

UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

Introduced by: UAC

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**PROPOSAL TO CHANGE THE CURRICULUM OF THE MAJOR AND MINOR
IN PUBLIC POLICY AND MANAGEMENT**

IT IS HEREBY PROPOSED THAT:

1. The University Senate approve the following proposal to revise the curricula of the major and minor in Public Policy and Management, as recommended by the Undergraduate Academic Council.
2. That these changes take effect beginning with the Fall 2013 semester.
3. This bill be forwarded to the President for approval.

**Proposal to Change the Curriculum of the Major/Minor
in Public Policy and Management**

The Department of Public Administration and Policy proposes to change the curriculum for the undergraduate combined major/minor in Public Policy and Management. This packet includes the rationale for these changes, the new proposal, and supporting documents.

Page 2: Rationale for Proposal

Page 8: Proposed New Curriculum

Page 21: Comparison to Other Majors at the University at Albany and to other Public Policy
Majors Nationwide

Page 25: Report on Survey of Enrolled Major/Minor Students

Rationale for Change to the Undergraduate Curriculum for Public Policy and Management

We began our efforts to revise the undergraduate program in March of 2009. The program had previously been housed in the political science department but was transferred to our control about ten years ago. This is our first major effort to revise it.

Our goals fall into two major headings: improving the program's pedagogical vision and improving the program's fit with the department.

To improve the program's pedagogical vision, we wanted to

- 1) Create a true Capstone Experience by making capstone courses draw directly on previous courses;
- 2) Increase the major's existing focus on quantitative analytics in keeping with developments in the field of policy analysis;
- 3) Retain key elements of our program that students told us were valuable to them: our internship program and our concentrations; and
- 4) Retain and enhance a standard of academic excellence.

We also wanted to improve the program's fit with our department, so that it would be feasible to more evenly distributing our resources across our undergraduate, MPA, and PhD offerings. The existing program consists of a rigid set of required courses that do not fit the teaching skills and interests of many of our current faculty. Students benefit from taking classes more closely aligned with the instructors' strengths and the changed composition of faculty interests.

What process did we follow to devise our proposal?

We examined the requirements of 15 other majors (mostly from the Social Sciences) at the University at Albany. We also examined the undergraduate requirements of 14 other leading public policy programs nationwide. In May 2010, we surveyed 44 of the current undergraduates. Finally, we interviewed a sample of current and former undergraduates to get a sense of what worked and didn't work in our current program. Once the faculty had processed this information, we defined our own learning objectives for our future students. We settled on the following keys competencies as our guide:

1. Analyze, interpret, display, and communicate policy recommendations using both quantitative and qualitative evidence
2. Evaluate policy options using public service values such as Efficiency, Effectiveness, Equity, and Ethics (4 E's).
3. Analyze public problems using the perspectives of economics, organizational behavior and theory, and political science.

4. Synthesize analysis from diverse perspectives into a coherent recommendation.

This led to the identification of three major conceptual areas that should be covered in our undergraduate major: (1) quantitative analysis, (2) politics and policy, and (3) management.

What are the New Requirements?

Working from the major conceptual areas, the faculty identified key skills and crafted core courses that group these skills in a coherent way. The proposed Core consists of two parts. In the Introductory Core courses, students learn key tools of policy, statistics, economics, politics, and management. In the Advanced Core courses, students apply and deepen those tools. The Advanced Core includes one course on management practice, built around an internship experience, and one course on advanced policy analysis.

The core knowledge is deepened by taking two courses in each of two areas: 1) Management & Politics and 2) Quantitative Methods & Policy Analysis. These areas give students more flexibility to explore different aspects of policy and management, while ensuring that they must take several quantitative courses to develop key competencies.

Changes from Current Design

Currently, students take 10 required courses, each of which needs to be offered frequently, plus 2 courses from an unstructured list. This new design requires 8 specific courses and then 4 courses from structured lists. Moving to an areas-based framework instead of a “take exactly these classes” framework lets students learn from professors who are teaching from their strengths. This more flexible approach makes it easier to adapt our offerings to reflect changes in policy/management practice and changes in the composition of our faculty. In particular, we plan to create several new offerings that will count towards the new Quantitative Methods & Policy Analysis requirements.

What are the Concentrations?

Currently, policy analysis and management students must do a major/minor. As well as taking 12 courses (10 specific requirements plus 2 from a list), the students must currently do a 6-course Concentration, learning more about a specific area of policy or management.

In practice, the Concentration structure has been very challenging for many students, because for many of the Concentrations it has proved difficult to take 6 classes from the list. We discussed at great length the idea of ending the Concentration structure and converting the program to a major, instead of a major/minor.

We decided to maintain the major/minor structure for 4 reasons:

- 1) There was a very strong view that good pedagogical practice required both breadth and depth; we wanted students to develop some expertise in a specific area;
- 2) “Policy analysis and management” is a very broad interdisciplinary area. Simply covering basic material across the span of our field requires a large number of courses. This left very little room in a major-only approach to let students develop depth;
- 3) In our survey of current students, respondents strongly favored maintaining the Concentrations structure, which offers an inter-disciplinary experience difficult to construct elsewhere; and
- 4) From the survey, we determined that most of the headaches from the current structure came from a few “chokepoints,” which we could eliminate.

We decided to revamp the Concentrations structure, rather than end it. First, to make it much more plausible for students to be able to complete a Concentration, we added an option to take two 3-course Concentrations instead of a single 6-course Concentration. Second, we revamped the list of concentrations, both to incorporate important areas like health and civil rights and to eliminate courses that have tended to be over-subscribed (or which are no longer offered). Finally, we eliminated or merged Concentrations with very few offerings, after the preceding culling of courses. We particularly focused on creating concentrations that focused on policy areas, as opposed to concentrations that focused on single disciplines.

We then identified departments that would probably be affected by these changes and contacted their undergraduate program directors to vet our lists. We have consulted with the departments of Biology, Economics, Geography and Planning (Urban Studies and Planning), History, Mathematics and Statistics, Political Science, Psychology, and Sociology, made changes that they requested, and have been assured of their cooperation.

Math Requirement

Many of our courses are strongly quantitative in nature, requiring students to be reasonably comfortable with mathematics. While most of our students enter the program with an adequate background, some of the students would clearly benefit from doing additional mathematical training prior to beginning the program. In consultation with the mathematics department, we have determined a set of courses that would prepare our students for our coursework.

This math expectation differs from the University General Education “Mathematics and Statistics” requirement in two ways:

1. Students may fulfill the expectation by having taken sufficient mathematics in high school, and
2. The list does not include statistics courses.

Impact on Frequency of Offerings

We currently offer 19 sections, total, within our undergraduate program each year. We plan to hold that number of offerings constant.

We will offer two sections each year of each of the required courses (Introductory Core and Advanced Core), which will require us to offer an additional section of RPAD 499 each year beyond what we currently offer.

RPAD 302 will now be a requirement. It is currently an elective, which has been offered frequently as either RPUB 302 or RPAD 302.

Students are required to take 4 sections total from the two areas. We will offer nine sections of electives each year spread across the two areas, with the particular breakdown varying from year to year. In any year, each area will have a minimum of 3 sections offered.

Currently, we offer more sections of the courses listed for “Management and Politics” and fewer sections (and courses) for “Quantitative Methods and Policy Analysis.” A major goal for this re-design is to allow us to re-balance our offerings across these two areas. Faculty will create new courses for “Quantitative Methods and Policy Analysis.” The exact new courses created will depend on the timing of implementing the new curriculum, which will determine which policy faculty are available to create the first new courses.

Number of Required Upper Level Credits

Students must complete at least 27 credits at the 300-level or above: 12 credits as part of the core, 6 credits as part of the area-based electives, and 9 credits as part of the concentration.

Impact on Transfer Students

The redesigned curriculum should be easier for transfer students to complete than the existing curriculum. Instead of needing to complete (or get transfer credit for) 10 specific courses, they will need to complete (or get transfer credit for) only 8 specific courses. Furthermore, we have revamped the Concentrations structure to remove a number of chokepoints, making it easier for all students, including transfers, to complete the Concentration in a timely manner.

The main drawback for transfer students is that we now require students to complete the Introductory Core before taking the two capstone courses in the Advanced Core. This puts some pressure on them to complete the 6 courses of the Introductory Core quickly upon arriving at the University at Albany. However, we believe that, not only is this requirement manageable, it is very much in the student’s best interest. We believe that transfer students are more likely to be successful if they focus their early coursework here on more basic courses, such as the three 100-level courses in our Introductory Core. Even the 300-level courses of the Introductory Core include content, such as basic statistics, which is likely to be useful preparation for other advanced courses.

Connection to New General Education Requirements

Under the new General Education plan, departments will be required to demonstrate that students will become proficient in critical thinking, oral and written communication, and information literacy.

Critical thinking skills are included throughout this curriculum, in both the quantitative and qualitative courses. The change to an “advanced core” will increase the depth of students’ critical thinking, by ensuring that they build on key concepts from earlier courses.

Several of the requirements include writing assignments. The most notable writing assignments will come in the capstones. The policy capstone (RPAD 499) will meet the current requirements for a “writing intensive” course.

The management capstone (RPAD 498) will include substantial discussion of presentational skills. Students will give presentations and will see presentations by professional public servants.

The policy capstone (RPAD 499) will require information-driven writing projects. This course will meet the current requirements for an “information literacy” course. Use of information—especially quantitative information—will be an important element in several courses.

Connection to Strategic Plan

How does this proposal further the University at Albany’s Strategic Plan of October, 2010?

Goal: “to enhance the quality of undergraduate education at UAlbany”:

Objective 1: “enrich the educational experience in the major and minor”:

These changes build on what has worked well in the Public Policy and Management major while i) improving the quality of the “capstone” experiences by structuring their prerequisites, ii) giving students flexibility in how they meet some of their requirements, and iii) updating the list of concentrations to be more practical for students to take and more policy-focused.

Objective 5: “increase full-time faculty engagement with undergraduate education”:

As currently constituted, the Public Policy and Management major is not a good fit for many of the full-time faculty. The major currently requires specific courses for 10 of the requirements, most of which are outside the expertise of most of our faculty. Economists in the department, for example, would be qualified to teach only the introductory statistics course. The proposal creates flexibility in the required areas (2 courses each in Management & Politics and Quantitative Methods & Policy Analysis). Full-time faculty can create new courses, within their areas of expertise, which will count for these requirements. Under the proposal, every member of the faculty will be able to teach in the

undergraduate program. We plan to substantially expand the number of faculty teaching undergraduate courses.

Goal: “to create an excellent student experience that integrates academic and co-curricular experiences, engages the surrounding community and the world, and fosters lifelong pride in the University”:

Objective 4: “amplify the ‘World Within Reach’ perspective through a dynamic, rich assemblage of experiences”

This proposal continues the major’s existing requirement that students do an internship in the community, a requirement that clearly promotes student engagement with the world around them. It enhances the internship experience by redesigning the internship course to build on core prerequisites, making it much easier for the course to relate the students’ experience to the major.

Proposed New Curriculum

Major/Minor in Public Policy and Management

The BA in Public Policy and Management is focused on the development of the analytic skills needed in today's complex policy environment. The interdisciplinary nature of the Public Policy and Management program is reflected in the six required core courses that expose students to statistics, economics, the policy-making process and public management. The student then extends and deepens this interdisciplinary perspective through the choice of two courses in each of two areas and through the choice of one or two concentrations.

The BA Program requires that students complete an internship, typically with an agency of New York State government. According to University policy, enrollment in an internship requires a minimum 2.0 GPA. Students with a GPA below 2.0 will not be allowed to complete this requirement for the major.

The BA Program expects that students will have taken mathematics at the level of AMAT 100 or AMAT 101.

Students in the BA program must take a total of 36 credits in the required core courses and in the elective Areas. In the rare instance that a student waives out of a core requirement, the student must take an additional course in public administration and policy (RPAD). Students may NOT double-count courses. Any given course may fulfill only one requirement for the major/minor.

Students **must** major/minor; there is no option for a stand-alone major. In addition to completing the standard 36 credits, students must also choose either one or two policy concentrations. The purpose of this requirement is to match the breadth of your interdisciplinary policy analysis skills with depth in a particular area.

Introductory Core Courses (18 credits)

The core courses are specifically designed to introduce the student to the analytic skills associated with the field of Public Policy and Management. All of the following courses are required. Students should aim to take these courses early in their academic careers as they are prerequisite to most of the elective track courses.

- RPAD 140: Introduction to Public Policy
- RPAD 316: Statistics for Policy
- AECO 110: Microeconomics
- AECO 111: Macroeconomics
- RPOS 101: American Politics
- RPAD 302: Understanding Public Organizations

Advanced Core Courses (6 credits)

These core courses build on the skills developed in the introductory core courses. Students must complete all of the Introductory Core Courses before they may take these courses.

RPAD 498 is built around the department's internship program.

RPAD 498: Applied Public Affairs Capstone

RPAD 499: Policy Capstone

Elective Areas (12 credits)

The areas are designed to deepen the student's familiarity with analytic skills used in this field. Courses in Management and Politics explore the design and implementation of policy. Quantitative Methods and Policy Analysis courses study the methods policy experts use to analyze empirical data and to model policy systems.

The student must take two courses in each area. **At least one course in each Area must be at the 300-level or above.** The student may petition the department to substitute appropriate courses not listed here.

Many of these courses are offered irregularly; see the public policy undergraduate advising office for guidance.

1) Management and Politics

RPAD 202: Woman and Leadership

RPAD 236: Institutions and Policy in Business Regulation

RPAD 303: Public Administration and Management

RPAD 321: State and Local Government

RPAD 322: Government and Politics of New York City

RPAD 325: Government and Politics of New York State

RPAD 328: Law and Policy

RPAD 329: Bureaucratic Politics

RPAD 350: Comparative Public Policy

RPAD 435: Fundamentals of Securities Law

RPAD 436: Securities Market Regulation

RPOS 303: Public Policy in Theory and Practice

RPOS 320: American Federalism

2) Quantitative Methods and Policy Analysis

Students must take AT LEAST ONE course from the Primary List. They may take either 1) two courses from the Primary List or 2) one course from the Primary List and one course from the Secondary List.

Primary List

RPAD 204: Computer Modeling for Decision Support

RPAD 324: Policy Analysis in Complex Systems

RPAD 345: Psychological Economics and Policy

AECO 300: Intermediate Economics

AECO 320: Economic Statistics

AECO 355: Public Finance

Secondary List

AMAT 214: Calculus of Several Variables

AMAT 308: Statistical Inference

AMAT 362: Probability for Statistics

AGOG 496: Geographic Information Systems

AECO 405: Game Theory

AECO 410: Mathematics for Economists

ICSI 105: Computing and Information

ICSI 203: Data Processing Principles

Concentrations (18 credits)

The concentrations allow students to focus in-depth on specific policy applications. Students may do either 18 credits in one concentration or 9 credits in two concentrations. Students are expected to work with the advising office to develop a coherent plan of study across the concentrations.

At least 9 credits must be at the 300-level or above. Students MUST declare their concentrations when they register for the major/minor, but they may change them.

Students may petition for additional courses to be considered under any given concentration, but may NOT petition to create their own concentration.

Courses used to fulfill the Area requirements may NOT also be used to fulfill the Concentrations requirement.

Concentrations

Environmental Policy
 Gender, Race, and Society
 Human Services: Health, Education, and Labor
 Law and Civil Rights
 Local Government
 Philosophy and Ethics
 Politics
 Quantitative Tools
 Regulation and Finance
 Technology and Policy
 Urban Issues
 World Affairs

Note: for information on each course, see the Undergraduate Bulletin,
http://www.albany.edu/undergraduate_bulletin/cas.html

Students must meet the pre-requisites for any courses they take. Note in particular that Environmental Policy and Quantitative Tools include several courses with long chains of pre-requisites.

1. Environmental Policy
 - AATM 100 or AATM 101 or AATM 102
 - AATM 107: the Oceans
 - AATM 200: Natural Disasters
 - AATM 304: Air Quality
 - AATM 307: Introduction to Atmospheric Chemistry
 - ABIO 120: General Biology I
 - ABIO 121: General Biology II
 - ABIO 212Y: Introductory Genetics
 - ABIO 222: Biological Consequences of Climate Change
 - ABIO 308: Parasitic Diseases and Human Welfare
 - ABIO 320: Ecology
 - ABIO 343: Evolutionary Biology and Human Health
 - AENV 105: Introduction to Environmental Sciences
 - AENV 250: Sustainable Development
 - AECO 385: Environmental Economics
 - AGOG 101: Introduction to the Physical Environment
 - AGOG 201: Environmental Analysis
 - AGOG 304: Climatology
 - APHY 105: General Physics I
 - APHY 140: Physics I
 - APHY 202: Environmental Physics
 - APLN 220: Introductory Urban Planning
 - APLN 430: Environmental Planning
 - APLN 432: Park and Greenway Planning

APLN 460: People, Place, and Power

2. Gender, Race, and Society

AAFS 213: History of Civil Rights Movement
 AAFS 219: Introduction to African/African-American Hist.
 AAFS 240: Classism, Racism, and Sexism: Issues
 AAFS 311: History of Slavery in the Western Hemisphere
 AAFS 333: The Black Community: Continuity and Change
 AAFS 400: The Law and African America
 AHIS 322: American Social History: Civil War to Present
 AHIS 325: Quest for Equality in United States History
 ALCS 201: Latino USA
 ALCS 375: Latino Politics in the United States
 ALCS 402: Latinos and Health Issues
 ALCS 408: Latinos and American Political Change
 ALCS 465: Latinos and the New Political Economy
 APhi 350: Philosophy and Feminism
 ASOC 115: Introduction to Sociology
 ASOC 131: Diversity and Equity in America
 ASOC 260: Social Psychology
 ASOC 282: Race and Ethnicity
 ASOC 326: Sociology of Race, Gender, and Class
 ASOC 344: Sociology of Women in the Political Economy
 AWSS 220: Introduction to Feminist Theory
 AWSS 240: Classism, Racism, and Sexism
 AWSS 260: History of Women and Social Change
 AWSS 262: Sociology of Gender
 AWSS 281: Woman and the Media
 AWSS 333: Women and the Law
 AWSS 360: Feminist Social and Political Thought
 AWSS 433: Women, Politics, and Power
 RPOS 333: Women and the Law

3. Human Services: Health, Education, and Labor

ABIO 117: Nutrition
 ABIO 120: General Biology I
 ABIO 121: General Biology II
 ABIO 205: Human Genetics
 ABIO 212Y: Introductory Genetics
 ABIO 308: Parasitic Diseases and Human Welfare
 ABIO 329: Genetics of Human Disease
 ABIO 343: Evolutionary Biology and Human Health
 AECO 370: Economics of Labor
 AECO 381: Economics of Health Care
 AHIS 322: American Social History: Civil War to Present
 ALCS 402: Latinos and Health Issues

APHI 338: Moral Problems in Medicine
 APHI 417: Bioethics
 APSY 101 or 102: Introduction to Psychology
 APSY 203: Psychology of Child Development
 APSY 270: Social Psychology
 APSY 329: Health Psychology
 APSY 333: Childhood Behavioral Disorders
 APSY 338: Abnormal Psychology
 APSY 341: Industrial/Organizational Psychology
 APSY 389: Addictive and Compulsive Behaviors
 ASOC 115: Introduction to Sociology
 ASOC 180: Social Problems
 ASOC 283: Juvenile Delinquency
 ASOC 342: Organizations in Society
 ASOC 357: Sociology of Work
 ASOC 359: Medical Sociology
 ASOC 384: Sociology of Aging
 EPSY 420: Child and Adolescent Development
 EPSY 440: Evaluation
 EPSY 441: Social Issues in Testing
 ESPE 369: Special Education for Students with Emotional and Behavioral Problems
 ESPE 460: Introduction to Human Exceptionality
 ICSI 100: Computing and Disability
 RPAD 345: Psychological Economics and Policy
 RPOS 474: Politics of International Migration

4. Law and Civil Rights

AAFS 213: History of Civil Rights Movement
 AAFS 240: Classism, Racism, and Sexism: Issues
 AAFS 311: History of Slavery in the Western Hemisphere
 AAFS 400: The Law and African-America
 AECO 383: Economics of Law
 AHIS 220: Public Policy in Modern America
 AHIS 259: History of Women and Social Change
 AHIS 310: History of Women in the United States
 AHIS 313: Constitutional History of the United States
 AHIS 322: American Social History: Civil War to Present
 AHIS 325: Quest for Equality in United States History
 AHIS 327: Roles of Law in American History
 AHIS 328: Lawyers in American Life, 1607-Present
 APHI 325: Philosophy of Law
 AWSS 333: Women and the Law
 ASOC 203: Criminology
 ASOC 385: Sociology of Law
 RPAD 328: Law and Policy

RPOS 330: Law, Courts, and Politics
 RPOS 333: Women and the Law
 RPOS 335: the American Supreme Court
 RPOS 336: Civil Liberties
 RPOS 346: Law, Civil Rights, and Sexual Orientation
 RPOS 380: Basics of International Law
 RPOS 426: American Constitutional Law
 RPOS 428: Comparative Legal Systems
 RPOS 437: Law and Society

5. Local Government

REQUIRED: RPAD 321: State and Local Government
 REQUIRED: RPAD 325: Government and Politics of NY State
 AAFS 400: The Law and African-America
 AECO 341: Urban Economics
 AECO 355: Public Finance
 AECO 356: State and Local Finance
 AGOG 125: the American City
 AGOG 220: Introductory Urban Geography
 AGOG 225: World Cities: Geographies of Globalization
 APLN 220: Introductory Urban Planning
 APLN 425: Community Development and Neighborhood Planning
 APLN 430: Environmental Planning
 APLN 432: Parks, Preservation, and Heritage Planning
 APLN 443: Transportation History and Policy
 ASOC 342: Organizations in Society
 ASOC 373: Community and Urban Sociology
 RPAD 322: Government and Politics of New York City
 RPAD 329: Bureaucratic Politics
 RPOS 320: American Federalism
 RPOS 424: Community Politics

6. Philosophy and Ethics

AAFS 430: Black Social and Political Thought in the Americas
 APHI 114: Morals and Society
 APHI 115: Moral Choices
 APHI 116: World Views
 APHI 212: Introduction to Ethical Theory
 APHI 320: Political and Social Philosophy
 APHI 325: Philosophy of Law
 APHI 326: Moral Philosophy
 APHI 338: Moral Problems in Medicine
 APHI 355: Global Justice
 APHI 425: Contemporary Ethical Theory
 RPOS 301: History of Political Theory I
 RPOS 302: History of Political Theory II

RPOS 306: Contemporary Democratic Theory
 RPOS 307: American Political Theory
 RPOS 308: Theorists and Theorizing
 RPOS 310: Contemporary Political Philosophy
 RPOS 313: Feminist Social and Political Thought

7. Politics

AAFS 430: Black Social and Political Thought in the Americas
 AGOG 440: Political Geography
 AHIS 101: American Political and Social History II
 APSY 270: Social Psychology
 ALCS 375: Latino Politics in the United States
 ALCS 408: Latinos and American Political Change
 ALCS 465: Latinos and the New Political Economy
 ASOC 255: Mass Media
 RPAD 304: Public Policy in Theory and Practice
 RPAD 321: State and Local Government
 RPAD 325: Government and Politics of NY State
 RPAD 329: Bureaucratic Politics
 RPOS 301: History of Political Theory I
 RPOS 302: History of Political Theory II
 RPOS 314: Problems of Political Inquiry
 RPOS 319: American Political Development
 RPOS 320: American Federalism
 RPOS 331: American Legislatures
 RPOS 332: The Presidency
 RPOS 334: American Political Parties and Groups
 RPOS 337: Campaigns and Elections in the US
 RPOS 365: Government and the Mass Media
 RPOS 424: Community Politics

8. Quantitative Tools

Note: many departments offer classes covering very similar introductory statistics material. Students should be careful not to choose courses that are highly redundant with each other.

AECO 300: Intermediate Microeconomics
 AECO 320: Economic Statistics
 AECO 401: Macroeconomic Modeling, Forecasting, and Policy Analysis
 AECO 405: Game Theory
 AECO 410: Mathematics for Economists
 AECO 420: Applied Econometrics
 AMAT 111: Algebra and Calculus II
 AMAT 112: Calculus I
 AMAT 113: Calculus II

AMAT 214: Calculus of Several Variables
 AMAT 220: Linear Algebra
 AMAT 221: Introduction to Discrete Mathematics
 AMAT 308: Topics in Statistical Inference
 AMAT 362: Probability for Statistics
 AMAT 363: Statistics
 AMAT 367: Discrete Probability
 AMAT 372: Linear Programming and Game Theory
 APHI 210: Introduction to Logic
 APHI 218: Understanding Science
 AGOG 496: Geographic Information Systems
 APSY 211: Experimental Psychology
 ICSI 201: Introduction to Computer Science
 ICSI 205: Object Oriented Programming for Data Processing Applications
 ICSI 310: Data Structures
 ICSI 405: Object-Oriented Programming Principles and Practice
 RPAD 204: Computer Modeling for Decision Support

9. Regulation and Public Finance

AECO 300: Intermediate Microeconomics
 AECO 301: Intermediate Macroeconomics
 AECO 350: Money and Banking
 AECO 351: Theory of Interest
 AECO 355: Public Finance
 AECO 356: State and Local Finance
 AECO 370: Economics of Labor
 AECO 381: Economics of Health Care
 AECO 405: Game Theory
 AECO 455: Public Microeconomics
 AECO 466: Financial Economics
 AECO 474: Industrial Organization
 APSY 341: Industrial/Organizational Psychology
 AMAT 111: Algebra and Calculus II
 ICSI 203: Data Processing Principles
 RPAD 236: Institutions and Policy in Business Regulation
 RPAD 321: State and Local Government
 RPAD 345: Psychological Economics and Policy
 RPAD 431: Accounting and Public Policy
 RPAD 435: Fundamentals of Securities Law
 RPAD 436: Regulation of Securities Markets
 RPAD 437: Broker-dealer Accounting, Regulation, and Auditing

10. Technology and Policy

APHI 218: Understanding Science
 APHY 103: Exploration of Space

APHY 105: General Physics I
 AWSS 241: Science, Technology, and Social Justice
 ICSI 100: Computing and Disability
 ICSI 105: Computing and Information
 ICSI 124: Computer Security Basics
 ICSI 203: Data Processing Principles
 ICSI 300: Social, Security, and Privacy Implications of Computing
 ICSI 410: Introduction to Databases
 IINF 100: Internet and Information Access
 IINF 201: Introduction to Information Technologies
 IINF 202: Introduction to Data and Databases
 IINF 301: the Information Environment
 IINF 423: Networking Essentials
 IINF 424: Hardware and Operating Systems Essentials
 RPOS 368: Information Technology and World Politics
 RPOS 396: Energy Policy, Domestic and International

11. Urban Issues

AAFS 400: The Law and African-America
 AEEO 341: Urban Economics
 AEEO 355: Public Finance
 AEEO 356: State and Local Finance
 AGOG 125: the American City
 AGOG 220: Introductory Urban Geography
 AGOG 225: World Cities
 AGOG 480: Advanced Urban Geography
 AHIS 318: History of the American City Since 1860
 APLN 220: Introductory Urban Planning
 APLN 315: State and Regional Planning
 APLN 425: Community Development and Neighborhood Planning
 APLN 432: Parks, Preservation, and Heritage Planning
 APLN 443: Transportation History and Policy
 APLN 460: People, Place, and Power
 APLN 475: Urban Design
 APSY 389: Addictive and Compulsive Behaviors
 ASOC 180: Social Problems
 ASOC 203: Criminology
 ASOC 250: Sociology of Families
 ASOC 260: Social Psychology
 ASOC 341: Social Inequality
 ASOC 370: Social Demography
 ASOC 373: Community and Urban Sociology
 RPAD 322: Government and Politics of New York City
 RPOS 321: State and Local Government
 RPOS 424: Community Politics

12. World Affairs

AAFS 150: Life in the Third World
AAFS 286: African Civilizations
AAFS 287: Africa in the Modern World
AAFS 311: History of Slavery in the Western Hemisphere
AECO 130: Developing Economies
AECO 330: Economics of Development
AECO 360: International Economic Relations
AECO 445: International Trade
AECO 446: International Finance
AHIS 312: History of American Foreign Policy II
AHIS 381: Islam in the Middle East: Religion and Culture I
AHIS 388: Islam in the Middle East: Religion and Culture II
AHIS 456: the Diplomacy of the Nuclear Age
ALCS 100 or 102 or 150:
ALCS 357: Latin American and Caribbean Politics
ALCS 359: Workers and Globalization in the Americas
APHI 214: World Religions
APHI 355: Global Justice
AWSS 451: Gender and Class in Latin American Development
RPAD 350: Comparative Public Policy
RPOS 351: European Politics
RPOS 355: Government and Politics in Sub-Saharan Africa
RPOS 357: Latin American and Caribbean Politics
RPOS 362: Nationalism and Nation-Building
RPOS 364: Building Democracy
RPOS 367: Politics of the Middle East
RPOS 370: International Relations: Theory
RPOS 371: International Relations: Practice
RPOS 373: Government and Politics in the People's Republic of China
RPOS 375: International Organization
RPOS 380: Basics of International Law
RPOS 383: American Foreign Policy
RPOS 386: International Conflict and Security
RPOS 395: International Political Economy
RPOS 398: Comparative National Security Policy
RPOS 473: Economic Relations in the Global System
RPOS 474: Politics of International Migration

Minor in Public Policy and Management

Students minoring in Public Policy and Management must complete the following five courses:

RPAD 140: Introduction to Public Policy

RPAD 316: Statistics for Policy

AECO 110: Microeconomics

RPOS 101: American Politics

RPAD 302: Understanding Public Organizations

In addition, students must take one 300-level elective in public administration (RPAD).

Students whose major requires AECO 110 or RPOS 101 must substitute an additional elective in Public Administration and Policy. Students who have taken a different 300-level statistics course may waive out of RPAD 316, but must take an additional 300-level elective in Public Administration and Policy.

Comparison to Other Majors at SUNY Albany and on Other Policy Majors Nationwide

As a starting point for assessing the undergraduate public policy curriculum, we have i) examined the requirements of 15 other majors at the University at Albany; and ii) examined the requirements of 14 other public policy majors at other leading policy programs nationwide.

Methodology: we looked at the departments' websites and located their requirements. We cannot guarantee that the websites are accurate and up-to-date.

I. Other Majors at University at Albany

We looked at other majors in the social sciences, as well as a handful of other large majors. We did not “cherry pick” the non-social-science majors to include; every major that we looked at is included in this analysis. We looked at: Anthropology, East Asian Studies (Chinese),¹ Economics, English, Financial Market Regulation, Globalization Studies major, Globalization Studies major/minor, History, Information Studies, Philosophy, Political Science, Psychology, Public Health, Sociology, and Women's Studies.

All programs required 36 credits, with the exception of the Globalization Studies major/minor (54-60 required credits), Public Health (40 credits), Information Studies (46 credits), and (if I count correctly) EAS Chinese Studies (only 30 credits?). Many of them specified that between 12 and 24 of the credits had to be at the 300 level or above. In our combined major/minor, we require 54 credits.

The number of requirements ranged from 4 to 8, with 11 for public health, 12 for FMR, 15 for IS, 9 for Chinese Studies, and only 8 for the Globalization Studies Major/Minor. We have 12 requirements. On average, 37% of requirements could be met from choosing a course from a list of courses (including 6 of the requirements for the globalization major/minor); only 5 majors had no choices for any of the requirements (Anthropology; English; Public Health; Sociology; Women's Studies). We allow 2 requirements to be met from a list.

Four of the majors seemed to be organized around concentrations (Globalization Studies major and major/minor; History; Political Science; Women's Studies).² We offer nine concentrations. Few of the majors listed a specific requirement in writing, math, or statistics. We have a statistics requirement, but no math or writing requirement.

Comparison to our current program: we are comparing our major/minor program to a set made up almost entirely of majors; we undoubtedly should have more requirements than a stand-alone

¹ East Asian Studies has three concentrations: Chinese, East Asian, and Japanese. Each concentration has completely separate requirements. To avoid giving enormous weight to EAS, we coded only the first of the concentrations listed (Chinese), WITHOUT first looking at them.

² Public Health has 4 areas of emphasis, but explicitly does NOT encourage specialization: “Because the undergraduate major is designed to give students broad interdisciplinary exposure to public health, students are advised to choose one elective from each of three areas of emphasis.”

major. With that in mind: the “major” part of our major/minor has 10 specific requirements, plus 2 that can be met from a list. This is considerably more requirements than other majors. From the comparison majors, only FMR has more specific-course requirements; of the rest, only Information Studies has more than 5 course-specific requirements. We also are almost-unique in offering so many specializations (though many departments do not restrict electives along these lines).

II. Other Policy Majors

Working from the US News rankings of policy schools, we identified the 30 other programs ranked evenly or higher than us. Of these, we were able to find an undergraduate public policy (or very similar) major at 14 schools: Arizona State, Chicago, Duke, Georgia (International Affairs), Georgia State, Indiana, Kansas, Michigan, Minnesota, Princeton, Syracuse, UNC, USC, and Virginia Tech. We were NOT able to locate an undergraduate major at American, Berkeley, Carnegie Mellon, Columbia, FSU, Georgetown, GW, Harvard, Maryland, Nebraska, NYU, Pittsburg, UCLA, UT Austin, UW Madison, or UW Seattle.

The number of core requirements varied from 3-17, with an average of 7.8. The outliers are Virginia Tech (17 requirements), Georgia (16 requirements), Minnesota (11 requirements), and Princeton (10 requirements). Seven of the programs had between 5-7 specific requirements. We have 12 requirements.

The number of these requirements that could be met from a list ranged from 0 to 9, with an average of 1.6, with six programs allowing 1-3 requirements to be met from a list, and with Princeton shattering the scale on flexibility with 9 requirements met from lists; we have 2 requirements met from a list. Most programs seemed to require some sort of specialization, either from a preset list (4 options was typical, with UNC offering 10) or by design. We offer 9 specializations.

Common Requirements

| Requirement | Number of Departments |
|--|-----------------------|
| Economics | 11 |
| Introduction to Public Policy/Policy Analysis ³ | 10 |
| Statistics | 9 |
| Politics | 6 |
| Philosophy (usually ethics) | 4 |
| Internship ⁴ | 5 |

Other requirements include policy seminars; psychology or sociology; history; additional math, economics, or politics requirements; foreign languages, and “hard choices in public administration.” IU Bloomington has the most idiosyncratic requirements: environmental policy, national and international policy, urban problems and solutions, government finance and budgets, law and public affairs, and an internship.

Comparison to our current program: we offer an unusually large number of specializations (9). We also have an unusually large number of requirements (10), plus 2 that can be taken from a list. The only somewhat-common requirement we do not include is a course in ethics/philosophy.

³ These are of course different courses, but we were not able to separately code them based on course names.

⁴ What to count as an “internship” is particularly ambiguous to code. For example, we’ve counted Syracuse’s “community service” requirement, which may be completely non-comparable.

Report on 2010 Survey of Undergraduate Majors in Public Administration and Policy

In the spring of 2010, the department of Public Administration and Policy conducted an electronic survey of registered majors in public policy. Using SurveyMonkey, we sent a survey invitation to each of the 108 registered majors in the department, containing an individualized link to the survey. Announcements about the survey were made in 5 undergraduate courses and on the undergraduate major's list-serve. Follow-up e-mails were sent to non-respondents on April 15 and April 24. We achieved a response rate of 44% (48 out of 108). This report documents the survey results from these 48 observations.

Responses were spread reasonably evenly across the different class-years (15% firstyear, 25% sophomore, 25% junior, 35% senior).

We particularly wanted to learn about what the students saw as the main strengths and weaknesses of the major, and about how the students viewed the requirement to do a concentration as part of a combined major/minor. We also wanted to learn about the students' mathematics backgrounds.

- I. Reasons for Choosing Public Policy
- II. Student Requests
- III. Positives and Negatives
- IV. Experience in the Concentrations
- V. Mathematics Backgrounds

I. Why Major in Public Policy?

39 respondents answered this open-ended question. The following sorting is non-exclusive. 21 of them explicitly referred to their career goals, wanting a job, or its being related to what they wanted to do after graduation.

13 of them referred to the subject matter as being interesting, or as being something they were passionate about.

5 of them explicitly compared public administration favorably to political science for their purposes (as being a better fit, more practical, or more structured).

2 of them explicitly said they couldn't get into criminal justice.

When asked what other departments they had taken classes in at the University at Albany, 76% had taken political science; 56% had taken sociology; 56% had taken history. 38% reported psychology or mathematics.⁵

⁵ We also asked about Business (27%), Economics beyond our required courses (20%), Social Welfare (20%), Criminal Justice (16%), Anthropology (11%), and Information Sciences (7%).

II. Student Requests

33 students answered the question, “Are there any public policy-type courses we do not currently offer, that you wish we offered?” Of these 12 said “no.”

The most thoughtful and comprehensive response was, “I do not feel that the curriculum includes classes that address policy development/design, policy implementation, professional writing (memos, press releases, etc.), law (relevant to policy), strategic planning, and internal politics, to name a few. I also feel that to be competitive today's professional needs to be experienced in a very broad range of topics, including web design, branding, professional online networking, etc. Although some of these topics have been touched on in some of my classes, I think there is much more to be learned. I also think that there are many fields that I don't even know about because I have never been exposed to them. That kind of knowledge can be a valuable asset to an organization.”

Other responses (not counting the above) called for classes on national security or disaster management (3), communication (2), law and policy (2), social policy (2), and non-profits (2). Single mentions went to the environment, local government, public policy in the world, system dynamics, economics of crime, political philosophy, tax policy, debate, and policy research.

III. Positives and Negatives

35 students answered the question, “What have been the most positive aspects of your experience in public policy and management?” Of these, 2 said they were too new to the major to comment, and 1 was extremely negative in an over-the-top manner. The strong plurality of responses (12) praised the faculty, with specific mentions going to Holly Jarmon, Michael Kristakis, and David McCaffrey.

7 respondents mentioned learning a lot, in particular about government, methods, and writing. 3 respondents said something about its being fun or interesting.

3 referred to their work experience, the internship program, or the benefit of being in the capital. Single mentions went to undergraduate adviser Steven Jackson, case studies, the program's structure, help getting into graduate school, small classes, “vital for getting what I want out of life,” RPAD 140, RPAD 204, and seeing Karl Rove.

31 students answered the question, “What have been the most negative aspects of your experience in public policy and management?” 1 was too new to the major to comment; 1 was extremely negative but not specific.

8 of these complaints were about scheduling, especially in terms of classes not being offered or being offered at the same time. Additionally, 1 student wanted a broader range of courses.

4 students complained that the material/reading was too hard.

3 students complained that courses were boring or slow-paced.

3 students specifically complained about RPAD 204.

2 students complained about redundancy between classes.

Single mentions went to a lack of connection between the student and the department; outdated material/case studies; weak advising; difficulty explaining to other people what public policy is;

getting a bad grade; too many required internship hours; “dumb classmates;” wanting to be in criminal justice; wanting more opportunities to work on research or to learn about graduate schools; and attendance policies.

IV. Experience in the Concentrations

| Concentration | Share of Respondents | Reponse Number | % Reporting Difficulty Registering for Classes |
|----------------------------|----------------------|----------------|--|
| Public Administration | 26% | 12 | 50% |
| Student-Defined | 17% | 8 | 50% |
| International | 13% | 6 | 17% |
| Study of Society | 9% | 4 | 50% |
| Don't Know/Haven't Decided | 9% | 4 | 25% |
| Economics | 7% | 3 | 67% |
| Environment and Society | 7% | 3 | 33% |
| Local Government | 4% | 2 | 50% |
| Urban Issues | 4% | 2 | 100% |
| Women, Gender, and Policy | 2% | 1 | 0% |
| Education Policy | 2% | 1 | 100% |
| Skipped Question | 4% | 2 | |

Out of all students, 48% reported having had trouble registering for concentration classes because the classes were full⁶. Of the larger concentrations, public administration and economics seem particularly problematic.

Furthermore, these problems are not typically isolated incidents. Of students who reported ever having had difficulty registering for concentration classes, only 24% reported that this had happened only once; 38% reported it had happened twice; and 38% reported that it had happened three or more times. If this survey is administered again in the future, the top-coding level should be increased.

48% of respondents said that they preferred to retain the major/minor structure; 26% said they would prefer a stand-alone major with a minor in another department; 26% had no strong preference. Of the students with a preference, there was a strong preference for retaining the current structure.

If our students had to declare a separate minor, 12% would choose criminal justice or student-initiated; 9% would choose economics or urban studies; 7% would choose international perspectives, political science, or sociology.

⁶ Based on student comments, it appears that some respondents interpreted this question more broadly, including reports on scheduling difficulties as well as of full classes.

V. Mathematics Backgrounds

When asked about their highest level of math attainment, either at the university or before, only 3 respondents (7%) had taken less math than algebra. 31% of respondents had done algebra, and another 33% had done pre-calculus. 20% had done calculus. An additional 9% had done multivariate calculus. Thus, 62% would already meet a pre-calculus requirement.

| | | | |
|--|----------------|--|---|
| University at Albany – State University of New York | | | |
| College of Arts and Sciences | | Course and Program Action Form | |
| | | Proposal No. _____ | |
| Please check one: <input type="checkbox"/> Course Proposal <input checked="" type="checkbox"/> Program Proposal | | | |
| Please mark all that apply: | | | |
| <input type="checkbox"/> New Course | Revision of: | <input type="checkbox"/> Number | <input type="checkbox"/> Description |
| <input type="checkbox"/> Cross-Listing | | <input type="checkbox"/> Title | <input type="checkbox"/> Prerequisites |
| <input type="checkbox"/> Shared-Resources Course | | <input type="checkbox"/> Credits | |
| <input type="checkbox"/> Deactivate/Activate Course (boldface & underline as appropriate) | | <input checked="" type="checkbox"/> Other (specify): | Change to the Major/Minor |
| Department: <u>Public Administration and Policy</u> | | Effective Semester, Year: <u>Fall, 2013</u> | |
| Course Number | Current: _____ | New: _____ | Credits: _____ |
| Course Title: _____ | | | |
| Course Description to appear in Bulletin: See attached. | | | |
| Prerequisites statement to be appended to description in Bulletin: | | | |
| | | | |
| If S/U is to be designated as the only grading system in the course, check here: <input type="checkbox"/> | | | |
| This course is (will be) cross listed with (i.e., CAS ###): _____ | | | |
| This course is (will be) a shared-resources course with (i.e., CAS ###): _____ | | | |
| Explanation of proposal: | | | |
| <p>This proposal will update the curriculum in Public Policy and Management to reflect changes in the field and in the faculty over the previous ten years. In particular, the new requirements place greater emphasis on quantitative policy analysis. The existing list of Concentrations has been updated to be more policy-oriented. Specific changes include removing the current requirements of RPAD 204, RPAD 303, RPAD 329, and RPAD 340; adding the new requirements of RPAD 302 and RPOS 101; and requiring students to take two courses each in the areas of (1) Management and Politics, and (2) Quantitative Methods and Policy Analysis. Students are also permitted to do two 3-course Concentrations instead of one 6-course Concentration. These changes give students greater flexibility in meeting the program's requirements while still ensuring a mix of breadth and depth.</p> <p>This proposal will facilitate the creation of new courses in policy analysis, which will count towards the Quantitative Methods and Policy Analysis requirements. The current proposal includes the first new course, RPAD 345.</p> | | | |
| Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering: | | | |
| Written certification from affected departments is attached. | | | |
| | | | |
| Chair of Proposing Department | | | Date |
| Karl Rethemeyer | | | 3/28/2013 |
| Approved by Chair(s) of Departments having cross-listed course(s) | | Date | Dean of College |
| | | | Date |
| Chair of Academic Programs Committee | | Date | Dean of Undergraduate or Graduate Studies |
| Janna Harton | | 2/3/11 | Date |

Undergraduate Bulletin copy should read as follows under the heading “Undergraduate Study”

The Department of Public Administration and Policy offers a combined major/minor in Public Policy and Management and a stand-alone minor in Public Policy and Management.

The BA in Public Policy and Management is focused on the development of the analytic skills needed in today's complex policy environment. The interdisciplinary nature of the Public Policy and Management program is reflected in the six required core courses that expose students to statistics, economics, the policy-making process and public management. The student then extends and deepens this interdisciplinary perspective through the choice of two courses in each of two Areas and through the choice of one or two concentrations. The purpose of the Concentrations is to match your interdisciplinary policy analysis and management skills with depth in a particular area. Students are expected to work with their advisor to construct a coherent plan of study across the concentrations.

The BA Program requires that students complete an internship, typically with an agency of New York State government. According to University policy, enrollment in an internship requires a minimum 2.0 GPA. Students with a GPA below 2.0 will not be allowed to complete this requirement for the major.

The BA Program expects that students will have taken mathematics at the level of AMAT 100 or AMAT 101.

Undergraduate Bulletin copy should read as follows under the heading “Degree Requirements for the Major/Minor in Public Policy and Management”:

Students completing a combined major/minor in public policy and management must complete 54 credits. Courses may NOT be double-counted towards multiple requirements of the major/minor.

- Eighteen (18) credits of foundational coursework: AECO 110, AECO 111, RPAD 140, RPAD 302, RPAD 316, and RPOS 101
- Six (6) credits of capstone coursework: RPAD 498 and RPAD 499. RPAD 498 requires the completion of an internship.
- Six (6) credits of coursework counting towards the Area of Management and Politics, of which at least one must be at the 300 level or above, selected from RPAD 202, RPAD 236, RPAD 303, RPAD 321, RPAD 322, RPAD 325, RPAD 328, RPAD 329, RPAD 350, RPAD 435, RPAD 436, RPOS 303, and RPOS 320
- Six (6) credits of coursework counting towards the Area of Quantitative Methods and Policy Analysis, of which at least one must be at the 300 level or above. At least one must come from: RPAD 204, RPAD 324, RPAD 345, AECO 300, AECO 320, and AECO 355. The second course may also come from AECO 405, AECO 410, AMAT 214, AMAT 308, AMAT 362, AGOG 496, ICSI 105, and ICSI 203
- Eighteen (18) credits, taken either as 18 credits in one Concentration or as 9 credits each in two Concentrations. At least nine (9) credits must be at the 300 level or above. Available Concentrations are (1) Environmental Policy; (2) Gender, Race, and Society; (3) Human Services: Health, Education, and Labor; (4) Law and Civil Rights; (5) Local Government; (6) Philosophy and Ethics; (7) Politics; (8) Quantitative Tools; (9) Regulation and Finance; (10) Technology and Policy; (11) Urban Issues; and (12) World Affairs.
 - Environmental Policy: AATM 100 or AATM 101 or AATM 102, AATM 107, AATM 200, AATM 304, AATM 307, ABIO 120, ABIO 121, ABIO 212, ABIO 222, ABIO 308, ABIO 320, ABIO 343, AECO 385, AENV 105, AENV 250, AGOG 101, AGOG 201, AGOG 304, APHY 105, APHY 140, APHY 202, APLN 220, APLN 430, APLN 432, APLN 460
 - Gender, Race, and Society: AAFS 213, AAFS 219, AAFS 240, AAFS 311, AAFS 333, AAFS 400, AHIS 322, AHIS 325, ALCS 201, ALCS 375, ALCS 402, ALCS 408, ALCS 465, APHI 350, ASOC 115, ASOC 131, ASOC 260, ASOC 282, ASOC 326, ASOC 344, AWSS 220, AWSS 240, AWSS 260, AWSS 262, AWSS 281, AWSS 333, AWSS 360, AWSS 433, RPOS 333

- Human Services: Health, Education, and Labor: ABIO 117, ABIO 120, ABIO 121, ABIO 205, ABIO 212, ABIO 308, ABIO 329, ABIO 343, AECO 370, AECO 381, AHIS 322, ALCS 402, APhi 338, APhi 417, APSY 101 or 102, APSY 203, APSY 270, APSY 329, ASPY 333, ASPY 338, APSY 341, APSY 389, ASOC 115, ASOC 180, ASOC 283, ASOC 342, ASOC 357, ASOC 359, ASOC 384, EPSY 420, EPSY 440, EPSY 441, ESPE 369, ESPE 460, ICSI 100, RPAD 345, RPOS 474
- Law and Civil Rights: AAFS 213, AAFS 240, AAFS 311, AAFS 400, AECO 383, AHIS 220, AHIS 259, AHIS 310, AHIS 313, AHIS 322, AHIS 325, AHIS 327, AHIS 328, APhi 325, AWSS 333, ASOC 203, ASOC 385, RPAD 328, RPOS 330, RPOS 333, RPOS 335, RPOS 336, RPOS 346, RPOS 380, RPOS 426, RPOS 428, RPOS 437
- Local Government: Required: RPAD 321 and 325. AAFS 400, AECO 341, AECO 355, AECO 356, AGOG 125, AGOG 220, AGOG 225, APLN 220, APLN 425, APLN 430, APLN 432, APLN 443, ASOC 342, ASOC 373, RPAD 322, RPAD 329, RPOS 320, RPOS 424
- Philosophy and Ethics: AAFS 430, APhi 114, APhi 115, APhi 116, APhi 212, APhi 320, APhi 325, APhi 326, APhi 338, APhi 355, APhi 425, RPOS 301, RPOS 302, RPOS 306, RPOS 307, RPOS 308, RPOS 310, RPOS 313
- Politics: AAFS 430, AGOG 440, AHIS 101, APSY 270, ALCS 375, ALCS 408, ALCS 465, ASOC 255, RPAD 304, RPAD 321, RPAD 325, RPAD 329, RPOS 301, RPOS 302, RPOS 314, RPOS 319, RPOS 320, RPOS 331, RPOS 332, RPOS 334, RPOS 337, RPOS 365, RPOS 424
- Quantitative Tools: AECO 300, AECO 320, AECO 401, AECO 405, AECO 410, AECO 420, AMAT 111, AMAT 112, AMAT 113, AMAT 214, AMAT 220, AMAT 221, AMAT 308, AMAT 362, AMAT 363, AMAT 367, AMAT 372, APhi 210, APhi 218, AGOG 496, APSY 211, ICSI 201, ICSI 205, ICSI 310, ICSI 405, RPAD 204
- Regulation and Public Finance: AECO 300, AECO 301, AECO 350, AECO 351, AECO 355, AECO 356, AECO 370, AECO 381, AECO 405, AECO 455, AECO 466, AECO 474, APSY 341, AMAT 111, ICSI 203, RPAD 236, RPAD 321, RPAD 345, RPAD 431, RPAD 435, RPAD 436, RPAD 437
- Technology and Policy: APhi 218, APHY 103, APHY 105, AWSS 241, ICSI 100, ICSI 105, ICSI 124, ICSI 203, ICSI 300, ICSI 410, IINF 100, IINF 201, IINF 202, IINF 301, IINF 423, IINF 424, RPOS 368, RPOS 396
- Urban Issues: AAFS 400, AECO 341, AECO 355, AECO 356, AGOG 125, AGOG 220, AGOG 225, AGOG 480, AHIS 318, APLN 220, APLN 315, APLN 425, APLN 432, APLN 443, APLN 460, APLN 475, APLN 389, ASOC 180, ASOC 203, ASOC 250, ASOC 260, ASOC 341, ASOC 370, ASOC 373, RPAD 322, RPOS 321, RPOS 424
- World Affairs: AAFS 150, AAFS 286, AAFS 287, AAFS 311, AECO 130, AECO 330, AECO 360, AECO 445, AECO 446, AHIS 312, AHIS 381, AHIS 388, AHIS 456, ALCS 100 or 102 or 150, ALCS 357, ALCS 359, APhi 214, APhi 355, AWSS 451, RPAD 350, RPOS 351, RPOS 355, RPOS 357, RPOS 362, RPOS 364, RPOS 367, RPOS 370, RPOS 371, RPOS 373, RPOS 375, RPOS 380, RPOS 383, RPOS 386, RPOS 395, RPOS 398, RPOS 473, RPOS 474

| University at Albany – State University of New York | | | |
|--|--------------------------------|--|---|
| College of Arts and Sciences | Course and Program Action Form | Proposal No. _____ | |
| Please check one: <input type="checkbox"/> Course Proposal <input checked="" type="checkbox"/> Program Proposal | | | |
| Please mark all that apply: | | | |
| <input type="checkbox"/> New Course | Revision of: | <input type="checkbox"/> Number | <input type="checkbox"/> Description |
| <input type="checkbox"/> Cross-Listing | | <input type="checkbox"/> Title | <input type="checkbox"/> Prerequisites |
| <input type="checkbox"/> Shared-Resources Course | | <input type="checkbox"/> Credits | |
| <input type="checkbox"/> Deactivate/Activate Course (boldface & underline as appropriate) | | <input checked="" type="checkbox"/> Other (specify): | <u>Change to the Minor</u> |
| Department: <u>Public Administration and Policy</u> | | Effective Semester, Year: <u>Fall, 2013</u> | |
| Course Number | Current: _____ | New: _____ | Credits: _____ |
| Course Title: _____ | | | |
| Course Description to appear in Bulletin: | | | |
| See attached. | | | |
| Prerequisites statement to be appended to description in Bulletin: | | | |
| | | | |
| If S/U is to be designated as the only grading system in the course, check here: | | | <input type="checkbox"/> |
| This course is (will be) cross listed with (i.e., CAS ###): _____ | | | |
| This course is (will be) a shared-resources course with (i.e., CAS ###): _____ | | | |
| Explanation of proposal: | | | |
| Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering: | | | |
| See attached letters from Economics and Political Science. | | | |
| | | | |
| Chair of Proposing Department | | | Date |
| Karl Rethemeyer | | | 3/28/2013 |
| Approved by Chair(s) of Departments having cross-listed course(s) | | Date | Dean of College |
| | | | Date |
| Chair of Academic Programs Committee | | Date | Dean of Undergraduate or Graduate Studies |
| Janna Harton | | 2/3/11 | Date |

Undergraduate Bulletin copy should read as follows under the heading “Degree Requirements for the Minor in Public Policy and Management”:

Students minoring in Public Policy and Management must complete eighteen (18) credits, including AECO 110, RPAD 140, RPAD 302, RPAD 316, RPOS 101, and one 300-level elective in Public Administration and Policy. Students whose major requires AECO 110 or RPOS 101 must substitute an additional elective in Public Administration and Policy. Students who have taken a different 300-level course in statistics may waive RPAD 316, but must then take an additional 300-level elective in Public Administration and Policy.

| University at Albany – State University of New York | | | |
|--|--------------------------|---|---|
| Course Action Form | | Proposal No. _____ | |
| Please mark all that apply: | | | |
| <input type="checkbox"/> New Course | Revision of | <input type="checkbox"/> Number | <input type="checkbox"/> Description |
| <input type="checkbox"/> Cross Listing | | <input type="checkbox"/> Title | <input checked="" type="checkbox"/> Prerequisites |
| <input type="checkbox"/> Shared-Resources Course | | <input type="checkbox"/> Credits | |
| <input type="checkbox"/> Deactivate/Activate Course | | <input type="checkbox"/> Other: _____ | |
| Department: PUBLIC ADMINISTRATION | | To be effective (semester/year): Fall 2013 | |
| Course Number | Current: <u>RPAD 316</u> | New: _____ | |
| Course Title: Methodological Tools for Public Policy | | | |
| Course Description to appear in Bulletin: | | | |
| Prerequisites statement to be appended to description in Bulletin: Remove the prerequisite of RPAD 204. | | | |
| If S/U is to be designated as the only grading system in the course, check here <input type="checkbox"/> | | | |
| This course is (will be) cross listed with: | | | |
| This course is (will be) a shared resources course with: _____ | | | |
| Explanation of proposal: | | | |
| RPAD 204 will no longer be required of every student in the program, and is thus unsuitable as a prerequisite for a required course. Instead, RPAD 316 will now itself be a prerequisite for RPAD 499. | | | |
| Other Departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering: | | | |
| | | | |
| Chair of Proposing Department | | | |
| Printed Name: Karl Rethemeyer | Date: | Signature: | |
| Public Administration and Policy | | | |
| Approval by Chair or Dean of cross-listing unit (if applicable) | | | |
| Printed Name: | Date: | Signature: | |
| Approval by Chair or Dean of unit offering similar/related course(s) (if applicable) | | | |
| Printed Name: | Date: | Signature: | |
| Approval by College/School Governance (if applicable) | | | |
| Printed Name: | Date: | Signature: | |
| Approval by Dean of College/School | | | |
| Printed Name: | Date: | Signature: | |
| Action by Undergraduate or Graduate Studies, as appropriate | | | |
| | | | |

| University at Albany – State University of New York | | | |
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| Course Action Form | | Proposal No. _____ | |
| Please mark all that apply: | | | |
| <input type="checkbox"/> New Course | Revision of | <input checked="" type="checkbox"/> Number | <input checked="" type="checkbox"/> Description |
| <input type="checkbox"/> Cross Listing | | <input checked="" type="checkbox"/> Title | <input checked="" type="checkbox"/> Prerequisites |
| <input type="checkbox"/> Shared-Resources Course | | <input type="checkbox"/> Credits | |
| <input type="checkbox"/> Deactivate/Activate Course | | <input checked="" type="checkbox"/> Other__remove cross-listing with RPOS 390_____ | |
| Department: PUBLIC ADMINISTRATION | | To be effective (semester/year): spring 2014 | |
| Course Number | Current: <u>RPAD 390</u> New: <u>RPAD 498</u> | Credits: 3 | |
| Course Title: Applied Public Affairs Capstone | | | |
| Course Description to appear in Bulletin: RPAD 498 includes the completion of an internship and a linked classroom experience. This internship course integrates the policy and management coursework with practical experience in political and administrative institutions. Students are required to undertake an internship in public policy or public management, typically with a state agency or a non-profit organization. In the course, students will learn practical issues of implementing policy or managing public affairs. They will use written assignments and oral presentations to discuss how their coursework relates to their internship experience. | | | |
| Prerequisites statement to be appended to description in Bulletin: RPAD 140, RPAD 316, AECO 110, RPOS 101, RPAD 302, and a cumulative UAlbany grade point average of 2.0 or better | | | |
| If S/U is to be designated as the only grading system in the course, check here <input checked="" type="checkbox"/> | | | |
| This course is (will be) cross listed with: REMOVE the cross-list between RPAD 390 and RPOS 390. | | | |
| This course is (will be) a shared resources course with: _____ | | | |
| Explanation of proposal: This change adds several pre-requisites to our existing internship course (previously listed as RPUB 390), which will permit the course to build on past coursework. | | | |
| Other Departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering: See attached letter from Julie Novkov, the Chair of Political Science, approving the removal of the cross-listing with RPOS 390. | | | |
| Chair of Proposing Department | | | |
| Printed Name: | Karl Rethemeyer | Date: | Signature: |
| Public Administration and Policy | | | |
| Approval by Chair or Dean of cross-listing unit (if applicable) | | | |
| Printed Name: | | Date: | Signature: |
| Approval by Chair or Dean of unit offering similar/related course(s) (if applicable) | | | |
| Printed Name: | | Date: | Signature: |
| Approval by College/School Governance (if applicable) | | | |
| Printed Name: | | Date: | Signature: |
| Approval by Dean of College/School | | | |
| Printed Name: | | Date: | Signature: |
| Action by Undergraduate or Graduate Studies, as appropriate | | | |
| Printed Name: | | Date: | Signature: |

| University at Albany – State University of New York | | | |
|---|--|---|---|
| Course Action Form | | Proposal No. _____ | |
| Please mark all that apply: | | | |
| <input type="checkbox"/> New Course | Revision of | <input checked="" type="checkbox"/> Number | <input checked="" type="checkbox"/> Description |
| <input type="checkbox"/> Cross Listing | | <input checked="" type="checkbox"/> Title | <input checked="" type="checkbox"/> Prerequisites |
| <input type="checkbox"/> Shared-Resources Course | | <input type="checkbox"/> Credits | |
| <input type="checkbox"/> Deactivate/Activate Course | | <input type="checkbox"/> Other: _____ | |
| Department: PUBLIC ADMINISTRATION | | To be effective (semester/year): spring 2014 | |
| Course Number | Current: <input type="checkbox"/> RPAD 340 | New: <input type="checkbox"/> RPAD 499 | Credits: 3 |
| Course Title: Policy Capstone | | | |
| Course Description to appear in Bulletin: | | | |
| This course builds on the analytical tools and theoretical concepts developed in the Public Policy and Management core to explore the field of policy analysis, rationales for policy intervention, and a range of policy tools. Students will learn how to locate and apply external information sources, evaluate the strengths and weaknesses of existing policy analyses, develop a plan to study a new policy issue, and effectively communicate these complex ideas in writing. | | | |
| Prerequisites statement to be appended to description in Bulletin: RPAD 140, RPAD 316, AECO 110, AECO 111 | | | |
| If S/U is to be designated as the only grading system in the course, check here <input type="checkbox"/> | | | |
| This course is (will be) cross listed with: REMOVE the current cross-listing of RPAD 340 with RPOS 340. | | | |
| This course is (will be) a shared resources course with: _____ | | | |
| Explanation of proposal: | | | |
| This proposal integrates the existing "senior seminar" more coherently into the public policy and management curriculum while giving it a focus on public policy analysis. | | | |
| Other Departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering: | | | |
| See attached letter from Julie Novkov, Chair of Political Science, approving the removal of the cross-listing with RPOS 340. | | | |
| Chair of Proposing Department | | | |
| Printed Name: | Karl Rethemeyer | Date: | Signature: |
| Public Administration and Policy | | | |
| Approval by Chair or Dean of cross-listing unit (if applicable) | | | |
| Printed Name: | | Date: | Signature: |
| Approval by Chair or Dean of unit offering similar/related course(s) (if applicable) | | | |
| Printed Name: | | Date: | Signature: |
| Approval by College/School Governance (if applicable) | | | |
| Printed Name: | | Date: | Signature: |
| Approval by Dean of College/School | | | |
| Printed Name: | | Date: | Signature: |
| Action by Undergraduate or Graduate Studies, as appropriate | | | |
| Printed Name: | | Date: | Signature: |

