New Program Proposal: Graduate Degree Program Form 2B
Version 2016-10-13

This form should be used to seek SUNY's approval and New York State Education Department's (SED) registration of a proposed new academic program leading to master's or doctoral degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies[1]), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at *program.review@suny.edu*. The completed form and appended items should be sent as a single, continuously paginated document.[2] If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning is available here.

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NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select "Update Field" and then "Update Page Numbers Only." The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

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Section 1. General Information

<table>
<tr>
<td rowspan="5">a)
Institutional Information</td>
<td>Date of Proposal:</td>
<td>March 1, 2023</td>
</tr>
<tr>
<td>Institution's 6-digit SED Code:</td>
<td>211000</td>
</tr>
<tr>
<td>Institution's Name:</td>
<td>Binghamton University</td>
</tr>
<tr>
<td>Address:</td>
<td>PO Box 6000, Binghamton, NY 13902</td>
</tr>
<tr>
<td>Dept of Labor/Regent's Region:</td>
<td>Southern Tier - University Center</td>
</tr>
<tr>
<td rowspan="2">b)
Program Locations</td>
<td colspan="2">List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): 211000</td>
</tr>
<tr>
<td colspan="2">List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [X] if not applicable:</td>
</tr>
<tr>
<td rowspan="8">c) Proposed Program Information</td>
<td>Program Title:</td>
<td>Master of Public Policy</td>
</tr>
<tr>
<td>Award(s) (e.g., M.A., Ph.D.):</td>
<td>M.P.P.</td>
</tr>
<tr>
<td>Number of Required Credits:</td>
<td>Minimum [36] If tracks or options, largest minimum [   ]</td>
</tr>
<tr>
<td>Proposed HEGIS Code:</td>
<td>2199-public policy analysis</td>
</tr>
<tr>
<td>Proposed 6-digit CIP 2010 Code:</td>
<td>44.0501</td>
</tr>
<tr>
<td colspan="2">If the program will be accredited, list the accrediting agency and expected date of accreditation: Network of Schools of Public Policy, Affairs, and Administration (NASPAA). 5 years after enrollment of the first class of students.</td>
</tr>
<tr>
<td colspan="2">If applicable, list the SED professional licensure title(s)[3] to which the program leads: NA</td>
</tr>
<tr>
<td>d)
Campus Contact</td>
<td colspan="2">Name and title: Gretchen Mahler, Interim Dean of the Graduate School

Telephone:607-777-2073   E-mail: gmahler@binghamton.edu</td>
</tr>
</table>

e) **Chief Executive or Chief Academic Officer Approval**	**Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program.** *E-signatures are acceptable.* Name and title: Signature and date:
	If the program will be registered jointly[4] with one or more other institutions, provide the following information for each institution:
	Partner institution's name and 6-digit SED Code: Name, title, and signature of partner institution's CEO (or **append** a signed letter indicating approval of this proposal):

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[3] If the proposed program leads to a professional license, a specialized form for the specific profession may need to accompany this proposal.

[4] If the partner institution is non-degree-granting, see SED's CEO Memo 94-04.

Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.[5]

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature	Date
Type or print the name and title of signatory	Phone Number

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[5] The NY State Education Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institutio

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Section 2. Program Information

2.1. Program Format

Check all SED-defined _formats, mode and other program features_ that apply to the **entire program**.

a) **Format(s):** [X]Day [X]Evening   [X]Weekend   [X]Evening/Weekend   [ ]Not Full-Time

b) **Modes**: [X]Standard [ ]Independent Study   [ ]External [ ]Accelerated [X]Distance Education
   NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a Distance Education Format Proposal.

c) **Other**: [ ] Bilingual [ ] Language Other Than English [ ] Upper Division [ ] Cooperative [ ] 4.5 year [ ] 5 year

2.2. Related Degree Program

NOTE: This section is not applicable to a program leading to a graduate degree.

2.3. Program Description, Purposes and Planning

a) What is the description of the program as it will appear in the institution's catalog?

The 36-credit Master of Public Policy (MPP) program is a one-year asynchronous online program that builds on established areas of expertise in the Department of Public Administration and at Binghamton University. The MPP curriculum consists of nine required courses totaling 36 credits; the curriculum offers a mix of the foundations of public policy theory, research methods and analytics, supervised applications of theory to practice, a policy laboratory that is an applied public policy project, and opportunities for individual development. As an asynchronous online program, Binghamton University's MPP program is well suited for recent graduates of undergraduate programs as well as early and mid-career professionals in the public and nonprofit sectors seeking an accessible, interactive, and flexible professional degree to build the critical skills needed to design, analyze, and advocate for better policy solutions.

Graduates of the MPP program will possess a set of core competencies that will enable them to be effective contributors to debates about how to solve challenging policy problems. Students will be able to:

1. Map active policy processes that are germane for different policy problems. In addition to "the" policy process, this skill requires knowledge about interorganizational and intergovernmental relations, the formal and informal powers of stakeholders, and the rules and institutions that shape policy actions.

2. Conduct effective policy analyses. Students will know the policy analysis process, including problem definition, implementation and evaluation of established and proposed policies. Skills associated with this competency include the ability to evaluate qualitative and quantitative data, organize research projects within resource constraints, and apply both economic and ethical criteria to their analyses.

3. Communicate effectively with a variety of stakeholders. Students will be able to identify different audiences (including the general public, members of interested organizations, and formal policy makers) and structure communications that meet their different needs.

b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? *NOTE: SLOs are defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#) (2006) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

The Process Behind the Identification of the Learning Outcomes

There are three broad student learning outcomes of the MPP program each of which includes several specific sub-competencies of knowledge and skills areas. We relied on the following process to arrive at this system of outcomes. Upon its commencement in the Spring of 2022, the members of the MPP planning committee met regularly to discuss what should be expected of the MPP graduates in terms of their competencies, abilities, and skills upon the completion of the program. The MPP committee members then worked their way to identify higher-level "umbrella" Learning Outcomes areas and then zeroed-in within each "umbrella" outcome area to specify more refined sets of subcategories. Over the course of Spring 2022 and Fall 2022, this committee-level information was further revised and refined through an iterative process of reporting the committee's progress on the MPP learning outcomes at the department-wide meetings while incorporating the feedback and inputs from the rest of the public administration faculty.

1. Apply and sustain a public service perspective over the entire span of the policy process – from issue identification and problem description to communication of findings and recommendations. This entails:
　　a. Demonstrating an understanding of the core public service values and their appreciation as potential facilitators, but also constraints and barriers to the policy process, where actors can be driven by competing values and priorities;
　　b. Identifying opportunities for inclusive processes leading to policy solutions and strategies for policy action that acknowledge the competing perspectives and values while also focused on and capable of facilitating consensus-seeking;
　　c. Engaging in dialogue and constructive debate regarding core public service values with an entire array of diverse policy stakeholder groups, including technical specialists, legislative actors, policy advocates, policy beneficiaries, professional practitioner audiences, and application of the public service values to policy arenas of the pressing social, environmental, and economic issues.

2. Demonstrate the application of analytical and technical skills in the area of policy analysis, formulation, and implementation. This entails:
　　a. Describing the policy problem to be studied;
　　b. Outlining a relevant policy theory that may be used to understand and analyze the problem;
　　c. Articulating a theoretical model of relationships among outcome, policy, and control variables;
　　d. Identifying a logic model of the theoretical relationship;
　　e. Formulating testable hypotheses;
　　f. Specifying data requirements that would be needed for evidence-based analysis of the policy problem;
　　g. Conducting a quantitative/qualitative/mixed-methods analytic approach that would be needed for evidence-based analysis of the policy problem, and;
　　h. Communicating the findings of such an analysis and recommendations to professional practitioner audiences (e.g., state legislative committee, non-profit advisory board, local community leaders, etc.);

3. Effectively communicate with professional practitioner audiences locally and globally regarding various aspects, stages, and demands of the policy process. This entails:
　　a. Synthesizing academic research in concise, jargon-free, and action-oriented formats;
　　b. Preparing reports and recommendations appropriate to relevant political and policy actors who are in

positions to promote the target policy solutions and improvement plans;

c. Demonstrating appreciation for regional, national and local circumstances of the adoption and implementation of various public policies, in addition to a more global perspective;

d. Employing data visualization techniques in the form of charts, graphs, and other means to help enhance the effectiveness of illustrating key, important aspects of the policy issue or proposed solutions.

Aligning the MPP Program's Student Learning Outcomes with NASPAA Universal Competencies (UCs)

The MPP's learning outcomes are consistent with and are informed by the Universal Standards established by the Network of Schools of Public Policy, Affairs and Administration (NASPAA). The five Universal Competencies (UCs) established by NASPAA that it expects all graduates to have upon completion of an accredited degree program are presented below.

UC1. **To lead and manage in the public interest;**

UC2. **To participate in, and contribute to, the policy process;**

UC3. **To analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment;**

UC4. **To articulate, apply, and advance a public service perspective;**

UC5. **To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.**

Appendix 2 (Course Mapping for Student Learning Outcomes) outlines how the specific student learning outcomes (SLO) for the MPP program align with NASPAA's universal competencies. In the table, the specific SLOs linked to the MPP required courses are marked with a dot symbol (.).

c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program's potential to achieve national and/or international prominence and distinction?

The proposed Master of Public Policy (MPP) contributes to several elements of both SUNY's and Binghamton University's strategic plans.

SUNY's strategic plan, *The Power of SUNY*, is grounded in the three core values of the SUNY seal: learn, search and serve. An MPP degree is a professional public service degree that prepares people with the knowledge they need (learning) to identify and address the most pressing policy problems (searching), and to use their knowledge to analyze policy options and select effective solutions (serving). The plan also identifies six big ideas to guide the system, and the MPP is directly or indirectly supportive of these ideas. The MPP would support the concept of "SUNY & the Entrepreneurial Century" by preparing individuals to gather and analyze data on short- and long-term economic and social consequences of policy options to make evidence-based decisions. This, in turn, would contribute to the goal of helping "new and existing businesses innovate, prosper and grow." The MPP would support the concept of "SUNY & a Healthier New York" which seeks to have New York State be "the source of innovation on healthcare, addressing issues of disease, treatments, costs, insurance, etc." The MPP will accomplish this through applied public policy projects that will focus on specific public policy domains, including the health sector. The MPP will also support the concept of "SUNY & an Energy-Smart New York" and its corresponding goals of promoting sustainability, reducing overdependence on fossil fuels, and addressing the causes and consequences of climate change. This will be accomplished through applied public policy projects that will address issues related to environmental policy. The MPP supports the concept of "SUNY & the Vibrant Community" and its efforts to counter the "brain drain" by preparing individuals to work within New York State

communities as policy analysts and by providing an educational opportunity in the form of an accredited MPP program. Finally, the MPP will support the concept of "SUNY & the World" and its goals of promoting a global and intercultural perspective and improving global competitiveness. MPP programs are attractive to international students because the United States is recognized as the world leader in public policy education and public policy analysis. The proposed MPP will include a policy laboratory that will provide students, including international students, an opportunity to undertake applied public policy projects related to international development.

Binghamton University's strategic plan, *Roadmap to Premier*, has five priorities each of which begin with common phrasing, "The premier public university of the 21st century will…" The MPP explicitly supports those priorities, namely to "engage in path-breaking graduate education, research, scholarship and creative activities that shape the world," "provide a transformative learning community that prepares students for advanced education, careers and purposeful living," and "enhance the university's economic, social and cultural impact through engagement from the local to the global levels." The professional master's degree program, designed to meet NASPAA accreditation standards, will address key public policy problems of the community, nation and world, will utilize innovative instructional pedagogy, and will build on strengths within and beyond the Department of Public Administration.

   d) How were faculty involved in the program's design? Describe input by external partners, if any (e.g., employers and institutions offering further education?

The MPP program committee pooled together an array of resources and faculty interests around the Binghamton University's campus. We demonstrate below various faculty involvement elements that were pursued and how the MPP program design has benefitted from intra-institutional and external engagement efforts, including:

1. Involvement of the University-Wide Faculty Partners

The MPP design efforts benefitted from several collaborations with our faculty partners from a number of programs and departments at Binghamton University, including (1) The Environmental Studies Program in the Harpur College of Arts and Sciences; (2) The Department of Political Science in the Harpur College of Arts and Sciences; (3) The Department of Teaching, Learning, and Educational Leadership in the College of Community and Public Affairs; (4) The Division of Public Health in the Decker College of Nursing and Health Sciences; (5) The Institute for Genocide and Mass Atrocity Prevention, and (6) other partners. Through this involvement, the MPP committee identified the needed teaching capacity, technical expertise and other support systems for the delivery of the MPP's curriculum and instruction. The discussions with university-wide faculty partners also identified areas of potential research collaborations with MPP faculty in the areas of educational policy, environmental policy, public health policy, and international development policy.

2. Faculty Activities of the MPP Committee

The four faculty members of the MPP planning committee started meeting regularly in the Spring of 2022 to prepare plans, conduct peer faculty engagement and institutional outreach, coordinate various aspects of the MPP program design, solicit feedback from stakeholders, and draft the proposal. In addition, members of the committee met with faculty of institutions that have established, long-running Master of Public Policy programs. For example, the committee solicited involvement of the public policy faculty from the Central European University and drew upon their knowledge and curricular expertise to draft a Policy Laboratory course. The committee likewise reached out to and received peer faculty support from *Munk School of Global Affairs and Public Policy at University of Toronto*, and *Milano School of Policy, Management, and Environment at The New School.*

3. Public Administration Faculty Departmental-Level Involvement

The Public Administration faculty has been regularly apprised by the members of the MPP committee of the progress with the proposal, while also providing regular input and feedback for various aspects of the MPP program's design. For example, the department-level input helped steer and inform the MPP committee's development of the Learning Outcomes. These monthly department-level discussions helped focus the committee on the NASPAA's standards and rely on the NASPAA's competencies closely when identifying the academic expectations for the MPP graduates in terms of the kind of competencies, abilities, and skills they must be able to showcase and demonstrate upon the completion of the program.

4. Faculty Involvement Through the CCPA's Curriculum Committee

Binghamton University's governance procedures require approval of new graduate programs by the College level curriculum committee. The College of Community and Public Affairs' curriculum committee is composed of the Chairs of the College's departments and a representative from the Dean's office.

5. Faculty Senate Procedures

All new graduate degree programs are reviewed by the Faculty Senate Program Review Committee, composed of ten faculty members representing all the academic units on campus, administrative representatives including the Dean of the Graduate School, the Provost, the Vice Provost for Undergraduate Education and Enrollment Management and three undergraduate students and two graduate students. The proposed program and its Academic Business Plan are also reviewed by the Faculty Senate Budget Review Committee and the Faculty Senate Executive Committee. Each of these committees provides valuable feedback that may generate revisions to the Master of Public Policy proposal. The final MPP proposal must be approved by the Binghamton University Faculty Senate before it is forwarded to SUNY for review and approval.

e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in Commissioner's Regulations for the profession, append a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a specialized form for the profession to which the proposed program leads, append a completed form at the end of this document.

Master of Public Policy programs are accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) which has over 300 member institutions worldwide (https://www.naspaa.org/). An assumption of this proposal is that the MPP program will seek full accreditation by NASPAA within five years of its formal approval. NASPAA accreditation is program mission-driven stating:
"1.1 Mission Statement: The program will have a statement of mission that guides performance expectations and their evaluation, including
● its purpose and public service values, given the program's particular emphasis on public service,
● the population of students, employers, and professionals the program intends to serve, and
● the contributions it intends to produce to advance the knowledge, research, and practice of public service."

Because NASPAA accreditation requires significant engagement in the mission development process by a variety of stakeholders such as employers, students, and community members, this activity will be the focus of early governance activity for the new MPP program. The Departmental Chair and the MPP program director will convene a committee of stakeholders to draft a mission statement. A review process by departmental faculty and a MPP Advisory Board will be necessary and teaching faculty may need to revise course objectives to align with the new mission. Full implementation of the MPP program mission will be completed by year two of the proposed program.

After that, the MPP program will periodically review the mission and program outcomes to ensure alignment with NASPAA requirements and the changing milieu of the field of public policy.

Table 2.3.e in the appendix lists all seven NASPAA standards with a description of how the proposed MPP program either meets those standards, or plans to meet them in the pre-accreditation process.

f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	25	0	25	25
2	50	0	50	50
3	75	0	75	75
4	75	0	75	75
5	75	0	75	75

Expected Enrollment	When Program Begins	In Year 5
Full-time students	25	75
Part-time students	0	0

If it is approved, the MPP degree will be the first of its kind in SUNY, even though the MPP is widely recognized nationally and around the world as the professional degree for careers in policy analysis, program development and implementation, and program evaluation. There is a significant market with very few entrants in the State of New York. Consequently, the MPP program will not need to build a case that there is a market for graduates; instead, the degree will provide an important source for in-demand graduates. Therefore, the Department of Public Administration based its estimates of student enrolment growth on the latest NASPAA data (2020-2021) as well as the expected market demand for a Binghamton University MPP program.

The NASPAA data cover a small sample of 15 MPP programs nationwide. The data provide information on the total number of students enrolled in a program in the 2020-2021 academic year as well as the number of students that enrolled in the program's initial cohort five years earlier in the 2016-2017 academic year. However, the data do not show the names of the programs that reported their enrollment numbers so it is not possible to discern which programs are from universities that are comparable to Binghamton University. It is also not apparent from the data whether the format of instruction in a program is in-person or online. Nevertheless, the data provide a simple basis for making basic projections about student enrolments for Binghamton University's proposed MPP program. The sample data show that the median number of new students initially enrolled in a MPP program is 30 (MEAN=44) students. The data further show that after five years of a program starting, the median number of total enrolments in the MPP program is 48 (MEAN=62) students. The Department of Public Administration projects that the MPP program at Binghamton University will enroll 25 new students in Year 1 of the program, and 50 new students (two cohorts with 25 students per cohort) in Year 2, and 75 students (three cohorts with 25 students per cohort) each in Year 3, Year 4, and Year 5.

Cost of attendance is another factor that plays in favor of Binghamton's proposed MPP program. While there are internationally recognized related programs at New York University, Columbia University, Syracuse University, Pennsylvania State University and Cornell University, the price points for all those degree programs are significantly higher than the SUNY tuition costs for Binghamton University's program. The target for in-state students will be undergraduate students in the State of New York with interests in pursuing graduate study in a professional field of public service that emphasizes analytical skills. In addition, undergraduate students from private universities nationwide will especially find Binghamton University's online MPP program accessible and cost-effective for a high-quality education. Relatedly, the asynchronous online format of the MPP program will make it attractive to in-service professionals in the United States and other countries, especially those in Africa, Asia, Europe, and South America.

The Department of Public Administration estimates international student enrollments to be eight students in Year 1, seventeen students in Year 2, and 25 students per year in Year 3, Year 4, and Year 5 of the program. Faculty in the department have a network of contacts in Africa, Asia, Europe, and South America, and with a strong marketing plan the projection to reach 25 international students per year is achievable.

Even when there is a significant market demand, getting a new program on the screen of potential students and building enrollments can be a challenge. The program intends to utilize several features to address that challenge. The Department of Public Administration will work closely with Binghamton University's Division of Communications and Marketing to launch a well-funded recruitment plan targeting undergraduate students with complimentary degrees. The Department of Public Administration also proposes creating a summer course focused on overcoming student barriers around quantitative methods, which will become a platform for recruiting students.

Another familiar pathway for enrollment growth that can be utilized by the MPP degree is its attractiveness to students in a variety of disciplines, such as public health, education, international or sustainable development, engineering, economics, social work, geography, and others. The Department of Public Administration anticipates that a number of double or dual degree programs could be developed after the MPP degree is established and contribute to a path of enrollment growth.

Contingency planning for enrollment shortfalls is based on the understanding that the first faculty hire in the first year of the MPP program will be linked to meeting student enrollment goals (i.e., submitted applications, etc.), and an additional faculty hire in the second year of the program will be linked to the projected benchmarks for new student enrollments in the first two years of the program, as the program progresses towards NASPAA accreditation with a total of five core faculty members in the fifth year of the program (that is, four new to-be-hired faculty plus a current faculty member serving as program director in the online MPP program).

g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, but do not list each General Education course.

Table 2.3.g: MPP Required Courses

Course Title	Credits
PUBP 501 Theoretical Foundations of Public Policy	4
PUBP 502 Policy Research Methods I	4
PUBP 503 Economics of Public Policy	4
PUBP 504 Policy Research Methods II	4
PUBP 505 Public Policy Design and Implementation	4
PUBP 506 Public Policy Laboratory	4
PUBP 507 Comparative Public Policy	4
PUBP 508 Public Policy Analysis	4
PUBP 509 Advanced Topics in Public Policy	4

h) Program Impact on SUNY and New York State

h)(1) *Need:* What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

    a)   Explain the potential need for this program in terms of the educational and/or economic needs of the area(s) in which it is to be located, New York State at large and, particularly for doctoral programs, the nation.

Strong analytical skills and policy knowledge are increasingly important at local, state, national and international levels. We need more individuals in all sectors who understand the importance of evidence-based policy decisions and who are skilled in the "hard" and "soft" skills associated with the process of "bringing truth to power." The skills acquired by MPP graduates, including data analysis, policy analysis, and modeling are valuable and transferrable in a variety of settings including domestic government agencies, private firms and nonprofit organizations. With an increasing dependence on foreign aid and the mandates of international lending agencies, governments outside the United States recognize the need for equipping their workforce with policy analysis skills. A more detailed market analysis is provided in Appendix 6 (Master of Public Policy Registration White Paper and Letters of Support).

h)(2) *Employment:* For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

The proposed online MPP does not currently have specific requests from potential employers in the United States or other countries. However, the market analysis in Appendix 6 (Master of Public Policy Registration White Paper and Letters of Support) reveals a strong occupational outlook for graduates with a Master of Public Policy degree.

Employer	Need: Projected positions	
	In initial year	**In fifth year**

h)(3) *Similar Programs:* Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. *NOTE: Detailed program-level information for SUNY institutions is available in the Academic Program Enterprise System (APES) or Academic Program Dashboards. Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from SED' s I nve nt ory of Regist er ed Programs .*

Institution	Program Title	Degree	Total Enrollment
Stony Brook University	Master of Arts in Public Policy	MAPP	26 (Fall 2022)
SUNY Albany	Master of Public Administration	MPA	168 (Fall 2022)
The New School (University)	The Public and Urban Policy Master of Science	MS	23 (2016 cohort) 123 (2017-21)
New York University (The Wagner School)	Master of Science in Public Policy	MSPP	n/a
Cornell University (Brooks School of Public Policy)	Master of Public Administration	MPA	25 (Fall 2022)
Columbia University	Master of Public Administration in Environmental Science and Policy	MPA	n/a
Syracuse University	Master of Public Administration	MPA (public policy specialization)	n/a

Note. The student enrollment data for Stony Brook University and SUNY Albany are available at: https://suny.edu/analytics/. The data for non-SUNY institutions are available at the website of each institution.

b)   Explain the need for the program in terms of the availability and capacity of similar programs offered by other SUNY campuses. If there could be a reasonable perception of duplication or redundancy, explain the rationale for adding this program.

Stony Brook University offers a Master of Arts in Public Policy with specializations in regional planning, environmental politics and planning, health policy and disability studies. SUNY Albany's Department of Public Administration and Policy offers a Master of Public Administration program in public administration and policy. The University at Buffalo does not offer a graduate degree in public policy but does have a Master of Urban Planning degree program. SUNY Brockport offers an MPA program, but no comparable public policy degree. Given the shortage of graduates in public policy programs, the addition of a Master of Public Policy at Binghamton is unlikely to siphon off students from these other programs, but instead will expand opportunities for students to earn a public policy degree.

c)   Identify similar programs at non-SUNY institutions, public and private, and what might be the potential impact on them.

There are a number of non-SUNY universities in the State of New York that offer similar degrees. The Master of Science in Public and Urban Policy at The New School is well regarded nationally, specializes in urban policy and has an Urban Policy lab requirement. The Wagner School at NYU has had a Master of Science in Public Policy degree program since 2016. Cornell University's new Brooks School of Public Policy does not yet offer a master's degree in public policy. Syracuse University's outstanding Maxwell School offers public policy specializations within its MPA program. Columbia University offers an MPA in Environmental Science and Policy. While there are several programs throughout the state with a strong policy focus within MPA degrees, there are fewer degrees that specialize in public policy, and because most of those are private schools, Binghamton University's proposed online program will have lower tuition costs, opening the degree and its career opportunities to excellent students who may not be able to attend competitor programs.

h)(4)   *Collaboration:* Did this program's design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

There were no inter-campus consultations or collaborations in the development of this proposal.

h)(5)   *Concerns or Objections:* If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

The Department of Public Administration received no feedback about any concerns or objections from other SUNY campuses in response to its Letter of Intent.

2.4. Admissions

a)   What are all admission requirements for students in this program? Please note those that differ from the institution's minimum admissions requirements and explain why they differ.

Admissions Requirements

The Department of Public Administration seeks applicants prepared to develop the requisite skills to perform rigorous research, regardless of undergraduate major. Prospective students are expected to have a strong foundation in quantitative methods, statistics, or coding; the department reserves the right to identify courses to assist students in

developing a foundational knowledge of these skills. Satisfactory GRE scores - especially quantitative - are helpful in the admissions process, but not required. An undergraduate grade-point average of 3.0 or better is desirable.

To be eligible for graduate study, students must:
- Provide a complete set of your undergraduate (and, if applicable, graduate) transcripts showing one of the following:
    - The student has earned a bachelor's degree (or its equivalent) from a nationally or regionally accredited college or university
    - The student is within one academic year of earning a bachelor's degree (or its equivalent) from a nationally or regionally accredited college or university
    - The student is eligible to apply as part of a memorandum of understanding between their current institution and Binghamton University
- Have earned, at minimum, one of the following:
    - A 3.0 GPA over their entire undergraduate career
    - A 3.0 GPA during their last 60 semester credits or 90 quarter credits of their undergraduate degree, with most courses graded regularly (not as "pass/fail)
    - A 3.0 GPA in a graduate degree, with most courses graded regularly (not as "pass/fail")
    - In consideration of the different grading scales used around the world, each academic department at Binghamton University evaluates international transcripts to determine on a case-by-case basis whether they demonstrate one of the above requirements.

To apply, students must submit the following materials:
- Online graduate degree application with graduate degree application fee
- Transcripts from each college or university that they have attended
- Personal statement of 2 to 3 pages describing their reasons for pursuing graduate study in public policy, their career aspirations, their special interests within the field of public policy, and any unusual features of their background that might need explanation or be of interest to the graduate admissions committee
- Résumé or curriculum vitae
- Two letters of recommendation
    - The letters should be from individuals who know the student in a professional capacity, such as professors, work supervisors, and professionals from organizations where they have served as a volunteer or in another capacity. When evaluating the letters of recommendation, the graduate admissions committee looks for evidence of academic achievement, community involvement, and personal characteristics that suggest the capacity to foster an institutional culture that advances democratic administration, governance and policy.
- GRE scores are optional

International students must also submit the following materials:
- International Student Financial Statement (ISFS) form
- Supporting financial documentation (such as bank statements, scholarship or sponsor letters, etc.)
- Proof of English proficiency (such as official TOEFL/IELTS/PTE Academic)

Guaranteed Admission for Eligible SUNY Graduates
The Department of Public Administration offers guaranteed admission for students who hold a bachelor's degree with a GPA of 3.5 or higher from seven of the most competitive SUNY schools: Binghamton University, University at Albany, University at Buffalo, SUNY College of Environmental Science and Forestry, SUNY Geneseo, SUNY New Paltz and Stony Brook University. Students who wish to apply to the MPP program through the guaranteed admissions process must e-mail dpa@binghamton.edu.

Application Process
An Admissions Committee reviews application materials. The Department of Public Administration strongly recommends that prospective students wishing to be considered for a Graduate Assistantship or other departmental funding for the fall semester submit their applications by January 15; however, applications are accepted throughout the year on a rolling space-available basis. Though students applying after the January 15 deadline may still be eligible for an assistantship or other financial support, the department will give preference to students who apply by the deadline.

b) What is the process for evaluating exceptions to those requirements?

Applications are reviewed holistically, meaning that each part of the application holds an equal weight in the admissions decision. Each applicant is given a score based on undergraduate GPA, letters of recommendation, personal statement, work experience and GRE scores (if provided). Each applicant's undergraduate GPA (or graduate GPA if the student has taken more than 12 graduate-level credits) may then be "adjusted" based on the letters of recommendation (-0.2 to +0.2 points), personal statement (- 0.2 to +0.2 points), work experience (0 – +0.2 points), GRE scores (if submitted, -0.2 to +0.2 points) and quality of university and/or degree program if known (-0.2 to +0.2 points).

The Admissions Committee can deny admission if an applicant's letters of recommendation and/or personal statement are below an acceptable level. When evaluating the letters of recommendation, the Admissions Committee looks for evidence of academic achievement, community involvement and personal characteristics that suggest the applicant has the capacity to foster an institutional culture that advances democratic administration, governance, and policy. In the personal statement, the Committee assesses the student's commitment to public and/or nonprofit management and policy as well as writing abilities. Significant work experience (5 or more years in the public or nonprofit sector) can earn applicants a positive adjustment to their admissions scores; the lack of work experience does not result in a penalty.

The MPP program would not require the GRE, but if scores are submitted, they will be evaluated by averaging the applicant's quantitative, verbal and analytical scores, then the following scoring system will be used:
(1) The GPA of an applicant with an average percentile less than 20% is adjusted by -0.2
(2) The GPA of an applicant with an average percentile between 20%-39% is adjusted by -0.1
(3) The GPA of an applicant with an average percentile between 40%-59% is not adjusted.
(4) The GPA of an applicant with an average percentile between 60%-79% is adjusted by +0.1
(5) The GPA of an applicant with an average percentile 80% or higher is adjusted by +0.2

c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

The MPP program will implement the following plan to encourage enrollment in the program by persons from groups historically underrepresented at Binghamton University, including African Americans, American Indians, and Hispanics.
- Departmental staff will engage in specific outreach directed toward students from underrepresented minority groups.
- Pre-application meetings with the Department's Director of Admissions and Student Services and faculty will be offered to discuss how applicants can strengthen their materials and to provide specific guidance and encouragement to help them gain confidence in their likelihood for success.

Retention is as important as recruitment to succeed in diversifying the student body. Especially for students identifying as members of historically underrepresented groups, successful completion of a program like the Master of Public Policy is made more likely when they feel that they belong. That sense of belonging would come from overcoming any feelings that they have that they are not academically equipped for the program and from feeling part of a supportive environment. All MPP faculty will incorporate resources that support student success into every syllabi and

communicate their confidence in student success through supportive pedagogy. These resources will include workshops that help first-generation and students from underrepresented identity groups overcome behaviors that contribute to an "imposter syndrome".

In addition, the MPP program Director will schedule annual workshops for all teaching faculty in the program with staff at the Center for Learning and Teaching and/or the Division of Diversity, Equity and Inclusion to stay abreast of best practices for ensuring student success. Like the MPA program, every MPP student, including those from historically underrepresented minority groups, will have a faculty advisor with whom they will meet every semester. This advisor will establish good communications to ensure that their advisees are making good progress toward their degrees, and that they know about resources that can help them overcome any academic challenges that they may encounter.

d) What is the expected student body in terms of geographic origins (i.e., same county, same Regents Region, New York State, and out-of-state); academic origins; proportions of women and minority group members; and students for whom English is a second language?

The MPP program will draw its students from the same general sources as the Master of Public Administration program does, although the MPP will focus more on students interested in public service with a focus on public policy. With respect to geographic origins, most current students in the MPA program are State of New York residents, but the MPP program, given its asynchronous online format, will extend its reach beyond New York to other U.S. states. In addition, the Department of Public Administration expects to develop contacts in Africa, Asia, Europe, and South America to build a strong cohort of MPP students through the years, with at least 33 percent of the total student body being international students when the program is in full swing by the fifth year of the program. As an undergraduate degree from a specific discipline is not required for the MPP, students from diverse fields of study will find the MPP attractive, including the social sciences (political science, economics, sociology), pre-law programs, environmental studies, education and public health degrees. In fact, this is one of the drawing cards for enrollment in the MPP; it is an applied, interdisciplinary professional degree that is a logical next step in the professional development of many students.

The Department of Public Administration's MPA program has a strong record of drawing students from different geographic origins and racial and ethnic backgrounds to form a diverse student body with significant proportions of women and minority group members (see Table 2.4.d). Similarly, the proposed MPP program expects to achieve a strong record of diversity.

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Table 2.4.d: Binghamton University's Master of Public Administration Program: Diversity of the Student Body

Racial/Ethnic Diversity	2018-19 Males	2018-2019 Females	2019-2020 Males	2019-2020 Females
Black, Non-Hispanic	9	4	4	4
Amer. Indian or Alaska Native	0	1	0	1
Asian	1	2	3	6
Native Hawaiian or other Pacific Islander	0	0	0	1
Hispanic/Latino	3	3	9	10
White, non-Hispanic/Latino	14	36	12	25
Two or more races	0	1	1	0
Nonresident Alien	2	3	0	1
Unknown	0	0	0	0
Total	29	50	29	48

Note. Compiled by the Department of Public Administration, Binghamton University. The data show the total number of students enrolled in the MPA program in an academic year.

2.5 Academic and Other Support Services

a) Summarize the academic advising and support services available to help students succeed in the program.

The Department of Public Administration has a long-established system in place to provide academic advising and support services to students and help them to succeed in their programs. In 2014, the Department established the Director of Admissions and Student Services position to serve a significant role in providing academic advising and other support services for students. The Director of Admissions and Student Services works together with faculty in the department to provide curriculum advising to students. In addition, the Director of Admissions and Student Services works together with the department's Director of Recruitment and Internship Placement to support students with internship placement and supervision, career counseling, and job placement assistance to enable students to succeed in careers in public service.

From the day students are admitted into the department, they receive personal communication and advising from the Director of Admissions and Student Services in-person and via e-mail and zoom. The support system continues with a thorough orientation held a week before classes start. The New Student Orientation reviews degree requirements, university policies, and course registration processes. At the orientation, students meet the faculty in the department and representatives of the department's Graduate Student Organization (GSO). Each student is assigned a faculty

advisor and students learn about opportunities to get involved in the GSO, the department, the College of Community and Public Affairs, and the community. Students are encouraged to meet with their faculty advisor and/or Director of Admissions and Student Services at least once per semester to assure progress towards degree. Students for whom concerns are identified are required to meet with their advisor to discuss the concern and develop a strategy for improvement. At departmental meetings held once every month, all faculty and staff as well as student representatives attend, and student issues are discussed.

Thus, new MPP students entering the Department of Public Administration will benefit from the department's long-established system to provide academic advising and other support services to help students succeed in programs.

b) Describe types, amounts and sources of student financial support anticipated. Indicate the proportion of the student body receiving each type of support, including those receiving no support.

The MPP is expected to attract self-paying master's students, including some from other countries who may have their tuition paid by the home governments or organizations. While there are no graduate assistantships budgeted in the proposal or business plan, Binghamton University has many graduate assistantships that these MPP students would qualify for. The attached internal worksheet outlines the anticipated costs and expenses related to the Master of Public Policy over the first five years of its existence. The Department of Public Administration anticipates that the program will quickly be self-supporting, given the yearly enrollment projections.
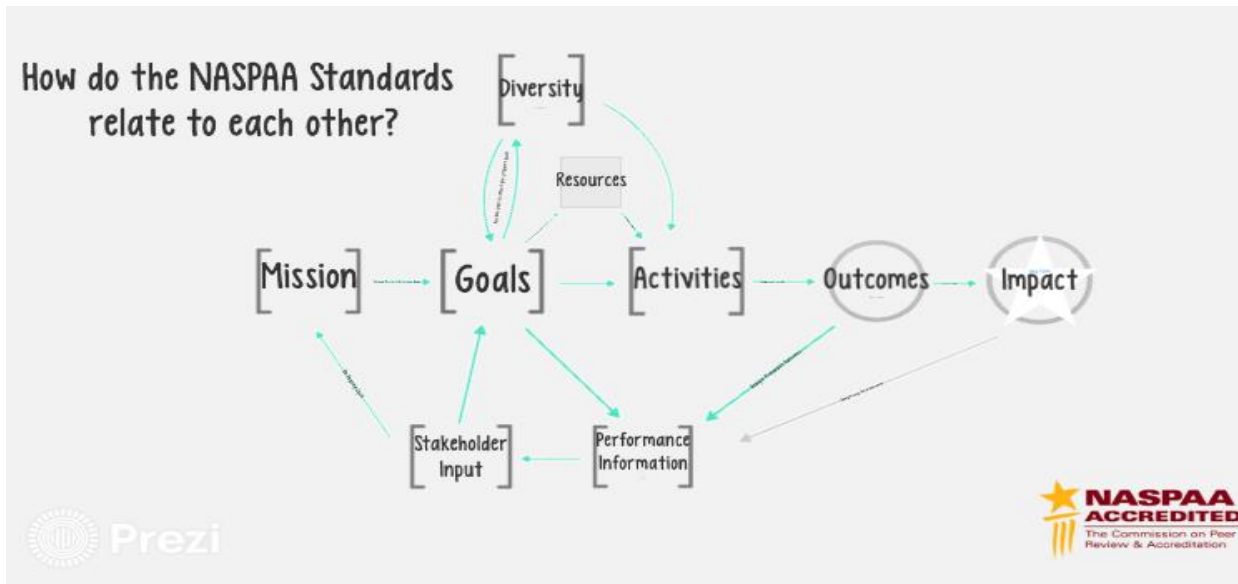
2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [X] if not applicable**.

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with *SUNY policy*, including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students learning outcomes during the program and success after completion of the program. **Append** at the end of this form, **a plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. *NOTE: The University Faculty Senate's Guide for the Evaluation of Undergraduate Programs is a helpful reference.*

Master of Public Policy programs are accredited by NASPAA, the Network of Schools of Public Policy, Affairs, and Administration which has over 300 member institutions worldwide. The Department of Public Administration aims to achieve accreditation for Binghamton University's Master of Public Policy program within five years of the program proposal approval. Program assessment is one critical element in accreditation. Fortunately, the Master of Public Administration program has been fully accredited by NASPAA since 2006, most recently in 2021, so the Department of Public Administration has extensive experience to draw from in designing the MPP program's assessment processes.

Specifically, NASPAA standard 1.3 states,"…The program will collect, apply, and report information about its performance and its operations to guide the evolution of the program's mission and the program's design and continuous improvement with respect to standards two through seven." The following schematic from NASPAA's accreditation materials illustrates where assessment in the form of performance information falls in the overall accreditation process.

Note. This chart is available from NASPAA at:
https://www.naspaa.org/accreditation/standards-and-guidance/strategic-planning-and-assessment

1. Assessment and Program Mission

Program assessment is not the cumulation of individual students' assignments and course grades, although those are, of course, components of an overall assessment plan. Instead, program assessment is linked to how well the program is adhering to its stated mission and objectives. As discussed in the section on governance, the proposed Master of Public Policy program will initiate a process to write a mission statement immediately when the program proposal is approved. Program evaluation information, especially those related to student outcomes, need to be fed back to stakeholders and used for revising and/or refining curriculum or other program elements. Ideally, program evaluation will involve multiple points in the program, more than one method of evaluation and multiple evaluators. The Department of Public Administration has adopted a program evaluation process for the Masters of Public Administration program that has resulted in numerous program improvements over the years, involves multiple stakeholders and has been used by NASPAA as an example for peer institutions to emulate in their own accreditation processes (https://www.naspaa.org/accreditation/standards-and-guidance/peer-examples).

Accreditation begins by mapping professed student learning outcomes to particular courses or other program elements on the reasonable expectation that a program cannot expect students to achieve outcomes for which they have received little or no prior instruction or assessment. The MPP program will verify these instructional pathways through examination of core course syllabi to ensure that specific learning objectives, and within the syllabi specific units, readings, and assessments, are linked to expected student learning outcomes.

2. ePortfolios

Each MPP student will create an **ePortfolio** where they will deposit selected artifacts (or assignments) from all their courses as a continually updated record of their work in the program. The creation of the MPP ePortfolios will be associated with the Public Policy Laboratory course to be taught by a full-time faculty member. A random sample of these ePortfolios will be evaluated by a small team of MPP core faculty and members of the MPP Advisory Board using an assessment tool to be developed by the MPP program committee. This team will review each student learning outcome for the student ePortfolios that are included in the sample MPP program assessment. The team's report will focus on the program's performance, not that of an individual student. For example, the MPA program has established as a goal that all students completing their ePortfolios will be evaluated as at least "competent" on every student learning outcome. On those occasions when more than one student is judged to be "needing improvement" the

evaluators flag the deficiency in their recommendations. The team's report will be forwarded to the MPP program committee, the MPP Advisory Board and a copy will be retained in MPP program files for accreditation purposes. Department of Public Administration faculty and Advisory Board members will use these reports in an annual review of the MPP program and applicable recommendations will be implemented in future coursework. EPortfolios will be reviewed once for each cohort, but materials in those ePortfolios will also be subject to grading and evaluation by MPP faculty.

3. The Policy Laboratory

In the spring semester, each student in a MPP cohort will take the MPP Policy Laboratory course. Using real world cases and datasets as the raw material for student analyses, the policy lab is designed, in part, to be a summative evaluation of students' preparation for professional policy analysis positions. The collective performance of students in the policy lab will also provide faculty in the MPP program with important data about the program's performance. The instructor of record will prepare a final report on the policy laboratory course and, like the ePortfolio team report, will share it with the MPP nucleus faculty and the MPP Advisory Board. The Department will review this report to determine whether course revisions might be necessary as part of this on-going, annual review of the program.

4. MPP Advisory Board

MPP Advisory Board members are integral to the program evaluation process. As professionals working in public policy roles, their knowledge about the field and the skills needed by practitioners will be vital to designing and implementing a MPP program that produces graduates whose competencies match the needs of the profession. Consequently, MPP advisors will meet before the MPP program evaluation process is finalized to review the procedures and timelines to ensure their time is used productively. It will be the responsibility of the MPP program director to organize the MPP Advisory meeting and the work plan for advisors' evaluations of the program. The MPP program director will also tabulate and summarize the Advisory Board members' input for distribution to the full Advisory Board, the teaching faculty in the MPP program, program administrators and the MPP program files.

5. Program Improvement

Program improvement in the Department of Public Administration is a focus of an annual summer retreat where faculty review the assessment reports prepared by the faculty and advisory board members. Any programmatic deficiencies are flagged and an action plan is developed to address them. Corrective actions may include revising course syllabi or assignments, or as the needs of the profession evolve may involve more fundamental changes such as adjusting methods and materials or adding and dropping required courses. Programmatic changes are then implemented by individual course instructors and are reviewed again in the following year by the advisory board and faculty reviews of subsequent ePortfolios and Policy Laboratory products. While this process is labor-intensive, it will engage faculty and stakeholders in on-going conversations about the field of public policy and the MPP program to ensure that a close congruence between the market needs and program offerings is maintained. Appendix 2-Section 2.7 shows the curriculum map for the courses in which the MPP program's educational objectives will be taught and assessed.

Section 3. Program Schedule and Curriculum

Complete the **SUNY Graduate Program Schedule** to show how a typical student may progress through the program. This is the registered curriculum, so please be precise. Enter required courses where applicable, and enter generic course types for electives or options. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, found here. Rows for terms that are not required can be deleted.

*NOTES: The **Graduate Schedule** must include all curriculum requirements and demonstrate that expectations from in Regulation 52.2 http://www.highered.nysed.gov/ocue/lrp/rules.htm are met.*

Special Cases for the Program Schedules:

· *For a program with multiple tracks, or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs.*

· *When this form is used for a multi-award and/or multi-institution program that is <u>not</u> based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program. **NOTE:** Form 3A, <u>Changes to an Existing Program</u>, should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs. <u>SUNY policy</u> governs the awarding of two degrees at the same level.*

a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? ***NOTE:** Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.*

There is no nontraditional schedule for the proposed MPP program.

b) For each existing course that is part of the proposed graduate program, **append** a catalog description at the end of this document.

There is no existing course that is part of the proposed MPP program.

c) For each new course in the graduate program, **append** a syllabus at the end of this document. ***NOTE:** Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is graduate level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with <u>SUNY policy on credit/contact hours</u>), general course requirements, and expected student learning outcomes.*

Appendix 3 outlines the syllabus for each new course in the proposed MPP program.

d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed <u>External Instruction</u> form at the end of this document

There is no required internship experience component for the proposed MPP program.

SUNY Graduate Program Schedule (*OPTION: You can insert an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: Online Master of Public Policy

a) Indicate **academic calendar** type: [x] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):

b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)

c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.

d) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

Term 1: Fall				Term 2: Spring			
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**	**Course Number & Title**	**Credits**	**New**	**Co/Prerequisites**
PUBP 501 Theoretical Foundations of Public Policy	4	x		PUBP 504 Policy Research Methods II	4	x	
PUBP 502 Policy Research Methods I	4	x		PUBP 505 Public Policy Design and Implementation	4	x	
PUBP 503 Economics of Public Policy	4	x		PUBP 506 Public Policy Laboratory	4	x	
Term credit total:	12			Term credit total:	12		

Term 3: Summer							
Course Number & Title	**Credits**	**New**	**Co/Prerequisites**				
PUBP 507 Comparative Public Policy	4	x					
PUBP 508 Public Policy Analysis	4	x					
PUBP 509 Advanced Topics in Public Policy	4	x					
Term credit total:	12						
Program Total:	**Total Credits: 36**		**Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:** PAFF ### Public Policy Laboratory				

New: X if new course   **Prerequisite(s)**: list prerequisite(s) for the listed courses

a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.

See the SUNY Faculty Table on the next page.

b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

NOTE: CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in in Regulation 52.2
http://www.highered.nysed.gov/ocue/lrp/rules.htm

See Appendix 4 for the position descriptions/announcements for each to-be-hired faculty member.

c) What is the institution's definition of "full-time" faculty?

According to the Department of Public Administration by-laws, the roles and responsibilities for full-time faculty are as follows:

> The faculty of the Department of Public Administration are responsible for developing policies and procedures in accordance with these by-laws which position the department to provide a value-added education to our students and high-quality research and service to our stakeholders. Much of the work of deliberation is accomplished through standing and ad hoc committees. The faculty are responsible for developing, delivering, and evaluating the curriculum, for developing members of the faculty, and for participating in the strategic decisions of the Department. These committees work closely with the Chair and other department administrators, and together they are responsible for implementing the process of continuous review and improvement by which we seek to achieve excellence in our teaching, research and service endeavors. The typical teaching load for tenured and tenure-track faculty is 2-2, with reductions for administrative positions in the Department and the possibility of buyouts in conjunction with funded research and service activities. The tenured and tenure-track faculty as a whole have the authority to adopt substantive departmental policies and procedures in congruence with [departmental] by-laws.

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SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the graduate program. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(e)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees
Part 1. Full-Time Faculty				
Part 2. Part-Time Faculty				
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title and expected hiring date)				
TBH 1, Assistant Professor, 2024-25	100	PUBP 502 Policy Research Methods I PUBP 504 Policy Research Methods II PUBP 501 Theoretical Foundations of Public Policy PUBP 503 Economics of Public Policy PUBP 505 Public Policy Design and Implementation PUBP 506 Public Policy Laboratory		
TBH 2, Assistant Professor, 2025-26	100	PUBP 502 Policy Research Methods I PUBP 504 Policy Research Methods II PUBP 501 Theoretical Foundations of Public Policy PUBP 503 Economics of Public Policy PUBP 505 Public Policy Design and Implementation PUBP 506 Public Policy Laboratory		
TBH 3, Assistant Professor, 2026-27	100	PUBP 502 Policy Research Methods I PUBP 504 Policy Research Methods II PUBP 501 Theoretical Foundations of Public Policy PUBP 503 Economics of Public Policy PUBP 505 Public Policy Design and Implementation PUBP 506 Public Policy Laboratory		
TBH 4, Lecturer, 2026-27	100	PUBP 502 Policy Research Methods I		

		PUBP 504 Policy Research Methods II PUBP 501 Theoretical Foundations of Public Policy PUBP 503 Economics of Public Policy PUBP 505 Public Policy Design and Implementation PUBP 506 Public Policy Laboratory		

a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

1. Program Faculty

The launch of a new graduate degree program by a department whose faculty are fully engaged in research, teaching, and administrative duties requires a careful analysis of existing resources as well as a plan for growing resources as student enrollments and course demands increase. Critical questions for administrators are the degree to which existing resources can be reallocated as needed to support the new graduate program, and appropriate timelines for introducing new resources, in particular faculty lines.

A competitive Master of Public Policy program must be accredited, requiring at least five qualified full-time faculty or their equivalent for the program. Currently, the Department of Public Administration has nine full-time faculty, comprising two full professors, three associate professors, three assistant professors, and one visiting assistant professor (soon to be reclassified as a lecturer). However, the department's nine full-time faculty have significant administrative duties and a reduction in their required teaching duties to either a 1-1 or 0-0 teaching load within the department. The MPA program needs to offer a minimum of 28 courses each year (14 courses per semester) and the current departmental faculty, given their administrative duties and reduced teaching loads, have a total teaching load (or capacity) of 28 courses per year. Therefore, a hiring program linked to student enrollment growth of the MPP program must be implemented.

The Department of Public Administration proposes hiring one new tenure-track faculty member in the first year that the online MPP program enrolls students, dependent on achieving enrolment benchmarks (e.g., number of applications); an additional tenure-track faculty member in the second year of the program when enrollment benchmarks are met; and two additional faculty lines (a tenure track faculty member and a lecturer) in the third year of the program (depending on enrolment benchmarks) to achieve full accreditation by NASPAA within five years of the MPP program's formal approval. As noted earlier, the department expects that a current faculty member will serve as MPP program director to count towards a total of five faculty members (1 current faculty member and 4 to-be-hired faculty members) required to achieve NASPAA accreditation standards within five years of the MPP program's formal approval (depending on expected student enrollments in the program).

This hiring program focusing on four new faculty lines for the online MPP program will ensure that the new program is resourced adequately with 5 faculty members devoted to the program (four to-be-hired faculty and one current departmental faculty member serving as director in the MPP program) while maintaining the current departmental faculty lines (excluding the MPP program director) devoted to teaching in the established MPA program. In this way, the new MPP program would not contribute to an erosion of the established MPA program's quality and productivity. In addition, the hiring program focusing on four new faculty lines for the online MPP program has other critically important benefits for the department and the university. Public policy faculty members' research programs are very attractive for grant funding, either as principal investigators or as co-investigators of other proposals that may require measures of community impact or improvement. Policy implementation, program evaluation and regulatory analyses are core skills of public policy researchers, and all are in-demand in a variety of research fields. Hiring new faculty presents greater opportunities for the department and the University to extend its reach into these important areas of research.

2. Cost Details
The cost details presented here anticipate that with the minimum of five faculty and other current personnel resources, the proposed MPP program will enroll 75 new students each year in the third, fourth, and fifth years. Adding part-time students will require additional resources that could be accommodated by revising program resources upward.

Expenditures - New Faculty
The budget plan reflects the discussion in the Academic Business Plan that one new faculty line will be filled in academic Year 1 of the program, one additional faculty line in Year 2 contingent upon student enrollment growth, and two additional faculty lines (one tenure track faculty and one lecturer) in Year 3 of the program dependent on student enrolment growth. The tenure track faculty salary is estimated to be $90,000 per year with a 3 percent annual increase in the base salary through the fifth year of the MPP program, dependent upon union contracted raises. The annual salary for the lecturer line is budgeted to be $63,654 starting in the third year of the MPP program, depending on union contracted raises, and consistent with enrollment benchmarks.

Expenditures - Director Stipend
The MPP program director will receive a $5,000 stipend as well as a one-course release from teaching each year.

Expenditures - Staffing
The successful launch and growth of the MPP program depends on an intensive and focused recruitment plan. This line item in the proposed budget requests the hiring of 1 new full-time staff in the first year of the program to work on student recruitment from local, state, national, and international sources, and to provide admissions and student support services for the MPP program. The annual salary for the professional staff member is estimated to be $55,151 starting in Year 1 and with a 3 percent annual increase in the base salary through the fifth year of the MPP program dependent upon union contracted increases.

Expenditures - New Operating Costs
This budget item requests $50,000 in Year 0 and $35,000 for each of the first 5 years of the MPP program to develop and implement a marketing and outreach plan. The Department of Public Administration anticipates that some of these funds will be used to develop new sources of international students in Africa, Asia, Europe, and South America as well as pursue the recruitment of in-state and out-of-state U.S. students.

Current Resource Expenses - Departmental Faculty
The Department of Public Administration will assign one current faculty member from the Master of Public Administration program to support the online Master of Public Policy program as the new program's director. When new faculty are hired into the online MPP program beginning in the first year of the program, new faculty in the online MPP would support in-person teaching in the MPA, and existing faculty in the MPA would support online teaching in the new MPP to the extent that faculty expertise allows. Through an efficient re-distribution of course assignments to the extent that faculty expertise allows, reallocation of faculty between the two programs can be achieved without hurting the quality of the established MPA program.

Other Direct Costs – Equipment Costs
These lines in the budget show standard allocations for new equipment and other incidental expenses in contracts for new faculty, as well as additional supply costs that may be incurred to support the MPP program. The lines also show expected expenses related to search costs, equipment, professional development, course development, equipment maintenance, and library acquisitions.

In sum, the academic business plan estimates that revenues generated by the proposed MPP program will exceed its new costs, even in Year 1 of the program. While the program relies on new student tuition revenue, there are contingencies in place, such as linking new faculty hires directly to increases in student enrollment that mitigate the financial risk to the University.

b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated <u>academic years</u> in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

SUNY Program Expenses Table						
Program Expense Categories	Before Start	AY 1	AY 2	AY 3	AY 4	AY 5
(a) Personnel (including faculty and all others)		$155,151	$264,206	$418,607	$430,865	$443,491
(b) Library		12,000	12,000	12,000	12,000	12,000
(c) Equipment	-	3,000	1,500	3,000	-	3,000
(d) Laboratories	NA	NA	NA	NA	NA	NA
(e) Supplies	NA	NA	NA	NA	NA	NA
(f) Capital Expenses	NA	NA	NA	NA	NA	NA
(g) Other (Specify): Marketing, travel, supplies, publications, accreditation	50,000	35,000	35,000	35,000	35,000	35,000
(h) Sum of Rows Above	$50,000	$205,151	$312,706	$468,607	$477,865	$493,491

Section 6. Library Resources

    a)   Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.

The current collection of Binghamton University Libraries includes over 3.2 million volumes (print volumes, e-books, and government materials) and tens of thousands of digitally available journal titles. The Libraries also provide access to over 225 electronic databases, including the SUNYConnect titles, which are offered side by side with individually purchased databases.

The Libraries' current resources include collections that are appropriate for research in public policy, public administration, data/statistical research, current news sources, legislative research, political science and general social science research. Enrolled students at the university are given access to online databases and the libraries' discovery system through IP authentication.

Binghamton University Libraries belongs to a number of resource-sharing networks, allowing the borrowing of materials that are not owned directly by the B.U. Libraries to be obtained quickly. Items that can be obtained in electronic format are distributed to users as PDFs. The Libraries will also scan book chapters and articles that are locally owned in print and distribute to campus users via PDF. Since there are multiple library locations, across multiple campuses, the Libraries' maintains a delivery system that runs from Monday to Friday to ship physical materials to users and to the branches most convenient for their use.

    b)   Describe the institution's response to identified collection needs and its plan for library development.

The Libraries have a team of Subject Librarians that are in contact with their departments and monitor their needs, and the Collections team in the libraries works together to try to meet as many needs as possible. An active 'wishlist' is kept of items that cannot be purchased at the time. Furthermore, usage of current items are tracked so that adjustments can be made to collection policy decisions. The Dean of Libraries reports to the Provost, who is kept informed of collection budget concerns.

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Section 7. External Evaluation

SUNY and SED require external evaluation of all proposed graduate degree programs. List below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **append at the end of this document** each original, signed *External Evaluation Report.* ***NOTE:*** *To select external evaluators, a campus sends 3-5 proposed evaluators' names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.*

See Appendix 5 for the original, signed external evaluation reports.

Evaluator 1	**Evaluator 2**
Name: Brent S. Steel	Name: Christine H. Roch
Title: University Distinguished Professor	Title: Professor
Institution: Oregon State University	Institution: Georgia State University

Section 8. Institutional Response to External Evaluator Reports

Append at the end of this document a single *Institutional Response* to all *External Evaluation Reports.*

See Appendix 6 for a single Institutional Response to all external evaluators' reports.

Section 9. SUNY Undergraduate Transfer

NOTE: SUNY Undergraduate Transfer policy does not apply to graduate programs.

Section 10. Application for Distance Education

a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? [ ] No   [X] Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* at the end of this proposal to apply for the program to be registered for the distance education format.

See Appendix 7 for a completed SUNY Distance Education Format Proposal.

b) Does the program's design enable students to complete 100% of the course requirements through distance education? [ ] No   [X] Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

a) Based on guidance on Master Plan Amendments, please indicate if this proposal requires a Master Plan Amendment.
[X] No   [ ] Yes, a completed *Master Plan Amendment Form* is **appended** at the end of this proposal.

b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.

[ ] No   [X] Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

> *SUNY Guidance on Degree Authorization. Degree authorization is required when a proposed program will lead to a new degree (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the New York State Taxonomy of Academic Programs. Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.*

List of Appended Items

Appended Items: Materials required in selected items in Sections 1 through 10 and MPA-1 of this form should be appended after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Table of Appended Items

Number	Appended Items	Reference Items
NA	*For multi-institution programs*, a letter of approval from partner institution(s)	Section 1, Item (e)
1.	*For programs leading to professional licensure*, a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, Commissioner's Regulations for the Profession, or other applicable external standards	Section 2.3, Item (e)
NA	*For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form*, a completed version of that form	Section 2.3, Item (e)
NA	*OPTIONAL: For programs leading directly to employment*, letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
2.	*For all programs*, a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
NA	*For all programs*, a catalog description for each existing course that is part of the proposed graduate major program Not applicable	Section 3, Item (b)
3.	*For all programs with new courses,* syllabi for all new courses in a proposed graduate program	Section 3, Item (c)
NA	*For programs requiring external instruction*, a completed *External Instruction Form* and documentation required on that form	Section 3, Item (d)
4.	*For programs that will depend on new faculty*, position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)

Table of Appended Items (Continued)

Number	Appended Items	Reference Items
5.	*For all programs*, original, signed External Evaluation Reports from SUNY-approved evaluators	Section 7
6.	*For all programs*, a single Institutional Response to External Evaluators' Reports	Section 8
7.	*For programs designed to enable students to complete at least 50% of the course requirements at a distance*, a *Distance Education Format Proposal*	Section 10
NA	*For programs requiring an MPA*, a *Master Plan Amendment form*	Section MPA-1
8.	Master of Public Policy Registration White Paper and Letters of Support	

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Appendix 1: NASPAA Standards and the Binghamton MPP Program Proposal

NASPAA Standard	MPP Program Description
1.1 Mission Statement: The program will have a statement of mission that guides performance expectations and their evaluation, including: ● its purpose and public service values, given the program's particular emphasis on public service ● the population of students, employers, and professionals the program intends to serve, and ● the contributions it intends to produce to advance the knowledge, research, and practice of public service.	Mission development involving the engagement of program stakeholders such as employers, students, and program alumni is a vital prerequisite to program development. However, because it is necessary that there be a program before mission development can occur, achievement of this standard will begin as soon as the program is approved. After the MPP program advisory board and MPP program committee are formed, a sub-committee composed of the MPP Program Director, program faculty and specialization faculty, advisory board members, employers and students will draft a program mission. Other program elements will be revised as necessary to align with the mission.
1.2 Performance Expectations: The program will establish observable program goals, objectives, and outcomes, including expectations for student learning, consistent with its mission.	This program proposal details the program student learning outcomes, and maps them to individual courses in the core. See Section 2.3.b
1.3 Program Evaluation: The program will collect, apply, and report information about its performance and its operations to guide the evolution of the program's mission and the program's design and continuous improvement with respect to standards two through seven.	Program assessment and evaluation will mirror established procedures used for the accredited MPA degree program. See Section 2.7.
2.1 Administrative Capacity: The program will have an administrative infrastructure appropriate for its mission, goals, and objectives in all delivery modalities employed.	Binghamton University's College of Community and Public Affairs provides the appropriate administrative structure for the program. Section 2.3.d of this proposal provides additional details about program governance.
2.2 Faculty Governance: An adequate faculty nucleus—at least five (5) full-time faculty members or their equivalent—will exercise substantial determining influence for the governance and implementation of the program.	See Section 4 of this proposal for a brief description of faculty hiring plans. A more detailed justification can be found in the Academic Business Plan found in the appendices of this proposal.
3.1 Faculty Qualifications: The program's faculty members will be academically or professionally qualified to pursue the program's mission.	See Section 4 of this proposal. All current and to-be-hired faculty will be academically qualified to pursue the program's mission.
3.2 Faculty Diversity: The program will promote equity, diversity, and a climate of inclusiveness through its recruitment, retention, and support of faculty members.	The MPP diversity plan is described in the Academic Business Plan in the appendices of this proposal.
3.3 Research, Scholarship and Service: Program faculty members will produce scholarship and engage in professional and community service activities outside of the university appropriate to the program's mission, stage of their careers, and the expectations of their university.	All MPP program faculty are engaged in research and service that supports the program's mission.
4.1 Student Recruitment: The program will have student recruitment practices appropriate for its mission	Student recruitment is a vital element to the program's success. See Section 2.4 of this proposal and the Student Recruitment section of the Academic Business Plan for details.

Appendix 1 (Continued):

NASPAA Standard	MPP Program Description
4.2 Student Admission: The program will have and apply well-defined admission criteria appropriate for its mission.	The admissions criteria and process are detailed in Section 2.4 of this proposal.
4.3 Support for Students: The program will ensure the availability of support services, such as curriculum advising, internship placement and supervision, career counseling, and job placement assistance to enable students to progress in careers in public service.	Section 2.5 of this proposal details support for students and is identical to the support services provided in the NASPAA-accredited MPA program.
4.4 Student Diversity: The program will promote diversity and a climate of inclusiveness through its recruitment, admissions practices, retention efforts, and student support services.	Program plans to promote and support student diversity are discussed in Section 2.4 of this proposal, and in the Diversity Plan located in the Academic Business plan found in the appendices of this document.
5.1 Universal Required Competencies: As the basis for its curriculum, the program will adopt a set of required competencies determined by its mission and public service values. The required competencies will include five domains: the ability (1) to lead and manage in the public interest (2) to participate in, and contribute to, the policy process; (3) to analyze, synthesize, think critically, solve problems and make evidence informed decisions in a complex and dynamic environment; (4) to articulate, apply, and advance a public service perspective; (5) to communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.	Table 2.3.b of this program proposal maps the program's student learning outcomes to the NASPAA required universal competencies and the proposed core courses for the MPA program.
5.2 Mission-specific Required Competencies: The program will identify core competencies in other domains necessary and appropriate to implement its mission.	There are no mission-specific required competencies in the proposed MPP program.
5.3 Mission-specific Elective Competencies: The program will define its objectives and competencies for optional concentrations and specializations.	There are no mission-specific elective competencies in the proposed MPP program.
5.4 Professional Competencies: The program will ensure that students apply their education, such as through experiential learning and interactions with practitioners across the broad range of public service professions and sectors.	Section 2.3.b details the importance of communication with professional and community stakeholders as part of the core curriculum. The proposed MPP program does not require an internship, but will ensure through experiential learning activities in core courses and the Policy Lab course that students achieve core professional competencies.
6.1 Resource Adequacy: The program will have sufficient funds, physical facilities, and resources in addition to its faculty to pursue its mission, objectives, and continuous improvement.	Section 5 of this program proposal provides a detailed discussion of the resources that are estimated to be required to deliver the MPP program. The Academic Business plan in the appendices also details the total annual funding request for the program
7.1 Communications: The program will provide appropriate and current information about its mission, policies, practices, and accomplishments—including student learning outcomes— sufficient to inform decisions by its stakeholders such as prospective and current students; faculty; employers of current students and graduates; university administrators; alumni; and accrediting agencies.	The Department of Public Administration's leadership, students and faculty have an earned reputation for transparency, accountability and truthfulness. This proposal and the accompanying Academic Business Plan maintains those standards and expectations.

Note. Compiled by the Department of Public Administration, Binghamton University.

Appendix 2: Course Mapping for Student Learning Outcomes

Student Learning Outcome	NASPAA Universal Competency	PUBP 501 Theoretical Foundations of Public Policy	PUBP 502 Policy Research Methods I	PUBP 503 Economics of Public Policy	PUBP 504 Policy Research Methods II	PUBP 505 Public Policy Design and Implementation	PUBP 506 Public Policy Laboratory	PUBP 507 Comparative Public Policy	PUBP 508 Public Policy Analysis	PUBP 509 Advanced Topics in Public Policy
1. Apply and sustain a public service perspective over the entire span of the policy process – from issue identification and problem description to communication of findings and recommendations.	UC1, UC2, UC3, UC4, UC5	•				•	•	•	•	•
a) Working in teams to identify and describe a policy problem, and gather and analyze data over the course of developing, articulating, and implementing policy solutions to enhance public service;	UC1, UC2, UC3, UC5					•	•	•	•	•
b) Collaborating as part of a group to write, design, and produce professional deliverables while demonstrating effective communication skills in oral presentation of improvement plans and policy solutions;	UC1, UC4, UC5					•	•	•	•	•
c) Coordinating collective efforts effectively, adhering to timely completion of task and production of deliverables.	UC1,	•	•	•	•	•	•	•	•	•

Appendix 2 (Continued)

Student Learning Outcome	NASPAA Universal Competency	PUBP 501 Theoretical Foundations of Public Policy	PUBP 502 Policy Research Methods I	PUBP 503 Economics of Public Policy	PUBP 504 Policy Research Methods II	PUBP 505 Public Policy Design and Implementation	PUBP 506 Public Policy Laboratory	PUBP 507 Comparative Public Policy	PUBP 508 Public Policy Analysis	PUBP 509 Advanced Topics in Public Policy
2. Demonstrate the application of analytical and technical skills in the area of policy analysis, formulation, and implementation.	UC2, UC3, UC4, UC5	•		•		•	•	•	•	•
a) Describing the policy problem to be studied;	UC2, UC3,	•		•		•	•	•	•	•
b) Outlining a relevant policy theory that may be used to understand and analyze the problem;	UC2, UC3,	•		•		•				
c) Articulating a theoretical model of relationships among outcome, policy, and control variables;	UC2, UC3,	•		•		•	•	•	•	•
d) Identifying a logic model of the theoretical relationship;	UC2, UC3,	•	•	•	•	•	•	•	•	•
e) Formulating testable hypotheses;	UC2, UC3,		•		•	•	•	•		•
f) Specifying data requirements that would be needed for evidence-based analysis of the policy problem;	UC2, UC3,		•		•		•	•	•	•
g) Conducting a quantitative/qualitative/mixed-methods analytic approach that would be needed for evidence-based analysis of the policy problem, and;	UC2, UC3,		•		•		•	•	•	
h) Communicating the findings of such an analysis and recommendations to professional practitioner audiences	UC4, UC5		•		•		•	•	•	•

Appendix 2 (Continued)

Student Learning Outcome	NASPAA Universal Competency	PUBP 501 Theoretical Foundations of Public Policy	PUBP 502 Policy Research Methods I	PUBP 503 Economics of Public Policy	PUBP 504 Policy Research Methods II	PUBP 505 Public Policy Design and Implementation	PUBP 506 Public Policy Laboratory	PUBP 507 Comparative Public Policy	PUBP 508 Public Policy Analysis	PUBP 509 Advanced Topics in Public Policy
3. Effectively communicate with professional practitioner audiences locally and globally regarding various aspects, stages, and demands of the policy process.	UC1, UC2, UC4, UC5			•			•	•	•	•
a) Synthesizing academic research in concise, jargon-free, and action-oriented formats;	UC1, UC2, UC4, UC5	•		•			•	•	•	•
b) Preparing reports and recommendations appropriate to relevant political and policy actors who are in positions to promote the target policy solutions and improvement plans;	UC1, UC2, UC4, UC5						•	•	•	•
c) Demonstrating appreciation for regional, national and local circumstances of the adoption and implementation of various public policies, in addition to a more global perspective;	UC1, UC2, UC4, UC5	•		•		•	•	•	•	•
d) Employing data visualization techniques in the form of charts, graphs, and other means to help enhance the effectiveness of illustrating key, important aspects of the policy issue or proposed solutions.	UC1, UC2, UC4, UC5		•		•	•	•	•	•	•

Note. Compiled by the Department of Public Administration, Binghamton University.

Appendix 3: Syllabi of Proposed MPP Courses

Appendix 3.1: PUBP 501 Theoretical Foundations of Public Policy

Course Information

Instruction Format: Online Asynchronous		
Instructor Information		
Instructor: TBD	**Email: TBD**	

General Information

Course Description:

This is an online asynchronous course on the theoretical foundations of public policy. Having a broad – system level – understanding of public policy is a core requirement in any administration, policy, or political science graduate-level curriculum. This class is designed to provide a broad introduction to the theories (termed, frameworks in the field) of policymaking and to various analytical tools used for its study. Public policy may be approached in several distinct ways with unique empirical approaches. In the broadest sense, it is the study of "who gets what, when, why, and how," and so is focused on questions of distribution. More narrowly, it may focus on specific policy issues with which people are concerned at some times: health care, the environment, and so forth. It may also be focused on specific theories, frameworks and approaches. Put differently, this is a class designed to give you an understanding of the larger theoretical understandings in public policy research so that you may make conscientious and informed recommendations as a future policy practitioner.

This is an online seminar—not a lecture. You are expected to critically read, analyze and discuss these readings each week. There can be no free-riders in this class. Your insights and analysis will be key to the success of the class. You will be expected to carefully read the required texts and be prepared to discuss the importance of the readings to public policy scholarship and your own interests. Since public policy research deals with timely and dynamic topics, it is appropriate to think of how the academic research on public policy relates to current events at the federal, state and international level.

The objectives of the course are as follows: to understand and be able to utilize key theories defining public policy theory and analysis; recognize strengths and weaknesses in this research; answer what is unique about public policy research and what other subfields can learn from this research; and develop a research design to answer a key question in public policy research. In addition, the following MPP Student Learning Objectives will be assessed in this course.

1. Work effectively as part of a team to develop, apply, and communicate policies and regulations, broadly defined.
2. Demonstrate the application of analytical and technical skills in the area of policy analysis, formulation, and implementation.
a) Describing the policy problem to be studied;
b) Outlining a relevant policy theory that may be used to understand and analyze the problem;
c) Articulating a theoretical model of relationships among outcome, policy, and control variables;
d) Identifying a logic model of the theoretical relationship;
3. Effectively communicate with professional practitioner audiences locally and globally regarding various aspects, stages, and demands of the policy process.
       a) Synthesizing academic research in concise, jargon-free, and action-oriented formats;
       c) Demonstrating appreciation for regional, national and local circumstances of the adoption and implementation of various public policies, in addition to a more global perspective;

Grading*

A 93-100	B 83-86.99	C 73-76.99
A- 90-92.99	B- 80-82.99	C- 70-72.99
B+ 87-98.99	C+ 77-79.99	F < 70

* A letter grade of 'A' is the highest grade that you can receive in this course.

Evaluation

Participation (15%): Students are expected to actively participate in the course each week.

Discussion Leader / Guiding Questions (15%): Students will be paired to serve as online discussion leader for one week during the semester. Students should reflect on key questions that come up in the week's readings and possible applications of findings in public administration/policy.

Response Papers (10% each): In addition to serving as online discussion leader, students will also write response papers. Response papers should be 1,000-1,200 words (about two full pages), typed in Times New Roman size 12 font, single-spaced. A template is available on Brightspace.

Students should briefly highlight main themes or questions of the readings. The response papers can (and should) discuss theories and methodological techniques of the readings; discuss strength and weaknesses of theories, hypotheses, and research methods; discuss what implications exist for public administrators; and potential questions that you have after engaging with the research.

Students must email their response papers to the instructor no later than 12:00 pm on Tuesday. Response papers are graded on a check plus (100%), check (90%), check minus (80%) system. Response papers that are late are not eligible for grade higher than check minus.

Final Project (40%): Students must select one of the two options below for a final project.

Option A – Practice Policy Analysis: Students will write a draft policy analysis for a final project in this class. Students can select a policy at any level of government and any substantive policy of the student's interest. You will complete a conceptual framework paper that combines policy theory, research design and methods, and public service perspectives to analyze a real-world policy problem of your choice.

The conceptual framework will: 1) describe the policy problem to be studied; 2) outline the policy theory (e.g., one of the theories coved in the W&S text) that may be used to understand and analyze the problem; 3) discuss a theoretical model of relationships among outcome, policy, and control variables; 4) present a schematic or logic model of the theoretical relationship; 5) state testable hypotheses; 6) within reason, describe and conduct a quantitative/qualitative/mixed-methods analytic approach and data requirements that would be needed for evidence-based analysis of the policy problem, and; 7) discuss the findings of such an analysis to the appropriate lay audience (e.g., state legislative committee, non-profit advisory board, local community leaders, etc.).

With respect to research design/methods, students must make an effort to produce the most complete set of evaluation possible. If a student decided to conduct a case study, they need to take a stab at writing a competent case study. If a student wishes to collect observational data (e.g., a 50-state analysis of a particular policy), they should attempt to collect that data and visualize the data in the report. If a student decides on a design that cannot be feasibly run in the semester (e.g., a survey of administrators), they should present a draft of the proposed study (e.g., draft survey questions) and then must walk through expected implications given various findings.

Evaluations should be at least 5,500 words for quantitative papers and at least 6,000 words for qualitative papers – including references, 1.5 spacing, Times New Roman fount, size 12. Please use APA author—date citations. At least 50% of references must come from academic sources (e.g., university press books or peer-reviewed academic journals).

Please note: If you turn in final project that is 1,000 words below the required word count, you are ineligible to receive a final grade higher than the percentage missing – for example, a student who turns in a 3,000-word qualitative analysis will receive no higher than a 50% on the final project grade.

Option B – Research Paper: With instructor permission, students may instead choose to write a research paper that most effectively analyze a public policy question related to your research. The paper should provide: 1) a carefully developed research design and; 2) at least a base-line, first-cut, evaluation of your research question. Either via a qualitative or quantitative analysis.

Papers must be of article length (between 7,000 – 10,000 words including references), 1.5 spacing, Times New Roman fount, size 12. Please use APA author—date citations. Please note, that I will evaluate your paper at least in part based on your ability to carry out the project in the real world. You cannot simply write that you are going to randomize an intervention that would be impossible, for all intents and purposes, for you to carry out.

Final Project Presentation (10%): Students will prepare a 10 minute (~5 slide) presentation of their evaluation project and findings and share them with the class on the last week of the semester.

Course Materials
Required Text
Theories of the Policy Process. Fourth Edition. 2016. Christopher M. Weible and Paul A. Sabatier (eds.). Taylor & Francis Group.

Other readings (book chapters, journal articles) will be made available on the course site.

Normal Class Policies

Incomplete Grades I do not expect to hand out a grade of "Incomplete" to any student in this course. However, a grade of "Incomplete" will only be given if there is an agreement between the instructor and the student prior to the end of the semester. The instructor reserves the right to determine a legitimate reason for assigning an incomplete grade.

Email Policy Please avoid emailing the instructor with questions that can be answered by reading the syllabus. The instructor will not reply to such emails. This document contains information on how your grade is calculated and what is covered each week during the semester.

Plagiarism Any form of cheating will NOT be tolerated. If you are caught plagiarizing any written work you will receive an automatic zero on the assignment and will be reported to the university in accordance with Binghamton policy. Plagiarism is defined as: handing in a paper you did not write, attempting to pass off someone else's work as your own,

or using your own ideas, information, or phraseology of other writers without giving proper credit in your text. Self-plagiarism – handing the same written assignment for multiple courses – is also prohibited. See the university honor code details below for more information.

Binghamton's Academic Honor Code The academic honor system of Binghamton University is based on the premise that each student has the responsibility: (1) To uphold the highest standards of academic integrity in the student's own work. (2) To refuse to tolerate violations of academic integrity in the University community, and (3) To foster a high sense of integrity and social responsibility on the part of the University community."

I expect students to bring possible violations of the honor code to my attention as soon as possible, so that the violation may be resolved. Violations included, but are not limited to, plagiarism of work, assisting a student in obtaining unauthorized information for an assignment, project or test. A complete list of violations can be found in Binghamton's University Bulletin.

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Room 119, University Union, Binghamton University
Phone: 607-777-2686 (Voice, TTY)
Fax: 607-777-6893
Email: ssd@binghamton.edu
https://www.binghamton.edu/ssd/index.html

Course Schedule

This syllabus is subject to change as necessary over the course of the semester. Regularly check Brightspace and your e-mail for updates on any changes.

Week 1: Introduction: Public Policy Research & The Garbage Can Model
Readings: The Scope and Focus of Policy Process Research and Theory. Sabatier and Weible Text.

Week 2: Rational Policymaking? Incrementalism, the Stages Model
Readings: Zahariadis, Nikolaos. "Ambiguity and Multiple Streams," Chapter 1, Sabatier and Weible Text.

Week 3: The Advocacy Coalition Approach, IAD Framework, and Punctuated Equilibrium
Readings: Weible, Christopher and Paul Sabatier. "The Advocacy Coalition Framework: Foundations, Evolution and Ongoing Research." in Sabatier and Weible text.

Week 4: New-er Policy Theories
Readings: McBeth, Mark K., Michael D. Jones and Elizabeth A. Shanahan. "The Narrative Policy Framework." Sabatier and Weible text.

Week 5: Comparing Policy Theories
Readings: Cairney, Paul and Tanya Heikkila. "A Comparison of Theories of the Policy Process." In Sabatier and Weible text.

Week 6: Innovation and Diffusion Models
Readings: Cairney, Paul and Tanya Heikkila. "A Comparison of Theories of the Policy Process." In Sabatier and Weible text.

Week 7: Policy Design and Defining Policy Targets
Readings: Schneider, Anne L, Helen Ingram, and Peter deLeon. "Democratic Policy Design: Social Construction of Target Populations." In Sabatier and Weible text.

Week 8: Path Dependence and Policy Feedback
Readings:
Pierson, Paul. 2000. "Increasing Returns, Path Dependence and the Study of Politics." American Political Science Review 94: 251-267.
Mettler, Suzanne and Mallory SoRell. "Policy Feedback Theory." In Sabatier and Weible text.

Week 9: Implementation
Saetren, Harald. 2005. Facts and Myths about Research on Public Policy Implementation: Out of Fashion, Allegedly Dead, But Will Very Much Alive and Relevant. Policy Studies Journal 33:599-582

Week 10: Peer Review Day

Week 11: Federalism
Readings: Nugent, John. 2009, "State Implementation of Federal Policy as a Safeguard of Federalism." Chapter 5 In Safeguarding Federalism. Norman: University of Oklahoma Press.Week

Week 12: Policy Networks

Readings: Schneider Mark et al. 2003. "Building Consensual Institutions: Networks and the National Estuary Program." American Journal of Political Science 47: 143-158.

Week 13: Policy and Public Opinion
Readings: Soroka, Stuart N. and Christopher Wlezien. 2005. "Opinion-Policy Dynamics: Public Preferences and Public Expenditures in the United Kingdom." British Journal of Political Science 35: 665-89.

Week 14: Final Project Presentations

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Appendix 3.2: PUBP 502 Policy Research Methods I
Course Information
Instruction Format: Online Asynchronous
Instructor Information
Instructor: TBD   **Email: TBD**

General Information
Description
This is an online asynchronous course in public policy research methods. It is the first of a two sequence-course in research methods for public policy. Discourse within public policy is filled with references to data and statistics. This course will help students understand how those data are produced and how to evaluate their validity. Specifically, students will learn to develop research questions, generate hypotheses, evaluate experiments and observational studies, measure variables, and perform statistical tests. In so doing, students will see how social scientists develop and test theories to explain phenomena. With these newly acquired skills, students will be better able to evaluate research they encounter in their professional and day-to-day lives. Additionally, the goal is to prepare students for the in-depth research and critical thinking skills needed in their future coursework.

By the end of the semester students will be able to:

1. Have an understanding of key considerations in research design in the social sciences/econometrics.
2. Have a competent understanding of experimental design
3. Have a competent understanding of observational and quasi-experimental designs
4. Identify potential measurement error and validity concerns at a pre-analysis stage of an applied research project
5. Develop an intermediate level understand of statistical methods including descriptive statistics, multivariate statistics, hypothesis testing, and ANOVA.

Grading*

A 93-100	B 83-86.99	C 73-76.99
A- 90-92.99	B- 80-82.99	C- 70-72.99
B+ 87-98.99	C+ 77-79.99	F < 70

* A letter grade of 'A' is the highest grade that you can receive in this course.

Evaluation

Class Engagement (20%) Students are expected to actively engaged in this online course throughout the semester. I encourage you to email the instructor and ask questions–especially when material is unclear.

Assignments & Problem Sets (30%) You can only learn statistics by doing statistics.
Homework assignments will consist of analytical problems, computer simulations, and data analyses. We will have ten graded homework assignments over the semester. Each assignment will count towards three percent of your final grade in the class. Homework assignments will be made available online each week. You are expected to "show your work" for all computational problems assigned in homework. I expect you to properly write up your homework (full sentences, grammar checked), to include all relevant details.

Midterm (25%) & Final (25%) This class will have both a midterm and a final exam. Both exams will be reasonably short and are designed to test your understanding your of key class concepts. The midterm will cover core elements of research design and the final exam will cover elementary and intermediate statistical methods.

Course Materials

Required Text
King, Gary, Robert O. Keohane, and Sidney Verba. (1994) *Designing Social Inquiry: scientific Inference in Qualitative Research*. Princeton University Press.
Note: abbreviated KKV in cause schedule.

Shadish, William, R., Thomas D. Cook, and Donald T. Campbell. (2002) *Experiments and Quasi-Experimental Designs for Generalized Causal Inference*. Cengage.
Note: abbreviated SCC in cause schedule.

Wonnacott, Thomas H., and Ronald J. Wonnacott. (1990) *Introductory Statistics 5th Edition*. Wiley.
Note: abbreviated W&W in cause schedule.

Electronic copies of the textbook are available and can be used in this class.

This book should be available for purchase in the campus bookstore, Amazon.com and Chegg.com, among other sites.

Other readings (book chapters, journal articles) will be made available on the course site.

Class Policies

Incomplete Grades I do not expect to hand out a grade of "Incomplete" to any student in this course. However, a grade of "Incomplete" will only be given if there is an agreement between the instructor and the student prior to the end of the semester. The instructor reserves the right to determine a legitimate reason for assigning an incomplete grade.

Email Policy Please avoid emailing the instructor with questions that can be answered by reading the syllabus. The instructor will not reply to such emails. This document contains information on how your grade is calculated and what is covered each day in class.

Plagiarism Any form of cheating will NOT be tolerated. If you are caught plagiarizing any written work you will receive an automatic zero on the assignment and will be reported to the university in accordance with Binghamton policy. Plagiarism is defined as: handing in a paper you did not write, attempting to pass off someone else's work as your own, or using your own ideas, information, or phraseology of other writers without giving proper credit in your text. Self-plagiarism – handing the same written assignment for multiple courses – is also prohibited. See the university honor code details below for more information.

A Note on Artificial Intelligence (e.g., ChatGPT) Any work written, developed, created, or inspired by artificial intelligence (AI) is considered plagiarism and will not be tolerated. While the ever-changing new developments with AI will find their place in our workforces and personal lives, in the realm of education and learning, this kind of technology does not belong. This is because the use of AI robs us all of the opportunity to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. In a nutshell, college is a place for learning, and this class is specifically a space for learning how to improve logical reasoning and communication skills. AI simply cannot do that learning for us.

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Course Schedule

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Week	Topic	Reading	Assignments (Due the following class)
Week 1	Designing Social Inquiry I	KKV chs 1-3	
Week 2	Designing Social Inquiry II	KKV chs 4-6 SCC ch 1	HW 1
Week 3	Validity	SCC chs 2-3	
Week 4	Measurement	W&W ch 1	HW 2
Week 5	Causal Inference	SCC ch 11	
Week 6	Randomized Experiments	SCC ch 8 & 10	HW 3
Week 7	Observational Studies	SCC ch 12	HW 4
Week 8	Quasi-Experimental Designs	SCC 4-5	
Week 9	**Midterm**		
Week 10	Descriptive Statistics	W&W ch 2	HW 5
Week 11	Probability Theory	W&W chs 3-4	HW 6
Week 12	Sampling & Point Estimation	W&W chs 6-7	HW 7
Week 13	Confidence Intervals & Hypothesis Testing	W&W chs 8-9	HW 8
Week 14	**Final Exam**		

Appendix 3.3: PUBP 503 Economics of Public Policy

Course Information

Instruction Format: Online Asynchronous

Instructor Information

Instructor	Email	
TBD		

General Information
Description
This is an online asynchronous course in the economics of public policy. This course serves as an introductory seminar to build students' foundational knowledge of economics as it relates to public policy. In other words, public policy practitioners frequently use frameworks in economic theory to better understand the world around them and make policy recommendations. In this class you will work to build fluency in elementary and intermediate economic concepts that you will need to engage with future work in public policy – both within the degree program as well as your future career.

By the end of this course, students will be able to do the following:
- Have a comprehensive understanding of the frameworks and principles used in microeconomics, public economics, and behavioral economics.
- Be able to explain social and public service phenomenon using an economics framework.
- Understand how individuals – and groups – may respond to costs and incentives.
- Understand the basic principles underlying the free-market, understand when these assumptions create inefficiencies, and knowing how government intervention may, or may not, resolve these inefficiencies.
- Be able to evaluate the short and long-term impacts of public sector policy decisions.
- Be able to propose and evaluate public sector policies.

Programmatic student learning outcomes that this course will address include:
1.c) Coordinating collective efforts effectively, adhering to timely completion of task and production of deliverables;
2. Demonstrate the application of analytical and technical skills in the area of policy analysis, formulation, and implementation.
    a) Describing the policy problem to be studied;
    b) Outlining a relevant policy theory that may be used to understand and analyze the problem;
    c) Articulating a theoretical model of relationships among outcome, policy, and control variables;
    d) Identifying a logic model of the theoretical relationship;
3. Effectively communicate with professional practitioner audiences locally and globally regarding various aspects, stages, and demands of the policy process.
    a) Synthesizing academic research in concise, jargon-free, and action-oriented formats;
    c) Demonstrating appreciation for regional, national and local circumstances of the adoption and implementation of various public policies, in addition to a more global perspective;

Grading*

A 93-100	B 83-86.99	C 73-76.99
A- 90-92.99	B- 80-82.99	C- 70-72.99
B+ 87-98.99	C+ 77-79.99	F < 70

* A letter grade of 'A' is the highest grade that you can receive in this course.

Evaluation

Participation (15%): Students are expected to actively participate in the online course each week. Participation will be evaluated by students' actively engaging in lecture, providing thoughtful comments/questions, and evidence of careful reading of assigned materials. Students who do not participate will receive no higher than a 'C-' (70%) on this benchmark.

Reading Quizzes (10%): Reading quizzes will be available each week in brightspace. The quizzes will cover basic conceptual questions on exploring the topics and themes of weekly readings. Quizzes will be multiple choice. The instructor will drop the lowest quiz score at the end of the semester.

Practice Economic Case Studies (15% each): Students will be assigned and submit three policy white papers over the course of the semester – one for each unit of the course. Students will be provided a list of topics on Brightspace the week prior to the due date. Students will submit a white paper at the start of the next class using the themes covered in the unit to explain/analyze their chosen topic. White papers should be 2,000 words (roughly, three single spaced pages), single spaced, Times New Roman, size 12 font.

Final Exam Policy Brief (30%): Students will take a final exam where they will write and submit a policy brief. Students will be provided three policy vignettes describing a problem or inefficiency in policy making. Students will select one question and author an evaluation and response to the question using the reading and tools covered throughout the course. The exam is open book, open note, and students may use resources outside of the class to assist with complete their exam. Please respond using word processing software in single spaced, Times New Roman, size 12 font. Responses will be emailed to the professor at the end of the examination window.

Course Materials
Our class is built around one, open source, textbook designed to introduce economics to non-majors. Additionally I am asking you to purchase two books for the class, remaining chapters from other books and papers published in scientific journals, which will be posted to Brightspace.

Required Texts
    I.   The CORE Team (2019). **Economy, Society, and Public Policy**. https://www.core-econ.org/espp/.
        a.   **Note:** Abbreviated as ESPP in the course schedule.

    II.   Thaler, Richard H., and Cass R. Sunstein. (2009) **Nudge: Improving decisions about health, wealth, and happiness**. Penguin.
    III. Franko, William W., and Christopher Witko. (2018) **The new economic populism: How states respond to economic inequality**. Oxford University Press.

Other readings (book chapters, journal articles) will be made available on the course site.

Class Policies

Incomplete Grades I do not expect to hand out a grade of "Incomplete" to any student in this course. However, a grade of "Incomplete" will only be given if there is an agreement between the instructor and the student prior to the end of the semester. The instructor reserves the right to determine a legitimate reason for assigning an incomplete grade.

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Course Schedule

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Week	Topic	Reading
Week 1	Introduction: Public Policy in Capitalist Societies	**ESPP CH1**
Week 2	Social Interactions & Economic Outcomes I	**ESPP CH2**
Week 3	Social Interactions & Economic Outcomes II	Kahneman, Daniel. and Tversky, Amos., 1984. Choices, values, and frames. *American psychologist*, 39(4), p.341.
Week 4	Nudging	**Nudge: Improving Decisions about, Health Wealth, and Happiness**
Week 5	Public Policy for Fairness & Efficiency	**ESPP CH3** Miller, Grant. 2008. 'Women's suffrage, political responsiveness, and child survival in American history'. *The Quarterly Journal of Economics* 123 (3): pp. 1287–1327.
Week 6	Work, Wellbeing, & Scarcity	**ESPP CH4**
Week 7	Institutions, Power, & Inequality	**ESPP CH5** Raychaudhuri, Ajitava. 2004. *Lessons from the Land Reform Movement in West Bengal*, India. Washington, DC: World Bank.
Week 8	Firms: Employees, Managers, & Owners	**ESPP CH6** Mason, Colin, & Ross Brown 2013. Creating good public policy to support high-growth firms. *Small business economics*, 40(2), 211-225.
Week 9	Firms & Markets	**ESPP CH7** Shum, Matthew. 2004. 'Does Advertising Overcome Brand Loyalty? Evidence from the Breakfast-Cereals Market'. *Journal of Economics & Management Strategy* 13 (2): pp. 241–72.
Week 10	The Labor Market	**ESPP CH8** Hirsch, Barry T. 2008. 'Sluggish institutions in a dynamic world: Can unions and industrial competition coexist?' *Journal of Economic Perspectives* 22 (1) (February): pp. 153–76.

Week	Topic	Reading
Week 11	Fiscal Policy & Banking	**ESPP CH10** Aliber, Robert Z., and Charles P. Kindleberger. 2015. *Manias, panics, and crashes: A history of financial crises*. Basingstoke: Palgrave Macmillan, CHs: 1,2, & 10
Week 12	When Markets Can Fail	**ESPP CH11** Marcel Fafchamps and Bart Minten. 1999. 'Relationships and Traders in Madagascar'. *Journal of Development Studies* 35 (6) (August): pp. 1–35.
Week 13	Governments & Markets in Democratic Society I	**ESPP CH12** Shleifer, Andrei. 1998. 'State versus private ownership'. *Journal of Economic Perspectives* 12 (4): pp. 133–50.
Week 14	Governments & Markets in Democratic Society II	Franko, William W., and Christopher Witko. 2018. *The new economic populism: How states respond to economic inequality*. Oxford University Press.

Appendix 3.4: PUBP 504 Policy Research Methods II

Course Information
Instruction Format: Online Asynchronous
Instructor Information
Instructor: TBD   **Email: TBD**

General Information

Description
This is the second of a two-course-sequence asynchronous online course in public policy research methods. Today, quantitative analysis – and data science in general – is a form of power. It has been used to underline expose injustice, rectify inequities, improve health outcomes, and identify corruption. But it has also been used to discriminate, police, and surveil. This course will introduce elementary and intermediate statistical methods with respect to linear (regression) and non-linear (maximum likelihood estimation) modeling from an econometrics perspective. Models covered in this course include those designed for binary, nominal, ordinal, count, and bounded and unbounded continuous outcome variables. We will discuss likelihood theory, computational issues, estimation and statistical inference, model diagnostics and robustness checks, and the interpretation and effective presentation of results.

By the end of the semester students will be able to:
1. Select analytical methods appropriate to a specific research-informed question they have defined based on available data.
2. Conduct, interpret, and report both the statistical and substantive results of analytical methods in a way that is easy for readers to understand and interpret.
3. Explain the rationale behind model building decisions and how they correspond with a specific research question(s), with a logical fit between questions and model building rationale.
4. Make choices about models that best fit their data, including providing evidence for why a particular model has been chosen and how well the model fits the data.
5. Utilize beneficial general data analytic habits, from building replicable syntax/code, to logical model building, to model checking, to analytical documentation.
6. Have an intermediate understanding of multiple regression
7. Have an intermediate understanding of maximum likelihood estimation

Grading*

A 93-100	B 83-86.99	C 73-76.99
A- 90-92.99	B- 80-82.99	C- 70-72.99
B+ 87-98.99	C+ 77-79.99	F < 70

* A letter grade of 'A' is the highest grade that you can receive in this course.

Evaluation

Class Engagement (20%) Students are expected to be actively engaged in the course throughout the semester. I encourage you to ask the instructor questions by email–especially when material is unclear.

Assignments & Problem Sets (30%) You can only learn statistics by doing statistics.Homework assignments will consist of analytical problems, computer simulations, and data analyses. We will have ten graded homework assignments over the semester. Each assignment will count towards three percent of your final grade in the class. Homework assignments

will be made available in Brightspace each week. Please email your (documented) R code as a separate text file. All homeworks must be typed. We expect you to properly write up your homework (full sentences, grammar checked), to include all relevant details, and to create tables and graphs that are close to publication quality. You will only receive points for things that you include in your write-up (i.e., you will not receive any points for results hidden in your R code), so you need to make sure that your write-up is both complete and intelligible.

Midterm (20%) & Final (30%) This class will have both a midterm and a final exam. Both exams will be reasonably short and are designed to test your understanding your knowledge of theoretical, computational, diagnostic, and programing abilities of concepts covered in class. The midterm exam will cover multiple regression. The final exam will cover both multiple regression and maximum likelihood estimation.

Course Materials

Required Text
Long, J. Scott, (1997) *Regression Models for Categorical and Limited Dependent Variables*. Sage.
Wooldridge, Jeffery M., (2006) *Introductory Econometrics: A Modern Approach* 3rd Edition. Thomson south-Western.
Electronic copies of the textbook are available and can be used in this class.
This book should be available for purchase in the campus bookstore, Amazon.com and Chegg.com, among other sites.

Other readings (book chapters, journal articles) will be made available on the course site.

Software
The official statistical software for this course is R, an open-source statistical computing language that is widely used in statistics and very popular among social science methodologists. R is free; you can download it from http://www.r-project.org/. I suggest that you use R in conjunction with an integrated development environment called RStudio; RStudio is also free and can be downloaded from http://www.rstudio.org/. Both Rand RStudio are available for Windows, OS X, and Linux. Alternatively, you might want to use R in conjunction with an external editor such as WinEdt for Windows or TextWrangler for OS X.

If you are already well versed in another statistical package such as MATLAB or Stata you can use it instead at your own risk, but we won't provide any support for it whatsoever. Please note that you are responsible for completing the homework assignments irrespective of whether the software package you chose has the requisite capabilities or not. In short, you really should use R unless you know exactly what you are getting into.

Class Policies

Incomplete Grades I do not expect to hand out a grade of "Incomplete" to any student in this course. However, a grade of "Incomplete" will only be given if there is an agreement between the instructor and the student prior to the end of the semester. The instructor reserves the right to determine a legitimate reason for assigning an incomplete grade.

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Course Schedule

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Week	Topic	Reading
Week 1	Review of Statistical Methods: From mean to correlation	Long Ch1
Week 2	Bivariate Regression – The Logic of Regression	Long 2.1-2.3 Wooldridge Ch2
Week 3	Multiple Regression – Estimation & Inference	Wooldridge Chs 3 & 4
Week 4	Multiple Regression – Categorical and Dummy Variables	Wooldridge Ch 7
Week 5	Multiple Regression – Asymptotic and extensions	Wooldridge Chs 5 & 6
Week 6	Multiple Regression – Heteroskedasticity & Specification Error	Wooldridge Chs 8 & 9
Week 7	**Midterm**	
Week 8	Linear Probability Models Intro. to MLE	Long 20-33 & 53-61
Week 9	Logit & Probit	Long 34-53 & 61-84 Allison (2003)
Week 10	Simulating quantities of interest in MLE	Mood (2010) King, Tomz, & Wittenburg (2000) Hanmer & Kalkan (2013)
Week 11	Hypothesis testing, scobit, penalized logistic regression, finite sample bias	Long 85-113 Buse (1982) Nagler (1994) Rainey (2016)
Week 12	Beta regression, ordered logit, ordered probit Multinomial Logit	Poalino (2001) Long 114-147 Long 148-186
Week 13	Count Models: Poisson & Negative Binomial Regression	Long 217-250
Week 14	**Final Exam**	

Appendix 3.5: PUBP 505 Public Policy Design and Implementation

Instructor: TBD
Instruction Format: Online Asynchronous

Course Description
This is an online asynchronous course in public policy design and implementation. This graduate course is designed to give students a basic understanding of public policy design and implementation in a variety of contexts and domains. The course examines the tools for identifying public policy problems and goes further to explain different analytical frameworks for designing effective solutions to policy problems. Finally, the course discusses the critical challenges that affect effective implementation of policies and considers strategies to enhance the implementation of policies to improve the public good.

 Course Objectives
Students will achieve the following learning objectives:
1. Identify the basic concepts, processes, and techniques of policy design and implementation.
2. Become familiar with different ways of defining policy problems and understand the creation and use of valid operational definitions in policy design and implementation.
4. Explain relevant public policy theories that aid understanding and analysis of policy design and implementation.
5. Apply the concepts and techniques of policy design and implementation to complex real-world problems in
various settings, including local, state, and federal governments in the United States and other countries.
6. Demonstrate competency in policy design and implementation through clear and effective oral and written communication of findings.
7. Apply course content to specific local community needs through community engagement and reflection on a public policy design and implementation scenario.

In addition, this course will achieve programmatic student learning outcomes that include:
"1.c) Coordinating collective efforts effectively, adhering to timely completion of task and production of deliverables;
2. Demonstrating the application of analytical and technical skills in the area of policy analysis, formulation, and implementation.
a) Describing the policy problem to be studied;
b) Outlining a relevant policy theory that may be used to understand and analyze the problem;
c) Articulating a theoretical model of relationships among outcome, policy, and control variables;
d) Identifying a logic model of the theoretical relationship;
3. Effectively communicate with professional practitioner audiences locally and globally regarding various aspects, stages, and demands of the policy process.
a) Synthesizing academic research in concise, jargon-free, and action-oriented formats;
c) Demonstrating appreciation for regional, national and local circumstances of the adoption and implementation of various public policies, in addition to a more global perspective".

Credit Hours and Course Expectations
This course is a 4-credit semester-long online graduate seminar. It combines online lectures and discussions and requires additional time for completing assigned readings, studying for quizzes and an examination, preparing policy briefs and papers, and carrying out other course-related tasks. Plan accordingly and maintain a manageable workload throughout the semester.

Textbook and Additional Course Materials
The required textbooks are:

(1) *Routledge Handbook of Policy Design* (2020), First Edition, Edited By Michael Howlett and Ishani Mukherjee, New York, NY, Routledge. This textbook is available at the university bookstore.
(2) *Implementing Public Policy: An Introduction to the Study of Operational Governance* (2022), Fourth Edition, By Michael Hill and Peter Hupe. SAGE Publications Ltd.

Course Management System
Brightspace is the University's course management system. You can access course materials, class news items, assignments, projects, quizzes, course grades, and other course-related information at the course website in Brightspace. You should regularly monitor the course website for information. Also, you must submit completed assignments and projects using Brightspace – importantly, this course management system uses a plagiarism prevention tool to check all student submissions for originality of work. All students must be familiar with the use of Brightspace for checking course information and submitting completed assignments and projects. If you are facing difficulties in navigating and using the learning tools in Brightspace, contact the Information Technology Services online help desk at: helpdesk@binghamton.edu

E-mail Communication and Response Time
You may contact the course instructor at any time via email. The instructor commits to answering all emails within 24 hours from the time a student first transmits the email, unless there is an emergency that prevents the instructor from responding to an email within the 24-hour time frame. At times, the instructor will send out a mass email about an assignment, project, or other component of the course via your Binghamton University email account, therefore you should check the account frequently.

Participation
Active participation in this online course is encouraged. Active engagement in discussions with colleagues and the instructor is important for deepening comprehension and enhancing retention. You should engage in intelligent discussion of course material in a manner that upholds professionalism and accommodates the views of others. Online class attendance and participation together account for 10 percent of your course grade.

Comprehension Quizzes
Each week you will complete a comprehension quiz based on reading assignments for the week. The quiz is available in Brightspace and must be completed each week by Wednesday at 1:00 p.m. You will complete 8 comprehension quizzes throughout the semester. Comprehension quizzes make up 10 percent of the course grade.

Assignments
Assignments will focus on critical problem-solving scenarios in policy design and implementation and will cover issues in local, state, and national governments as well as non-profit organizations. Detailed instructions for completing each assignment will be available in Brightspace. You should begin working on assignments after the material is presented online during the week. Assignments are due in Brightspace one week after the materials is available online; specifically, on Tuesday at 11.59 p.m. Over the course of the semester, you will complete 7 assignments, and these together represent 20 percent of your course grade.

Public Policy Design and Implementation Skills Test
The policy design and implementation skills test is scheduled for ###. It will cover all analytical concepts and techniques of policy design and implementation discussed in class prior to the exam and must be completed online and submitted in Brightspace within the specified time. More information on the structure and content of the exam will be provided during the semester. The policy design and implementation skills test represents 20 percent of your course grade.

Conceptual Framework Project

You will complete a conceptual framework paper that combines policy theory, research design and methods, and public service perspectives to analyze a real-world problem of your choice relating to policy design and implementation. The conceptual framework will describe the policy problem to be studied, outline the policy theory that may be used to understand and analyze the problem, discuss a quantitative model of relationships among outcome, policy, and control variables, and state hypotheses. It will also present a schematic or logic model and explain a mixed method (quantitative and qualitative) analytic approach and data requirements that would be needed for evidence-based analysis of the policy design and implementation problem. Presentations of students' conceptual framework papers will be presented in a shared folder in Brightspace to be accessible to all students in the class. The conceptual framework paper is due on Tuesday, ### at 11:59 p.m. The framework paper makes up 20 percent of your course grade.

Consulting Group Project (Policy Analysis Case)
The consulting group project gives you the opportunity to work in a small team and complete a policy options paper that addresses a complex public policy problem related to policy design and implementation. The project covers the core elements of a policy options paper, namely: defining the policy problem; specifying evaluation criteria; identifying a range of alternatives; analyzing policy alternatives using evaluation criteria; displaying and selecting among policy alternatives; and monitoring outcomes related to policy design and implementation. The consulting group project accounts for 20 percent of the course grade. Group presentations of student projects will be uploaded to a shared folder in Brightspace to be accessible to all students. The consulting group paper is due in Brightspace on ###.

Grading Policy
Your final course grade will consist of the following percentage point indicators of academic performance, which all add up to 100 percent:

- Comprehension Quizzes   10
- Attendance and Participation   10
- Assignments   20
- Policy Design and Implementation Skills Test   20
- Conceptual Framework Project   20
- Consulting Group Project   20

The course grade is structured as follows:

A	94.0 – 100	B+	87.0 – 89.9	C+	77.0 – 79.9	D	60.0 – 69.9
A-	90.0 – 93.9	B	84.0 – 86.9	C	74.0 – 76.9	F	< 60.0
		B-	80.0 – 83.9	C-	70.0 – 73.9		

Late submission and make-up policy
Quizzes, assignments, and projects are due on the dates and times specified – no late submission will be accepted. However, a make-up exam will be arranged for the policy design and implementation skills test if there is a documented emergency such as severe illness, death of an immediate family member, or a situation of similar magnitude.

Incomplete
The instructor will not award an Incomplete for the course without explicit medical or university certification showing that a student is unable to complete the course due to circumstances beyond their control which occurred after the last day to withdraw from the course, and only if the student was passing the course (with grade B or better) up until that time. An Incomplete cannot be used to circumvent an unsatisfactory grade. Workplace demands or heavy workloads from other courses are not sufficient grounds for an Incomplete.

Students with Disabilities

If you need accommodation for a disability, you should notify the course instructor by the second week of class. Also, you are encouraged to contact the Services for Students with Disabilities (SSD) unit of the university at ssd@binghamton.edu or reach them by phone at 607-777-2686. The SSD unit is located at University Union 119. It makes formal recommendations concerning necessary accommodation and treats as confidential all information about students' disabilities.

Academic Honesty & **Professional Courtesy**
Binghamton University requires that each student be honest, submit products that are from their own effort and engage in academic behavior that is ethical and honorable. Specific definitions of honesty and professionalism relate to plagiarism, cheating on examinations, unauthorized collaboration, and falsification. Be sure to read and become familiar with the academic honesty code available at the university website:
https://www.binghamton.edu/bulletin/2022-23/academics/all-students/

Academic or Personal Stress
Undue stress can affect your academic performance. If you experience undue stress at any time during the semester or need to talk with someone about a personal situation, I encourage you to seek support. I am available to talk with you via Zoom about stress related to your work in this course. Also, I can assist you to reach out to campus resources, including:
- Dean of Students Office: 607-777-2804
- Decker Student Health Services Center: 607-777-2221
- University Police (On-campus emergency): 911
- University Counseling Center: 607-777-2772
- Interpersonal Violence Prevention: 607-777-3062
- Harpur Advising: 607-777-6305
- Office of International Student & Scholar Services: 607-777-2510
- Ombudsman:
  Main Campus 607-777-2388
  University Downtown Center office 607-777-2388

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Schedule of Classes

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The course syllabus and schedule are subject to change with notice.

Week 1:	**The Importance of Policy Design: Effective Processes, Tools and Outcomes**
Readings:	Handbook of Policy Design, Chapter 1
Week 2:	**The Contexts and Components of Policy Design: Governance Modes and Policy Regimes**
Readings:	Handbook of Policy Design, Chapter 2
Week 3:	**Designing Complex Policy Mixes: Elements, Processes and Characteristics**
Readings:	Handbook of Policy Design, Chapter 3
Week 4:	**Policy Instruments and Policy Design Choices: Selecting Substantive and Procedural Tools in Public Policymaking**
Readings:	Handbook of Policy Design, Chapter 5
Week 5:	**Thinking Outside the Box? Applying Design Theory to Public Policy**
Readings:	Handbook of Policy Design, Chapter 10

Week 6:   **Gauging Effectiveness: First and Second-Best Policy Design**
Readings: Handbook of Policy Design, Chapter 25

Week 7:   **Linking Policy Design and Implementation Styles**
Readings: Handbook of Policy Design, Chapter 21

Week 8:   **Implementation Theory: Constitutive Elements**
Readings: Implementing Public Policy, Chapter 4

Week 9:   **The Policy-Implementation Paradigm: Historical Evolution**
Readings: Implementing Public Policy, Chapter 5

Week 10:   **The Policy-Implementation Paradigm: Present and Future**
Readings: Implementing Public Policy, Chapter 11

Week 11:   **Policy Design and Implementation Skills Test**

Week 12:   **Conceptual Framework Project Presentations**

Week 13:   **Policy Analysis Case (Group Project) – Workshop**

Week 14:   **Group Presentations, Review of Course and Reflections**

Appendix 3.6: PUBP 506 Public Policy Laboratory

Course Information

Instruction Format: Online Asynchronous	

Instructor Information

Instructor: TBD	Email: TBD	

General Information
Description
In the Policy Lab course, students work in teams on an abbreviated version of an Applied Policy Project under close supervision from the instructor. Two or more projects are offered each year; the projects may be completed for a real client or may be simulated at the discretion of the instructor. Policy labs address problems for clients, using analytic approaches. The clients may be local, state, or federal public agencies or officials, or private non-profit entities such as NGOs and foundations. Typically, policy labs assist clients through empirical evidence that scopes a policy problem and assesses options and courses of action. The methods may include comparative case studies, population surveys, stakeholder interviews, experimental methods, program evaluation or big data science, and a mix of qualitative and quantitative analysis. The course teaches understanding and interacting with clients; work planning and budgeting; teamwork basics; giving and receiving feedback; and research, analysis, and policy development skills.

By the end of the course students will demonstrate their competency addressing the following programmatic student learning outcomes:

1. Work effectively as part of a team to develop, apply, and communicate policies and regulations, broadly defined.
   a) Working in teams to gather and analyze data over the course of developing, articulating, and implementing policy solutions;
   b) Collaborating as part of a group to write, design, and produce professional deliverables while demonstrating effective communication skills in oral presentation of improvement plans and policy solutions;
   c) Coordinating collective efforts effectively, adhering to timely completion of task and production of deliverables;
2. Demonstrate the application of analytical and technical skills in the area of policy analysis, formulation, and implementation.
   a) Describing the policy problem to be studied;
   c) Articulating a theoretical model of relationships among outcome, policy, and control variables;
   d) Identifying a logic model of the theoretical relationship;
   f) Specifying data requirements that would be needed for evidence-based analysis of the policy problem;
   g) Conducting a quantitative/qualitative/mixed-methods analytic approach that would be needed for evidence-based analysis of the policy problem, and;
   h) Communicating the findings of such an analysis and recommendations to professional practitioner audiences (e.g., state legislative committee, non-profit advisory board, local community leaders, etc.);
3. Effectively communicate with professional practitioner audiences locally and globally regarding various aspects, stages, and demands of the policy process.
   a) Synthesizing academic research in concise, jargon-free, and action-oriented formats;
   b) Preparing reports and recommendations appropriate to relevant political and policy actors who are in positions to promote the target policy solutions and improvement plans;
   c) Demonstrating appreciation for regional, national and local circumstances of the adoption and implementation of various public policies, in addition to a more global perspective;

d) Employing data visualization techniques in the form of charts, graphs, and other means to help enhance the effectiveness of illustrating key, important aspects of the policy issue or proposed solutions.

Prerequisites: This course is the final capstone of students' time in the MPP program. Students must have completed all other core requirements prior to enrollment in this class (e.g., both research methods classes, theoretical foundations of public policy, public policy economics, and public policy design and implementation). Students take this class in their spring semester of the program.

Grading*

A 93-100	B 83-86.99	C 73-76.99
A- 90-92.99	B- 80-82.99	C- 70-72.99
B+ 87-98.99	C+ 77-79.99	F < 70

* A letter grade of 'A' is the highest grade that you can receive in this course.

Evaluation

Active Participation (15%): Students are expected to be actively engaged in this course throughout the semester.

Team Work Deliverables (10%): Students will sign an agreement outlining individual and group expectations at the start of the semester. Students will submit a draft plan to the instructor illustrating the expectation of each student in producing the final project for the laboratory. Students will submit peer evaluations of group members at the end of the semester.

Preliminary Work Products (10%): Students will submit an "Identifying the Policy Problem" memorandum after engaging in the initial stakeholder process. Students will complete this project individually. Students will summarize the policy problem and the needs of the clients. They will then propose a potential design/intervention to evaluate potential solutions for stakeholders. The class will collectively evaluate proposed interventions when designing the group evaluation for the class.

Draft Products (10%): Students will submit drafts of project materials as a group for instructor evaluation on an as needed basis. These may include intervention designs, data, code, slides, meeting notes, policy memos, and detail analysis.

Final Policy Project (50%): At the end of the course, students will submit a completed project to relevant stakeholders. This will include an executive summary memorandum, a technical report, a presentation to relevant stakeholders or clients, as well as any necessary technical appendices (computer data, Excel files, replication code, etc.).

Course Materials
Background materials, client materials, and detailed course materials will be largely dependent upon the project selected by the instructor and will change from year-to-year.

Other readings (book chapters, journal articles) will be made available on the course site.

Class Policies

Incomplete Grades I do not expect to hand out a grade of "Incomplete" to any student in this course. However, a grade of "Incomplete" will only be given if there is an agreement between the instructor and the student prior to the end of the semester. The instructor reserves the right to determine a legitimate reason for assigning an incomplete grade.

Email Policy Please avoid emailing the instructor with questions that can be answered by reading the syllabus. The instructor will not reply to such emails. This document contains information on how your grade is calculated and what is covered each week during the semester.

Plagiarism Any form of cheating will NOT be tolerated. If you are caught plagiarizing any written work you will receive an automatic zero on the assignment and will be reported to the university in accordance with Binghamton policy. Plagiarism is defined as: handing in a paper you did not write, attempting to pass off someone else's work as your own, or using your own ideas, information, or phraseology of other writers without giving proper credit in your text. Self-plagiarism – handing the same written assignment for multiple courses – is also prohibited. See the university honor code details below for more information.

Binghamton's Academic Honor Code The academic honor system of Binghamton University is based on the premise that each student has the responsibility: (1) To uphold the highest standards of academic integrity in the student's own work. (2) To refuse to tolerate violations of academic integrity in the University community, and (3) To foster a high sense of integrity and social responsibility on the part of the University community."

I expect students to bring possible violations of the honor code to my attention as soon as possible, so that the violation may be resolved. Violations included, but are not limited to, plagiarism of work, assisting a student in obtaining unauthorized information for an assignment, project or test. A complete list of violations can be found in Binghamton's University Bulletin.

Violation of the Academic honor code can lead, but is not limited to, a lower/failing grade on the assignment or a lower/failing grade in the course. The university may take additional measures including, formal reprimand, academic probation, suspension, or expulsion from the university.

For more information on Binghamton's Academic Honesty policy, visit:
https://www.binghamton.edu:8443/exist/rest/bulletin/2020-2021/index.html

Americans with Disabilities Act If you are a student with a disability and wish to request accommodations, please notify the instructor by the second week of class. You are also encouraged to contact the Office of Services for Students with Disabilities (SSD). The SSD office makes formal recommendations regarding necessary and appropriate accommodations based on specifically diagnosed disabilities. Information regarding disabilities is treated in a confidential manner. This syllabus and other class materials are available in alternative format upon request. For more information about services available to Binghamton students with disabilities, contact:

Services for Students with Disabilities
Room 119, University Union
Binghamton University
Phone: 607-777-2686 (Voice, TTY)
Fax: 607-777-6893
Email: ssd@binghamton.edu
https://www.binghamton.edu/ssd/index.html

Course Schedule

The schedule for this class is fluid and will be dependent upon the project(s) selected by the instructor and the needs of potential clients.

Appendix 3.7: PUBP 507 Comparative Public Policy

Course Information

Instruction Format: Online Asynchronous

Instructor Information

Instructor: TBD	Email: TBD	

General Information

Description
This online asynchronous course explores the politics of policymaking leveraging the comparative method. In this course we examine the factors influencing public policies. Why do countries have different policies? How do domestic factors shape these policies? And how do international factors influence these policies? This course exposes students to the political, economic, and social context of policymaking across states. The course will consider relevant theoretical approaches that scholars apply to cross-national policy research to investigate the impact of values, institutions, and policy context on the adoption and implementation of various public policies.

In addition the course will address the following MPP programmatic student learning outcomes:
1. Work effectively as part of a team to develop, apply, and communicate policies and regulations, broadly defined.
   a) Working in teams to gather and analyze data over the course of developing, articulating, and implementing policy solutions;
   b) Collaborating as part of a group to write, design, and produce professional deliverables while demonstrating effective communication skills in oral presentation of improvement plans and policy solutions;
   c) Coordinating collective efforts effectively, adhering to timely completion of task and production of deliverables;
2. Demonstrate the application of analytical and technical skills in the area of policy analysis, formulation, and implementation.
   a) Describing the policy problem to be studied;
   b) Outlining a relevant policy theory that may be used to understand and analyze the problem;
   c) Articulating a theoretical model of relationships among outcome, policy, and control variables;
   d) Identifying a logic model of the theoretical relationship;
   e) Formulating testable hypotheses;
   f) Specifying data requirements that would be needed for evidence-based analysis of the policy problem;
   g) Conducting a quantitative/qualitative/mixed-methods analytic approach that would be needed for evidence-based analysis of the policy problem, and;
   h) Communicating the findings of such an analysis and recommendations to professional practitioner audiences (e.g., state legislative committee, non-profit advisory board, local community leaders, etc.);
3. Effectively communicate with professional practitioner audiences locally and globally regarding various aspects, stages, and demands of the policy process.
   a) Synthesizing academic research in concise, jargon-free, and action-oriented formats;
   b) Preparing reports and recommendations appropriate to relevant political and policy actors who are in positions to promote the target policy solutions and improvement plans;
   c) Demonstrating appreciation for regional, national and local circumstances of the adoption and implementation of various public policies, in addition to a more global perspective;
   d) Employing data visualization techniques in the form of charts, graphs, and other means to help enhance the effectiveness of illustrating key, important aspects of the policy issue or proposed solutions.

The course material is presented in three sections:

•Part 1. Theoretical Foundations – The first part of the course reviews the theoretical building blocks of policymaking. We will briefly review what public policies are and why they matter. We will also explore the comparative method and then compare how the praxis of public policy changes when in the comparative setting.

•Part 2. Domestic Factors that Shape Public Policies – The second part of the course explores how domestic institutions, interests, and ideas shape the policymaking process. (eg. how do democratic political institutions, trust, and history affect public policies? How can issues be framed to become political priorities?)

•Part 3. International Factors that Shape Public Policies – The third part of the course focuses on the influence of international factors which shape public policies. (eg. what are international organizations? Do they affect government policy? How does foreign aid influence policy change?)

This is an online seminar—not a lecture. You are expected to critically read, analyze and discuss these readings each week. There can be no free-riders in this course. Your insights and analysis will be key to the success of the class. You will be expected to carefully read the required texts and discuss the importance of the readings to public policy scholarship and your own interests. Since public policy research deals with timely and dynamic topics, it is appropriate to think of how the academic research on public policy relates to current events at the federal, state and international level.

Prerequisites: I assume that all of the students have taken the core introductory seminar in public policy theory and have an elementary understanding of econometrics. Each of these are prerequisites for the course. In particular, I will not spend much time on policy theory as covered in the core class, such as different theories of how public policy is formed. Students are assumed to know these theories coming into the course; the focus will be on application of these theories to comparative work.

Grading*

A 93-100	B 83-86.99	C 73-76.99
A- 90-92.99	B- 80-82.99	C- 70-72.99
B+ 87-98.99	C+ 77-79.99	F < 70

* A letter grade of 'A' is the highest grade that you can receive in this course.

Evaluation

Participation (15%): Students are expected to be actively engaged in the course throughout the semester. Participation will be evaluated by students' providing thoughtful comments/questions online each week regarding the week's materials, and evidence of careful reading of assigned materials.

Discussion Leader / Guiding Questions (15%): Students will be paired to serve as online discussion leader for one week during the semester. Students should reflect on key questions that come up in the week's readings and possible applications of findings in public administration/policy.

Response Papers (10% each): In addition to serving as online discussion leader, students will also sign-up to write response papers. Response papers should be 1,000-1,200 words (about two full pages), typed in Times New Roman size 12 font, single-spaced. A template is available on Brightspace.

Students should briefly highlight main themes or questions of the readings. The response papers can (and should) discuss theories and methodological techniques of the readings; discuss strength and weaknesses of theories, hypotheses, and research methods; discuss what implications exist for public administrators; and potential questions that you have after engaging with the research.

Students must email their response papers to the instructor no later than 12:00 pm on Tuesday. Response papers are graded on a check plus (100%), check (90%), check minus (80%) system. Response papers that are late are not eligible for grade higher than check minus. It is expected that students writing response papers will be the most engaged students during class discussion, during their respective weeks.

Final Project – Comparative Policy Brief (40%): You will write a critical analysis, or research, paper for this course. Each student will be expected to select either a type of problem (such as providing a particular type of public good or common-pool resource) or a set of policies designed to address a particular problem, and then undertake a comparative analysis of how combinations of rules, characteristics of the goods, and culture interact to explain variations in the provision of the good or variations in types of policies used to address the problem. The power of explanation should come from a comparative analysis, either between countries, or between different territorial units within a (non-US) country.

Evaluations should be at least 6,000 words– including references, 1.5 spacing, Times New Roman fount, size 12. Please use APA author—date citations. At least 50% of references must come from academic sources (e.g., university press books or peer-reviewed academic journals). Students will also submit a one-page single spaced memorandum outlining the scope and findings of the project to layperson audience.

Please note: If you turn in final project that is 1,000 words below the required word count, you are ineligible to receive a final grade higher than the percentage missing – for example, a student who turns in a 3,000-word analysis will receive no higher than a 50% on the final project grade.

Final Project Presentation (10%): Students will prepare a 10 minuet (~5 slide) presentation of their evaluation project and findings and share them online with the class during the last week of the semester.

Course Materials
This course is organized around three main books which will be supplemented with chapters from other books and papers published in scientific journals, which will be posted to Brightspace. You will need to purchase the following books:

Required Texts
  I. Ostrom, E. (2005). **Understanding Institutional Diversity**. Princeton University Press, Princeton, NJ.
 II. Treisman, D. (2007). **The Architecture of Government: Rethinking Political Decentralization**. Cambridge University Press, Cambridge, UK.
III. Gibson, C. C., Andersson, K. P., Ostrom, E., and Shivakumar, S. (2005). **The Samaritans' Dilemma: The Political Economy of Development Aid**. Oxford University Press, Oxford, UK.

Other readings (book chapters, journal articles) will be made available on the course site.

Class Policies

Incomplete Grades I do not expect to hand out a grade of "Incomplete" to any student in this course. However, a grade of "Incomplete" will only be given if there is an agreement between the instructor and the student prior to the end of the semester. The instructor reserves the right to determine a legitimate reason for assigning an incomplete grade.

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Services for Students with Disabilities
Room 119, University Union, Binghamton University, Phone: 607-777-2686 (Voice, TTY), Fax: 607-777-6893
Email: ssd@binghamton.edu   https://www.binghamton.edu/ssd/index.html
Course Schedule
This syllabus is subject to change as necessary over the course of the semester. Regularly check Brightspace and your e-mail for updates on any changes.

Week	Topic	Reading
Week 1	**I: Theoretical Foundations** Introduction: Institutional Analysis and Comparative Public Policy	Hill, M. (2006). *Social Policy in the Modern World: A Comparative Text*. Blackwell Publishing, Malden, MA, Chapters 1–3.
Week 2	The Comparative Method	King, G., Keohane, R. O., and Verba, S. (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press, Princeton, NJ.
Week 3	Overcoming Collective Action Dilemmas	Ostrom (2005, Chapters 1–4).
Week 4	Institutional Analysis	Ostrom (2005, Chapters 5–7).
Week 5	**II: Domestic Factors that Shape Policy** Where Do Institutions Come From?	Knight, J. (1992). "Models, Interpretations, and Theories: Constructing Explanations of Institutional Emergence and Change." In Knight, J. and Sened, I., editors, *Explaining Social Institutions*. University of Michigan Press, Ann Arbor, MI.
Week 6	Compliance	Ostrom (2005, Chapter 8).
Week 7	Trust and Public Policy	Glaeser, E., Laibson, D., Scheinkman, J. A., and Soutter, C. L. (2000a). "Measuring Trust." *Quarterly Journal of Economics*, 115(3):811–846.
Week 8	Historical Legacies and Public Policy	Nunn, N. (2020). "The historical roots of economic development." *Science*, 367(6485), eaaz9986.
Week 9	Bureaucracy and Development	Frye, T., & Shleifer, A. (1996). The invisible hand and the grabbing hand. *The American Economic Review*. 87(2). 354-8.
Week 10	Overview Theories of Decentralization	Hayek, F. (1945). The Use of Knowledge in Society. *American Economic Review*, 35(4):519–530.
Week 11	Expected Outcomes and Evidence of Decentralization	Treisman (2007, Chapters 3–12)
Week 12	**Peer Review Week**	
Week 13	**III International Factors that Influence Policy** International Development Aid	Gibson et al. (2005, Entire).
Week 14	The Effects of International Development Aid	Humphreys, M. and Weinstein, J. M. (2009). Field Experiments and the Political Economy of Development. *Annual Review of Political Science*, 12:367–378.

Appendix 3.8: PUBP 508 Public Policy Analysis

Instructor: TBD
Class Format: Online Asynchronous

Course Description

This asynchronous online graduate course is designed as an introduction to the concepts and tools of policy analysis. It identifies different ways of defining policy problems, outlines the policy analysis process, and examines the means to establish evaluation criteria, evaluate alternative policies, and monitor and evaluate implemented policies. The course emphasizes the roles of policy analysis in democratic governance and evidence-based decision making. In addition, the course is designated as a Community Engaged Learning course and provides students the opportunity to apply course content to a particular community need.

Course Objectives

Students will achieve the following learning objectives:
1. Identify the basic concepts, processes, and techniques of policy issue analysis.
2. Become familiar with different ways of defining policy problems and understand the creation and use of valid operational definitions in policy analysis.
3. Know the mix of quantitative and qualitative methods for evaluating policy alternatives.
4. Explain relevant public policy theories that aid understanding and analysis of policy issues.
5. Apply the concepts and techniques of policy analysis to complex real-world problems in
multiple settings, including local, state and federal governments as well as non-profit organizations.
6. Demonstrate competency in policy issue analysis through clear and effective oral and written communication of analytical findings.
7. Apply course content to specific community needs through community engagement and reflection on service experiences.

Credit Hours and Course Expectations

This course is a 4-credit semester-long online graduate seminar. It combines online lectures and discussions and requires additional time for completing assigned readings, studying for quizzes and an examination, preparing policy briefs and papers, and carrying out other course-related tasks. Plan accordingly and maintain a manageable workload throughout the semester.

Textbook and Additional Course Materials

The required textbook is *Basic Methods of Policy Analysis and Planning* (Third Edition), Patton, Carl, David Sawicki, and Jennifer Clark (2016), New York, NY, Routledge. This textbook is available at the university bookstore, and you can access the publishers' student learning resources at: http://routledgetextbooks.com/textbooks/9780137495092/resources.php
In addition, a recommended textbook is *Theories of the Policy Process* (Fourth Edition), Weible, Christopher (2018), New York, NY, Taylor and Francis.
You can also access additional course readings and materials at the course website in Brightspace.

Course Management System

Brightspace is the University's course management system. You can access course materials, class news items, assignments, projects, quizzes, course grades, and other course-related information at the course website in Brightspace. You should regularly monitor the course website for information. Also, you must submit completed assignments and projects using Brightspace – importantly, this course management system uses a plagiarism prevention tool to check all student submissions for originality of work. All students must be familiar with the use of Brightspace for checking course

information and submitting completed assignments and projects. If you are facing difficulties in navigating and using the learning tools in Brightspace, contact the Information Technology Services online help desk at: helpdesk@binghamton.edu

E-mail Communication and Response Time
You may contact the course instructor at any time via email. The instructor commits to answering all emails within 24 hours from the time a student first transmits the email, unless there is an emergency that prevents the instructor from responding to an email within the 24-hour time frame. At times, the instructor will send out a mass email about an assignment, project, or other component of the course via your Binghamton University email account, therefore you should check the account frequently.

Software, Datasets, and Prerequisites
A basic knowledge of Microsoft Excel is needed for this course. Assignments and research projects ask that you use the Excel spreadsheet software to organize, summarize, and visualize data and perform simple scenario analyses of public policy problems and solutions; if you are lacking basic data analysis skills in Microsoft Excel, you should consider enrolling concurrently in Basic Computer Skills (PAFF 502), a one-credit-hour online course offered in the Department of Public Administration.

You will also perform simple policy problem analyses using *Statistical Package for the Social Sciences* (SPSS). This is a user-friendly software program that integrates a wide range of analytics for descriptive statistics (e.g., cross tabulation), bivariate statistics (e.g., correlation, t-test, ANOVA), predictive statistics (e.g., simple and multiple linear regression), and qualitative assessments (e.g., text analytics). However, the course does not require prior knowledge and familiarity with SPSS.

You may access the SPSS software at computer laboratories throughout campus. The Information Technology Services maintains a searchable software database to help you find locations to access SPSS and other statistical software. You may search the database at the following website:
https://www.binghamton.edu/its/about/organization/technology-support-services/computing-labs/livemaps.html

Alternatively, you may use Binghamton University's virtual desktop to access the SPSS software on your personal computer. The virtual desktop provides on-campus and off-campus access to statistical packages such as SPSS. You can connect to the virtual desktop using the using the Pulse Secure VPN client program. You will need your Binghamton University username and password to access the virtual desktop. You can find more information about the steps needed to download the Pulse Secure VPN client and access the virtual desktop at the following link:
https://binghamton.service-now.com/sp?id=kb_article_view&sys_kb_id=c9cb558cdb6f8410de8df4641f9619a8

Finally, the course assumes that you are familiar with research methods. The Department of Public Administration offers a two course sequence in policy research methods that examines the logic of inquiry and covers research methods from theory and analytical design to statistical applications and empirical results in public administration, management, and policy. Students who have completed a course in research methods would benefit more from Public Policy Analysis.

Participation
Active participation in this online course is encouraged. Active engagement in discussions with colleagues and the instructor is important for deepening comprehension and enhancing retention. You should engage in intelligent discussion of course material in a manner that upholds professionalism and accommodates the views of others. Online class attendance and participation together account for 10 percent of your course grade.

Comprehension Quizzes

Each week you will complete a comprehension quiz based on reading assignments for the week. You should take the quiz after completing the assigned readings. The quiz is available in Brightspace and must be completed each week by Wednesday at 1:00 p.m. You will complete 8 comprehension quizzes throughout the semester. Comprehension quizzes make up 10 percent of the course grade.

Assignments

Assignments will focus on critical problem-solving scenarios in policy analysis and will cover issues in local, state, and national governments as well as non-profit organizations. Detailed instructions for completing each assignment will be available in Brightspace. Over the course of the semester, you will complete 7 assignments, and these together represent 20 percent of your course grade.

Policy Analysis Skills Test

The policy analysis skills test is scheduled for Wednesday October 26, 2022. It will cover all analytical concepts and techniques of policy analysis discussed in class prior to the exam and must be completed online and submitted in Brightspace within the specified time. More information on the structure and content of the exam will be provided during the semester. The policy analysis skills test represents 20 percent of your course grade.

Conceptual Framework Project

You will complete a conceptual framework paper that combines policy theory, research design and methods, and public service perspectives to analyze a real-world policy problem of your choice. The conceptual framework will describe the policy problem to be studied, outline the policy theory that may be used to understand and analyze the problem, discuss a quantitative model of relationships among outcome, policy, and control variables, and state hypotheses. It will also present a schematic or logic model and explain a mixed method (quantitative and qualitative) analytic approach and data requirements that would be needed for evidence-based analysis of the policy problem. Presentations of students' conceptual framework papers will be uploaded to a shared folder in Brightspace by Wednesday November 9, 2022. The conceptual framework paper is due on Tuesday, November 15, 2022 at 11:59 p.m. The framework paper makes up 20 percent of your course grade.

Consulting Group Project (Policy Analysis Case)

The consulting group project gives you the opportunity to work in a small team and complete a policy options paper that addresses a complex public policy problem. The project covers the core elements of a policy options paper, namely: defining the policy problem; specifying evaluation criteria; identifying a range of alternatives; analyzing policy alternatives using evaluation criteria; displaying and selecting among policy alternatives; and monitoring outcomes.

You will be assigned to work on a policy issue related to university on-campus parking. Chapter 13 of the course textbook gives more detail on the policy issue. In this policy analysis case framed as a consulting group project, you will develop and analyze policy options that are effective, equitable, and politically viable. In addition, the consulting project gives students the opportunity to apply course content to a particular community need related to university campus parking. Students will engage different stakeholders involved with the policy issue and offer effective policy options as part of their community engaged learning. The consulting group project accounts for 20 percent of the course grade. Group presentations of student projects will be uploaded to a shared folder in Brightspace. The consulting group paper is due in Brightspace on ###.

Grading Policy

Your final course grade will consist of the following percentage point indicators of academic performance, which all add up to 100 percent:

- Comprehension Quizzes   10
- Attendance and Participation   10

- Assignments   20
- Policy Analysis Skills Test   20
- Conceptual Framework Project 20
- Consulting Group Project   20

The course grade is structured as follows:

A	94.0 – 100	B+	87.0 – 89.9	C+	77.0 – 79.9	D	60.0 – 69.9
A-	90.0 – 93.9	B	84.0 – 86.9	C	74.0 – 76.9	F	< 60.0
		B-	80.0 – 83.9	C-	70.0 – 73.9		

Late submission and make-up policy
Quizzes, assignments, and projects are due on the dates and times specified – no late submission will be accepted. However, a make-up exam will be arranged for the policy analysis skills test if there is a documented emergency such as severe illness, death of an immediate family member, or a situation of similar magnitude.

Incomplete
The instructor will not award an Incomplete for the course without explicit medical or university certification showing that a student is unable to complete the course due to circumstances beyond their control which occurred after the last day to withdraw from the course, and only if the student was passing the course (with grade B or better) up until that time. An Incomplete cannot be used to circumvent an unsatisfactory grade. Workplace demands or heavy workloads from other courses are not sufficient grounds for an Incomplete.

Students with Disabilities
If you need accommodation for a disability, you should notify the course instructor by the second week of class. Also, you are encouraged to contact the Services for Students with Disabilities (SSD) unit of the university at ssd@binghamton.edu or reach them by phone at 607-777-2686. The SSD unit is located at University Union 119. It makes formal recommendations concerning necessary accommodation and treats as confidential all information about students' disabilities.

Academic Honesty & **Professional Courtesy**
Binghamton University requires that each student be honest, submit products that are from their own effort and engage in academic behavior that is ethical and honorable. Specific definitions of honesty and professionalism relate to plagiarism, cheating on examinations, unauthorized collaboration, and falsification. Be sure to read and become familiar with the academic honesty code available at the university website:
https://www.binghamton.edu/bulletin/2022-23/academics/all-students/
Additionally, you should be seated in the classroom by the class start time, tune your cell phone to silence mode, and refrain from non-class-related phone or computer use.

Academic or Personal Stress
Undue stress can affect your academic performance. If you experience undue stress at any time during the semester or need to talk with someone about a personal situation, I encourage you to seek support. I am available to talk with you about stress related to your work in this course. Also, I can assist you to reach out to campus resources, including:
- Dean of Students Office: 607-777-2804
- Decker Student Health Services Center: 607-777-2221
- University Police (On-campus emergency): 911
- University Counseling Center: 607-777-2772
- Interpersonal Violence Prevention: 607-777-3062

- Harpur Advising: 607-777-6305
- Office of International Student & Scholar Services: 607-777-2510
- Ombudsman:
  Main Campus 607-777-2388
  University Downtown Center office 607-777-2388

Schedule of Classes
The course syllabus and schedule are subject to change with notice.

Week 1:   **The Need for Simple Methods of Policy Analysis**
Readings: Patton, Sawicki, and Clark, Chapter 1

Week 2:   **The Policy Analysis Process**
Readings: Patton, Sawicki, and Clark, Chapter 2
     Multiple Streams Framework [available in Brightspace]

Week 3:   **Cross Cutting Methods - Quantitative & Qualitative Techniques**
Readings: Patton, Sawicki, and Clark, Chapter 3
     Punctuated Equilibrium Theory [available in Brightspace]

Week 4:   **Verifying, Defining, and Detailing Policy Problems**
Readings: Patton, Sawicki, and Clark, Chapter 4
     Advocacy Coalition Framework [available in Brightspace]

Week 5:   **Establishing Evaluation Criteria**
Readings: Patton, Sawicki, and Clark, Chapter 5
     Institutional Analysis and Development Framework [see Brightspace]

Week 6:   **Identifying Alternatives**
Readings: Patton, Sawicki, and Clark, Chapter 6
     Innovation and Diffusion Models and Theory [available in Brightspace]

Week 7:   **Evaluating Alternative Policies**
Readings: Patton, Sawicki, and Clark, Chapter 7
     Network Theory [available in Brightspace]

Week 8:   **Displaying Alternatives and Distinguishing Among Them**
Readings: Patton, Sawicki, and Clark, Chapter 8
     Social Construction Framework [available in Brightspace]

Week 9:   **Policy Analysis Skills Test [Online test available in Brightspace]**

Week 10:   **Monitoring and Evaluating Implemented Policies**
Readings: Patton, Sawicki, and Clark, Chapter 9

Week 11:   **Conceptual Framework Project Presentations**
Research Project I: Conceptual Framework Project Due on Tuesday Nov 15 at 11:59 PM

Research Project II: Group Project guidelines and team assignments available in Brightspace

Week 12:   **Policy Analysis Case (Group Project) – Workshop I**
Readings: Patton, Sawicki, and Clark, Chapter 13

Week 13:   **Policy Analysis Case (Group Project) – Workshop II**
Readings: Patton, Sawicki, and Clark, Chapter 13

Week 14:   **Group Presentations, Review of Course and Reflections**
                     Research Project II: Group Project Due on Sunday December 11 at 11:59 PM

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Appendix 3.9: PUBP 509 Advanced Topics in Public Policy

Instructor: TBD
Class Time:
Class Format: Online Asynchronous

Course Description
This online asynchronous graduate course will cover advanced topics in public policy related to a variety of issue domains, including education, environment, health, poverty, racial, and social policy. The course will trace the historical background to specific issues and consider the roles that effective policymaking can play in improving societal outcomes.

Course Objectives
Students will achieve the following learning objectives:
1. Identify the basic concepts, processes, and techniques of policy issue analysis related to a specific issue area.
2. Become familiar with different ways of defining policy problems and understand the creation and use of valid operational definitions in policy analysis related to a specific issue area.
3. Know the mix of quantitative and qualitative methods for evaluating policy alternatives in a particular policy domain.
4. Demonstrate competency in policy issue analysis of an advanced topic through clear and effective oral and written communication of analytical findings.

In addition, this course will achieve programmatic student learning outcomes that include:
"1.c) Coordinating collective efforts effectively, adhering to timely completion of task and production of deliverables;
2. Demonstrating the application of analytical and technical skills in the area of policy analysis, formulation, and implementation.
a) Describing the policy problem to be studied;
b) Outlining a relevant policy theory that may be used to understand and analyze the problem;
c) Articulating a theoretical model of relationships among outcome, policy, and control variables;
d) Identifying a logic model of the theoretical relationship;
3. Effectively communicate with professional practitioner audiences locally and globally regarding various aspects, stages, and demands of the policy process.
a) Synthesizing academic research in concise, jargon-free, and action-oriented formats;
c) Demonstrating appreciation for regional, national and local circumstances of the adoption and implementation of various public policies, in addition to a more global perspective".

Credit Hours and Course Expectations
This course is a 4-credit semester-long online graduate seminar. It combines online lectures and discussions and requires additional time for completing assigned readings, studying for quizzes and an examination, preparing policy briefs and papers, and carrying out other course-related tasks. Plan accordingly and maintain a manageable workload throughout the semester.

Textbook and Additional Course Materials
Because this is an advanced topic in public policy course, the instructor assigned to teach the course in a particular semester will select the required textbook and/or readings for the course. The instructor will also outline the course schedule for the class.

Course Management System
Brightspace is the University's course management system. You can access course materials, class news items, assignments, projects, quizzes, course grades, and other course-related information at the course website in Brightspace.

You should regularly monitor the course website for information. Also, you must submit completed assignments and projects using Brightspace – importantly, this course management system uses a plagiarism prevention tool to check all student submissions for originality of work. All students must be familiar with the use of Brightspace for checking course information and submitting completed assignments and projects. If you are facing difficulties in navigating and using the learning tools in Brightspace, contact the Information Technology Services online help desk at: helpdesk@binghamton.edu

E-mail Communication and Response Time
You may contact the course instructor at any time via email. The instructor commits to answering all emails within 24 hours from the time a student first transmits the email, unless there is an emergency that prevents the instructor from responding to an email within the 24-hour time frame. At times, the instructor will send out a mass email about an assignment, project, or other component of the course via your Binghamton University email account, therefore you should check the account frequently.

Participation
Active participation in this online course is encouraged. Active engagement in discussions with colleagues and the instructor is important for deepening comprehension and enhancing retention. You should engage in intelligent discussion of course material in a manner that upholds professionalism and accommodates the views of others. Online class attendance and participation together account for 10 percent of your course grade.

Grading Policy
Your final course grade will consist of the following percentage point indicators of academic performance, which all add up to 100 percent:

- Comprehension Quizzes   10
- Attendance and Participation   10
- Assignments   20
- Policy Design and Implementation Skills Test   20
- Conceptual Framework Project   20
- Consulting Group Project   20

The course grade is structured as follows:

A	94.0 – 100	B+	87.0 – 89.9	C+	77.0 – 79.9	D	60.0 – 69.9
A-	90.0 – 93.9	B	84.0 – 86.9	C	74.0 – 76.9	F	< 60.0
		B-	80.0 – 83.9	C-	70.0 – 73.9		

Late submission and make-up policy
Quizzes, assignments, and projects are due on the dates and times specified – no late submission will be accepted. However, a make-up exam will be arranged for the policy design and implementation skills test if there is a documented emergency such as severe illness, death of an immediate family member, or a situation of similar magnitude.

Incomplete
The instructor will not award an Incomplete for the course without explicit medical or university certification showing that a student is unable to complete the course due to circumstances beyond their control which occurred after the last day to withdraw from the course, and only if the student was passing the course (with grade B or better) up until that time. An Incomplete cannot be used to circumvent an unsatisfactory grade. Workplace demands or heavy workloads from other courses are not sufficient grounds for an Incomplete.

Students with Disabilities

If you need accommodation for a disability, you should notify the course instructor by the second week of class. Also, you are encouraged to contact the Services for Students with Disabilities (SSD) unit of the university at ssd@binghamton.edu or reach them by phone at 607-777-2686. The SSD unit is located at University Union 119. It makes formal recommendations concerning necessary accommodation and treats as confidential all information about students' disabilities.

Academic Honesty & **Professional Courtesy**
Binghamton University requires that each student be honest, submit products that are from their own effort and engage in academic behavior that is ethical and honorable. Specific definitions of honesty and professionalism relate to plagiarism, cheating on examinations, unauthorized collaboration, and falsification. Be sure to read and become familiar with the academic honesty code available at the university website:
https://www.binghamton.edu/bulletin/2022-23/academics/all-students/

Academic or Personal Stress
Undue stress can affect your academic performance. If you experience undue stress at any time during the semester or need to talk with someone about a personal situation, I encourage you to seek support. I am available to talk with you via Zoom about stress related to your work in this course. Also, I can assist you to reach out to campus resources, including:
- Dean of Students Office: 607-777-2804
- Decker Student Health Services Center: 607-777-2221
- University Police (On-campus emergency): 911
- University Counseling Center: 607-777-2772
- Interpersonal Violence Prevention: 607-777-3062
- Harpur Advising: 607-777-6305
- Office of International Student & Scholar Services: 607-777-2510
- Ombudsman:
  Main Campus 607-777-2388
  University Downtown Center office 607-777-2388

Schedule of Classes

Because this is an advanced topic in public policy course, the instructor assigned to teach the course in a particular semester will outline the course schedule for the class.

Appendix 4: To-Be-Hired Faculty Position Announcements

Appendix 4.1: To-Be-Hired Faculty Position 1 (Tenure-Track Assistant Professor in Public Policy)

Draft

Job Description:
The Department of Public Administration at Binghamton University seeks applications for a tenure-track Assistant Professor appointment to begin fall 2024.

We seek applicants who are committed to contributing to our diverse and inclusive teaching, research, and working environment, and who will support a new online Master of Public Policy program. Department faculty are strong scholars, innovative teachers, engaged members of the community, and leaders in the profession. More about the department is available at: https://www.binghamton.edu/public-administration/index.html.

The online Master of Public Policy Program is housed at Binghamton University's Department of Public Administration, a home to NASPAA-accredited Master of Public Administration (MPA) program. The online Master of Public Policy program provides students with a strong foundation in the theory and methods of policy analysis with opportunities to complete applied projects on various topics and areas in public policy.

We welcome applications from individuals who are qualified to teach several of the required courses in the MPP program: theoretical foundations of public policy, economics of public policy, public policy design and implementation, public policy analysis, policy research methods, comparative public policy, advanced topics in public policy, and a policy laboratory for applied public policy projects. The successful applicant will contribute to expanding the public policy offerings within the MPP program. A normal teaching load is equivalent to two 4-credit courses per semester. Competitive candidates will be active scholars and effective teachers. A record of successful externally funded research is desired. Demonstrated ability to independently conduct advanced quantitative and/or mixed methods research is preferred.

About Binghamton University:
Binghamton University possesses a Carnegie R1 classification for very high research productivity and is a world-class institution that unites more than 130 broadly interdisciplinary educational programs with some of the most vibrant research in the nation. Our unique character - shaped by outstanding academics, facilities and community life - promotes extraordinary student success.

Binghamton merges rigorous academics, distinguished faculty and state-of-the-art facilities to engage and challenge its 17,000 students. The high-achieving Binghamton student body also represents a great diversity of life experiences, from first-generation college-goers to international students. Beyond their talent, these classmates share a desire to shape the future through technology, insight, intellectual exploration and community service.

Requirements:
Applicants must have a Ph.D. in public policy or a related field at the time of appointment in Fall 2024.

Additional Information:
The State University of New York is an Equal Opportunity/Affirmative Action Employer. It is the policy of Binghamton University to provide for and promote equal opportunity employment, compensation, and other terms and conditions of employment without discrimination on the basis of age, race, color, religion, disability, national origin, gender identity or expression, sexual orientation, veteran or military service member status, marital status, domestic violence victim

status, genetic predisposition or carrier status, or arrest and/or criminal conviction record unless based upon a bona fide occupational qualification or other exception.

As required by Title IX and its implementing regulations, Binghamton University does not discriminate on the basis of sex in the educational programs and activities which it operates. This requirement extends to employment and admission. Inquiries about sex discrimination may be directed to the University Title IX Coordinator or directly to the Office of Civil Rights (OCR). Contact information for the Title IX Coordinator and OCR, as well as the University's complete Non-Discrimination Notice may be found here.

Binghamton University is a tobacco-free campus effective August 1, 2017.

Application Instructions:
To apply, submit (1) a cover letter; (2) current C.V.; (3) sample(s) of scholarship and a statement of research agenda; (4) a statement of teaching philosophy and evidence of teaching effectiveness such as a sample syllabus, course evaluations, if available; (5) a statement of how you promote diversity and inclusion in your work to: https://binghamton.interviewexchange.com; and (6) names and contact information for three professional references. Review of applications will begin on **March 1, 2024** and will continue until the position is filled.

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Appendix 4.2: To-Be-Hired Faculty Position 2 (Tenure-Track Assistant Professor in Public Policy)

Draft

Job Description:
The Department of Public Administration at Binghamton University seeks applications for a tenure-track Assistant Professor appointment to begin fall 2025.

We seek applicants who are committed to contributing to our diverse and inclusive teaching, research, and working environment, and who will support a new online Master of Public Policy program. Department faculty are strong scholars, innovative teachers, engaged members of the community, and leaders in the profession. More about the department is available at: https://www.binghamton.edu/public-administration/index.html.

The online Master of Public Policy Program is housed at Binghamton University's Department of Public Administration, a home to NASPAA-accredited Master of Public Administration (MPA) program. The online Master of Public Policy program provides students with a strong foundation in the theory and methods of policy analysis with opportunities to complete applied projects on various topics and areas in public policy.

We welcome applications from individuals who are qualified to teach several of the required courses in the MPP program: theoretical foundations of public policy, economics of public policy, public policy design and implementation, public policy analysis, policy research methods, comparative public policy, advanced topics in public policy, and a policy laboratory for applied public policy projects. The successful applicant will contribute to expanding the public policy offerings within the MPP program. A normal teaching load is equivalent to two 4-credit courses per semester. Competitive candidates will be active scholars and effective teachers. A record of successful externally funded research is desired. Demonstrated ability to independently conduct advanced quantitative and/or mixed methods research is preferred.

About Binghamton University:
Binghamton University possesses a Carnegie R1 classification for very high research productivity and is a world-class institution that unites more than 130 broadly interdisciplinary educational programs with some of the most vibrant research in the nation. Our unique character - shaped by outstanding academics, facilities and community life - promotes extraordinary student success.

Binghamton merges rigorous academics, distinguished faculty and state-of-the-art facilities to engage and challenge its 17,000 students. The high-achieving Binghamton student body also represents a great diversity of life experiences, from first-generation college-goers to international students. Beyond their talent, these classmates share a desire to shape the future through technology, insight, intellectual exploration and community service.

Requirements:
Applicants must have a Ph.D. in public policy or a related field at the time of appointment in Fall 2025.

Additional Information:
The State University of New York is an Equal Opportunity/Affirmative Action Employer. It is the policy of Binghamton University to provide for and promote equal opportunity employment, compensation, and other terms and conditions of employment without discrimination on the basis of age, race, color, religion, disability, national origin, gender identity or expression, sexual orientation, veteran or military service member status, marital status, domestic violence victim status, genetic predisposition or carrier status, or arrest and/or criminal conviction record unless based upon a bona fide occupational qualification or other exception.

Application Instructions:
To apply, submit (1) a cover letter; (2) current C.V.; (3) sample(s) of scholarship and a statement of research agenda; (4) a statement of teaching philosophy and evidence of teaching effectiveness such as a sample syllabus, course evaluations, if available; (5) a statement of how you promote diversity and inclusion in your work to: https://binghamton.interviewexchange.com; and (6) names and contact information for three professional references. Review of applications will begin on **March 1, 2025** and will continue until the position is filled.

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Appendix 4.3: To-Be-Hired Faculty Position 3 (Tenure-Track Assistant Professor in Public Policy)

Draft

Job Description:
The Department of Public Administration at Binghamton University seeks applications for a tenure-track Assistant Professor appointment to begin fall 2026.

We seek applicants who are committed to contributing to our diverse and inclusive teaching, research, and working environment, and who will support a new online Master of Public Policy program. Department faculty are strong scholars, innovative teachers, engaged members of the community, and leaders in the profession. More about the department is available at: https://www.binghamton.edu/public-administration/index.html.

The online Master of Public Policy Program is housed at Binghamton University's Department of Public Administration, a home to NASPAA-accredited Master of Public Administration (MPA) program. The online Master of Public Policy program provides students with a strong foundation in the theory and methods of policy analysis with opportunities to complete applied projects on various topics and areas in public policy.

We welcome applications from individuals who are qualified to teach several of the required courses in the MPP program: theoretical foundations of public policy, economics of public policy, public policy design and implementation, public policy analysis, policy research methods, comparative public policy, advanced topics in public policy, and a policy laboratory for applied public policy projects. The successful applicant will contribute to expanding the public policy offerings within the MPP program. A normal teaching load is equivalent to two 4-credit courses per semester. Competitive candidates will be active scholars and effective teachers. A record of successful externally funded research is desired. Demonstrated ability to independently conduct advanced quantitative and/or mixed methods research is preferred.

About Binghamton University:
Binghamton University possesses a Carnegie R1 classification for very high research productivity and is a world-class institution that unites more than 130 broadly interdisciplinary educational programs with some of the most vibrant research in the nation. Our unique character - shaped by outstanding academics, facilities and community life - promotes extraordinary student success.

Binghamton merges rigorous academics, distinguished faculty and state-of-the-art facilities to engage and challenge its 17,000 students. The high-achieving Binghamton student body also represents a great diversity of life experiences, from first-generation college-goers to international students. Beyond their talent, these classmates share a desire to shape the future through technology, insight, intellectual exploration and community service.

Requirements:
Applicants must have a Ph.D. in public policy or a related field at the time of appointment in Fall 2026.

Additional Information:
The State University of New York is an Equal Opportunity/Affirmative Action Employer. It is the policy of Binghamton University to provide for and promote equal opportunity employment, compensation, and other terms and conditions of employment without discrimination on the basis of age, race, color, religion, disability, national origin, gender identity or expression, sexual orientation, veteran or military service member status, marital status, domestic violence victim status, genetic predisposition or carrier status, or arrest and/or criminal conviction record unless based upon a bona fide occupational qualification or other exception.

As required by Title IX and its implementing regulations, Binghamton University does not discriminate on the basis of sex in the educational programs and activities which it operates. This requirement extends to employment and admission. Inquiries about sex discrimination may be directed to the University Title IX Coordinator or directly to the Office of Civil Rights (OCR). Contact information for the Title IX Coordinator and OCR, as well as the University's complete Non-Discrimination Notice may be found here.

Binghamton University is a tobacco-free campus effective August 1, 2017.

Application Instructions:
To apply, submit (1) a cover letter; (2) current C.V.; (3) sample(s) of scholarship and a statement of research agenda; (4) a statement of teaching philosophy and evidence of teaching effectiveness such as a sample syllabus, course evaluations, if available; (5) a statement of how you promote diversity and inclusion in your work to: https://binghamton.interviewexchange.com; and (6) names and contact information for three professional references. Review of applications will begin on **March 1, 2026** and will continue until the position is filled.

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Appendix 4.4: To-Be-Hired Faculty Position 4 (Lecturer in Public Policy)

Draft

Job Description:
The Department of Public Administration at Binghamton University seeks applications for a Lecturer in Public Policy appointment to begin fall 2026.

We seek applicants who are committed to contributing to our diverse and inclusive teaching, research, and working environment, and who will support a new online Master of Public Policy program. Department faculty are strong scholars, innovative teachers, engaged members of the community, and leaders in the profession. More about the department is available at: https://www.binghamton.edu/public-administration/index.html.

The online Master of Public Policy Program is housed at Binghamton University's Department of Public Administration, a home to NASPAA-accredited Master of Public Administration (MPA) program. The online Master of Public Policy program provides students with a strong foundation in the theory and methods of policy analysis with opportunities to complete applied projects on various topics and areas in public policy.

We welcome applications from individuals who are qualified to teach several of the required courses in the MPP program: theoretical foundations of public policy, economics of public policy, public policy design and implementation, public policy analysis, policy research methods, comparative public policy, advanced topics in public policy, and a policy laboratory for applied public policy projects. The successful applicant will contribute to expanding the public policy offerings within the MPP program. A normal teaching load is equivalent to three 4-credit courses each semester. Competitive candidates will be effective teachers.

About Binghamton University:
Binghamton University possesses a Carnegie R1 classification for very high research productivity and is a world-class institution that unites more than 130 broadly interdisciplinary educational programs with some of the most vibrant research in the nation. Our unique character - shaped by outstanding academics, facilities and community life - promotes extraordinary student success.

Binghamton merges rigorous academics, distinguished faculty and state-of-the-art facilities to engage and challenge its 17,000 students. The high-achieving Binghamton student body also represents a great diversity of life experiences, from first-generation college-goers to international students. Beyond their talent, these classmates share a desire to shape the future through technology, insight, intellectual exploration and community service.

Requirements:
Applicants must have a Ph.D. in public policy or a related field at the time of appointment in Fall 2026.

Additional Information:
The State University of New York is an Equal Opportunity/Affirmative Action Employer. It is the policy of Binghamton University to provide for and promote equal opportunity employment, compensation, and other terms and conditions of employment without discrimination on the basis of age, race, color, religion, disability, national origin, gender identity or expression, sexual orientation, veteran or military service member status, marital status, domestic violence victim status, genetic predisposition or carrier status, or arrest and/or criminal conviction record unless based upon a bona fide occupational qualification or other exception.

Application Instructions:
To apply, submit (1) a cover letter; (2) current C.V.; (3) a statement of teaching philosophy and evidence of teaching effectiveness such as a sample syllabus, course evaluations, if available; (5) a statement of how you promote diversity and inclusion in your work to: https://binghamton.interviewexchange.com; and (6) names and contact information for three professional references.

Review of applications will begin on **March 1, 2026** and will continue until the position is filled.

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Appendix 5: External Evaluation Reports from SUNY-Approved Evaluators

Appendix 5.1: External Evaluation Reports from SUNY-Approved Evaluator 1

SUNY The State University of New York

External Evaluation Report

Form 2D
Version 2022-10-31

SUNY requires External Evaluation, by two evaluators, in the following instances: an associate degree program that requires a Degree Authorization or Master Plan Amendment, an associate degree program in engineering technology, an associate degree program in an allied health area (unless the institution can demonstrate that the allied health program is accredited by an accrediting body for college-level programs in the field), all baccalaureate degree programs, and all graduate degree programs. Additionally, External Evaluation may be requested for an associate degree, certificate program, or advanced certificate program in a new or emerging field or in other extenuating circumstances.

The *External Evaluation Report* is an important component of a new academic program proposal. The external evaluator's task is to examine the program proposal and related materials, visit the campus (in person or virtually, as deemed appropriate) to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this Report form, and submit to the institution a _signed_ report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.

The institution is expected to review each *External Evaluation Report* and, as appropriate, make changes to its program proposal prior to its submission to SUNY.

As part of the program proposal the institution submits to SUNY, the *External Evaluation Reports* and an *Institutional Response* are required to be appended only in the following instances: an associate or baccalaureate degree program that requires a Degree Authorization or Master Plan Amendment, an associate or baccalaureate degree program in the discipline of engineering or engineering technology, an associate or baccalaureate degree program in an allied health area (unless the institution can demonstrate that the allied health program is accredited by an accrediting body for college-level programs in the field), and all graduate degree programs. Otherwise, the *External Evaluation Reports* are to be used by the campus to develop its proposal, but are not to be submitted as part of the program proposal.

Institution: SUNY Binghamton

Evaluator Name (Please print.): Brent S. Steel

Evaluator Title and Institution: University Distinguished Professor, Oregon State University

Evaluator Signature:

Proposed Program Title: Master of Public Policy (MPP)

Degree: Master of Public Policy

Date of evaluation: March 30 & 31, 2023

I. Program

1. Assess the program's **purpose, structure, and requirements** as well as formal mechanisms for program **administration and evaluation.** Address the program's academic rigor and intellectual coherence.

The program is designed to conform with the standards of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). As such, the organizational structure, coursework, administrative structure, and evaluation procedures meet the standards for professional accreditation by NASPAA. The MPP Business Plan outlines four major contributions that the establishment of the SUNY system's first MPP would make to the university. First, MPP programs are interdisciplinary in their design, which will allow faculty and students in the Department of Public Administration to connect with other departments and colleges across campus expanding research opportunities and potential grant funding. Second, almost all research at a R1 university has policy implications such as economic development, sustainable communities (including social, economic, environmental, and institutional dimensions), regulatory frameworks, international affairs, educational policy, health policy, etc. NSF, for example, requires a "broader impacts" and outreach component to grants that policy faculty and students would be best positioned to contribute to across campus. An MPP will greatly expand collaborative research and teaching opportunities that are not characteristic of most public administration programs. Third, a MPP program will also contribute to Binghamton's already excellent education and research reputation by attracting new students and hopefully new faculty that engage in cutting edge policy research in the signature areas identified in the proposal, but also new opportunities across campus. Fourth, MPP programs are growing across the U.S. and internationally as governments need expertise in policy design and policy analysis to more efficiently and more effectively allocate scarce resources to problem solve. Having both NASPAA accredited MPA and MPP programs will certainly increase the department's and university's "reputational footprint."

2. Comment on the **special focus** of this program, if any, as it relates to the discipline.

The two external reviewers met with faculty that contribute to the Genocide and Mass Atrocity, Environmental Studies, Educational Leadership, and Sustainable Communities programs. All of these programs in addition to public health all make for excellent collaborative opportunities, especially if the Environmental Studies program had a graduate component to it. As discussed above, most research on a R1 campus has policy implications, and all of these programs and research areas fit nicely with a MPP program. I'm most familiar and have externally evaluated MPP programs in the western U.S., most of which have environmental policy and sustainability concentrations and foci. Traditional students are attracted to these types of policy topics. MPP programs that also have climate change and renewable energy coursework and research opportunities are especially popular in attracting graduate students to campus. MPP programs are especially nimble in adapting to changing societal conditions and policy needs by adopting new coursework and concentrations on top of a rigorous interdisciplinary core coursework in policy design, policy analysis, and economics.

3. Comment on the plans and expectations for **self-assessment and continuous improvement.**

The Binghamton MPP proposal has the most thorough and detailed assessment process I've seen in a new program proposal. This reflects faculty experience with NASPAA's rigorous accreditation process and requirements. Each of NASPAA's required standards for program accreditation are carefully addressed with specific plans for self-assessment for continuous improvement. Given the department's experience with the NASPAA accredited MPA program, and faculty participation in NASPAA as evaluators, the MPP will be well situated for professional and effective assessment.

4. Discuss **the relationship** of this program to other programs of the institution and collaboration with other institutions, and assess available support from related programs.

I'll first comment from the meeting we had with the MPA students. All of the students enthusiastically commented on the quality of the faculty, how faculty are student friendly, and how engaged faculty are with the community. The students also talked about what they were learning in courses, which included much community engagement activities, groups projects, and many critical thinking assignments. A review of syllabi for required MPP courses revealed that the faculty are current on developments in policy and familiar with standard MPP course content. While I no longer conduct public administration research, I reviewed faculty vita and found that research and outreach accomplishments are definitely at the R1 level. In terms of professional service, the level of activity by many of the faculty goes well beyond faculty I have worked with at two other R1 universities. It is exceptional.

7. **Assess the faculty in terms of number and qualifications** and plans for future staffing. Evaluate **faculty responsibilities** for the proposed program, taking into account their other institutional and programmatic commitments. Evaluate faculty **activity in generating funds** for research, training, facilities, equipment, etc. Discuss any **critical gaps and plans for addressing them**.

The MPP proposal makes the case for a new hire in the second year of the program to maintain the NASPAA requirement of 5 fte faculty for program accreditation. The position would also cover required research methods courses and policy economics. This hire will be pivotal for program growth and for expertise that a MPP program requires. As the initial year of the program will rely on political science research courses, with program growth it will be important not to overpopulate courses and to have a more focused curriculum on policy. In addition, some faculty in Public Administration have administrative appointments with course reductions also necessitating an additional faculty member.

The MPP proposal plans for the new hire to generate $100k annually to support research and students, which I don't think is very realistic. A newly minted PhD student would most likely never achieve such an amount of grant money so early in their career before their reputation and experience could be leveraged to go after larger grants, or to develop relationships on campus to go after large interdisciplinary NSF grants. In fact, having this as an expectation might discouraged many from applying for the job. A more realistic goal would be to hire a more senior assistant or early career associate that has experience and success attracting larger grants

An additional new hire to support the MPP is also included in the proposal, which would be dependent on growth of the program generating resources that could support the position. If the MPP achieves its planned program size, this position would be important to cover needed courses and any new specializations to be developed.

For the planned specializations in education policy, environmental policy, public health policy, and international development policy, the MPP could use courses from other programs as there probably isn't capacity and expertise to cover this many topics and also cover MPA and MPP required core coursework.

8. Evaluate credentials and involvement of **adjunct faculty** and **support personnel**.

The external review team met with one visiting assistant professor—Aleksy Tikhomirov. Dr. Tikhomov is on the MPP Design Committee and provides an important teaching and curriculum design role for the Department.

III. Students

9. Comment on the **student population the program seeks to serve**, and assess plans and projections for student recruitment and enrollment.

I previously commented on this topic but will reiterate again here. As there currently is no MPP program in one

of the most populous states in the U.S., that the program is being proposed by a prestigious public university, and that nationally MPP programs are on the rise, this looks like a "no brainer" to me. While the proposal is for a resident MPP program, I would strongly urge the department and college to consider "going big." There is a huge nontraditional, place bound, working student market that could be serviced through distance education possibilities. During the meeting with the MPA Advisory Board, the topic of traveling from nearby towns and cities came up as an obstacle for those wanting public policy analysis training. This market of working practioners could provide an enormous opportunity to grow the program, grow the number of networks that might provide MPP jobs, internships and contract work, and increase department revenues to support additional students and hires in the future. I would suggest conducting a regional needs assessment of governments and nonprofits to ascertain demand and interest, and starting out small (if there is demand) with a Graduate Certificate in Public Policy Analysis.

Another option that the department could consider to generate revenue to recruit and involve MPP students in applied policy analysis research projects would be the creation of a policy analysis research laboratory. Such research labs are common for many public policy programs. I have worked with two such policy laboratories at R1 universities. For example, at Washington State University they have the Division of Governmental Studies and Services (DGSS) that has funded graduate students to work on contract and grant work for state and local governments and nonprofits. DGSS funds a part-time faculty director and 3-8 graduate students annually and provides resources for other department initiatives. At Oregon State University we set up the Oregon Policy Analysis Laboratory (OPAL) about 7 years ago that also funds a part time faculty director and funds between 4-6 graduate students. We initially provided OPAL with 4 graduate research assistants as "seed money" and now are breaking even and starting to support more students as the number and size of contracts and grants continue to grow. Both DGSS and OPAL have been hugely important for recruitment of new students to the program. It is very common for MPP applicants to express interest in working on OPAL projects. Also relatedly, it would help the new hire work toward external funding goals.

10. What are the prospects that recruitment efforts and admissions criteria will supply **a sufficient pool of highly qualified applicants and enrollees?**

I have already commented on this several times above. Having the first MPP program in one of the largest population states at a prestigious public university should (will!) lead to a substantial pool of highly qualified and diverse applicant pools. Of course, this will require some serious investment in marketing and outreach. At Oregon State University, surveys of newly matriculated MPP students reveal that over 70 percent heard about our program through the internet (and not through the NASPAA website, but through Google searches of our own website). Like Binghamton, we are in a college town that must attract students to move to OSU. The internet is an important modality to recruit in-state MPP students and especially out-of-state and international students. For the OSU program, the overwhelming number of MPP come from outside of the state and internationally.

Like many other MPP programs, we also participate in Public Policy and International Affairs (PPIA), which is an organization created to recruit diverse undergraduate students to public policy and international affairs graduate programs through "public service weekends" and summer field schools at member schools (annual membership is $2,500). PPIA also offers a summer conference in Washington DC where member schools can recruit students in person. We have been very successful recruiting diverse students through PPIA as Oregon is a relatively homogenous white state.

OSU just implemented an accelerated MPP program in 2023, so we have had limited recruitment of our own undergraduates to date. However, we have compiled addresses and email listservs of all Historically Black Colleges, Hispanic Serving Institutions, and Native American Colleges where we send recruitment letters, brochures, and program posters to relevant undergraduate programs (e.g., economics, political science, sociology, etc.). We also use our progressive state and university reputation to recruit LGBTQ+ students in "red states" (mostly southern and some lower Midwest states) using mailings and emails to LGBTQ+ student organizations

that we have identified at private and public universities. This has been an extremely successful recruitment strategy and we often use resources at our student Pride Center to help recruit. Binghamton is even better situated to engage in this type of recruitment being located in the east much closer to these states. We are also increasingly using progressive social and environmental policy issues to recruit excellent and diverse students given the current political environment. From our experience and knowledge of other MPP programs that I have reviewed, potential students interested in MPP programs are often typically concerned with climate change, community sustainability, homelessness, food security, inequality, DEI, etc.

Typically, our program annually spends $2,500 for PPIA membership and anywhere between $2,500 and $3,000 on mailings, which does not include Graduate School and distance education (Ecampus) marketing. Our Graduate School and distance-education also engage in "bundling" marketing where they target certain publications, media outlets, etc. that they have identified as attracting applicants on certain themes like "professional programs" such as the MBA, MPP and MPH programs at OSU. Of course, once a recruiting email listserv is compiled it is low to no cost to keep updated.

As a new program, I would encourage a robust investment in the initial marketing of the program and a "brand" that will attract students. When we first started the MPP program 20 years ago, there was a large investment to get the program recognized and on the map.

11. Comment on provisions for encouraging participation of **persons from underrepresented groups**. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?

Yes, very much so in the MPP proposal and from my interactions with the faculty, staff, and MPA students. I have also provided some additional ideas for recruiting underrepresented groups above.

12. Assess the system for monitoring **students' progress and performance** and for **advising students** regarding academic and career matters.

The career advising of the MPA program appears to be stellar. The review team met with the adviser and got feedback from the MPA students that this is a strength of that program. I would assume the same level of attention and expertise would apply to the MPP program. Also, given the detailed plan for NASPAA accreditation in the proposal, student learning outcome assessment processes are very, very strong in the proposal.

13. Discuss prospects for graduates' post-completion success, whether **employment, job advancement, future study, or other outcomes related to the program's goals.**

As mentioned previously, Oregon has 2 MPP programs in a very small population state, and both programs (Portland State University and OSU) have had 100 percent placement rates of students within 6 months of graduation for those seeking employment. Both programs also have a large number of MPP graduates moving on to PhD programs as well (typically in Public Policy, Political Science, Environmental Science and Education Policy). In Oregon, demand exceeds supply for MPP student employment opportunities. I do not know much about New York, but the MPA Advisory Council expressed strong support for MPP graduates as state and local governments need expertise in policy analysis. Several of the local government representatives on the council also said that local governments need trained policy experts to help them identify how new state policies and laws will impact their jurisdictions (e.g., unfunded mandates).

NASPAA requires transparency in employment success, and a cursory look at NASPAA accredited MPP program websites indicate that the placement rates in Oregon are very similar to other programs across the country.

IV. Resources

14. Comment on the adequacy of physical **resources** and **facilities**, e.g., library, computer, and laboratory facilities; practical and internship sites or other experiential learning opportunities, such as co-ops or service learning; and support services for the program, including use of resources outside the institution.

The review team toured the department's facilities at the downtown campus and asked the MPA students about facilities. With the increasing use and access to electronic journals and books, libraries do not need large physical space anymore, and the students said they have access to main campus library resources and adequate access to journals and books. Experiential learning opportunities are currently enormous, and faculty incorporate a praiseworthy number of opportunities to engage with communities, which the MPA students are very appreciative of. The one area where they will need some investment is in computer laboratory access and most likely new statistical and modeling software. Computer lab access for MPA students looks adequate, but doubling the size of the graduate program will necessitate additional work stations and most likely software. MPP Programs are heavily technology dependent where students need to have access to and learn how to use various software programs. This is one area that the MPA students indicated they would like more access and instruction, which they think they would get with the addition of a MPP program. In our program we have workshops and incorporate training in GIS (very marketable for MPP students), STATA, Excel, SPSS, increasingly R, and qualitative software such as NVivo). I imagine there are many resources outside the department on campus that can be leveraged with instruction with these programs, but more physical infrastructure at the downtown campus will most likely be needed.

15. What is the **institution's commitment** to the program as demonstrated by the operating budget, faculty salaries, the number of faculty lines relative to student numbers and workload, and discussions about administrative support with faculty and administrators?

The review team met with the Vice Provost of the Graduate School and the Dean and Associate Dean of Community and Public Affairs, who were all very supportive of the proposal and see the great potential of such a new program. There are more than enough faculty to offer the MPA program and through careful faculty assignments the new MPP, with the proposed new hire in year 2, will be well staffed. Future hires will be dependent on the program reaching enrollment targets, which is pretty much universal in public higher education these days. The 2-2 teaching load for tenure track faculty without administrative appointments is consistent with other R1 policy programs with high research expectations. Currently with only a MPA program that has approximately 118 students the workload does not seem onerous for the number of faculty in the department.

V. Summary Comments and Additional Observations

16. Summarize the **major strengths and weaknesses** of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

Major strengths:
- First MPP program in the nation's 4th largest population state located at a prestigious university in the SUNY system.
- High quality and committed faculty that are revered by current and former MPA students.
- Opportunities for community-based research and outreach experiences with strong faculty support.
- Faculty genuinely committed to DEI.
- Leveraging existing resources and programs on campus for specializations and a willingness to expand in areas of student demand.
- Strong support from administration, MPA Advisory Council, and current students.
- Thoughtful and appropriate MPP coursework.
- Thoughtful and appropriate administrative structure and plans for NASPAA accreditation.

Considerations:

- The external funding expectations for the planned new hire are not realistic unless it is a senior assistant professor or early career associate professor. Also, having such an expectation may limit your applicant pool for a new assistant professor.
- Given the teaching expectations of the new position in methods and public economics, it will be very important where the hire was trained (most likely an interdisciplinary policy PhD program with economics). Such a hire may be (most likely) more expensive than what is currently budgeted.
- Creation of an online option for a Graduate Certificate in Public Policy Analysis would be a good way to determine if there is a market for a full online MPP program. All of my experience with our online MPP suggests there is such a market as we have students from New York in our program. The MPA Advisory Council's observations on access barriers for surrounding communities made such a case.
- Consider creating a Public Policy Analysis Research Laboratory to employ students to conduct externally funded contract and grant work to provide students addition applied research opportunities and revenue streams to support students and other program initiatives. "Seed money" could be a couple of Graduate Assistants that have had methods training to conduct the work.
- The program will need a "brand" to market, such as community sustainability, environmental policy, etc. based on strengths of the department and Binghamton. This should be integrated into the mission statement, which I would try to develop with faculty sooner rather than later. The mission statement could then be revised once there is a new Advisory Council in place (or consider one advisory council for both programs?).
- Change the name of the department to Department of Public and Administration and Policy as soon as possible to reflect this new direction. Students interested in public policy (and potential applicants for the new position) will most likely not be attracted to a Department of Public Administration.
- Consider a robust marketing campaign in the beginning to get the program visible in the New York, and I would also go big and market in contingent states and other regions such as the south.

17. If applicable, particularly for graduate programs, comment on the ways that this program will make a **unique contribution** to the field, and its likelihood of achieving State, regional and/or national **prominence**.

This proposal and program has enormous potential for state, regional, and national prominence, IF adequate resources are provided and supported by administration. There is an enormous opportunity here to make a mark

18. Include any **further observations** important to the evaluation of this program proposal and provide any **recommendations** for the proposed program.

External Reviewer Conflict of Interest Statement

I am providing an external review of the application submitted to the State University of New York by:
Brent S. Steel, Oregon State University

(Name of Institution or Applicant)

The application is for (circle **A or B** below)

A) New Degree Authority

(**B**) Registration of a new academic program by an existing institution of higher education:

<u>Master of Public Policy</u>
(Title of Proposed Program)

I affirm that I: Brent S. Steel

1. am not a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking approval for the proposed program or the entity seeking approval for new degree authority, and that I did not consult on, or help to develop, the application;

2. am not a spouse, parent, child, or sibling of any of the individuals listed above;

3. am not seeking or being sought for employment or other relationship with the institution/entity submitting the application?

4. do not have now, nor have had in the past, a relationship with the institution/entity submitting the application that might compromise my objectivity.

<u>Name of External Reviewer (please print): Brent S. Steel</u>

Signature:

_____

External Evaluation Report

Form 2D

Version 2022-10-31

> SUNY requires External Evaluation, by two evaluators, in the following instances: an associate degree program that requires a Degree Authorization or Master Plan Amendment, an associate degree program in engineering technology, an associate degree program in an allied health area (unless the institution can demonstrate that the allied health program is accredited by an accrediting body for college-level programs in the field), all baccalaureate degree programs, and all graduate degree programs. Additionally, External Evaluation may be requested for an associate degree, certificate program, or advanced certificate program in a new or emerging field or in other extenuating circumstances.
>
> The *External Evaluation Report* is an important component of a new academic program proposal. The external evaluator's task is to examine the program proposal and related materials, visit the campus (in person or virtually, as deemed appropriate) to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this Report form, and submit to the institution a <u>signed</u> report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.
>
> The institution is expected to review each *External Evaluation Report* and, as appropriate, make changes to its program proposal prior to its submission to SUNY.
>
> As part of the program proposal the institution submits to SUNY, the *External Evaluation Reports* and an *Institutional Response* are required to be appended only in the following instances: an associate or baccalaureate degree program that requires a Degree Authorization or Master Plan Amendment, an associate or baccalaureate degree program in the discipline of engineering or engineering technology, an associate or baccalaureate degree program in an allied health area (unless the institution can demonstrate that the allied health program is accredited by an accrediting body for college-level programs in the field), and all graduate degree programs. Otherwise, the *External Evaluation Reports* are to be used by the campus to develop its proposal, but are not to be submitted as part of the program proposal.

Institution: Binghamton University

Evaluator Name (Please print.): Christine H. Roch

Evaluator Title and Institution: Professor, Georgia State University

Evaluator Signature: *Christine Roch*

Proposed Program Title: Master of Public Policy

Degree: Master of Public Policy

Date of evaluation: March 30 and 31, 2023

I. Program

1. Assess the program's **purpose, structure, and requirements** as well as formal mechanisms for program **administration and evaluation.** Address the program's academic rigor and intellectual coherence.

The purpose of this proposed MPP program is to provide graduate students with advanced education in the area of public policy, focusing on the development of theoretically driven analytical skills and training in quantitative methods. Graduates of this program will be competitive for positions as policy analysts in public and private organizations. This program is structured as a 2 year degree offered by the Department of Public Administration. Students are proposed to take courses within an in-person format, completing 40 credit hours. Students are required to complete 6 core courses (24 credit hours), a policy laboratory (4 credit hours) and 12 credits for elective courses that can be used for a specialization. The core courses provide a rigorous foundation both methodologically (2 courses in research methods and also a class in public policy economics and a class in policy analysis) and theoretically (classes in policy theory and comparative public policy). The proposed specializations are in health policy, educational policy, international development policy, and environmental policy.

This MPP program will be administered by the Department of Public Administrations housed in the College of Community and Public Affairs at Binghamton University. The department already successfully administers a Master of Public Administration (MPA) degree that is highly regarded nationally and internationally. This existing program is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). The department appears well-equipped to administer a second professional degree program for which they will also seek NASPAA accreditation. The proposal for the program is very well-developed as well as are the mechanisms for evaluation, following closely along the same guidelines the department had developed when achieving accreditation for their MPA program. More specifically, the MPP Committee has developed 4 broad learning outcomes under which fall a number of more specific outcomes that align with the competencies established by NASPAA. The department will assess the level of student performance in these areas, evaluating the quality of student learning following NASPAA guidelines. These activities will allow the department to learn about the strengths and weaknesses of their training and inform revisement of existing instructional practices. All of this information will be assessed externally by NASPAA during the accreditation process and during subsequent review periods.

2. Comment on the **special focus** of this program, if any, as it relates to the discipline.

In 2021, Binghamton University began the process of seeking the registration of the MPP degree in New York, and the MPP was successfully registered in October 2022. Since the degree was just registered, there are currently no MPP programs in New York. There are some existing programs that offer graduate training in the area of public policy with other degree names. Nationally, this program will become one out of about 10 MPP programs that are accredited by NASPAA. Only four accredited MPP programs are in the same department as an accredited MPA program.

3. Comment on the plans and expectations for **self-assessment and continuous improvement**.

Please see the previous discussion for #1.

4. Discuss **the relationship** of this program to other programs of the institution and collaboration with other institutions, and assess available support from related programs.

The program faculty in the Department of Public Administration have developed collaborations with other programs at the institution that will support the delivery of the curriculum in the MPP program. These collaborations involve the Department of Political Science, Environmental Studies Program, Department of Teaching, Learning, and Educational Leadership, and the Division of Public Health in Decker College. These programs will support elements of the core curriculum (initially until a new hire is made) and 4 specializations within the MPP program.

The MPP program faculty in the Department of Public Administration have also communicated with faculty at other colleges about their program who are engaged in policy-oriented research. They would like to see themselves as becoming a central point for this type of work on campus, facilitating cross-departmental connections and potentially also becoming a locus for collaborations on policy-related funded projects. The Department of Public Administration also sought out support from other institutions when acting to register the MPP in New York.

5. What is the evidence of **need** and **demand** for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

As mentioned previously, while there are some master's degrees in public policy offered at NY universities under different names, there are currently no MPP programs offered in the state of New York. In 2021, Binghamton University began the process of seeking the registration of this degree in New York, and the MPP was successfully registered in October 2022. Thus, this program is likely to become one of a very small number of MPP programs offered in this highly populous state. Given the strong reputation of Binghamton University, it is likely that it will attract graduates from local areas, the state, and nationally/internationally. It is also well positioned to compete with elite private universities within New York that develop similar programs since the tuition required to attend their MPP program will be significantly lower.

It appears that the MPP degree is increasing in its desirability over time, and occupational demand appears strong. At the MPA and MPP programs at my university, the MPP has exhibited growth in its enrollments over time, while we have witnessed a decline or stability in MPA enrollments. Faculty at other universities have reported similar trends. The analytical skillset associated with the MPP appears very attractive to public and private employers. Graduates should be able to find a number of different job opportunities. Documentation provided by the department (2021) for registering the MPP states that there were 33 master's degrees in public policy (not MPP degrees) offered in New York in 2019, compared to 1,731 MPAs. There were however, 3,791 job postings in New York between January 2019 and February 2021 for policy development skills and a master's degree – suitable and attractive positions for MPP graduates.

During their visit to Binghamton University, the external reviewers met with the external MPA advisory board. The members of this board worked at surrounding local governments and policy-related organizations. They expressed a strong interest in having a MPP program offered at Binghamton to strengthen the skillset of those individuals applying for policy-related positions in their organizations. They saw the possession of a MPA degree as signifying a developed skillset in public management practices, providing them with confidence in applicants when hiring them for these types of positions. They thought that the MPP could act similarly when hiring individuals to work in policy analysis and evaluation.

The advisory board members also commented on the difficulties involved with taking time to travel to the Binghamton campus when they had taken courses at the University for the MPA program. This discussion signaled an interest in programs that were easier to access – as would be the case with a program that is in an online or hybrid format. This type of modality may also be an option for the proposed program. There would be significant additional upfront costs and modifications made in the existing proposed structure of the MPP program if the modality of the program were to be changed. Given the proposed allocations of faculty resources (discussed below), the department would likely need to hire a new faculty member immediately to offer the two research methods courses if the program were to be offered online since they would be unable to send their students to the Political Science Department for these in-person courses initially. Other issues also arise with the proposed specializations since only 1 (Education Policy) out of 4 specializations currently has the option to take classes online. Another option for the proposed degree is to develop an online specialization in policy analytics, which involves arranging for a smaller number of classes to be offered in an online format.

An online program would target a much larger group of potential enrollees in New York and in other states as well as internationally. It could possibly also lead to higher enrollments than an in-person program, but there would be additional costs that would arise in developing these online classes (e.g. earlier hire, supporting faculty as they development asynchronous online courses) as well as the need to rework the program's specializations.

II. Faculty

6. **Evaluate the faculty**, individually and collectively, with regard to training, experience, research and publication, professional service, and recognition in the field.

There are 10 faculty members in the Department of Public Administration in the College of Community and Public Affairs. Overall, they appear to be well-qualified and representative of the faculty typically present at R01 universities. They are active professionally and are productive, publishing in peer-reviewed journals. They also hold appointments in various organizations external to the University, such as the Conrad and Virginia Klee Foundation. The external reviewers also met during their visit with existing MPA students who were enthusiastic in their praise of the degree of support and quality of instruction provided by the faculty. All faculty within the department are planned to be active in governing the MPP and MPA programs.

There are 3 existing faculty members that will participate in providing coursework for the MPP program. Overall, they appear well-equipped to support the MPP program, having expertise that aligns closely with its core courses. I evaluate them individually below.

Dr. Dzigbede has a PhD in Public Policy from Georgia State University, an R01 University, that he received in 2016. He has also worked as an economist for the Central Bank of Ghana and has bachelor's and master's degrees in economics. He is an Associate Professor and Department Chair. He has published 15+ articles in the areas of public finance and economic development. He is also engaged in activities that signify his recognition in the field, for example he is the editor of the Public Finance and Management journal. His teaching interests are in policy analysis, research methods, public economics, and developmental policy.

Dr. Sinclair has a PhD in Public Policy from Indiana University, an R01 University, that he received in 1997. He is an Associate Professor. His research interests are in the area of public service delivery. He is recognized internationally as a Fulbright scholar and has received awards for excellence at Binghamton University for graduate mentoring and as an outstanding graduate director. His teaching interests are in the areas of policy analysis and public service.

Dr. Uttermark has a PhD in Political Science from Florida State University, an R01 University, that he received in 2019. He is an Assistant Professor. He has published 9+ articles in the area of public policy, racial inequality and public policy. He has received the Herbert Kaufman Award from the Public Administration Section of the American Political Science Association, as well as an award as a community engaged teaching fellow from Binghamton University. His teaching interests are in public policy theory, comparative policy, policy analysis, and research methods.

7. **Assess the faculty in terms of number and qualifications** and **plans for future staffing**. Evaluate **faculty responsibilities** for the proposed program, taking into account their other institutional and programmatic commitments. Evaluate faculty **activity in generating funds** for research, training, facilities, equipment, etc. Discuss any **critical gaps and plans for addressing them**.

I identified the 3 faculty members that are expected to be most active in the MPP program in question 6. According to the business plan for the MPP, Dr. Dzigbede and Dr. Uttermark are expected to have a full-time instructional commitment (2-2) to the program, and Dr. Sinclair is expected to have a half-time instructional commitment (which

may remain in the MPA program) and will act as the MPP director. This plan assumes that Dr. Dzigbede, who is currently the department chair and MPA program director, will resign from these significant administrative roles. As shown above in my response to question 6, all 3 faculty are very well-qualified to take on their roles as instructors. Given his previous awards from the University for graduate mentoring and for being an outstanding program director, Dr. Sinclair is a very sound choice for program director. As far as the evidence available indicates, these 3 faculty members have had only a limited role in generating funds.

The Department of Public Administration asks for 2 new tenure-track faculty hires for this program. This request is based on NASPAA requirements, teaching needs, and the ability to attract faculty with external grant funding. The first hire is expected to be made in the second year of the program and to teach research methods. The second hire is expected to be made in the 3rd year of the program with expertise in policy analytics and a substantive field. This seems like a reasonable plan to provide additional substantive support to the MPP students and to better develop the new "public policy" side to this department. I see the reasoning for these hires as sound. The hiring proposal, however, assumes that a new assistant professor with external funding could be hired at $85,000. I think that this is unlikely to occur – overall the proposed salary is a bit low and there are few PhD program graduates that have already acquired external funding this early in their career. My recommendation would be to increase the level of the salary to attract a senior assistant professor or fresh associate professor that has already exhibited some success in securing external funds.

8. Evaluate credentials and involvement of **adjunct faculty** and **support personnel**.

The external reviews met with Dr. Tikhomirov, one of the 10 faculty members in the department and a Visiting Assistant Professor. He has taught in the Department of Public Administration since 2016. He has received the Chancellor's Award for Excellence in Adjunct Teaching. He has also published books and peer-reviewed research articles and appears well-qualified for his position.

We also met with 2 administrators that appear currently to provide valuable support for the existing MPA program: Ms. Hill and Ms. Rusin. Ms. Hill is the interim director of admissions and student services, and Ms. Rusin is the director of recruitment and internships. Both provided a useful overview of their jobs, and clearly exhibited the level of engagement that helps to fuel the department's successful MPA program. They will likely provide valuable support for the half-time hire that the department proposes to make to support local, state, national, and international efforts at recruitment and to support admissions services and administration. This proposed half-time hire appears critical since an extensive recruitment effort is essential to successfully launch this new program.

III. Students

9. Comment on the **student population the program seeks to serve**, and assess plans and projections for student recruitment and enrollment.

The department plans largely to serve students that are recent graduates of undergraduate programs as well as some career professionals. These individuals would live in the Binghamton area or choose to move to this area to attend the MPP program. The department makes significant efforts in its proposals, and did as well as in conversations with the external evaluators, to describe ways that they could seek out a diverse set of students and attract applicants within New York as well as internationally. I detail the plans to recruit individuals from underrepresented backgrounds in my response to question 11.

The department plans to create an on-line pre-admission course in introductory methods that will be offered by the MPP program during the summer. This course will be used as a recruitment tool particularly within New York and could also be used for this purpose nationally. The program will also recruit high performing SUNY graduates by guaranteeing admission for those that have a GPA of 3.5 or higher. In addition, the department plans to increase international applications by recruiting Fulbright scholars and relying on faculty members'

professional contacts in Africa, Asia, and South America. Other recruitment efforts will be made by an internal half-time hire detailed in the previous section. Overall, the use of the introductory methods course is innovative and paired with other efforts should lead to the recruitment of a sufficient number of applicants.

The projections for enrollment rely on NASPAA data, which provide a sound basis for the enrollment projections for the MPP. Given these data, the projection is that 10 students will enroll in the first year, 20 during the second year, and 30 in the following years (leading to a total enrollment of 60 students). In fact, given the limited opportunities to attain an MPP in the state of New York, and the attractiveness of this degree, enrollments may later exceed these projections.

10. What are the prospects that recruitment efforts and admissions criteria will supply **a sufficient pool of highly qualified applicants and enrollees**?

Applications to the MPP program will include a number of materials, including college transcripts, a personal statement, letters of recommendation, and a CV/resume. The diversity of these materials should provide the admissions committee with sufficient information for identifying and recruiting highly competent applicants. There are several available potential pools of applicants to the program that should be particularly well-qualified and should do well during the admissions process. For instance, many applicants from the group of high-quality undergraduates present at Binghamton University should be highly qualified. In addition, guaranteeing admissions for SUNY graduates with 3.5 GPAs or higher should further help to increase this pool of quality applicants. The on-line pre-admission course in methods will also be useful in ensuring that applicants have a sufficient statistical background for the program. These efforts, among others focused on broader outreach to the community and state, appear likely to ensure a sufficient pool of qualified applicants.

11. Comment on provisions for encouraging participation of **persons from underrepresented groups**. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?

During the visit by the external evaluators, faculty and staff talked about efforts to seek to recruit applicants from underrepresented groups. Documentation and conversations with departmental faculty signal a strong commitment to these efforts. One key effort involved the creation of the online course in quantitative methods. This course will target women and people of color and will seek to recruit students who qualify for McNair fellowships and who are in EOP programs in New York. This course will expose potential applicants to the MPP program and act as a recruitment tool.

The MPP program will also encourage meetings with the administrator in the department who is the director of student services and with departmental faculty when students from underrepresented groups are preparing applications for the program. These meetings will provide applicants with information about how to strengthen their applications.

In addition, the department will also make efforts to retain students from underrepresented groups by seeking to ensure they are well integrated into the MPP program and providing any additional needed support.

This program is full-time and will not accommodate part-time students. This appears to occur to minimize problems with scheduling in-person courses. If the program were to transition to an asynchronous online format, then it would be easier to make this accommodation.

12. Assess the system for monitoring **students' progress and performance** and for **advising students** regarding academic and career matters.

Students will initially be advised by the MPP program director. Future advising will be performed by the faculty and existing staff. Each student will have a faculty advisor that they will meet with every semester. The advisor

will monitor the progress of the students that they advise. If any issues arise, the faculty member will ensure that the student has access to the necessary resources that will aid them in addressing their problems.

During their visit, the external reviewers met with two groups of MPA students - one group during our campus visit and a second group during a MPA student panel. The students were very enthusiastic about the degree of support that they received from their advisors. According to their reports, the faculty were doing a great job at answering students' questions and at helping them to surmount any difficulties that they encountered. This suggests that the current advising system in place is very successful and will likely similarly benefit MPP students.

13. Discuss prospects for graduates' post-completion success, whether **employment, job advancement, future study, or other outcomes related to the program's goals.**

Graduates of the MPP program will have a skillset that is attractive to public and private employers. Data from NASPAA shows that private employers are more likely to hire students with MPP degrees than those with MPA degrees. The department in SUNY Form 2B provides information from a marketing analysis by Emsi (now Lightcast). This analysis showed that there were 33 master's degrees in public policy (not MPP degrees) earned in New York in 2019, compared to 1,731 MPA degrees earned in the state during that same year. There were however, 3,791 job postings in New York between January 2019 and February 2021 for jobs requiring policy development skills and a master's degree. These jobs would be well-suited to individuals with a MPP degree. Attaining the MPP should benefit graduates in their future employment and job advancement.

IV. Resources

14. Comment on the adequacy of physical **resources** and **facilities**, e.g., library, computer, and laboratory facilities; practica and internship sites or other experiential learning opportunities, such as co-ops or service learning; and support services for the program, including use of resources outside the institution.

The external reviewers toured the current facilities with a group of MPA students. There was a community room that the students said was used for groups meeting for class projects. According to the students, there would be plenty of space for MPP students to also make use of this room. There were also 2 computer rooms available to students. They were sufficient for the MPA students but may need additional computers to accommodate the growing number of students in the department once the MPP program is in operation. Outside of the department, there were additional meeting rooms that could also be reserved in the Library-Information Commons. The Commons also had documents from regional governments, aid for students in searching for electronic materials, a collection of books, and other reference materials. There was a large atrium in the building where it was also possible for students to congregate as well as pleasant outdoor spaces. Overall, the resources and facilities appeared appropriate.

15. What is the **institution's commitment** to the program as demonstrated by the operating budget, faculty salaries, the number of faculty lines relative to student numbers and workload, and discussions about administrative support with faculty and administrators?

The institution has a strong commitment to this program as evidenced by the number of faculty lines relative to student numbers, workload, number of faculty hires, and future administrative support that will likely be committed to this program. This commitment was evident in discussions with senior administrators within the University, including Dr. Mahler, Interim Dean of the Graduate School, Dr. Bronstein, Dean of the College of Community and Public Affairs, and Dr. Marty, Senior Associate Dean of the College of Community and Public Affairs. The only additional concerns I have are about whether sufficient funding exists for the faculty hires. Currently, the amount is set at $85,000 for an incoming assistant professor– which seems low. As mentioned previously, it is unlikely that

an individual at this level would have external funding. If the institution would like to recruit a faculty member with external funding, I would suggest hiring at the senior Assistant or Associate level.

V. Summary Comments and Additional Observations

16. Summarize the **major strengths and weaknesses** of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

Strengths
- The program is proposed by a faculty that has already offers an excellent MPA program. They certainly have the required skillset to implement an additional high quality graduate degree. They also have sufficient expert knowledge in those areas related to the proposed curriculum to provide a successful intellectual foundation for this program. I see no potential issues with the implementation of this degree as long as sufficient resources are provided.

- The program's proposed objectives align with those of a governing body, NASPAA. Thus, they seem very appropriate.

- The program would be one of the first MPP programs established in the state of New York.

- The program would be established in a highly populous state – providing a large potential applicant pool.

- Binghamton University and the Department of Public Administration have a very positive reputation, adding to the desirability of the program to potential applicants.

- The tuition charged for the MPP program at Binghamton University will be lower than that charged by other close by private Universities, such as Cornell University, adding to the attractiveness of the program locally.

- The department has a good relationship with the members of their MPA advisory board. These skills should translate into a similarly good relationship with the members of an MPP advisory board. This should help ensure that graduates are also learning a marketable skillset, as is the case with the existing MPA program. The relationship with the new MPP board should also help to funnel additional applicants into the application pool.

- The program will be offered by a faculty that is highly regarded by existing graduate students.

- The development of the program will likely lead to the hiring of faculty working on substantive policy areas. This type of research is attractive to external organizations for funding and could draw in significant levels of funding, such as through the NIH. These new hires may have skillsets and substantive interests that facilitate cross-departmental connections, leading to interdisciplinary projects that could also be supported by external funding.

- The program will have students develop skillsets that are attractive to a wide range of employers.

Challenges

- The department must determine how to draw in a large applicant pool despite Binghamton's small-town setting. It seems necessary to invest a significant amount of energy and funding into marketing the program. A couple of specific questions/issues:

- o The department needs to develop a desirable image for the program that can help to market it. Focus groups and the expertise of a marketing firm appear important here.

- o How much do potential applicants for the MPP and MPA programs overlap? In particular, they may wish to learn whether a separate pool of applicants exists within the Binghamton undergraduate population that is attracted specifically to the MPP program. A marketing study may be helpful here.

- The department needs to attain support for new hires that allows the department to attract new faculty at more advanced levels, e.g., senior Assistant Professors, or junior Associate Professors, already having some evidence of success in acquiring external funding.

17. If applicable, particularly for graduate programs, comment on the ways that this program will make a **unique contribution** to the field, and its likelihood of achieving State, regional and/or national **prominence**.

This program will be one of the first MPP programs offered within the state of New York. It will also be one of a limited number of NASPAA accredited MPP programs in the country. Given the very positive reputation of Binghamton University and the Department of Public Administration, it will be seen as a competitive player at the state, regional, and national levels.

18. Include any **further observations** important to the evaluation of this program proposal and provide any **recommendations** for the proposed program.

I see the answer to the question of whether this program should be offered as an unambiguous yes. I list several considerations below:

1. As discussed during the visit with faculty and administrators, it would be helpful for the department to change its name to include public policy, e.g. Public Administration and Policy.

2. The department may want to consider creating a policy analysis/analytics track in the MPA program.

3. The department may want to consider creating an online certificate in policy analysis that could be attractive to individuals outside of the Binghamton area.

4. There were questions about program modality that arose during the visit in discussions with the external evaluators. There are plusses and minuses associated with each possible format that must be considered in conjunction with availability of support for the program, such as for new hires, activities by existing faculty, and advertising. I mention some possible changes in format below (I already mentioned these previously) - I am sure that other formats can be considered as well. In all of these formats, given sufficient resources, I believe that the Department of Public Administration would be able to offer a high quality MPP program.

   a. A program in an in-person format – as it is described currently.
   b. A fully online program. This program would require support for existing faculty as they develop asynchronous courses for the MPP program. It would also likely require an earlier faculty hire to develop the asynchronous version of the methods coursework included in the core curriculum (This hire is currently proposed for year 2). It would also require a construction of new specializations/additional coursework for the remaining 12 credit hours of the program that would need to be offered asynchronously.
   c. A hybrid program. This program would require support for some existing faculty to develop asynchronous courses. This support would be more limited than in the case of a fully online

program. These online courses could align with those courses that the department could use in an online policy analytics certificate.

If all of the resources necessary for an online program are available (support for faculty, hires, etc.), if reconstructing the major fields for the program does not present significant difficulties, and if a marketing study suggests that there is sufficient demand for an online program, then this seems like a viable option. It would be less likely to compete with the MPA program and would draw students from a much larger area. There are also few online MPP program currently being offered. Otherwise, I would suggest moving ahead with the in-person program and developing an online certificate program in policy analysis/analytics. The courses in this certificate program could align with the existing MPP program and allow students enrolled in this program to take some courses also in an online format if they preferred. This may increase the desirability of this program to individuals with constraints due to work or family and/or who wish to decrease their travel-time to Binghamton University.

SUNY The State University of **New York**

External Reviewer Conflict of Interest Statement

I am providing an external review of the application submitted to the State University of New York by:

Christine H. Roch, Georgia State University
_____

(Name of Institution or Applicant)

The application is for (circle A **or** B below)

A) New Degree Authority

B) Registration of a new academic program by an existing institution of higher education:

_____ Master of Public Policy _____
(Title of Proposed Program)

I affirm that I:

1. am not a present or former employee, student, member of the governing board, owner or shareholder of, or consultant to the institution that is seeking approval for the proposed program or the entity seeking approval for new degree authority, and that I did not consult on, or help to develop, the application;

2. am not a spouse, parent, child, or sibling of any of the individuals listed above;

3. am not seeking or being sought for employment or other relationship with the institution/entity submitting the application?

4. do not have now, nor have had in the past, a relationship with the institution/entity submitting the application that might compromise my objectivity.

Name of External Reviewer (please print):

Christine H. Roch
_____

Signature: _Christine Roch_
_____

Appendix 6: Institutional Response to External Evaluators' Reports

College of Community & Public Affairs
Department of Public Administration
PO Box 6000
Binghamton, New York 13902-6000
607-777-3719, Fax: 607-777-2414

Master of Public Policy Program Proposal:
Institutional Response to External Evaluators' Reports

The Department of Public Administration seeks to offer a Master of Public Policy (MPP) degree starting in Fall 2024. The proposed MPP is a one-year asynchronous online program that would be well suited for recent college graduates and early to mid-career professionals seeking a professional degree that builds critical skills needed to design, analyze, and advocate for better policy solutions.

As required by the State University of New York (SUNY) and the New York State Education Department (SED), two SUNY- approved evaluators visited Binghamton University in March 2023 to conduct an evaluation of the proposed MPP program. The two evaluators, Brent Steel and Chritine Roch, shared valuable feedback on the proposed MPP program. Brent Steel is a University Distinguished Professor at Oregon State University and Christine Rock is a Professor at Georgia State University. Both external reviewers have extensive experience with Master of Public Policy programs and their feedback on Binghamton University's MPP program helped the Department of Public Administration to refine the program's design. This addendum presents the Department of Public Administration's formal response to the external reviewers' reports.

1. Online Modality for the New Program

The Department of Public Administration initially proposed a two-year in-person Master of Public Policy program. However, in their evaluation reports, the external reviewers strongly encouraged the department to consider delivering either (1) an online MPP together with an in-person MPP program, or (2) an exclusively online MPP program (Steel, p. 8; Roch, p. 3). After careful consideration, the Department of Public Administration revised the modality of the MPP program to be a fully online program. The department also revised the length of the program from a two-year to one-year program.

2. Faculty Hiring Efforts

The external reviewers emphasized the importance of hiring faculty candidates from interdisciplinary public policy PhD programs with strong backgrounds in research methods and public economics (Steel, p. 8) to support the MPP program. The reviewers further noted the need to attract new faculty at more advanced levels to support the program. Based on the external reviewers' comments, the Department of Public Administration included language in the position descriptions for new faculty that emphasizes the preference for candidates with a strong background in research methods and economics who can teach several of the required courses in in the MPP program. In addition, the department's MPP program proposal outlines a faculty hiring plan that includes four new faculty hires over the first five years of the MPP program, and this hiring plan would accommodate the hiring of an advanced assistant professor.

Relatedly, the Department of Public Administration had considered requiring new faculty in the MPP program to acquire at least $100,000 per year in external research funding to support the university's external research grant seeking outcomes. However, the external reviewers commented that that level of research funding expectation for new faculty was not realistic (Steel, p.8; Roch, p. 7 and p. 8). In response to this feedback, the MPP proposal does not require new faculty to obtain a set amount of external research funding per year, even though the proposal notes that candidates with a record of successful externally funded research are desired.

Furthermore, the external reviewers commented that the proposed annual salary of $85,000 for new tenure tack faculty is "low" and it is unlikely to result in hiring qualified faculty (Roch, p. 5 and p.7). While the revised proposal shows an even lower annual salary budget of $75,000 for new faculty, it is the understanding that a higher annual salary than $75,000 may be offered to a faculty candidate if the need arises.

3. Marketing and Imaging Efforts

Both external reviewers encouraged the Department of Public Administration to invest a significant amount of funds in the initial marketing of the MPP program (Steel, p. 6 and p.8; Roch, p. 8). To this end, the MPP proposal has budgeted $50,000 to support marketing and recruitment efforts in the year preceding the launch of the MPP program, and after the program starts, $35,000 every year for the first five years of the program.

Similarly, the reviewers advised the Department of Public Administration to engage in branding efforts to help attract students to the new program. They noted that branding should include changing the name of the department (Steel, p. 8; Roch, p. 8, and p.9) as well as revising the department's mission statement to reflect the change in department name (Steel, p. 8). Importantly, the Department of Public Administration has discussed changing the department's name to the Department of Public Administration and Policy.

Institutional/Departmental Representative:
Komla D. Dzigbede, PhD
Chair, Department of Public Administration
Signature:

Date: October 15, 2023

Appendix 7: Distance Education Format Proposal

When a new or existing program is designed for a distance education format, a campus Chief Executive Officer or Chief Academic Officer should submit a signed cover letter and this completed form to the SUNY Provost at *program.review@suny.edu*. According to MSCHE, the 50% standard includes only courses offered in their entirety via distance education, not courses utilizing mixed delivery methods. Also, MSCHE requires that the first two programs for which 50% or more is offered through distance education be submitted for Commission review and prior approval of a substantive change.

- All campuses must complete the following sections: Sections 1 - 3, and Part B: Program Specific Issues.

- Part A must be completed if the proposing campus has not previously submitted this form with a completed Part A: Institution-wide Issues, or has made significant changes to its institution-wide distance education operations since last completing Part A. This applies even if the institution has programs registered to be delivered at a distance.

Section 1. General Information		
a) **Institutional Information**	Institution's 6-digit SED Code:	211000
	Institution's Name:	Binghamton University
	Address:	PO Box 6000, Binghamton, NY 13902
b) **Registered or Proposed Program**	Program Title:	Master of Public Policy
	SED Program Code	
	Award(s) (e.g., A.A., B.S.):	MPP
	Number of Required Credits:	Minimum [36] If tracks or options, largest minimum [ ]
	HEGIS Code:	2199-public policy analysis
	CIP 2010 Code:	44.0501
c) **Distance Education Contact**	Name and title: Gretchen Mahler, Interim Vice Provost and Dean of the Graduate School Telephone: 607-777-2073 E-mail: gmahler@binghamton.edu	
d) **Chief Executive or Chief Academic Officer Approval**	**Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program.** *E-signatures are acceptable.* Name and title: Signature and date:	
	If the program will be registered jointly[1] with one or more other institutions, provide the following information for each institution:	

---

[1] If the partner institution is non-degree-granting, see SED's CEO Memo 94-04.

	Partner institution's name and 6-digit SED Code:
	Name, title, and signature of partner institution's CEO (or **append** a signed letter indicating approval of this proposal):

Section 2: Enrollment

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	**Part-time**	**Total**	
1	25		25	25
2	50		50	50
3	75		75	75
4	75		75	75
5	75		75	75

Section 3: Program Information

a) *Term length* (in weeks) for the distance program: 14 weeks per semester

b) Is this the same as term length for classroom program?   [ ] No   [x] Yes

c) How much "*instructional time*" is required per week per credit for a distance course in this program? (Do not include time spent on activities that would be done outside "class time," such as research, writing assignments, or chat rooms.)   *NOTE: See SUNY policy on credit/contact hours and SED guidance.*

All the courses in the MPP program are 4 credit hour courses. Each course requires 180 minutes of instructional time per week, or 45 minutes per credit hour per week.

d) What proportion or percentage of the program will be offered in Distance Education format? Will students be able to complete 100 percent of the program online? If not, what proportion will be able to be completed online?

The entire program will be offered in distance education (asynchronous online) format. Students will be able to complete 100 percent of the MPP program online.

e) What is the maximum number of students who would be enrolled in an online course section?

The maximum number of students who would be enrolled in an online course section is 25 students.

Part A: Institution-wide Issues: Submit Part A only for the **first** Distance Education program proposed by your institution using this form. SUNY and the State Education Department will keep this in a master file so that your institution will not need to resubmit it for each new proposed online program, **unless there are significant changes, such as a new platform**.

The online MPP is not the first Distance Education program proposed by Binghamton University.

Part A.1. Organizational Commitment

a) Describe your institution's planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences, including how each student's identity will be verified.

b) Describe your institution's resources for distance learning programs and its student and technical support services to ensure their effectiveness. What course management system does your institution use?

c) Describe how the institution trains faculty and supports them in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train and/or assist faculty, or are otherwise responsible for online education.

d) If your institution uses courses or academic support services from *another provider*, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.

e) Does your institution have a clear *policy on ownership of course materials* developed for its distance education courses? How is this policy shared with faculty and staff? *NOTE: You may refer to* [SUNY's statement on copyright and faculty ownership of instructional content](#)*, and/or faculty contract provisions.*

Part A.2. Learner Support

a) Describe how your institution provides distance students with *clear information* on:
- Program completion requirements
- The nature of the learning experience
- Any specific student background, knowledge, or technical skills needed
- Expectations of student participation and learning
- The nature of interactions among faculty and students in the courses.
- Any technical equipment or software required or recommended.

b) Describe how your institution provides distance learners with adequate *academic and administrative support*, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?

c) Describe how *administrative processes* such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.

d) What *orientation* opportunities and resources are available for students of distance learning?

Part B: Program-Specific Issues: Submit Part B for each new request to add Distance Education Format to a proposed or registered program.

Part B.1. Learning Design

a) How does your institution ensure that the *same academic standards and requirements* are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

The Department of Public Administration does not currently offer an in-person Master of Public Policy program; therefore, the proposed online Master of Public Policy program would not face the need to ensure that the same academic standards and requirements are applied to the program that is on campus and the one delivered through distance learning. In addition, the proposed online Master of Public Policy program differs significantly from the in-person Master of Public Administration program that the department currently offers. The proposed online MPP is a one-year 36 credit-hour program, whereas the existing in-person MPA is a two-year 42 credit-hour program that includes an internship requirement.

Nevertheless, the academic standards and requirements for the proposed online MPP program will be similar to the academic standards and requirements for the existing in-person Master of Public Administration program. The Department of Public Administration will ensure that the proposed online MPP and the existing in-person MPA programs both adhere to the accreditation standards set by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), which is the recognized global accreditation body for master's degree programs in public policy and public administration. The monitoring of academic standards and accreditation requirements for the online MPP program will be done by the Online MPP Program Director, in consultation with the Department Chair, departmental faculty and staff, and the Online MPP Advisory Board; this monitoring team will meet regularly (at least once every semester) to ensure that the outcomes for the online MPP are consistent with established goals.

b) Are the courses that make up the distance learning program offered in a sequence or configuration that allows *timely completion of requirements*?

Yes, the courses that make up the online Master of Public Policy program will be offered in a sequence that would allow all students to complete the program in one year (fall, spring, and summer).

c) How do faculty and others ensure that *the technological tools* used in the program are appropriate for the content and intended learning outcomes?

Each faculty member in the online MPP program will use technological tools that are best suited to their individual courses within the program. Departmental faculty currently use Brightspace as the learning management system for their courses. In addition, faculty at Binghamton University have the option to use other technological tools that the university has provided to support distance learning, including Zoom, Panopto, and Ellucian Advise. Further, Binghamton University's Center for Learning and Teaching and the University Center for Training and Development both assist faculty in designing individual courses as well as train faculty in the use of innovative technology to enhance student learning outcomes. Thus, the online MPP faculty will have access to an array of tools and resources at Binghamton University to ensure that the technological tools utilized in the online MPP program are well-suited for the instructional content and expected student learning outcomes.

d) How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

The online Master of Public Policy program will provide for an appropriate and flexible interaction between faculty and students, and among students in the program. The class size for each course section will be capped at 25 students and the faculty member assigned to a course section will provide online office hours for all students in their class. In addition, each student enrolled in the online program will be assigned a faculty advisor who will provide guidance and mentoring via email, online chat, or Zoom. Furthermore, all students in the online program will have access to a Department of Public Administration email listserv which will share pertinent information with all students in the online MPP program. Also, students enrolled in an online course will have the opportunity to dialogue with other enrolled students in the course via email as well as through the discussion board function available in Brightspace. The discussion

board function in Brightspace will allow students to perform faculty-assigned tasks within group settings and enhance their shared learning experiences.

e) How do faculty teaching online courses verify that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit?

First, students admitted into the online MPP program will be required to sign a contract upon entering the program to attest that they are solely the person who will be completing all academic requirements in the program. While this contract would not guarantee that cheating or other forms of deception will not occur, it will ensure that students are clear at the start about expectations for the program.

Second, each faculty will store online course materials behind a firewall and the materials will only be accessible using a central authentication system that holds a student's unique credentials assigned to them by the university. In this way, every course work submitted by a student would be tagged with their credentials allowing for unique identification. The Department of Public Administration will inform students in the online program that it is against Binghamton University policy to share their unique credentials with anyone.

Finally, faculty in the online MPP program may use third-party exam monitoring systems, such as ProctorU (https://www.proctoru.com) to ensure that a student listed in the course roster is the same student who participates in the course and receives the academic credit.

Part B.2. Outcomes and Assessment

a) Distance learning programs are expected to produce the *same learning outcomes* as comparable classroom-based programs. How are these learning outcomes identified – in terms of knowledge, skills, or credentials – in course and program materials?

Student learning outcomes in the online MPP program will be identified in the course syllabus for each course. These course learning outcomes will also be identified in Binghamton University's annual bulletin. Additionally, the online MPP's expected learning outcomes are informed by NASPAA's universal competencies, which all graduates in NASPAA accredited programs must achieve upon completing their program. These universal competencies require that graduates are able to: (1) lead and manage in the public interest, (2) participate in, and contribute to, the policy process, (3) analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment, (4) articulate, apply, and advance a public service perspective, and (5) communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large. These competencies will be outlined and measured in each course syllabus for the online MPP program so that the knowledge, skills, or credentials produced as student learning outcomes would be the same as those in comparable classroom-based programs.

b) Describe how the *means chosen for assessing student learning* in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Student learning in the online MPP program will be assessed through a variety of approaches, including quizzes, tests, group discussions, policy briefs, research projects, and other innovative assessments in the Brightspace learning management system. These assessment approaches will be appropriate to the course content, learning design, technologies, as well as the characteristics of students. The assessments will span evaluations of oral, written,

comprehension and analytical skills related to public policy. Students will use Panopto and Zoom video portals within Brightspace to complete oral assignments. They will upload written assignments to Brightspace and obtain feedback from course instructors to enhance their learning. Also, students can use the "Content" tab in Brightspace to access course materials any time depending on their individual learning needs. Furthermore, students can use Panopto to record, edit, and synchronize video with visual on-screen content; in this way, students can compose oral presentations and share these with their instructor and other students.

Part B.3. Program Evaluation

a) What process is in place to monitor and *evaluate the effectiveness* of this particular distance education program on a regular basis?

The Department of Public Administration will use different processes to monitor and evaluate the effectiveness of the online MPP program. Students will be invited to complete end-of semester Student Opinion of Teaching (SOOT) evaluations for each course; these evaluations will give instructors feedback on their individual instructional effectiveness. Additionally, all instructors in the online MPP program will be encouraged to request a qualitative mid-semester course evaluation from their students, and these evaluations will provide another layer of feedback to enhance instructor effectiveness. When student feedback is received for a course, the Online MPP Program Director will work with the individual faculty member teaching the course to ensure that useful feedback is used to make reasonable improvements to the course. Furthermore, the program director will continue to work with the Department Chair, departmental faculty and staff, students, recruiters, alumni, and the Online MPP Program Advisory Board to discuss the program's content, delivery and needed improvements.

b) How will the evaluation results will be used for *continuous program improvement*?

As noted above, the Online MPP Program Director will work together with the Department Chair and the Online MPP Program Advisory Board to use course and program evaluations to make continuing improvements to the program's curriculum and delivery. Additionally, the Department of Public Administration expects that the online MPP program will achieve NASPAA accreditation within five years of the program's start date. Once the program achieves accreditation, it will be engaged in yearly accreditation maintenance reporting, which will offer another level of evaluative reporting on the program's continuous improvement.

c) How will the evaluation process assure that the *program results in learning outcomes appropriate to the rigor and breadth* of the college degree or certificate awarded?

The online MPP program evaluation process will follow the standards of NASPAA, our accrediting body. As stated earlier, the Online MPP Program Director will meet regularly with the Department Chair and the Online MPP Program Advisory Board to monitor and refine program evaluation processes and ensure that the program produces student learning outcomes that are appropriate to the breadth and rigor of the MPP degree.

Part B.

Part B.4. Students Residing Outside New York State

SUNY programs must comply with all "authorization to operate" regulations that are in place in other U.S. states where the institution has enrolled students or is otherwise active, based on each state's definitions.

a) What processes are in place to monitor the U.S. state of residency of students enrolled in any distance education course in this program while residing in their home state?

The Binghamton University Graduate School and the University Office of Student Records will process student enrollment, including monitoring students' state of residence. The Department of Public Administration will ensure adherence to all Binghamton University and SUNY policies, which include the procedure that when a student applies to the online MPP program, their state of residence will be tagged by the Graduate School based on the home address listed on the student's application.

b)   Federal regulations require institutions delivering courses by distance education to provide students or prospective students with contact information for filing complaints with the state approval or licensing entity in the student's state of residency and any other relevant state official or agency that would appropriately handle a student's complaint. What is the URL on your institution's website where contact information for filing complaints for students in this program is posted?   *NOTE: Links to information for other states can be found at here.*

"Binghamton University is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) and follows the complaint resolution policies and procedures outlined within the SARA Policy Manual and summarized here. Consumer protection complaints resulting from distance education courses, activities, and operations may be submitted to Office of the Vice Provost for Online and Innovative Education for investigation and resolution. If a student is dissatisfied with the campus-based resolution, a concern may be submitted to System Administration of the State University of New York as outlined here. And, if still not satisfied, a complaint may be submitted, within two years of the incident about which the complaint is made, to the New York State Education Department as outlined here. Please note, this does not include complaints related to grades or student conduct violations, both of which are to be fully addressed via campus processes, not through the NC-SARA complaint resolution procedures." (Source: Binghamton University).

Appendix 8: Master of Public Policy Registration White Paper and Letters of Support

Department of Public Administration
College of Community and Public Affairs
PO Box 6000
Binghamton, New York 13902-6000
607-777-3719, Fax: 607-777-2414

BINGHAMTON
U N I V E R S I T Y
STATE UNIVERSITY OF NEW YORK

Registering the Master of Public Policy Degree

Thomas AP Sinclair, Chair, Department of Public Administration

Binghamton University

December 14, 2021

The State of New York's Department of Education does not have a registration classification for the professional Master of Public Policy (MPP) degree. This brief white paper offers key arguments to support the registering the degree.

What is the Master of Public Policy degree? The MPP is a widely recognized professional graduate degree that applies quantitative and qualitative analytical techniques to solving problems of public governance (https://www.appam.org/career-education-resources/professional-masters-degrees-for-public-service/). Public policy potentially encompasses every area of governmental action from agriculture to national security, every level of governance from local municipalities (https://icma.org/local-government-management-career-overview) to international organizations (https://careers.un.org/lbw/Home.aspx) and increasingly includes careers in the private sector as well as those in government agencies, think tanks and nonprofit service providers. MPP degree programs teach students how to assess the magnitude and cost of public problems, predict how different policy alternatives and types of interventions will influence individual and group outcomes, and evaluate whether public programs are achieving their objectives. Graduates with MPP degrees conduct cost-benefit analysis, environmental impact statements and regulatory impact statements for proposed federal, state and local regulations as well as manage grants and programs and work in directly providing public services. Masters of Public Policy degree programs typically include rigorous coursework in quantitative and qualitative methods including econometrics, public and/or administrative law, ethics, policy implementation, program evaluation, and policy analysis. Students often take several courses in a specific policy area to gain a depth of understanding and declare a specialization. As evidence that the field is both stable and embraces cutting edge new areas of policy, specializations can range from agriculture to cyber-security. Graduates with MPP degrees, especially those from accredited programs, are instantly recognized by employers as possessing a competitive advantage compared to their MA and MS counterparts.

Why is there a need for the MPP degree? Under the current registration system in the state of New York, programs may offer a Master of Arts in Public Policy such as Stony Brook, a Master of Science in Public Policy such as the Wagner School at New York University. As a professional degree, the MPP offers several advantages over these alternatives. MPP programs typically require intensive internships or professional experience and they draw upon interdisciplinary and transdisciplinary coursework to provide students with the competencies necessary in the field. An MPP degree is also differentiated from a Master of Arts in Public Policy by the nature of their final projects which are typically linked to the professional requirements of specific public service organizations or social problems, rather than a

research thesis. MPP degree programs are accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) whose standards require the engagement of employers in program development and assessment. A letter of support from Laurel McFarland, Executive Director of NASPAA is attached to this white paper. In addition to NASPAA, the Association for Public Policy Analysis and Management (APPAM) is a national professional association devoted to the advancement of public policy as a profession with approximately 100 institutional members (appam.org/career-education-resources/education-for-public-service-careers). Of the fifteen top-rated US News and World Report public affairs schools with public policy analysis specializations, eleven have MPP programs (https://www.usnews.com/best-graduate-schools/top-public-affairs-schools/public-policy-analysis-rankings) while two of the four without them are located in New York. (See attached table).

The State of New York registers the Master of Public Administration degree, and several distinguished schools such as Syracuse University's Maxwell School and SUNY-Albany's Rockefeller School offer public policy specializations. Increasingly, Master of Public Policy programs are distinguished from Master of Public Administration programs by their focus on analytic methods rather than administrative systems and management. Graduates from MPP programs often focus on a specific area such as health, environment, or education policy while MPA graduates are more often generalists who sometimes choose to concentrate on a particular type of public service, such as emergency services, or transportation. For example, while a public administrator might manage a tax assessor's office, a public policy specialist will more likely examine issues such as how a change in a property tax exemption policy or the imposition of a tax cap would affect a jurisdiction's revenues. This increasing differentiation between the skill sets required for analysis and administration offers advantages to programs and universities that are able to clearly delineate between the two degrees. As evidence of the interest in registering the MPP degree, letters of support from Dean Sherry Glied of the Wagner School at New York University, and Dean Colleen Barry of the Brooks School of Public Policy at Cornell University.

Graduates with MPP degrees can work in a variety of positions including regulatory agencies and offices, legislative affairs organizations, think tanks, and grants-making organizations. For U.S. job prospects, we refer to the *Occupational Outlook Handbook* as one guide. As is the case with many interdisciplinary fields, there is no single occupation category that defines the field. However, a Bureau of Labor Statistics economist wrote that policy analysts "work in one or more of four areas: collecting information, analyzing potential policies and making recommendations, evaluating the outcomes of existing policies, and sharing information with the public and government officials." (Blanchard, 2007).

SUNY provided a market analysis that offers more insight using Emsi's proprietary analytical software. Emsi's analysis identified a total of 33 master's degrees in public policy analysis conferred in the state of New York in 2019. In contrast, there were 1.731 Master's of Public Administration degrees conferred that year. The report identified 3,998 job postings between January 2019 and February 2021 in policy analysis with entry-level job titles such as regulatory affairs specialists and compliance officers (see Table 1). Drilling down, within the state of New York, there were 3,791 listings in the Emsi database for jobs requiring "policy development skills and a Master's degree. The median salary for these positions was $87,400. The job postings including positions in public administration, health care and social assistance, finance and insurance, educational services and professional, scientific positions. Table 2 includes a listing of top industries.

By way of contrast, in 2019 nearly 500 students graduated with Master's degrees in policy analysis in the Washington, D.C. metropolitan area in 2019 leg by Georgetown (174 degrees) University of Maryland-

College Park (112), and George Washington University (75). The number of reported annual openings in the Washington, D.C. area was 469. These data provide evidence that there is employer demand for candidates with public policy skills and a very limited supply of applicants.

Other resources also indicate a robust job market for public policy graduates. A recent search of Indeed.com, a leading job search site with 250 million monthly visitors identified 47,929 policy analyst positions. Limiting the search to New York State identified 2,777 positions in the private, public and nonprofit sectors. While not all of these positions are relevant for the MPP degree, there is clearly a strong demand for graduates with these skills. Indeed.com's algorithm reported that the average salary for a policy analyst position was $74,813 among "611 reporting employers, users, and past and present job advertisements in the past 36 months." The MPP degree also provides a valuable entrée to careers in state government. For example, of 15 graduate internships offered by the State of New York for the Fall of 2019, 12 emphasized public policy as an occupational focus. Public policy graduates find their skills are well suited for local governments in program and project management, planning and economic development offices and intergovernmental relations.

The United States is recognized as the country that established and refined policy analysis education and practice so MPP programs in the US frequently attract international students. It is more challenging to determine international employment prospects, although we have anecdotal evidence that MPPs are highly sought after by individuals who work in governments outside the United States, particularly in developing countries.

Students wanting to pursue Master of Public Policy degrees may find themselves directed away from universities in New York state. A recent search of the member registry for the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) identified 62-member institutions that offered Master of Public Policy degrees including a number of schools in neighboring states such as Pennsylvania, Massachusetts, and New Jersey, but none in New York. US News and World Report recognizes and issues rankings for Public Policy Analysis programs and while a number of ranked schools are located in New York, none of them offer the entry-level professional master's degree in the field. Although there is a demand for the MPP, other universities in the state that lack historical ties to the field may find themselves shut out of the market because they cannot offer the degree.

Registering the Masters of Public Policy degree will stimulate innovation in an important academic and professional field, with significant employment opportunities in New York, but not a supply of graduates from its universities. At a minimum, the rise of factually challenged narratives that cloud discussions about critically important social problems such as public health practices, elections, and climate change reinforce the need for enhancing the analytical and communications skills of the public servants who are charged with protecting our societal health and welfare. More importantly, the rise of data analytics, sophisticated geographic information systems, and artificial intelligence speak to the promise that rigorous professional, and interdisciplinary MPP degree programs in the State of New York hold for elevating the skills and competencies of the personnel who are wrestling with the extraordinary challenges the State of New York and its localities face in the coming decades.

US News and World Report – Top 15 Public Affairs Schools with Specializations in Public Policy Analysis

University - School	Master of Public Policy Degree
Harvard Kennedy School	Yes
University of California - Berkeley	Yes
Indiana University - Bloomington	No
University of Chicago - Harris	Yes
University of Michigan - Ford	Yes
Duke University - Sanford	Yes
Syracuse University - Maxwell	No
Carnegie Mellon - Heinz	Yes
Princeton University – School of Public and International Affairs	Yes
University of Washington - Evans	No
Georgetown University - McCourt	Yes
George Washington University - Trachtenberg	Yes
University of Southern California - Price	Yes
New York University - Wagner	No
American University	Yes

Emsi Search: Positions in New York State requiring Masters degree and policy development skills

January 2019-February 2021

Table 1

Top Posted Job Titles

Job Title	Total/Unique (Jan 2019 - Feb 2021)	Posting Intensity	Median Posting Duration
Executive Directors	1,724 / 408	4 : 1	34 days
Vice Presidents	1,011 / 165	6 : 1	35 days
Chief Executive Officers	646 / 154	4 : 1	34 days
Regulatory Affairs Specialists	640 / 95	7 : 1	37 days
Compliance Officers	312 / 74	4 : 1	42 days
Chiefs of Staff	267 / 65	4 : 1	38 days
Directors of Diversity and Inclusion	425 / 65	7 : 1	50 days
Deputy Commissioners	217 / 47	5 : 1	35 days
Presidents/Chief Executive Officers	189 / 47	4 : 1	29 days
Deputy Directors	170 / 43	4 : 1	34 days

Table 2

Top Industries

	Total/Unique (Jan 2019 - Feb 2021)	Posting Intensity	Median Posting Duration
Public Administration	3,065 / 823	4 : 1	47 days
Health Care and Social Assistance	2,589 / 519	5 : 1	38 days
Finance and Insurance	3,727 / 469	8 : 1	42 days
Educational Services	2,093 / 463	5 : 1	43 days
Professional, Scientific, and Technical Services	2,080 / 369	6 : 1	39 days
Administrative and Support and Waste Management and Remediation Services	645 / 182	4 : 1	27 days
Other Services (except Public Administration)	698 / 180	4 : 1	33 days
Manufacturing	892 / 142	6 : 1	39 days
Information	461 / 90	5 : 1	29 days
Retail Trade	334 / 61	5 : 1	34 days

![NASPAA logo]
The Global Standard in Public Service Education

1029 Vermont Avenue, NW, Suite 1100, Washington, DC 20005

June 4, 2020

New York State Education Department
89 Washington Avenue
Albany, New York 12234

I write this letter in support of the effort of our colleagues at Binghamton University to secure recognition by New York State of the Master of Public Policy (MPP) degree so that they may establish a graduate MPP program as an addition to the degree offering of the MPA at the University. This is a smart and forward-looking idea by Binghamton and I applaud the move enthusiastically.

As the Executive Director of the Network of Schools of Public Policy, Affairs, and Administration, the organization of more than 310 schools globally, I am familiar with many school structures and portfolios of degree offerings. As the accreditor of those programs, we at NASPAA have focused on the mission and objectives of each program, and that is where the usefulness of the MPP to Binghamton University, and the state of New York, comes in.

I would like to discuss four reasons that New York State should add an MPP degree to its registered offerings.

First, The MPP has significant brand recognition among prospective students. More so than a MA or MS in public policy, the MPP is unambiguously a professional degree, and is widely understood as preparing students for professional careers in public service and related fields. Because universities in New York's neighboring states (Pennsylvania, Massachusetts, New Jersey) and across the United States offer the MPP, New York universities are likely losing enrollments from those students seeking this particular degree.

Second, the MPP has employer recognition across the United States, and around the world. While there is some overlap between employers' interests in hiring MPAs, the MPP degree appeals to a different, and growing strata of employers. Data analytics and big data are increasingly in demand in the labor market, and applying these skills to solving public problems is the unique niche of the MPP. In three initials the MPP degree crisply signals to New York employers (and employers globally) that the degree holder possesses the quantitative and analytic skills so in demand.

Third, the MPP allows a distinct focus on *policy* as an addition to Binghamton's curriculum, which is already strong in management and administration.   This

preparation for the analysis and formation of government and nonprofit action would complement a new set of policy-oriented specializations that could be offered as part of the school—education policy, for example, as well as health policy, and development policy.

Fourth, other universities across New York State may have an interest in developing MPP programs with specializations in other policy areas, thereby serving a wide range of needs in New York State.

In short, at NASPAA, we have come to appreciate the value of schools having several well-differentiated, well-branded degrees. The MPP adds breadth and heft to the graduate service curriculum, and prepares students for an additional set of jobs that are growing in demand by a range of employers. The MPP is a worthy standalone degree, and a degree worthy of your consideration.

Laurel McFarland
Executive Director

Sincerely yours,

Laurel McFarland
NASPAA Executive Director

NYU | WAGNER

SHERRY GLIED
Dean

Robert F. Wagner Graduate School of
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New York University
295 Lafayette Street, 2nd Floor
New York, NY 10012

P: 212 998 7527

sherry.glied@nyu.edu
wagner.nyu.edu/glied

To: New York State Education Department
        89 Washington Avenue
        Albany, New York 12234

From: NYU Wagner Dean Sherry Glied

Re: Recognizing the Master of Public Policy (MPP) Degree in NYS

Date: October 26, 2021

I am writing alongside my colleagues at Binghamton University to encourage the New York
State Education Department to add a Master of Public Policy (MPP) degree to its list of
registered degree offerings. The NYU Wagner Graduate School of Public Service is one of a number of
graduate schools in New York State that stands to benefit from this recognition.

Our interest in offering an MPP program is vested. In 2016, NYU Wagner developed a differentiated
standalone public policy degree that teaches the skills needed to critically assess and communicate data
in order to implement effective public policy. We designed the NYU Wagner policy degree to leverage
the school's breadth and depth in public policy and to compete with MPP programs recognized by
prospective students and employers alike, both domestically and abroad. The degree was proposed to
and approved by NYSED in June 2016 as an MS in Public Policy (MSPP) because the MPP degree was
not an option to us.

Our preference would have been (and remains) for our public policy degree to be approved as an MPP,
which, given the established brand recognition of the MPP, would be advantageous over the MSPP
nomenclature. Talented graduate students setting out to prepare for policy jobs—increasingly in demand
by a range of employers across sectors and fields—are searching first and foremost for MPP degrees,
widely recognized by employers for providing the desired training in quantitative and analytic skills.
Recognition of the MPP degree by NYSED would remove the competitive disadvantage that graduate
schools in New York State currently face in vying for this set of students.

Sincerely,

Sherry Glied

Sherry Glied
Dean & Professor of Public Service

Colleen L. Barry, PhD, MPP
Dean
Cornell Jeb E. Brooks School
of Public Policy
Martha Van Rensselaer Hall
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Ithaca, NY 14853
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Cornell Brooks
Public Policy

November 29, 2021

New York State Education Department
89 Washington Avenue
Albany, New York 12234

To Whom it May Concern,

The most serious and significant problems we are facing right now as a global society and in the State of New York are complex and interdisciplinary in nature. Profound policy challenges like climate change, growing health care costs, grinding poverty and growing inequality are problems that literally cannot be solved within the bounds of a single scholarly discipline or only by people trained in one set of skills. That is why we write in support of the Binghamton University's effort to secure recognition by New York State for the Master of Public Policy (MPP) degree, and why we at the Brooks School of Public Policy at Cornell University are starting the process of building our own MPP program (if the degree is recognized by the State of New York).
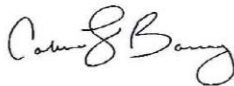
Of course, the State already recognizes the Master of Public Administration Degree, which is a crucial component of creating a highly qualified workforce in public affairs. We offer an MPA at Cornell, as does Binghamton and other excellent institutions throughout the state. These MPA degrees focus on training managers and administrators that will work in the public sphere. Our graduates go onto jobs as administrators, managers, planners, and executives, and are as equally likely to become employed in the public sector as the private and non-profit sectors. Our degrees draw heavily on multiple disciplines including economics, finance, management, political science, and psychology. We also train students in the range of professional skills that they will need as managers and leaders in their chosen fields of public administration: project management, team building, writing, communicating effectively, etc.

The MPP is similar to the MPA in that it offers students a range of skills that will highly qualify them to serve as part of the workforce in public affairs. However, rather than emphasizing management and administration, the MPP emphasizes policy implementation and analysis. How do we design policy to affect the change needed? How do we evaluate whether policies are working as intended, as well as whether they are cost-effective? How do we use data to effectively and fairly serve citizens towards the aims of good policymaking? These are the types

1

of questions that receive thorough attention in MPP curricula, and more limited attention from the MPA curricula.

Both the MPA and MPP are valued by both students and employers. Both degrees have enormous cache because they are already offered in places throughout the country. The ability of the State to serve its citizens and employers will be enhanced by allowing state institutions of higher education to offer the MPP and the MPA. Without allowing state institutions to train students in both areas of expertise, and to allow programs to train both groups of students together in ways that enhance each program, the state is missing out on an opportunity to produce a highly qualified workforce to serve its citizens.

Best wishes,

Colleen L. Barry, PhD MPP
Dean, Cornell Jeb E. Brooks School of Public Policy

Maria Fitzpatrick, PhD
Associate Dean, Cornell Jeb E. Brooks School of Public Policy