate Role of User Charges in State and Local Finance." • Mazerov, Michael, "Expanding Sales Taxation of Services: Options and Issues", State Tax Notes (July 21, 2003)
Week 8	Intergovernmental grants	<ul style="list-style-type: none"> • Fisher, Chapter 9 • Behn, Robert D. and Keating, Elizabeth K. "Facing the Fiscal Crisis in State Government National Problems; National Responsibilities," State Tax Notes Sept. 20, 2004 pp.833-847. • Quigley, John M. and Daniel L. Rubinfeld, "Federalism and Reductions in the Federal Budget," National Tax Journal (June 1996), pp.289-302.
Week 9	Debt Policies and Practices	<ul style="list-style-type: none"> • O'Hara, Chapter 3 • Zino, Michael, "The Development of a Planned Debt Policy," Municipal Finance Journal Volume 15, No. 1, Spring 1994, pp. 75-84. • Hildreth, W. Bartley. 1993. "State and Local Governments as Borrowers." Public Administration Review 53(1): 41-49.
Week 10	Municipal Markets	<ul style="list-style-type: none"> • O'Hara, Chapters 1 & 4 • Hildreth, W. Bartley and C. Kurt Zorn. 2005. "The Evolution of the State and Local Government Municipal Debt Market over the Past Quarter

		<p>Century." Public Budgeting and Finance 25(4S): 127-153.</p> <ul style="list-style-type: none"> • U.S. Securities and Exchange Commission. 2012. (July 31). "Report on the Municipal Securities Market."
Week 11	Exam 2	
Week 12	Credit Ratings	<ul style="list-style-type: none"> • O'Hara, Chapter 7 • White, Lawrence J. (2010). "The Credit Rating Agencies." Journal of Economic Perspectives 24(2): 211-226. • Prunty, Robin. 2013. "The State Credit Rating Process: How Healthy Are State Public Finance Systems?" Lexington, KY: The Council of State Governments, The Book of the States.
Week 13	Debt Structure, Enhancements, & Refunding & Student Presentations	<ul style="list-style-type: none"> • Guzman, Tatyana and Temirlan Moldogaziev. 2012. "Which Bonds Are More Expensive? The Cost Differentials by Debt Issue Purpose and the Method of Sale: An Empirical Analysis." Public Budgeting and Finance 32(3): 79-101. • Luby, Martin J. 2014. "Not All Refinancing's Are Created Equal: A Framework for Assessing State and Local Government Debt Refinancing Measures." State and Local Government Review 46(1): 52-62.
Week 14	Public Debt/federal government borrowing & Student Presentations	<ul style="list-style-type: none"> • Krishnamurthy, Arvind 2010. "How Debt Markets Have Malfunctioned in the Crisis." Journal of Economic Perspectives 24(1): 3-28. • Eichengreen, Barry. 2003. "Restructuring Sovereign Debt," Journal of Economic Perspectives, vol. 17(4), pages 75-98.
Week 15	Federal Securities	<ul style="list-style-type: none"> • Dupont, Dominique, and Brian Sack. "The Treasury securities market: overview and recent developments." Fed. Res. Bull. 85 (1999): 785.
Week 16	Final Exam: Date TBD	

Final Exam Information

Date, time, location

Submission of Assignments

Assignments are due at the beginning of class on the day listed for the syllabus unless otherwise noted. Assignments lose 2 points for every 24-hour period they are late. This penalty includes Saturdays and Sundays.

Makeup Exams

No makeups will be given for in-class exams except in the case of “Excused Absences” (see below). Additionally, written documentation of the “Excused Absences” will be required.

Attendance Policy

Absences will be excused only in the case of “Excused Absences” (see below). Attendance will be taken for each class meeting.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

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occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

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PPL 432
Environmental Policy

Instructor: Annelise Russell
Office Address: 417 POT
Email: arussell@uky.edu
Office Phone: 257-4026
Office hours: 2 – 3:15 TTH
Week Meeting Time: 3:30-4:45 TTH

Course Description:

This course examines environmental policymaking, primarily in the context of the United States. Consideration will be given to how environmental policy is adopted and implemented in a federal system. In addition, environmental regulations will be evaluated and policy alternatives will be analyzed. This course will take students through the important players in the environmental policy process, the significant factors related to policy development, adoption and implementation and a series of current environmental issues.

Prerequisites

PPL 301; PPL 302

Student Learning Outcomes:

After completing this course, students will be able to:

1. Describe key elements of various environmental problems
2. Identify the environmental, political and economic factors relevant to environmental issues
3. Analyze environmental problems and develop solutions
4. Compare basic theoretical arguments behind environmental policy adoption and implementation

Required Materials:

Vig, Norman J. and Michael E. Kraft. 2015. *Environmental Policy: New Directions for the Twenty-First Century*. 9th Edition. Washington D.C.: CQ Press

Layzer, Judith. 2016. *The Environmental Case: Translating Values into Policy*. 4th Edition. Washington D.C.: CQ Press.

Description of Course Activities and Assignments

Course Assignments

Response papers: 35%
News article assignments and Week participation: 10%
Partial draft of policy analysis: 15%
Presentation: 5%
Basic policy research design: 35%

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Final Paper 35 %

Summary Description of Course Assignments

Week participation and article assignments: A portion of your grade is Week participation. This course will be run as a discussion Week, which means you will need to be prepared to talk about the readings. Furthermore, I will ask you to identify and discuss news articles related to course topics as part of your participation. Each of you will do this twice during the semester and you will sign up for this on the first day of Week.

News article assignment: Find a news article that has been published in the last year concerning the assigned Week topic. Briefly summarize the article and identify 1 or more environmental laws the current event pertains to and explain how. You will relay this information in writing and to the Week verbally the day we discuss that topic.

Response papers: Students will choose 3 sections in which to write short papers (topics you are able to choose have a * next to them in the course schedule). Students will prepare a paper (approximately 3-5 pages) discussing/evaluating **all** of the required readings for that week. These papers should include a summary of the readings along with a discussion of the major theoretical and methodological approaches (if applicable), in addition to findings and conclusions of the works. You should offer criticisms/critiques or raise new questions based on the readings in these papers. Finally, you should come up with 2 discussion questions about these readings and list them at the end of your paper. These papers are due the evening before the assigned reading date for that week. **You should email your paper to the instructor by 10pm the day before Week.**

Partial Draft Your partial draft should cover steps 1-3 listed below for the analysis (or more if you really get ahead). If you are choosing to do a research design, you should have your research question, introduction, and some discussion of literature (lit review does not need to be complete, but you should have an outline of your lit review and some of the literature discussed at this point).

Paper Presentation: Each of you will present the work you have been doing on your research paper at the end of the semester. This presentation should be 12 minutes.

Basic Research design:

A research design should include an original research question, introduction to the topic, literature, theory, hypotheses/expectations, and a proposed method of testing that research question, including what data you would use. PhD students are required to carry out some preliminary analysis of data.

Course Grading

Grading scale:

90-100% = A

80 – 89% = B

70-79%=C

60-69% = D

Below 60% = E

Tentative Course Schedule

Course data	Topic	Readings	Due
	Intro to Week	V&K Ch. 1, Ch. 3	
Week 1	Stakeholders and actors in the public sector	V&K Ch. 4-7	
Week 2*	A tale of two presidents and Environmental Attitudes	Konisky and Woods 2016; NYT/National Geographic articles; Daniels et al. 2012	
Week 3*	Private sector and jobs	V&K Ch. 11; Layzer Ch. 8 Bezdek et al. 2008	
Week 4*	Hazardous Waste, Brownfields	Daley and Garand 2005; Hula and Bromley-Trujillo 2011; Layzer Ch. 3	
Week 5*	Energy Policy	Carley 2011, Chen and Xu 2010; Layzer Ch. 14; V&K Ch. 8 Optional: Layzer Ch. 11	
Week 6*	Climate change	V&K Ch.13; Bromley-Trujillo et al. 2016; Case: “The Global Warming Solutions Act” Optional: Layzer Ch. 12	
Week 7*	Urban/local	V&K Ch. 12, Layzer Ch. 15; Bengston et al. 2003	Partial Draft due
Week 8	Individual meetings	Individual meetings about paper	
Week 9*	Air and Water policy	Layzer Ch. 2, 5; Konisky and Woods 2013; Keiser & Shapiro	
Week 10*	Environmental Justice	Ringquist 2005; Case: “Debating Risk and Environmental Justice in Kettleman City: Part A”	
Week 11*	State environmental policy/federalism	V&K Ch. 2; Newmark and Witko 2007; Woods, et al. 2009	

Week 12*	Use of science in environmental policy; Solutions to enviro. Problems	Layzer Ch. 4; Ch. 17; Malka, Krosnick and Langer 2009	
Week 13	No Week, Thanksgiving		
Week 14	Global issues and conclusions	V&K Ch. 14-16	
Week 15	Presentations		Presentation
Week 16	Final paper due		

Final Exam Information

There will be no final exam. A final paper, due on the date of the scheduled exam, will substitute for an in-class exam.

Course Policies:

Submission of Assignments:

- You will receive a 10% reduction in your grade for each day a paper is late. If you think you might be late on an assignment please come and talk with me before it is due (not the day of unless this is unavoidable).
- Weekly papers should be submitted via e-mail. I will reply, confirming receipt of those papers. If you do not hear from me within 24 hours, forward the original message to verify I received it.
- Partial draft: you may e-mail a copy by Week time on the due date *or* bring it to Week in hard copy form (Week 12).
- You can turn your final paper in to me via email or a hardcopy (at my office or my mailbox if I am not present).

Attendance Policy.

While attendance is not mandatory you will lose participation points if you are not in class. If for some reason you cannot attend, please give me notice and an explanation.

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PPL 433

Human Capital Policy

Instructor: Ron Zimmer R
Office: 417 POT
Email: ron.zimmer@uky.edu
Phone: 323-5413
Office hours: 8-9:15 TTH
Class Meetings: TTH 9:30 – 10:45

Classroom: TBD

Course description

This course analyzes the impact of human capital policy through the lens of a political economy framework. Human capital deals with the economic value of individuals' skill sets, knowledge base, and social interactions that contribute to their creation and production of goods and services in society.

Prerequisites

PPL 301

Student Learning Outcomes

After completion of this course students will be able to:

- Describe the theoretical model of human capital;
- Describe how human capital is produced;
- Demonstrate why some human capital policies fail and others succeed;
- Analyze a policy using basic empirical tools of political economy;
- Assess human capital reforms using political economy tools.

Required Materials

Gary Becker, Human Capital (1993). University of Chicago Press.

Michael Lovenheim and Sarah Turner (2017). Economics of Education. Macmillan Higher Education.

Other Recommended Readings: To be determined – available on course site.

Description of Course Activities and Assignments

This course involves lecture, discussion, group project activity, exams, and presentations to class members. Students are expected to read materials prior to class and be ready to discuss assigned readings. For the group project, students will select a human capital policy issue, analyze the issue, and make a policy recommendation.

Course Assignments

Participation and Discussion (10% of grade): You are expected to attend all classes. The class is interactive and heavily discussion oriented, so it is important to read discussion materials before class. The discussion question will be posted on Canvas a week prior to each class.

Group projects (30% of grade): In this project, you will work in a group of four to learn about a human capital policy issue that is most interesting for you. You will pick a policy issue that is broad enough yet manageable, analyze the issue, and make recommendations. You may look at other countries or narrow down to a certain aspect of a specific policy. The grade will be based on both the quality of your project and an anonymous peer review.

Group presentation (15% of grade): Your project group will make 15 minutes of presentation at the end of the semester. You can be creative as much as you want in terms of the format of the presentation. It can be a PowerPoint presentation, a role play, discussion, or whatever you think might be most effective to deliver your message.

Midterm exam (20% of grade)

Final exam (25% of grade)

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Final exam 25%

Summary Description of Course Assignments

This class consists of class discussion of assigned reading, group policy project, a group presentation, and 2 exams (short essay answers).

Course Grading

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60% = E

TENTATIVE COURSE SCHEDULE:

COURSE CONTENT AND SAMPLE OUTLINE:

The Foundation of Human Capital

Week 1: Why Study Human Capital Policy?

Readings: Becker

Weeks 2 - 3: The Human Capital Model

*Readings:
Becker, Chapter II
Lovenheim and Turner Chapter 4*

Week 4: The Signaling Model: An Alternative to the Human Capital Framework

Readings: Lovenheim and Turner Chapter 5

Human Capital: An Economic Framework

Week 5: Investment in Human Capital: Effects on Earnings

Readings: Becker, Chapter III

Week 6: Investment in Human Capital: Rates of Return

Readings: Will be distributed before class

Week 7: Role of the Government in Producing Human Capital⁷

Readings: Lovenheim and Turner Chapter 7

Week 8: Review and take Midterm Exam

Education Market

Week 9: The Structure and History of Public Schooling in the U.S.

Readings: Lovenheim and Turner Chapter 2

Week 10: Role of Private Schooling in Human Capital Development

Readings: Lovenheim and Turner Chapter 10

Week 11: Rates of Return to Higher Education in the U.S.

Readings:
Becker, Chapter
Lovenheim and Turner Chapter 13

Week 12: The Role of Families in Human Capital Development

Readings:
Becker, Chapter X

Tools for Analysis

Week 13: Empirical Tools of Human Capital Economics

Readings: Lovenheim and Turner Chapter 3

Week 14: Group Presentations

Week 15: Course Wrapup

Week 16: Final Exam

Final Exam Information

Date, time, location

Submission of Assignments

Exams must be completed on the date announced on the syllabus. Any missed exam can be taken only if the student provides an excused absence consistent with University of Kentucky policy. There will be no makeup allowed for class participation unless absence is excused.

Attendance Policy

Attendance is required for full participation credit. Missed material content is the responsibility of the student.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737,

http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

In situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a "W") from the class as per university policy. If a student has excused absences in excess of one-fifth of the class contact hours for that course, the student shall have the right to receive a 'W', or the Instructor of Record may award an 'I' for the course if the student declines to receive a 'W.'

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

PPL 434
Public Policy Capstone

Instructor: Rajeev Darolia
Office: POT 427
Phone: 323-7522
Office hours: MWF 12 – 1 p.m.
Class Meeting Times: MWF 2 – 2:50 p.m.

Classroom: TBD

Course Description:

The public is exposed to diverse, often conflicting views of public problems and policy solutions to those problems. The media, special interest groups, researchers, family, and friends espouse views on what the government or nonprofits ought to do to fix social problems or better societal outcomes. This course builds upon the entire public policy curriculum (content and research methods courses) to systematically examine a range of policy options that address these underlying problems. The overarching objective of this course is for each student to develop and write a capstone that will be orally presented in class. The capstone topic will be tailored to the policy interests of the students. Successful completion of this course is necessary to meet the University of Kentucky Graduation Composition and Communication Requirement (GCCR).

Prerequisites

This course will be open only to public policy majors who are in the last year of the program and have completed the CIS/WRD 110/111 or equivalent course.

Student Outcomes

By the end of the students will be able to:

- 1) Demonstrate knowledge of the analytic framework within which policy scholars define, describe, and articulate public problems.
- 2) Articulate a range of policy areas, problems, and manners of arriving at potential policy alternatives aimed at affecting key social outcomes.
- 3) Author a paper that involves all steps of policy analysis; specifically apply the tools and strategies you learned throughout the program to a substantive policy area and problem.
- 4) Effectively orally communicate your policy analysis findings from your capstone.

Required Materials

There are two required texts for this course:

Weimer, D. and A. Vining. (2017). *Policy Analysis: Concepts and Practice*. New York: Routledge.

Bardach, E. (2012). *A Practical Guide for Policy Analysis: The Eightfold Path to*

More Effective Problem Solving (4th Ed.). Thousand Oaks, CA: Congressional Quarterly (CQ) Press.

In addition to readings from the books above, we will also discuss a variety of other readings in the form of journal articles, press pieces, research reports, and/or excerpts from other texts. These readings will be available on Canvas. You should check this site regularly for announcements and updates about the course schedule and/or assignments.

Description of Course Activities and Assignments

This is a lecture-discussion course. Students are expected to read the assigned material before coming to class. Since the focus of this class is on original research, students will be encouraged to share their research ideas, barriers, solutions etc. in class to facilitate the progress of all students. Students will develop drafts of their capstone and receive feedback to enable revisions and a smoother path from inception to completion of the capstone project.

Course Assignments

ITEM	WEIGHT
Policy Analysis Preparation:	30%
Part 1: Problem Definition; Rationale for Government Intervention	(10%)
Part 2: Policy Alternatives, Tradeoffs	(10%)
Part 3: Executive Summary and Implementation Appendix	(10%)
Policy Analysis Paper	40%
Policy Presentation	30%
TOTAL	100%

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Capstone Project:

As implied by the assignment table above, the capstone project will take place throughout the semester. Students will select topics in the first three weeks of the course. An academic literature review will be embedded in the problem definition and policy alternatives section of the capstone paper. Students must compile a reference list as part of this review and reference at least 10 academic sources as well as at least two reputable media sources such as the *Economist* magazine, *Wall Street Journal* or *New York Times*. The media sources often will aid the student in selecting the policy topic. A first draft of the capstone will be due in week 10 of the semester. There will be instructor and class feedback on the draft. This feedback must be incorporated in the final version of the capstone. The final capstone length will be between 4500 and 5000 words. Each student must present the capstone to the class in a talk with slides. The presentation will be 10 – 12 minutes.

Final Exam

In lieu of an exam, the final capstone project will be due at the regularly scheduled final exam

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Classroom: TBD

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TOTAL	100%

Mid-term Grade

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Final Exam

In lieu of an exam, the final capstone project will be due at the regularly scheduled final exam

time for the class. The project paper represents 40 % of the final grade.

Summary Description Of Course Assignments

The class requires readings and class discussion but primarily centers around completing a capstone project (written and oral presentation).

Course Grading

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = E

Tentative Course Schedule

Week 1 – Introduction

Weeks 2 -3 Rationale for Government Intervention

Week 4 – Problem Definition

Weeks 5 – 6 – Policy Alternatives

Week 7 – Writing the Executive Summary

Week 8 – Writing the Implementation Appendix

Weeks 9 – 13 Selected readings, student discussion of progress reports, problem solving and discussions of individual research projects, early drafts of the capstone paper

Week 10 – Draft of Capstone Due

Weeks 13 - 14 - Oral presentations of capstones

Week 15 – Students make final revisions of capstone

Week 16 – Written project due

Final Exam Information

In lieu of an in-class final exam, the written capstone will be due on the University scheduled date and time for the final exam of the class.

COURSE REQUIREMENTS

Submission of Assignments

All written and oral assignments must be submitted on the required dates. Late submissions will not be accepted unless there is an excused absence that is consistent with University regulations (see below).

Class Attendance

While attendance is not technically required, students cannot expect to successfully complete a capstone and miss more than 2 classes. For that reason, the instructor wishes to see official excuses for absences that exceed 2 class periods.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

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