

# PROPOSAL FOR A NEW MASTER OF PUBLIC POLICY (MPP) DEGREE PROGRAM

## 1: DESCRIPTION

### *1.1 Overview*

The School of Public Policy and Administration (SPPA) proposes a new professional graduate degree program, a Master of Public Policy (MPP). As a well-recognized core degree at research universities across the nation, the program's objective is to provide advanced analytic and substantive knowledge of public policy to educate professionals for work in the public, private, and non-profit sectors on issues of public concern at all levels, local to global. This interdisciplinary degree will draw from multiple fields of study, including economics, political science, sociology, psychology, education, law, history, and public health. The MPP degree will focus on professional skills in public policy analysis, evaluation, and communication, as a complement to SPPA's existing professional graduate education in public administration and management (through the Master of Public Administration, MPA- see **section 1.2**). Classroom learning for the MPP will be supplemented by applied policy research and internship opportunities offered by SPPA, its affiliated programs and centers, and external partners.

Concurrently, SPPA is proposing an accelerated program with the MPP and its existing Bachelor of Arts in Public Policy degree. This accelerated program would parallel the successful accelerated program of the MPA with the Bachelor of Arts in Public Policy.

⇒ SPPA faculty voted on the programs on September 15, 2017 and a letter of support from the SPPA Director is included in Appendix B.

### *1.2 Distinction between MPP and MPA*

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) is the accrediting and support organization for more than 300 schools of public affairs globally, including SPPA. They describe the differences in the MPP and MPA degrees as follows:

*The MPA:*

*The Masters of Public Administration (MPA) degree is the professional degree for students seeking a career in public service or nonprofit management. MPA programs develop the skills and techniques used by managers to implement policies, projects, and programs that resolve important problems within their organization and in society.*

*Specializations offered by NASPAA programs include areas such as public management,*

*nonprofit management, health care management, international development, urban affairs, human-resource management, state/local government administration, and financial management.*

*The MPP:*

*The Masters of Public Policy (MPP) degree is the professional degree for analyzing, evaluating, and solving all aspects of policy. As analysts and managers, MPP graduates work with quantitative and qualitative data to develop, assess, and evaluate alternative approaches to current and emerging issues.*

*Specializations offered by NASPAA programs include analysis in a myriad of public policy areas, including: environmental, education, health, social, economic development, international, and urban policy.”*

*... In general, MPA programs place more emphasis on management and implementation techniques, while MPP programs emphasize policy research and evaluation.<sup>1</sup>*

We propose to add an MPP degree following these general outlines. Both degrees would share some courses, thus reducing the resource requirements for starting a new degree program. We believe providing both degrees would better suit our prospective student body than the single MPA degree.

### ***1.3 Assessment***

NASPAA requires the following competencies for graduates of its accredited programs:

- To lead and manage in public governance;
- To participate in and contribute to the policy process;
- To analyze, synthesize, think critically, solve problems and make decisions;
- To articulate and apply a public service perspective;
- To communicate and interact productively with a diverse and changing workforce and citizenry.<sup>2</sup>

While we are not applying for accreditation for the MPP program **at this time, as we have missed the window for consideration during NASPAA’s current cycle**, we do intend to follow the guidance offered by NASPAA for assessing and developing core competencies for graduates of its public affairs programs.

To this end, MPP students will be assessed through their coursework on their (1) knowledge of the public policy-making process; (2) analytic skills to be used for policy analysis, evaluation, and decision support; (3) communication and interpersonal skills (including leadership and teamwork) for working with diverse populations in and out of government; and (4) an ethical

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<sup>1</sup> [http://www.naspaa.org/students/faq/MPAMPP\\_Degrees\\_1.asp](http://www.naspaa.org/students/faq/MPAMPP_Degrees_1.asp)

<sup>2</sup> <https://naspaaaccreditation.files.wordpress.com/2015/02/naspaa-accreditation-standards.pdf>

foundation for conducting professional policy research from a public-service perspective, such as outlined in the American Society for Public Administration's Code of Ethics.<sup>3</sup> Students will be expected to demonstrate and integrate all four knowledge and skill areas in their internship placement and capstone experiences.

An assessment plan for the program is provided below (see **section 7.2**).

## **2: RATIONALE AND DEMAND**

### ***2.1 Institutional Factors***

#### **2.1.1 - Compatibility with University Priorities**

In February 2017, President Dennis Assanis outlined his priorities for the university in the coming year. One priority was to grow interdisciplinary graduate education through the creation of new programs. The President also specifically called out SPPA as a priority area of growth given its focus on community-oriented problem-solving.<sup>4</sup>

Following strategic discussions on ways to achieve the President's goals, SPPA identified the MPP degree program as a natural and necessary addition to our offerings. Aspirational peer public policy schools such as Michigan and Wisconsin offer professional graduate degrees in both public administration and public policy. The MPA and MPP degrees serve as the foundation masters programs that enrich programs at both the undergraduate and doctoral levels.

#### **2.1.2 - Rankings**

SPPA is presently ranked by the *U.S. News and World Report* reputational survey at #45 among Public Affairs Schools nationally, with speciality rankings of #19 for City Management and Urban Policy and #27 in Public Management Administration. SPPA is not currently ranked by *U.S. News* on the Public Policy Analysis specialty. Offering an MPP degree may call attention to our existing strengths in this area.

SPPA's objective, supported by President Assanis, Past-Provost Grasso, and Dean Watson, is to move into the top 25 ranked Public Affairs Schools. This move will require strategic and sustained investments including expanding the degrees offered, students enrolled, and faculty hired.

#### **2.1.3 - Proposal Development Process**

The idea for the MPP has been circulating among SPPA faculty for many years. In February 2017 the SPPA faculty agreed that the time was right to prepare a proposal for the MPP. An ad-hoc committee of SPPA faculty was convened to discuss its development, comprised of

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<sup>3</sup> <https://www.aspanet.org/ASPA/About-ASPA/Code-of-Ethics/ASPA/Code-of-Ethics/Code-of-Ethics.aspx>

<sup>4</sup> <http://www.udel.edu/udaily/2017/february/faculty-senate-february-2017/>

Andrea Sarzynski (chair), Danilo Yanich, Steven Peuquet, Harvey White, and Dan Rich. The committee held several meetings to review other program curricula, NASPAA guidance, and to develop a curriculum plan for UD. Drafts of the curriculum were shared with interested SPPA faculty including the SPPA Director Maria Aristigueta and directors of the other graduate degree programs in SPPA. The committee chair discussed the outlines of the MPP proposal with Dean Watson and Associate Dean Wilson and received their support. Oral updates were provided to the SPPA faculty at monthly meetings, and appropriate modifications were made. The full proposal was developed during summer 2017 and circulated for review in early fall 2017. Letters of support were solicited from affected parties in summer 2017 and are described and included below.

#### 2.1.4 - Impact on Other Programs

SPPA offers a Master of Arts in Urban Affairs and Public Policy, which is a research-oriented not a professionally-oriented master's degree. Experience indicates that some current and past students in that program would be better served by a professionally-oriented MPP, leaving the M.A. to focus on its role as a research degree that prepares students for doctoral study such as in the Ph.D. in Urban Affairs and Public Policy.

We do not anticipate substantial impact on any other programs. Students may take elective courses throughout the university (see **section 4.2**), although the numbers enrolling in any one course at one time are expected to be small. Possible extensions of the degree through new courses or dual degrees are described in **section 7.1**.

#### 2.1.5 - Utilize Existing Resources

Most of the core courses for the proposed MPP curriculum are already offered on a regular basis. Enrollment in the current M.A. in Urban Affairs and Public Policy has been relatively low in recent years, resulting in lower enrollments than ideal for some courses. We anticipate the addition of the MPP program would provide more efficient delivery of courses. We also note that the MPP program, as a professional degree, would not require a thesis and thus would not require much additional advising or research oversight. Justification for additional resources is provided in **section 6.2**.

## ***2.2 Student Demand***

Nationally, graduates from public policy programs at both the bachelors and masters levels have risen steadily since the 2000-01 academic year (see **Figure 1**).<sup>5</sup> By 2006-07, public policy masters programs graduated more students than traditional political science masters programs, and the gap has continued to widen while the trend in political science graduates has stayed relatively flat. All graduate programs in public affairs (including public administration) experienced a slight decline from 2012-13 to 2014-15, but overall the trend for public policy

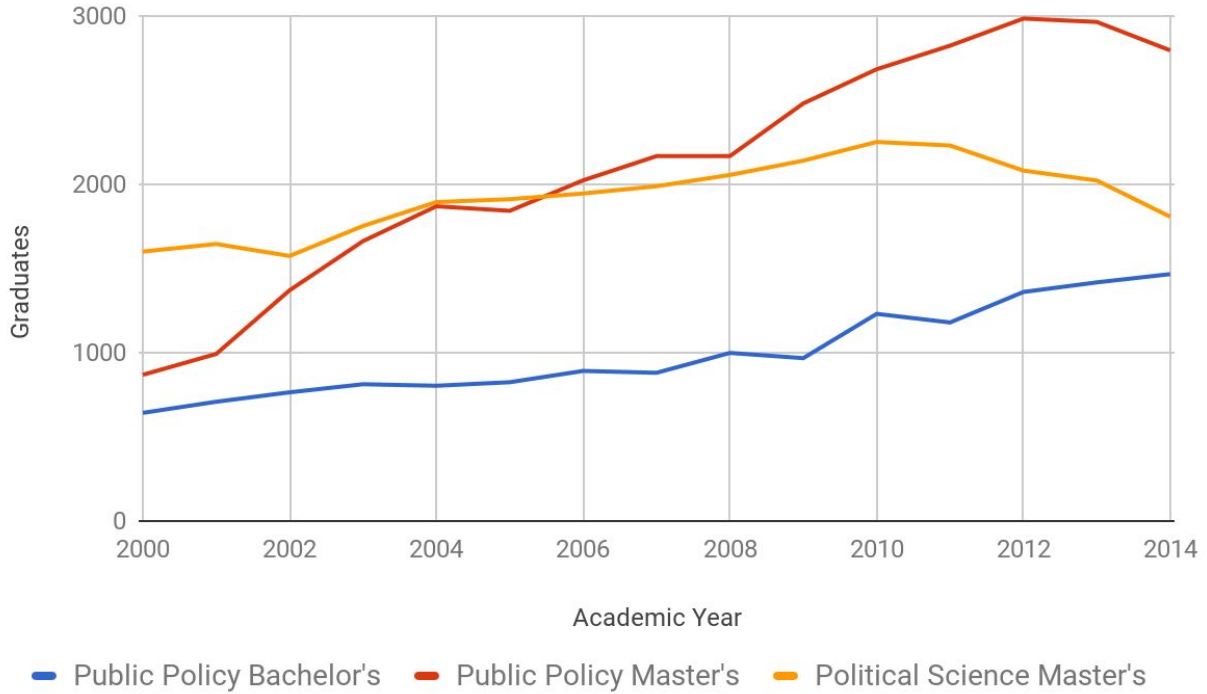
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<http://www.governing.com/gov-data/education-data/degree-completions-college-graduates-by-field-annual-statistics.html>

programs is overwhelmingly positive. Both bachelors and masters public policy programs have more than doubled in annual degrees granted since 2000-01.

**Figure 1. Graduates of Public Policy and Political Science Programs Nationally**

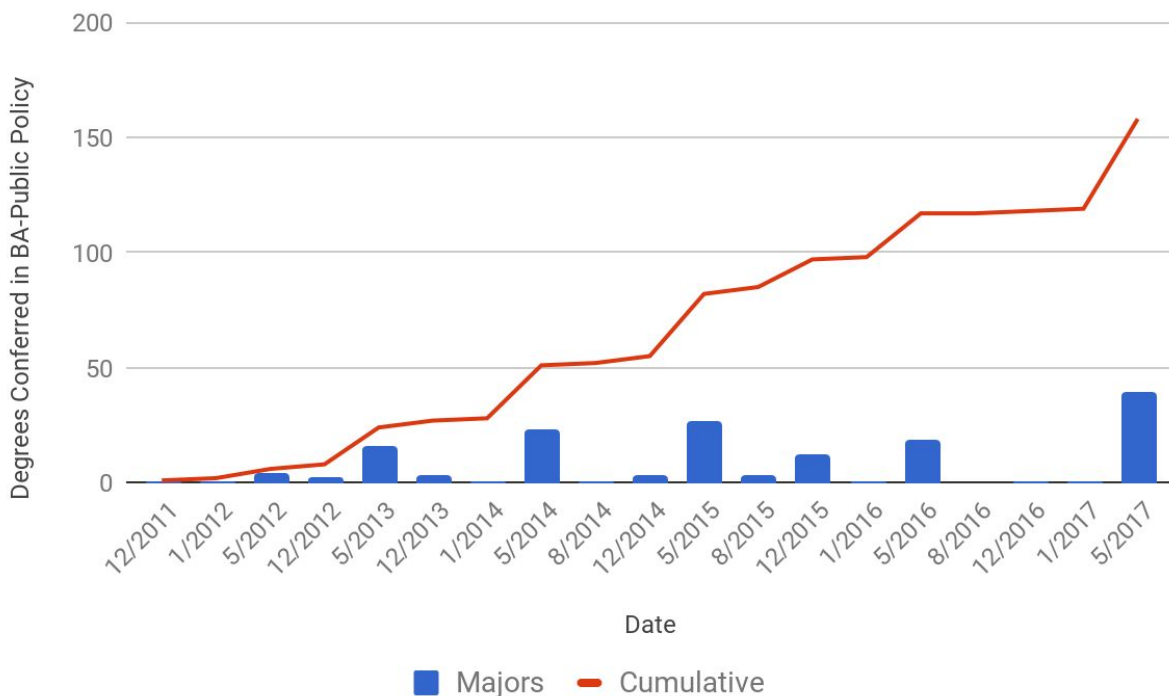


Source: Governing Magazine, using data from Digest of Education Statistics reports and the National Center for Education Statistics.<sup>6</sup>

The steady growth in public policy bachelor’s degree completions is an important consideration for UD. SPPA first began to offer a bachelor of arts degree in public policy in 2009, and expanded to add accelerated bachelor-to-master programs in 2012. Enrollments have grown steadily (see **Figure 2**), illustrating latent demand for interdisciplinary public policy education among UD undergraduate students. Several recent UD BA graduates have completed their masters education at institutions such as American University, University of Maryland, and the London School of Economics. We anticipate that by offering an MPP degree, we can provide a path for more UD undergraduate students to complete their master's degree at SPPA.

**Figure 2. Graduates from UD’s BA in Public Policy Program**

<sup>6</sup> Ibid.



Note: includes only majors in Public Policy; another 47 students have graduated with minors in public policy since spring 2013.

⇒ See **section 3.1** for enrollment projections for the new MPP. Overall, we seek to draw heavily from regional demand for the MPP, including at UD, but will market the program nationally (see also **section 2.6**).

### 2.3 Transferability

At the start, a few graduate students currently enrolled in the other SPPA masters degree programs (in public administration, in urban affairs and public policy, or in disaster science and management) may wish to transfer to the new MPP program if their career goals would be better served by the MPP degree. Transfers must complete all degree requirements for the MPP. After the MPP program has operated for approximately one year, we do not anticipate many transfers.

### 2.4 Access to Graduate and Professional Programs

Not applicable - the MPP is a professional graduate degree.

### 2.5 Demand and Employment Factors

MPP graduates often serve in a “translational” role between researchers, advocates, and policymakers. They help policymakers to understand complex data and research results that should inform public policy-making, as well as stakeholder and constituent demands for public

policy. This translational role can be served from within or outside of government, including in nonprofit organizations, consulting firms, and other private businesses. Indeed, many public policy graduates work at some point in their careers for both governmental and non-governmental organizations.

As with our MPA graduates, we anticipate interest in our MPP graduates from local and state government agencies and policy research organizations especially within the Mid-Atlantic region. UD is centrally placed within easy access to job markets in four metropolitan areas (Washington, Baltimore, Philadelphia, and New York). Think tanks and policy research organizations nationally such as the Brookings Institution, RAND Corporation, and Mathematica regularly hire public policy graduates at all levels. Consulting firms such as Deloitte and Booz Allen Hamilton hire MPP graduates to work on diverse topics ranging from health to transportation to prisons.

A recent informal search for jobs within 100 miles for persons with an MPP degree were located at diverse organizations such as the Housing Alliance Delaware in Dover, DE; the Food Trust and NET Centers in Philadelphia, PA; the Center for Health Care Strategies in Hamilton, NJ; Sandy Hook Promise, African Education Network, Center for Global Development, Human Rights Campaign, Congressional Research Service, and the National Academy for State Health Policy in Washington, DC; the U.S. Committee for Refugees and Immigrants and the Council of Better Business Bureaus in Arlington, VA.

## ***2.6 Regional, State, and National Factors***

### 2.6.1 - The Delaware Model

The “Delaware Model” of integrated professionally-oriented education, research, and public service is highly-developed, widely-recognized, and central to our identity and day-to-day activities within SPPA.<sup>7</sup> Additionally, SPPA’s public-service orientation and activities contributed meaningfully to the university’s award of the “Engaged University” classification by the Carnegie Foundation for the Advancement of Teaching in 2015. MPP students can expect to experience the same philosophy and experiential-learning opportunities in their program as successfully designed and implemented for the MPA program.

### 2.6.2 - Accreditation

SPPA’s MPA degree has been continuously accredited by NASPAA. As a NASPAA-member institution, SPPA benefits from the services provided by NASPAA, including advertising on its website and at annual events.

As of the 2014-15 academic year, 31 NASPAA-member universities offered the MPP or similar degree (i.e., Master of Arts in Public Policy). Only fourteen of these universities offered

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<sup>7</sup> <https://www.sppa.udel.edu/content-sub-site/Documents/DelawareModel.pdf>

accredited MPP degrees. Thus, **not all MPP degrees are accredited**, including nationally-recognized and highly-ranked programs such as at Harvard University.

After initially delivering the program and before the next NASPAA accreditation cycle in seven years, we will seek accreditation from for the MPP. It is not clear that the program will need to be accredited to successfully recruit students in its initial years.

### 2.6.3 - Comparable Programs within the Region

UD will compete with several existing MPP programs offered within the region, defined as Delaware, Maryland, Pennsylvania, New Jersey, Virginia, District of Columbia, and lower New York (see **Table 1**). Many of the existing MPP programs in the region have central city locations such as American University, Georgetown University, George Washington University, and New York University. These programs have the advantage of drawing large numbers of students (many part-time) from their metro regions and they also offer myriad high-quality policy-relevant internship and employment prospects. University of Maryland (main campus) and George Mason University are both suburban campuses with good access to Washington, DC, policy internships and employment, and would be plausible competitors for the same students.

UD's competitive advantage is high-quality professional education with substantially lower living expenses and better access to state and local government and non-profit opportunities (see also **section 2.7**). UD also has a robust and growing alumni network in the 4 nearest metropolitan areas: Washington, Baltimore, Philadelphia, and New York. We are likely to compete favorably for direct-admit students with non-central locations, including Carnegie Mellon, Rutgers, Virginia, and UMBC. Additionally, Rutgers, Virginia, and UMBC are not presently ranked by *U.S. News* on the public policy analysis speciality despite offering an MPP, suggesting a clear opportunity for SPPA advancement beyond peer institutions in this region.



**Table 1. Institutions with MPP Degrees in the Region**

| Institution                                     | State | Credits          | Accredited ? | US News Ranking - Public Affairs / PP Analysis Specialty |
|---|-------|------------------|--------------|--|
| American University                             | DC    | 39               | Yes          | 19 / 26  |
| Carnegie Mellon University                      | PA    | 198 <sup>8</sup> | Yes          | 13 / 8   |
| George Mason University                         | VA    | 39               | No           | 41 / 33  |
| Georgetown University                           | DC    | 48               | No           | 25 / 15  |
| New York University                             | NY    | 42               | No           | 11 / 19  |
| Rutgers University - New Brunswick              | NJ    | 48               | Yes          | 56 / NR  |
| The George Washington University                | DC    | 40               | Yes          | 13 / 14  |
| University of Maryland- Baltimore County (UMBC) | MD    | 37               | No           | 68 / NR  |
| University of Maryland- College Park            | MD    | 48               | Yes          | 31 / 26  |
| University of Virginia                          | VA    | 49               | No           | 41 / NR  |

*Note: the median for 26 examined programs nationally is 48 credits.*

## ***2.7 Describe Other Strengths***

SPPA has a unique opportunity to grow its profile nationally through the 2017 launch of the Biden Institute, chaired by former Vice President Joseph Biden and managed by SPPA faculty member Mike Donilon. The former Vice President envisioned the Biden Institute as a public policy think tank: convening stakeholders and generating ideas and plans for policy consideration on important domestic policy issues especially “economic opportunity and social justice.”<sup>9</sup> Interest in engagement with the Biden Institute is very high among current and prospective students and faculty. Opportunities may emerge for internships or short-term projects with the Institute.

SPPA also is well-placed to deepen connections with the local community for engaged learning through the university-wide Community Engagement Initiative (CEI). CEI is physically housed

<sup>8</sup> Carnegie Mellon’s program uses 6-credit courses, while most institutions offer 3-credit courses. Thus, when viewed on a course basis, the program looks more like a 66-credit graduate program, which is still quite high in comparison with other programs. NASPAA indicates that typical MPP programs have between 36-48 credits.

<sup>9</sup> <https://www.sppa.udel.edu/bideninstitute>

with SPPA and is directed by current SPPA faculty. The CEI presently hosts an Urban Policy Fellows program, which provide paid internships during the school year at Wilmington city offices. CEI plans a Newark Fellows program with the City of Newark government in UD's host community. The opportunity exists to expand these programs in the vision of the highly-competitive Legislative Fellows program, which places students for 6 months with the state legislature in Dover. The CEI is also pursuing collaborative partnerships on various topics including smart cities and sustainability with the City of Newark, the City of Wilmington, New Castle County, and including non-profit organizations such as the Delaware Public Policy Institute and the Delaware Community Foundation, which could serve as a launch point for MPP capstone projects, in-class engaged learning experiences, and other internships or work placements.

⇒ Letters of support from the Community Engagement Initiative and the City of Wilmington are provided in Appendix E.

### **3: ENROLLMENT, ADMISSIONS, AND FINANCIAL AID**

#### ***3.1 Enrollment***

Students may enroll in the MPP full-time or part-time, although the curriculum is optimized to serve cohorts of full-time, locally-resident students in two years.

At a minimum, SPPA would enroll 10 MPP students each year. These 10 students could be absorbed into existing courses without adding new sections. Eventually, SPPA would enroll a full cohort of 25 incoming MPP students each year, which would require additional sections of some courses that also serve other programs.

**Table 2** presents a realistic case for enrollment projections. We will seek to recruit a cohort of 10 students to begin the program in fall 2019, subject to applicant quality, although we recognize that new programs often attract fewer students. For instance, the relatively new Masters in Disaster Science and Management had enrollments of five students in its first year (2010), eight students in its second year, and 16 students in its third year.

**Table 2. Enrollment Projections - Realistic Case**

| <b>Program</b>                           | <b>Fall 2018*</b> | <b>Fall 2019</b> | <b>Fall 2020</b> | <b>Fall 2021</b> | <b>Fall 2022</b> | <b>Fall 2023</b> |
|--|-------------------|------------------|------------------|------------------|------------------|------------------|
| New Admissions                           | 2                 | 6                | 7                | 8                | 9                | 10               |
| <i>Cumulative Number of Graduates</i>    | 0                 | 0                | 8                | 15               | 23               | 31               |
| Estimated Credit Hours per Academic Year | 36                | 144              | 234              | 270              | 306              | 342              |

\* due to transfer students, no formal recruiting

Nationally, schools of public affairs graduated nearly 5 times as many MPA students as MPP students in 2014-15, the latest year available.<sup>10</sup> We are presently graduating (in-person) MPA cohorts of approximately 25 students each year<sup>11</sup>, which mean we might conservatively estimate graduating 5 MPP students per year if national trends apply. In SPPA, we anticipate the distribution will be more balanced than nationally given the presence of the BA in Public Policy, hence the higher numbers. SPPA does not presently offer an undergraduate degree in public administration.

### ***3.2 Admission Requirements***

#### **3.2.1 - Admission to the MPP**

Admission decisions for the MPP program will be made by an admissions committee of SPPA faculty. Students will be admitted based on enrollment availability, their perceived fit within the program, and their ability to meet the following minimum recommended entrance requirements:

- A baccalaureate degree from an accredited college or university
- An undergraduate GPA of 3.0 or higher (on a 4.0 scale)
- GRE scores that are similarly distributed on the quantitative and verbal aptitude portions, with a priority on the demonstration of strong analytical ability. GRE scores are viewed in the context of the applicant's complete record.
- International applicants: a minimum TOEFL score of 600 (paper-based) or 100 (TOEFL iBT) is generally required. SPPA does not accept IELTS scores.
- Submission of the graduate program application, including a written statement of goals and objectives (the personal statement) that clearly identifies the applicant's educational

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<sup>10</sup>

<http://www.governing.com/gov-data/education-data/degree-completions-college-graduates-by-field-annual-statistics.html>

<sup>11</sup> Current enrollment projections developed by Wiley for the online MPA program include 40 students in fall 2018, 48 students in fall 2019, and 57 students in fall 2020.

objectives and explains how admission to the program will facilitate his or her professional interests

- Submission of three letters of recommendation, with one letter desired from a current or former employer who can speak to the applicant's professional capabilities

### 3.2.2 - Retention Policy

SPPA follows university policies on student retention and degree progress, which require graduate students maintain a cumulative GPA of 3.0 or higher (on a 4.0 scale).<sup>12</sup>

## ***3.3 Student Expenses and Financial Aid***

As professional degree students, MPP students are expected to be self-supporting.

SPPA graduate students are eligible presently for the following tuition scholarships, as approved by the Dean of the College of Arts and Sciences:

- State of Delaware residents receive a 50% tuition scholarship
- US residents of other states receive a 35% tuition scholarship
- International students receive a 10% tuition scholarship
- Public or nonprofit employees who work at least 20 hours per week receive a 50% tuition scholarship regardless of residency. Verification will be required each year.

A limited number of assistantships may be offered by SPPA affiliated centers and institutes, including the Center for Applied Demography and Survey Research, Center for Community Research and Service, Center for Historic Architecture and Design, Institute for Public Administration, the Disaster Research Center, or the Biden Institute.

Student loans and external fellowships will be available through the usual channels.

See also **section 6.3** for requested university (college) support.

## **4: CURRICULUM SPECIFICS**

### ***4.1 Institutional Factors***

The program will award the **Master of Public Policy (MPP)** degree.<sup>13</sup> A few universities offer an M.A. or M.S. in Public Policy, although the MPP designation is typical for professional graduate education in policy studies.

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<sup>12</sup> <http://grad.udel.edu/policies/graduate-academic-policies/#gpa>

<sup>13</sup> The MPP degree would be separate from the Master of Energy and Environmental Policy (MEEP), which is a research-oriented degree currently offered by the Energy and Environmental Policy program.

A careful review of MPP curricula identified a wide range of curriculum designs and course offerings. The median credits among MPP programs nationally is 48; we are proposing 42 credits. The total credits affect the overall cost of delivering the program and the relative attractiveness of the program as compared with other SPPA degrees, such as the 36-credit MPA (which used to be 42-credits) or the 30-credit Master of Science in Disaster Science and Management. We believe that the higher number of credits is warranted to ensure adequate analytic training in-line with what is offered at other well-ranked MPP programs, including University of California at Berkeley (45 credits), University of Michigan (48 credits), Duke University (51 credits), and University of Wisconsin (42 credits).

## ***4.2 Describe the Curriculum***

The **Master of Public Policy (MPP)** degree would require 42 credits: a core of 27 credits, electives of 9 credits, an internship, and a 6 credit capstone course.

### 4.2.1 - Core Courses (27cr)

*Complete 6 credits of **policy foundations**:*

UAPP701 - Public Policy (3cr)

UAPP707 - Public Policy Analysis (3cr)

*Complete 21 credits of **research methods and tools**:*

UAPP702 - Research Methods in Urban and Public Policy (3cr)

UAPP691 - Quantitative Analysis in Public and Non-Profit Sectors (3cr)

UAPP704 - Advanced Quantitative Methods (3cr)

UAPP693 - Economics in Public and Non-Profit Sectors (3cr)

UAPP709 - Advanced Economics in Public and Non-Profit Sectors (3cr) -- NEW

UAPP684 - Performance Management and Program Evaluation (3cr)

Plus choose one of the following (3cr):

UAPP663 - Decision Tools for Policy Analysis (3cr) [MAST owner]

UAPP694 - Financial Management in Public and Non-Profit Sectors (3cr)

UAPP718 - Survey Research Methods (3cr)

UAPP755 - Evaluation Models and Approaches (3cr) [EVAL owner]

UAPP756 - Advanced Seminar in Evaluation (3cr) [EVAL owner]

UAPP761 - Conflict Resolution and Collaborative Problem Solving (3cr)

UAPP800 - Research Methods and Data Analysis (3cr)

UAPP808 - Qualitative Methods for Program Evaluation (3cr)

HLPR632 - Health Science Data Analysis (3cr)

MAST672 - Benefit-Cost Analysis (3cr)

PHIL613 - Research Ethics (0-3cr)<sup>14</sup>

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<sup>14</sup> If used to satisfy the extra methods requirement, must be taken for 3 credits.

*Note: may be waived out of UAPP702, UAPP691, or UAPP693 with equivalent coursework. If so, substitute courses must be approved to reach the required degree credits.*

#### 4.2.2 - Electives (9cr)

Each student would design a plan of study in consultation with their assigned faculty advisor, including 9 credits of electives built around the student's substantive policy interests.

Possible areas of interest include but are not limited to:

##### *Urban Policy:*

- UAPP605 - Metropolitan Planning and Governance (3cr)
- UAPP606 - Local Economic Development: Policy and Practice (3cr)
- UAPP608 - Poverty, Neighborhoods, and Community Development (3cr)
- UAPP612 - Urban Housing Policy and Administration (3cr)
- UAPP613 - Planning Theory and Urban Policy (3cr)
- UAPP627 - World Heritage Sites (1cr)
- UAPP639 - Community Development Theory, Concepts, and Practice (3cr)
- UAPP703 - Urban Society and Public Policy (3cr)
- UAPP706 - Plan Sustainable Communities and Regions (3cr)
- EDUC659 - Urban Schools in Urban Landscapes (3cr)

##### *Social Policy:*

- UAPP640 - International Development Policy and Administration (3cr)
- UAPP649 - Civil Rights Law and Policy (3cr)
- UAPP703 - Urban Society and Public Policy (3cr)
- UAPP823 - Social and Urban Policy (3cr)
- GEOG630 - Food Geographies and Food Justice (3cr)
- HDFS870 - Prevention Intervention and Policy (3cr)
- MALS630 - Human Rights and Liberties (3cr)
- SOCI615 - Race, Class, and Gender (3cr)
- SOCI630 - Juvenile Justice and Inequality (3cr)
- SOCI637 - Law and Society in Historical Perspective (3cr)

##### *Education Policy:*

- EDUC659 - Urban Schools in Urban Landscapes (3cr)
- EDUC811 - Topics in Education Policy (3cr)
- EDUC839 - Education Policy and Governance (3cr)
- ECON820 - Economics of Education Policy (3cr)
- HDFS870 - Prevention Intervention and Policy (3cr)

##### *Emergency Management:*

- DISA650 - Introduction to Disaster Science and Management (3cr)
- DISA651 - International Comparative Analysis of Disasters (3cr)
- DISA670 - Issues in Disaster Response (3cr)

DISA690 - Natural Hazards (3cr)  
CIEG641 - Risk Analysis (3cr)  
SOCI667 - Disasters and Society (3cr)  
SOCI671 - Disasters, Vulnerability, and Development (3cr)  
SOCI837 - Criminology and Systems of Criminal Justice (3cr)

*Health Policy:*<sup>15</sup>

UAPP653 - Politics and Healthcare (3cr)  
UAPP657 - Health Policy (3cr)

*For use with any area of interest:*

UAPP715 - Media, Citizenship and Public Policy (3cr)  
UAPP687 - State Government Policy and Management (3cr)  
UAPP668 - Government Budgets and Fiscal Federalism (3cr)  
UAPP730 - Topics in Public Policy (3cr)  
UAPP666 - Special Problem (1-3cr) - maximum of 3cr applied to degree  
UAPP661 - Comparative Public Administration and Policy (1cr)  
UAPP724 - Comparative Public Policy (3cr)

***Note:** we deliberately chose not to design an area of interest in environmental policy despite relevant capacity because **separate masters degrees are already offered at UD in Energy and Environmental Policy, Water Science and Policy, and Marine Policy.** All three programs are research-oriented degrees so there may be student interest in adding an environmental track for the professional MPP degree. We will see how that interest develops and design student plans of study accordingly.*

4.2.3 - Internship (0cr)

Complete a non-credit-bearing internship, ideally during the summer between years:  
UNIV554 - Graduate Internship Semester (0cr)

***Note:** can be waived for part-time or mid-career applicants.*

4.2.4 - Capstone (6cr)

Complete the following capstone experience in the last spring semester:  
UAPP714 - Policy Studio (6cr)

4.2.5 - Sample Sequence

The MPP program is designed such that full-time, on-campus students would complete the degree in two years, taking 9-12 credits per semester. **Table 4** provides a sample sequence based

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<sup>15</sup> The university and SPPA identified health policy as a desired area of growth - future hires are expected to fill out course offerings in this area, possibly taught by or conjointly with faculty in the College of Health Sciences.

on current course offerings and a desired sequence of courses (i.e., UAPP691 then UAPP704; UAPP693 then Econ II; UAPP701 then UAPP707; etc.).

**Table 4. Sample sequence for full-time students in MPP program**

| Year 1, Fall (9cr)                  | Year 1, Spring (12cr)                          | Summer                | Year 2, Fall (12cr)                  | Year 2, Spring (9cr)     |
|-------------------------------------|--|-----------------------|--------------------------------------|--------------------------|
| UAPP691<br>Quantitative<br>Analysis | UAPP704<br>Advanced<br>Quantitative<br>Methods | UNIV554<br>Internship | UAPP684<br>Performance<br>Management | UAPP714 Policy<br>Studio |
| UAPP702<br>Research Methods         | UAPP693<br>Economics                           |                       | UAPP709<br>Advanced<br>Economics     |                          |
|                                     | UAPP701 Public<br>Policy                       |                       | UAPP707 Public<br>Policy Analysis    | Elective                 |
|                                     | Extra Methods or<br>Elective                   |                       | Elective                             |                          |

*Note: for research assistants taking a maximum of 9 credits during regular semesters - could do one course in each winter term or over the summer - depends on course offerings. We have in the past taught UAPP684 in Winter.*

#### 4.2.6 - Online Education

We do not anticipate offering an online MPP degree as we have recently started for the MPA.

#### 4.2.7 - Comparison with MPA Curriculum

Recall that, in general, MPA curriculums focus on management skills while MPP curriculums focus on analytic skills (see **section 1.2**). The proposed MPP curriculum would result in similar distinctions from the existing MPA degree.<sup>16</sup> **Table 5** compares the required courses across the two programs.

**Table 5. Comparison of MPA and MPP Courses**

| Course                            | MPA - focus on management                                    | MPP - focus on analysis |
|-----------------------------------|--|-------------------------|
| UAPP684 - Performance Management  | Optional core course OR<br>specialization course (threshold) | Required core course    |
| UAPP691 - Quantitative Analysis   | Required core course   | Required core course    |
| UAPP693 - Economics in Public and | Required core course   | Required core course    |

<sup>16</sup> For MPA curriculum details, see <https://www.sppa.udel.edu/grad-education/graduate-education/mpa-master-of-public-administration/mpa-curriculum>



|   |  |                          |
|---|--|--------------------------|
| Non-Profit Sectors  |  |                          |
| UAPP701 - Public Policy                                       | Optional specialization course (threshold) | Required core course     |
| UAPP702 - Research Methods in Urban and Public Policy         | Optional core course                       | Required core course     |
| UAPP704 - Advanced Quantitative Methods                       | Optional specialization course             | Required core course     |
| UAPP707 - Public Policy Analysis                              | Optional specialization course             | Required core course     |
| UAPP709 - Advanced Economics in Public and Non-Profit Sectors | n/a  | Required core course     |
| Internship  | Required (UAPP860 - 1cr)                   | Required (UNIV554 - 0cr) |
| Capstone  | Required (UAPP699 - 2cr)                   | Required (UAPP714 - 6cr) |
| UAPP694 - Financial Management                                | Required core course                       | Optional core course     |
| UAPP689 - Information Technology and Management               | Required core course                       | n/a                      |
| UAPP690 - Seminar in Public Administration                    | Required core course                       | n/a                      |
| UAPP696 - Human Resources                                     | Required core course                       | n/a                      |
| UAPP697 - Leading Organizations                               | Required core course                       | n/a                      |
| DISA650 - Overview of Disaster Science & Management           | Optional specialization course (threshold) | Optional elective        |
| UAPP673 - Governing Nonprofit Organizations                   | Optional specialization course (threshold) | n/a                      |

*Note: shading indicates a required course*

*Note: table does not include other optional courses*

#### 4.2.8 - Internship Expectations

Students will secure and complete a 300-Hour Internship, typically conducted the summer between their first and second years of graduate study. Students will submit a Work Plan and Evaluation Form to the MPP program director in consultation with their advisor prior to start of the internship. Students will prepare a final Reflection Paper after conclusion that recounts how the internship experience aligns with the NASPAA Competencies (see section 1.3). Further details about internship opportunities and expectations will be provided to the students by the

MPP program director and SPPA internship coordinator upon start of the program. These expectations follow those that have been successfully implemented by the MPA program.

*Note: can be waived for part-time or mid-career applicants.*

## **5: RESOURCES AVAILABLE**

### ***5.1 Learning Resources***

The MPP program will be supported by the excellent print, electronic, and multimedia resources available through Morris Library and the Interlibrary Loan network. One associate librarian (presently John Stevenson) is tasked to serve the academic and scholarly needs of SPPA.

⇒ A letter from the Library verifying support is included in Appendix D.

### ***5.2 Faculty/ Administrative Resources***

#### **Planned Administrative Structure**

- The program will reside within SPPA, which is a unit located within the social science portfolio of the College of Arts and Sciences.
- The program will be administered by a Program Director, who will be a faculty member appointed by the SPPA Director. Presumably, the Program Director will have their primary appointment in SPPA.
- Admissions to the program will be decided by a committee of SPPA faculty, to be designated by the SPPA Director and supported by SPPA staff.
- Recruiting for the program will be managed by SPPA faculty and staff, in conjunction with university and college recruiting efforts.
- Advising for the program will be provided by SPPA faculty and staff, as designated by the SPPA Director and MPP Program Director.
- Curricular and course planning for the program will be provided by the MPP Program Director and coordinated with other SPPA programs through the standing SPPA Academic Curricular Coordinating Committee.
- Routine assessment of the program will be provided by the MPP Program Director and supported by SPPA faculty and staff.

#### **Faculty Expertise**

The MPP program could draw from a diverse set of instructional faculty with regular, secondary, or joint appointments in SPPA (see **Table 8**). These faculty members may contribute to core courses listed by name below or elective courses in their respective fields.

#### **Table 8. Potential Contributing Faculty**

| <b>Name</b>             | <b>Rank</b>  | <b>Specialization</b>     | <b>Appointment</b>          | <b>Highest Degree</b>                    | <b>Potential MPP Contribution</b>         |
|-------------------------|--|---------------------------|-----------------------------|--|---|
| Maria Aristigueta       | Professor;<br>Charles P. Messick Chair in Public Administration ; Director of SPPA | Performance Management    | Regular;<br><i>Nucleus*</i> | Doctor of Public Administration (DPA)    | UAPP684                                   |
| Phil Barnes             | Assistant Professor  | Public Policy Analysis    | Secondary                   | Ph.D. in Urban Affairs and Public Policy | UAPP714, Urban electives                  |
| Nina David              | Assistant Professor  | Urban Planning            | Regular;<br><i>Nucleus</i>  | Ph.D. in Urban & Regional Planning       | UAPP714, Urban electives                  |
| Mike Donilon            | Managing Director, Biden Institute   | Campaigns, Policy Process | Secondary                   | Juris Doctor                             | UAPP714                                   |
| Elizabeth Farley-Ripple | Associate Professor  | Education Policy          | Joint (School of Education) | Ph.D. in Education Policy                | Education electives                       |
| Eric Jacobson           | Associate Professor  | Health Policy             | Secondary                   | MPA                                      | Core economics sequence, Health electives |
| Jonathan Justice        | Professor  | Financial Management      | Regular                     | Ph.D. in Public Administration           | UAPP694 (optional), Urban electives       |
| James Kendra            | Professor  | Organizational Behavior   | Regular                     | Ph.D. in Geography                       | Emergency Management electives            |
| Erin Knight             | Assistant Professor  | Health Policy             | Secondary                   | Ph.D. in Urban Affairs and Public Policy | Health electives                          |
| Jerome Lewis            | Associate  | State and                 | Regular                     | Ph.D. in Public                          | UAPP714,                                  |

|                  |                                       |                             |   |   |   |
|------------------|---------------------------------------|-----------------------------|---|---|---|
|                  | Professor                             | Local Public Administration |   | Administration and Political Science                            | UAPP687 (optional)                                |
| Sue McNeil       | Professor                             | Infrastructure Management   | Joint (Department of Civil Engineering) | Ph.D. in Civil Engineering                                      | Emergency Management electives                    |
| John McNutt      | Professor                             | Non-Profit Advocacy         | Regular                                 | Ph.D. in Administration and Planning Practice/Social Work       | Social electives                                  |
| Kathleen Murphy  | Instructor                            | Conflict Resolution         | Secondary                               | MPA   | UAPP651 (optional)                                |
| Steve Peuquet    | Associate Professor                   | Urban Planning              | Regular; <i>Nucleus</i>                 | Ph.D. in City and Regional Planning                             | Core economics sequence, Urban electives, UAPP714 |
| Thomas Powers    | Associate Professor                   | Ethics                      | Joint (Department of Philosophy)        | Ph.D. in Philosophy   | UAPP714   |
| Edward Ratledge  | Associate Professor                   | Demographics                | Regular                                 | M.S. in Economics   | UAPP714   |
| Dan Rich         | University Professor of Public Policy | Education Policy            | Regular; <i>Nucleus</i>                 | Ph.D. in Political Science                                      | UAPP701, Education electives                      |
| Breck Robinson   | Associate Professor                   | Statistics and Finance      | Regular                                 | Ph.D. in Finance  | UAPP691, UAPP694 (optional)                       |
| Andrea Sarzynski | Associate Professor                   | Public Policy Analysis      | Regular; <i>Nucleus</i>                 | Ph.D. in Public Policy and Administration (also has MPP degree) | UAPP701, UAPP707                                  |
| Dan Smith        | Associate Professor                   | Financial Management        | Regular                                 | Ph.D. in Public Administration                                  | UAPP704   |

|                |   |                                |                         |  |  |
|----------------|---|--------------------------------|-------------------------|--|--|
| Joseph Trainor | Associate Professor   | Disaster Planning and Response | Regular                 | PhD. in Sociology                        | UAPP808 (optional), Emergency Management electives |
| Tibor Toth     | Assistant Professor   | Research Methods               | Regular; <i>Nucleus</i> | Ph.D. in Urban Affairs and Public Policy | UAPP714, UAPP718 (optional)                        |
| Leland Ware    | Louis L. Redding Chair and Professor of Law and Public Policy | Social Justice                 | Regular                 | Juris Doctor                             | Urban and Social electives                         |
| Harvey White   | Professor of Practice   | Community Leadership           | Regular; <i>Nucleus</i> | Ph.D. in Political Science               | UAPP684, Health electives                          |
| Danilo Yanich  | Professor   | Media and Policy               | Regular; <i>Nucleus</i> | Ph.D. in Urban Affairs and Public Policy | UAPP702, UAPP615 (optional), Urban electives       |

\* *Nucleus members expected to be centrally involved in governance and delivery of the MPP.*

As indicated in **table 8**, multiple faculty may contribute to the 6-credit MPP capstone course (UAPP714 Policy Studio), which is envisioned as a team-taught, client-based consulting project with supplemental modules in professional ethics and related areas. Secondary faculty members with primary appointments in affiliated research centers or institutes could contribute meaningfully to the recruitment or management of MPP capstone projects, given their extensive contacts within the community. A summary of last year’s 3-credit Policy Studio client-based project was written by Professor Nina David and published in SPPA’s *Connect Magazine*, vol. 8 no. 1 (p.8).<sup>17</sup> This model would be expanded upon for the required 6-credit MPP capstone course.

### 5.3 External Funding

Not applicable.

<sup>17</sup> <https://www.sppa.udel.edu/SitePages/ConnectV8n1/index.aspx#p=8>

## **6: RESOURCES REQUIRED**

### ***6.1 Learning Resources***

No new learning resources are needed to implement the proposed program.

### ***6.2 Personnel Resources***

A commitment of additional faculty positions to support the development of SPPA has been confirmed by the Dean, Provost, and President. Dean Watson has approved searches for two senior policy positions to begin in September 2018. Additional positions are planned for subsequent years. These positions would clearly enhance our ability to deliver a high-quality professional educational experience.

We recommend priority faculty hiring in the following areas:

- *Public Policy* - to teach core courses such as UAPP701, UAPP707
- *Public Economics* - to teach the 2-course sequence in public economics
- *Health Policy* - to expand course offerings in this strategic priority area; possibly through a joint hire with the College of Health Sciences
- *International and Comparative Policy* - SPPA programs are geared towards domestic applications at present; students have expressed interest in more international and comparative policy courses, including study abroad

Academic administrative assistance - already identified as a SPPA priority - will support the program, with the following responsibilities:

- Processing graduate student applications including initial application review and processing decisions of the admissions committee
- Communicating with current and prospective students
- Completing graduate research assistant appointments
- Verifying completion of degree requirements
- Scheduling visits of graduate applicants
- Helping with graduate student recruitment
- Identifying external funding opportunities
- Helping to identify internships and matching students with internships
- Assisting with student job placement

We note that the funding, internship, and placement support functions are particularly important for a professional degree program like the MPP and expected by NASPAA.

Additional resources - already defined in the SPPA development plan - will focus on improved capacity for graduate recruiting, including website development, minimal support for campus visits for prospective graduate students, travel support for recruiting students at conferences, and administrative supplies.

### 6.3 Budgetary Needs

In addition to the faculty and administrative resources, initial resources may be needed to attract, recruit, and support graduate students of this new program. Eventually, it is anticipated that MPP students will be self-supported and the resource requirements from the university will terminate. **Table 9** outlines a funding plan for university (college) support.

**Table 9. Funding Plan**

| <b>Program</b>                             | <b>Fall 2018*</b> | <b>Fall 2019</b> | <b>Fall 2020</b> | <b>Fall 2021</b> | <b>Fall 2022</b> | <b>Fall 2023</b> |
|--|-------------------|------------------|------------------|------------------|------------------|------------------|
| Total Students (realistic enrollment plan) | 2                 | 10               | 18               | 21               | 24               | 27               |
| University Assistantships                  | 0                 | 2                | 3                | 2                | 1                | 0                |

\* due to transfer students, no formal recruiting

We also request resources to **support course development** of (1) the new public economics course (UAPP709) and (2) expand the capstone course (UAPP714 Policy Studio) from 3-credits to 6-credits for use in the MPP program.

## **7: IMPLEMENTATION AND EVALUATION**

### ***7.1 Implementation Plan***

Once the MPP program is approved by the various College and University committees and the Faculty Senate, and appropriate resources have been identified:

- A Program Director and Admissions Committee will be appointed by the SPPA Director to begin in 2018-19.
- Applications for direct-admit MPP students will be solicited in fall 2018 for the 2019-20 academic year.
- Transfer applications would be reviewed on a case-by-case basis.

#### 7.1.1 - Areas of Expansion

The MPP lends itself to innovative dual-degree offerings in specialized areas such as criminal justice, public health, or education. Discussions will be pursued about possible dual degrees with the Department of Sociology and Criminal Justice; with the College of Health Sciences; and with the College of Education. Certificate programs might be designed in addition to, or instead of, dual degrees.

Other possible accelerated bachelors-to-masters options may be designed for the MPP with undergraduate majors such as english, history, political science, or communication. These options will be pursued more fully in the coming years and advanced for review if mutual benefit can be established.

Additional areas of interest may be identified for the MPP that match priority areas for SPPA, the College, or the University, such as *social justice*. Such courses do not exist but could be jointly developed and offered by faculty from Sociology, Black American Studies, Women's Studies, etc.

## **7.2 Assessment Plan**

The normal University of Delaware process is to grant new programs temporary status. Review for permanent approval of the programs will be scheduled for five years after start (i.e., 2024-25). The review procedure for the program will follow standard UD protocol as designated by the University Faculty Senate.

We will seek accreditation for the program during the next NASPAA accreditation cycle, in seven years. Not all MPP programs are accredited, including some highly-competitive programs (i.e., Harvard University).

Routine program assessment will be provided by the MPP Director and SPPA staff. Indicators to be tracked will include:

- Number of applicants
- Number of accepted students
- Number of enrolled students
  - compare to enrollment plan
  - incl. basic demographic characteristics (age, gender, location, race/ethnicity)
- Funding sources
  - compare to funding plan
- Internships and Placements
  - incl. organization, position, date hired, length of placement
  - Aggregate by sector (public, non-profit, private)
  - Qualitative feedback from supervisors and external partners
- Cumulative GPAs
- Honors, awards, other achievements
  - including eligibility for *Pi Alpha Alpha* national honors society
- Students participating in study abroad or other experiential learning opportunities
  - Including qualitative feedback from instructors, partners, and students
- Student presentations or publications of research results



## **8: APPENDICES**

### ***A. Accreditation Criteria (if appropriate)***

Not applicable.

### ***B. Letters of Collaborative Agreement***

SPPA Director

### ***C. Transfer/Retention Policy***

Not applicable.

### ***D. Letters of Approval from Contributing Departments***

UD Library

### ***E. Other Pertinent Documents***

Letters of support from:  
Community Engagement Initiative  
City of Wilmington