

NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE FORM D

UNIT PREPARES IN QUADRUPPLICATE
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

Date: June 22, 2012

Melissa Binder (with Lisa Broidy & Deborah McFarlane)
(Name of individual initiating Graduate Degree or Graduate Certificate)

Associate Professor, 277-3548
(Title, position, telephone number)

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(Email address)

Department of Economics (and Departments of Sociology & Political Science)
(Department/Division/Program)

***Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.**

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

- Attach the following required documents:
1. Executive Summary.
 2. Program Proposal (in the approved format).
 3. Catalog Description (to include program curriculum).
 4. Graduate Program Projected Costs (only for new degrees).
 5. Library Impact Statement.

Does this new degree affect any existing program? Yes No If yes, attach statement.

Proposed date to admit new students: Term Fall Year 2014

Required Signatures:

Department Chair	<u>Richard Sents</u> (Econ)	Date	<u>6/22/12</u>
College Curricula Committee	<u>Richard Sents</u> (Econ)	Date	<u>6/26/12</u>
College or School Dean	<u>Paul O'Neil</u>	Date	<u>6/28/12</u>
Dean of Library Services	<u>Francesca Winters</u>	Date	<u>10/24/12</u>
Office of the Registrar—Catalog	<u>Elizabeth A. Barton</u>	Date	<u>12/03/13</u>
FS Graduate Committee	<u>Mark Emmons</u>	Date	<u>11-7-13</u>
Dean of Graduate Studies	<u>Julie Cooned</u>	Date	<u>11/7/13</u>
FS Curricula Committee	<u>Barthrop Walkers</u>	Date	<u>3/7/14</u>
Office of the Provost	<u>Barthrop Walkers</u>	Date	<u>3/17/14</u>
Faculty Senate	<u>Barthrop Walkers</u>	Date	<u>3/27/14</u>
Board of Regents	<u>Jack J. Fortney</u>	Date	<u>5/9/14</u>

Additional Approvals for Degrees:

Board of Regents	<u>See Above</u>	Date	
Council of Graduate Deans		Date	
Academic Council of Higher Education		Date	
Higher Education Department		Date	
State Board of Finance		Date	

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MASTER OF PUBLIC POLICY AT UNM

**Departments of Economics, Political Science and Sociology,
and the School of Public Administration**

June 15, 2012

REVISED May 14, 2013, June 20, 2013, September 12, 2013, November 6, 2013

THIS VERSION: October 31, 2014

Economic uncertainty, high poverty rates, low graduation rates and drought are among the challenges facing the state of New Mexico. The proposed Master of Public Policy (MPP) program would train a new generation of analysts who can serve the state by identifying and championing data-driven policy options. The applied research, critical thinking, oral presentation and writing skills of MPP graduates will contribute to improved decision-making in local and state government agencies, in Native communities, and in the private and non-profit sectors as well.

The program will be offered through a collaboration of the University of New Mexico (UNM) Departments of Economics, Political Science and Sociology and the School of Public Administration. All students will pursue a core curriculum that includes advanced training in applied econometrics, economic analysis of public policy, public policy and the political process, organizational behavior, policy and diversity, public management and ethics, and financial management. Students will also develop expertise in a substantive policy area such as Social Welfare, Economic Development, Health, Education, the Environment, Security, Criminology and Native American communities. A required internship that forms the basis for a comprehensive policy report will give students policy analysis experience.

Graduates will offer their employers quantitative and analytical skills and the ability to communicate technical findings to a general audience. They will be well suited to work in research, policy and planning departments across a wide range of industries.

1. Program Description and Purpose

a. Program Justification and Goals. The MPP is an internationally recognized degree. At present, there is no MPP program available within the state of New Mexico. We propose the creation of an MPP program at UNM as a small, rigorous, interdisciplinary, and applied research master's program, administered jointly by the Departments of Economics, Political Science and Sociology and the School of Public Administration. The program would enroll about 10 students each year. The MPP will use existing courses in these units to build an academically demanding and individually specialized curriculum. Students completing the MPP will gain the skills to become professional policy analysts for government agencies, non-profit advocacy and research groups, and private firms. The interdisciplinary curriculum – drawn from economics, political science, sociology, public administration, and other fields – will build the skills and impart the knowledge required of professional policy analysts.

Potential employers in State and Local governments have identified a strong need for professionals who can rigorously analyze policy, budget, and program questions. Desired skills include critical thinking, data analysis and interpretation, and oral and written

communication. Officials in State agencies are keenly interested in developing a pipeline of well-trained students from this program to support the work of state government. Letters of support accompany this proposal.

Although “Policy Analyst” does not appear as an occupation category in the New Mexico Workforce Solutions database, some of our targeted jobs might be categorized as “Budget Analyst” and “Management Analyst.” The Department of Workforce Solutions projects that growth in Analyst positions will exceed average job growth, and that employers will need to fill 570 new Analyst positions in the next ten years. (See table in Appendix I.) Taken together with the interest of government officials, and the small size of the program, we foresee robust demand for MPP graduates.

All four participating units have noted the interest of students in a professional research degree. Indeed, one email invitation to a recent survey about the proposed MPP sent out to Political Science and Economics majors generated 42 survey responses. Of these, 24 reported that they would definitely apply to an MPP program were it offered, and 16 reported that they would consider applying. For those interested in applying, the most appealing aspects of the program were working in the public policy field and having the opportunity to intern with an agency or research center.

Currently, the MA programs in the three social science departments are oriented toward preparing students for academic careers and the Master of Public Administration (MPA) program is oriented toward preparing students for careers in public management, rather than applied research in public policy-making settings. In practice, this means that prospective students interested in an applied research Master’s degree seek such programs out of state. This does a significant disservice both to the potential pool of students interested in social research careers, as well as to state and local agencies that need a steady stream of well-trained social science researchers here in New Mexico. Combining the strengths of all four units leverages existing resources to fulfill goals of students interested in careers in policy analysis and to fulfill workforce needs for public policy analysts.

In addition to filling an important need across the state, this proposal benefits UNM and the key units by facilitating interdepartmental and cross-college collaboration that will promote teaching efficiency. Certain core courses (e.g., statistical methods or qualitative research) may be shared by all units for all graduate students. This collaboration will free up faculty in each unit to teach other classes and minimize redundancy across programs. Moreover, the infusion of MPP graduate students into all four units will allow the participating departments to offer a wider range of graduate courses more frequently. This will benefit traditional MPA, MA and PhD students as well as the new MPP students.

b. Units’ Future Plans. The proposed program will strengthen the teaching, service, and research missions of all four units. The applied, policy perspective MPP students will bring to the classroom will generate a new level of dialogue among graduate students in the four respective programs, challenging them to think about the important interface between academic and applied scholarship. By working together, this program will promote collaborative teaching arrangements across departments and across colleges.

Central to the service mission of UNM is the goal of providing key resources to public and private entities locally, regionally, and even nationally. Programs such as the proposed MPP program are key to these service efforts. Students trained in the MPP program will increase

the analytic capacity of both the public and private sectors in the state as well as the region and nation. They will be able to undertake applied research and evaluation in a variety of settings, including environmental assessments, health planning, election management, international security, social welfare, and criminal justice. Even before they graduate, students will begin to interface with public and private policy groups via a required internship program (described in more detail below). This program will provide a direct service benefit to the entities served by the student interns and will prepare MPP students to better serve these and other entities upon graduation.

Faculty members in the Departments of Economics, Political Science, and Sociology and in the School of Public Administration conduct nationally and internationally recognized research and attract considerable external funding for that endeavor. These units are uniquely situated to offer the MPP given their alliances with key policy research institutes on campus, including the Institute for Social Research (ISR); the Bureau of Business and Economic Research (BBER); the Center for the Study of Democracy; the Center for Science, Technology, and Policy; and the Robert Wood Johnson Center for Health Policy. These institutes are well aligned with local, state, and federal agencies that would be the primary beneficiaries of the well-trained policy analysts the MPP program will produce. Students would benefit from hands on experience working with PIs at these institutes.

The program will make use of a required internship to involve students with ongoing policy research at UNM and NMSU Centers and Institutes, and at government and non-governmental agencies state wide. Organizations that have expressed interest in hosting student interns include ISR, the Center for Education Policy Research (CEPR), and the Center for Science and Technology at UNM, the Domenici Institute at NMSU, the Legislative Finance Committee, and the Department of Taxation and Revenue. The program will use the MPP Internship as a vehicle for matching agencies with student analysts and evaluators. We expect that a program that would serve the dual purpose of training students and providing policy research to social services agencies would be of interest to private foundation and federal funding agencies. The MPP Internship would also tap into a growing interest in the policy community for rigorous analyses to establish evidence-based “best practices.”

c. Relationship to UNM Mission and Strategic Plan. The aforementioned activities will advance the University in accordance with the UNM Strategic Plan (SP) and the Academic Affairs Vision of Excellence (VE). First, the MPP will increase graduate enrollment (VE). With classes of about 10 students, and a program duration of two years, the program will host about 20 students annually. Second, this program is likely to increase diversity within the graduate study body (SP, VE). Third, the MPP curriculum will integrate diversity issues within its core curriculum, thus making it “uniquely UNM,” compared to other applied research programs in the nation (SP, VE). Fourth, this program will enable more students to conduct research with the accomplished faculty within UNM’s social science departments and School of Public Administration (SP–Systemic Excellence). Finally, MPP graduates will provide state and local governments and non-profit and advocacy groups with skilled policy research and analysis, contributing to community engagement and healthy communities (SP).

d. Related Offerings at UNM. This program will offer training in applied research and policy analysis. As such, it is related to but distinct from the graduate research degrees offered by the three social science departments. Unlike those degrees, which train students

for academic careers, the emphasis of the MPP is on the application of research within public agencies and the nonprofit sector. It is related to the Masters of Public Administration degree in that the same body, the National Association of Schools of Public Administration (NASPAA) accredits both MPA and MPP degree programs. However, the MPA focuses on public sector management and administration, while the MPP focuses on applied social science research on public policy questions. These are very distinct degrees, as discussed in detail in the following section.

e. How does the program fit with similar and related offerings in the state and region? Both UNM and NMSU offer the Master in Public Administration (MPA) degree, but these differ in notable ways from the proposed MPP degree. The key difference between the two degrees is that the MPP is designed to train policy analysts for both the public and private sectors, while the MPA's major goal is to train public and nonprofit managers. As stated above, there is no MPP program in the state of New Mexico.

A Master in Public Affairs is offered by New Mexico Highlands University. This program differs from the proposed MPP in three ways. First, the emphasis and the curricula of the two programs are quite different. The MPP is a technical degree that requires a two-course sequence in graduate-level econometrics, at least one course in Economics and at least two courses in Public Administration. The Highlands program provides a more general approach: students acquire a broad theoretical foundation for approaching social problems with required course work in Anthropology, History, Political Science and Sociology. Although Highlands students have the option of taking two courses in data analysis and research methods, Economics and Financial Management courses are not part of the curriculum.

Second, whereas the Highlands program requires a disciplinary concentration (in Applied Sociology, Political & Governmental Process, History or Historical and Cross-Cultural Perspectives), the MPP requires a substantive area (such as Health, Environmental or Educational policy). The MPP trains a specialist; the MA in Public Affairs trains a generalist – and both are valuable to employers.

Third, because of these differences, the programs will attract different students. Those interested in a broad liberal arts curriculum will be better served by the Highlands program. Those looking for technical training in econometrics and policy analysis will be better served by the MPP.

In short, these are two distinct programs designed to meet different work force and student needs. The MPP is also specifically designed to meet New Mexico's need for technically-trained public policy specialists with econometric and financial management expertise.

There is one MPP program available through WICHE at the University of Utah. The only other (accredited and non-accredited) MPP programs in the region identified by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) are in Arizona (at ASU) and California (at Mills College, Pepperdine, UCLA and USC). Notably, the University of Utah, ASU, UCLA, and USC all offer both the MPP and MPA degrees, reinforcing the distinct nature of these degree programs. Compared to MPA programs, however, there are relatively few MPP programs nationwide. In fact, NASPAA identifies only 32 MPP programs nationally. The limited number of MPP programs suggests that UNM will be able

to compete nationally to attract students. And we are certainly in the unique position of attracting homegrown students who want policy jobs within the state.

f. What is the governance structure of the program? Interdepartmental programs require active engagement of faculty from the departments providing instruction, as well as active coordination to ensure adequate availability of courses, student advisement, program coherence, and rigorous admissions standards. This program will adhere to UNM standards for interdisciplinary programs. In accord with current guidelines, the MPP program will be overseen by an Executive Board consisting of the Dean of Graduate Studies (who convenes the board), a representative from the Office of the Provost, the Dean of the College of Arts and Sciences, and the Director of the School of Public Administration. This board will evaluate the program's progress and determine the amount and source of program funding. The MPP director will report to the Executive Board.

The parties mentioned above have already agreed to share costs, as detailed in the budget discussion in section 4 below.

Program operations will be overseen by the MPP Program Committee (MPP-PC), which will consist of one representative from each of the participating units (the School of Public Administration and the departments of Economics, Political Science, and Sociology). Each unit will determine its own process for selecting its representative. Representatives will serve for two-year renewable terms. The MPP director will be one of the MPP-PC members and serve for two years, so the MPP-PC will always include three unit representatives and a director from the remaining unit. The directorship will revolve among the participating units in sequence. The Executive Board will determine the sequence of rotation, and will also determine one and two-year appointment cycles for the initial appointments, ensuring that MPP-PC membership will not change completely in any given year.

The MPP-PC will develop policies and procedures for the program, and will make admissions decisions. The MPP-PC members will be charged with bringing all substantive policies and procedural issues to their units for consideration, and with representing their unit's positions to the MPP-PC. Thus, this interdisciplinary program will be governed by consensus among the participating units. If consensus is not achieved, matters may be brought by the MPP-PC to the Executive Board for final adjudication. The MPP director will be empowered to make decisions on routine matters. If, as hoped, the program expands in the future to incorporate partnership from other units, the composition of MPP-PC would be adjusted accordingly.

The program will also establish an Advisory Council of policy stakeholders, including faculty from non-participating units and representatives from UNM policy research centers, the Domenici Institute at NMSU, state and local government administrators and legislators, and school districts. Feedback from the Advisory Council will help optimize student internship experiences and keep the program aligned with employer needs.

g. Program Development and Timeline

- Program Development and Approval (October 2011-Spring 2015)
- Development of Recruitment Brochure and Website (Fall 2015)
- Recruitment of Students and Interface with Agencies (Spring 2016)
- Admission of Students (Fall 2016)

The first cohort will begin classes in Fall 2016. Required courses for this degree program will draw primarily from existing courses in the four collaborating units (Economics, Political Science, Public Administration, and Sociology). Depending on their substantive interests, MPP students will also have ample opportunities to take graduate electives in other departments.

2. Student Characteristics

a. How many students are projected to enroll? The program plans to enroll 10 students each year in the two-year degree program. After the first year, there will be two cohorts at any given time for a total of 20 students.

b. From where will these students be drawn? Students will be recruited from all of New Mexico's 4-year colleges, from 4-year colleges in neighboring states, and nationally. We also will recruit returning students who are currently working in state and local governments, and at the National Labs.

c. What are the demographic characteristics and educational goals of the target students? The MPP program aims to attract students interested in pursuing a career in policy analysis. Target students will reflect the ethnic diversity of New Mexico. In addition the program will cater to recent college graduates as well as practicing professionals, so we expect a mix of recent college graduates and returning older students. Working students may choose to pursue the program on a part-time basis. Students will be admitted to the program based on their academic background, professional accomplishments, and the fit between the program and their stated professional goals. In addition to transcripts, GRE scores, and academic and professional letters of reference, applicants will submit both a statement of interest and a writing sample, which will help the admissions committee assess applicants' level of interest and their requisite writing and critical thinking skills.

d. What are the employment goals of the typical target student? The employment goals of the typical target student will be to work as policy analysts for federal, state or local agencies or non-profit organizations as data, program, budget and policy analysts.

e. What student support will be needed (GA & TA positions, scholarships, etc.)? Most of the students will be self-paying. One UNM-supported .25 GA position will provide assistance to the program, as detailed in the Human Resources plan in section 4 below. The internship program will seek external funding to provide paid internship opportunities for students.

3. Curriculum Plan

a. Describe the curriculum. Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments.

The MPP will be a 2-year, 48-credit program in which students will acquire the methodological and statistical skills and the substantive knowledge necessary to enter the workforce as qualified policy analysts. Working students will be welcome to pursue the program on a part-time basis. The curriculum provides four interrelated learning goals summarized here and detailed below:

- **CORE CURRICULUM** — Students will develop key competencies in empirical research and general background knowledge in public policy through eight required core courses (24 credits), including a required course on diversity, all of which are currently offered.
- **SUBSTANTIVE SPECIALTY** — Students will focus on building their own substantive specialty by taking five electives (15 credits) from a range of currently offered courses, as approved by their committee. The substantive area choices build not only on the substantive strengths of the faculty in the collaborating programs but also on UNM’s unique location near two National Laboratories (International Security and Foreign Relations).
- **MPP SEMINAR & INTERNSHIP** — All MPP students will participate in an ongoing policy seminar (6 credits) which will develop leadership, writing, presentation and other professional skills and serve as the integrative capstone course in the final semester, and a public policy internship (3 credits) in order to gain hands-on experience. The seminar and internship will be provided through new courses.
- **POLICY MEMO** – Students will write and present a substantive policy memo based on their internships, which will serve as their Master’s Examination. The policy memo requirement is similar to the professional paper requirement in UNM’s Public Administration and Community and Regional Planning programs and to the professional project required in the Water Resources program.

CORE CURRICULUM

Key Competencies	Courses	Credits
Quantitative & Empirical Methods—A two-course sequence in Applied Econometrics from any one department	POLS 580-581-681 or SOC 580-581-582 or ECON 508-509	6
Economic Analysis of Public Policy	ECON *445	3
Organizational Behavior	SOC 595 or PADM 521	3
The Political Context	POLS 510 or POLS 570	3
Public Policy and Diversity	POLS 511 or SOC 509 or SOC 520 or SOC 528 or SOC 595 or PADM 526	3
Public Management and Ethics	PADM 500	3
Financial Management	PADM 544	3

SUBSTANTIVE SPECIALTY — Students will choose five elective courses (15 credit hours).

Selected elective courses and sample substantive areas include the following, from a variety of programs around UNM including Educational Leadership (LEAD), Geography (GEOG), Law, Community and Regional Planning (CRP), Public Health (PH), and Water Resources (WR). Please note that these courses are not exhaustive; there are many other pertinent graduate offerings at UNM. MPP students will be subject to the pre-requisites for all listed courses.

Methods of Policy Analysis

- ECON 565 Topics in Public Economics: Analysis of Household Survey Data
- ECON *466 Public Sector Project Analysis
- GEOG 581 Fundamentals of Geographical Information Systems (GIS)

CRP 513 Qualitative Research Methods
CRP 590 Historic Research Methods
POL 681 Advanced Statistical Analysis for Social Science Research
SOC 583 Special Topics in Advanced Social Statistics
SOC 585 Sociological Field Methods
PADM 522 Program Evaluation
PADM 570 Pro-Seminar in Public Policy

Crime and Justice Policy

SOC 515 Criminological Theory
SOC 516 Crime, Law and Social Control
SOC 518 Special Topics in Criminology
SOC 595 Special Topics in Sociology
Recent offerings have included Contemporary Research in Crime and
Delinquency; Gender and Crime; Neighborhoods and Crime
PADM 570 Pro-Seminar in Public Policy

Education Policy

ECON 520 Labor Economics
SOC 507 Topics in Sociological Theory
Recently offered as Race, Education and Diversity in Higher Education: A
Multi-contextual Perspective
SOC 521 Sociology of Education
LEAD 512 Public Education in New Mexico
LEAD 534 Policy Issues in Education
PADM 570 Pro-Seminar in Public Policy

Politics and Elections

POL 510 Pro-Seminar in American Government and Politics
POL 511 Research Seminar in American Government and Politics
POL 512 Topics in Government and Politics (Students would take this course twice)
Recently offered as Public Opinion; Election Management
PADM 570 Pro-Seminar in Public Policy

Environmental Policy

ECON *442 Topics in Environmental and Natural Resource Economics
ECON 544 Environmental Economics
ECON 545/WR 572 Water Resources II-Models
ECON 546/WR 571 Water Resources I-Contemporary Issues
GEOG 514 Natural Resources Management
GEOG 563 Public Land Management
LAW 575 Western Water Policy
CRP 577/PADM 577 Practice of Policy Development
PADM 570 Pro-Seminar in Public Policy

Native American Policy and Administration

PADM 590 Topical Seminar: Native American Policy and Administration
 PADM 590 Topical Seminar: Native American Economic Development
 CRP 574 Cultural Aspects of Community Development Planning
 CRP 573 Planning on Native American Lands
 LAW 571 Native American Rights
 LAW 578 Natural Resources: Indian Country
 LAW 582 Economic Development in Indian Country
 LAW 628 Law of Indigenous People

Health Policy

POLS 530 Health Policy and Politics
 ECON *410/PADM 566 Topics in Health Economics
 SOC 540 Medical Sociology and Health Policy
 PADM 561 Strategic Management of Healthcare Systems
 PADM 562 Health Governance in Global Perspective
 PADM 563 Healthcare Finance
 PADM 564 Healthcare Policy and Program Evaluation
 PH 554 Public Health Policy, Politics and Advocacy
 PH 565 Public Health: Law, Policy and Ethics
 LAW 690 Bioethics

International Security and Foreign Relations

POLS 512 Topics in Government and Politics
 Recently offered as National Security and Defense Planning; International
 Relations: Theory and Practice
 POLS 520 Pro-Seminar in Comparative Politics
 POLS 521 Research Seminar in Comparative Politics
 POLS 522 Pro-Seminar in Latin American Politics
 POLS 540 International Relations
 POLS 541 Research Seminar in International Relations
 Recently offered as Climate Change Politics; International Organizations;
 Civil Wars and Peacekeeping; Transitional Justice: Human Rights
 SOC 506 Seminar: Comparing Nations
 SOC 509 Gender and International Development
 SOC 510 Social and Political Movements

Comparative and International Policy Analysis

PADM 535 Comparative Public Administration
 MGMT 524 Seminar on Mexican Economy Markets
 MGMT 595 Management in Latin America
 POLS 540 International Relations
 POLS 512 Topics in Government and Politics
 Recently offered as National Security and Defense Planning; International
 Relations: Theory and Practice)
 ECON *421 Latin American Economics
 ECON *423 Topics in Latin American Development

LAW 548 Refugee and Asylum Law
LAW 636 NAFTA: A Comparative Approach

*Asterisked courses are undergraduate courses that can be taken for graduate credit.

MPP SEMINAR & MPP INTERNSHIP

- In the first two semesters, MPP students will register for 1 seminar credit. In the second two semesters of their program, students will register for 2 credits. Students will earn a total of 6 seminar credits. The seminar will provide cohesion for this interdisciplinary program and serve three distinct purposes. First, it will provide training in research ethics, academic honesty, and nuts and bolts skills such as conducting literature searches and using government data sources. Second, it will support the internship program by preparing students for that experience, and by providing a forum for the presentation and discussion of the policy memos that students produce during and after the internship. Finally, it will serve as the capstone course, providing a final integrative experience and guidance during refinement of the policy memo.
- The MPP Internship will place students in a full-time field placement, typically during the summer between their first and second years. Placements may be with ongoing policy research projects at UNM, NMSU or other research institutions, or with agencies or organizations with specific analysis needs. Placements will also be available during the semester for students whose employers can provide a policy analysis experience. The internship will be offered as a 3-credit course.

POLICY MEMO

Students will be required to produce a substantive policy memo that outlines key elements, results, and recommendations of the policy building and evaluation work they performed during the internship.

In the subsequent Fall semester, students will critique each other's policy memos in the policy seminar. At the end of the Fall semester, a faculty committee will evaluate the quality of the memo and work with the student to revise and refine it as necessary. The Policy Memo will serve as the examination for the degree. The result will be a strong writing sample that MPP students can submit as they seek jobs in the field upon graduation.

The curriculum models the curricula of other accredited MPP programs, with features that capitalize on UNM's unique strengths. These features include the required diversity training course, appropriate for a minority serving institution, and substantive specialties in international security and foreign relations, reflecting the presence of the National Labs.

As shown in the following table, the proposed UNM program is very similar to Harvard's. Although Harvard requires two economics courses, and the UNM program requires one, MPP students at UNM will have to complete an upper-division undergraduate course in Public Economics as a pre-requisite for the economics course required in the MPP. A second difference is that UNM's MPP requires a Diversity course.

Proposed UNM / Harvard MPP Comparison (Number of courses required)

Proposed UNM MPP	Harvard’s Kennedy School MPP
CORE—Quantitative & Empirical Methods (2)	Quantitative & Empirical Methods (2)
CORE—Economic Analysis of Public Policy (1)*	Markets & Market Failure, Economic Analysis of Public Policy (2)
CORE—The Political Context (1)	Mobilizing for Political Action – American Politics & Comparative Politics (1)
SUBSTANTIVE EMPHASIS (5)	Policy Concentration (2-8)
CORE—Public Policy and Diversity (1)	X
CORE— Public Management and Ethics, Organizational Behavior (2)	Strategic Management of Public Organizations, Responsibilities of Public Action (2)
CORE—Financial Management (1)	Financial Management (.5)
POLICY SEMINAR (2)	Seminar (2)
EVALUATION LAB EXPERIENCE (1)	Spring Exercise (.5)
POLICY REPORT (MPP Examination)	Included in Seminar
16 course equivalents required for degree	18 course equivalents required for degree

*Pre-Req for this course is Econ 350, which covers Markets and Market Failure.

Changes in Existing Undergraduate and Graduate Programs

This proposed program will increase significantly the number of graduate student credit hours generated by the participating units, as well as other units on campus. We also expect that the number of undergraduate student credit hours will increase as students take the requisite courses for admissions. If this program is approved, we will explore possibilities for developing 3-2 programs among the participating units so that students can obtain bachelor’s and master’s degrees in 5 years. We will also pursue dual degree opportunities with the Law, Community and Regional Planning and Latin American Studies programs.

b. What are the expected student learning outcomes for the program? A student successfully completing the program will:

- Evaluate research literature pertaining to policies and programs,
- Analyze data with appropriate statistical methods and commonly used statistical software,
- Produce well-argued and technically rigorous policy reports that provide politically feasible and institutionally sensitive recommendations, and
- Effectively communicate the content of these reports to general and diverse audiences verbally and in writing.

c. What instructional model(s) will be used in presenting the program?

Most of the program will be provided through existing graduate courses, which typically rely heavily on seminar-style instruction where instructors guide students in exploring the key literature in the field through reflection and discussion. The statistics training requires significant hands-on problem solving. The MPP seminar and internship will provide peer learning and experiential learning, respectively.

d. How will the learning outcomes be measured? As a direct measure, the MPP-PC (see 1f. above) will create a rubric to measure learning outcomes as demonstrated in the Policy Memo requirement (see 3a (4) above). As an indirect measure, students will be asked to

complete an exit survey. Long-run outcomes will be measured by tracking graduate employment outcomes and career trajectories.

e. What technology, media, equipment and instructional supplies are needed to reach these learning outcomes? Are these resources available? What is the estimated cost? Students will need access to widely used statistical software, which is available in the existing computer labs in the participating units. Existing course fees for the statistics courses will cover the costs of this resource.

f. Are there any needs for additional or renovated space? No.

g. What student support services are likely to be needed and to what extent (CAPS, Library, CIRT, advising, etc.)? What is the estimated cost? The program expects that existing university-wide student support services will be sufficient for the relatively small cohorts (10 per semester) the program will admit, provided the program receives the dedicated faculty and staff resources described below.

h. Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover. As described in 3e. above, students will pay course fees in their statistics classes to cover the cost of the statistical software.

4. Human Resource Plan

a. How many faculty are necessary for program delivery and what are their qualifications? All but two courses in the proposed MPP are existing courses, and most are taught by faculty in the Economics, Political Science and Sociology departments or in the School of Public Administration. The faculty members who teach these courses are actively involved in policy analysis research. One of these faculty members will serve as the MPP program director.

b. How will this program affect the workload of current faculty and support staff?

Recruiting tasks will require increased faculty and staff resources. With the help of University Web Communications Service, the MPP program director and (new) MPP program coordinator (see 4c below) will need to create and maintain a web page, produce promotional materials and respond to student inquiries.

Class Size: Since the 10 students admitted annually will be distributed among the participating units, and further by interests, we expect class sizes will rise by 2-6 students. In Political Science and Sociology, courses are typically undersubscribed. The MPP students will bring class sizes up to a still-manageable 7-10 students. The Economics department, as a result of its Spring 2011 academic program review, plans to dismantle its stand alone MA program, under the expectation that the MPP will better suit the needs and aspirations of students looking to pursue MA level work in Economics. Faculty student loads in Economics are therefore unlikely to change. Target enrollments for Public Administration core courses are 20 to 25 students; the addition of these students will likely not require additional sections but will need to be monitored closely.

Admissions: The MPP-PC will serve as the admissions committee. The MPP program coordinator will provide support.

Advising: The MPP director will advise first year students on navigating the program. The MPP program coordinator will provide routine advisement regarding Office of Graduate

Studies requirements. Toward the end of the first year, students will be required to identify a major advisor, who will chair the student's Policy Memo examination. The MPP-PC members will generally be available to serve on these committees.

Internships: The director of the MPP program, along with the Graduate Assistant and program coordinator, will develop internship opportunities, apply for grants and pursue client contracts to provide and fund the required internship experience.

MPP Seminar: The director of the MPP program will also direct the MPP Seminar each semester.

c. Will additional faculty or staff be required? What is the cost?

MPP Director. Costs associated with the director's responsibilities include supplemental administrative compensation—at \$3,000—and two course releases per year—at \$10,000. The Director will supervise the ongoing MPP Seminar, which will generate about 30 student credit hours per semester. Students will enroll in Internship credit over the summer. Cost for the supervising instructor of the internship is \$4,000.

Program Coordinator. The .5 FTE Program Coordinator will assist with recruitment, advisement, internship placement and other logistics. Budgeted Salary: \$22,500.

Graduate Assistant. The .25 FTE Graduate Assistant will assist with the MPP Seminar and grant-writing. Cost: \$11,500.

Total costs, including compensation, web-site development, recruitment and travel are about \$55,000 annually. The Dean of Arts and Sciences and the Director of the School of Public Administration have agreed to cover the estimated \$10,000 annual cost for the MPP Director's course releases. The Provost's Office has committed the remaining \$45,000.

At full enrollment, revenues from tuition will be in the \$135,000 to \$247,000 range, depending on the number of students paying out-of-state tuition. Revenues will therefore more than cover costs, and the program could conceivably offer more programming and student support under a revenue-sharing arrangement.

d. What faculty and staff development services will be needed? The program director will attend the annual NASPAA conference, at a cost of about \$1000 per year.

5. Accreditation Plan

- a. Is there an accrediting organization for the program?
- b. How does the program affect any existing accreditation and licensure requirements?
- c. If new accreditation is required, describe the accreditation process and the expenses involved.

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) is the accrediting body for masters' programs in public affairs, policy, and public administration. The purpose of NASPAA accreditation is to promote and maintain educational quality for professional public service degrees. <http://www.naspaa.org/accreditation/NS/index.asp>

NASPAA requires that students achieve learning objectives in five domains essential for public service:

1. leading and managing in public governance;
2. participating in and contributing to the policy process;
3. analyzing, synthesizing, thinking critically, solving problems, and making decisions;
4. articulating and applying a public service perspective;
5. communicating and interacting productively with a diverse and changing workforce and citizenry.

NASPAA accredits degree programs, not institutions, schools, or departments. Many universities have more than one NASPAA accredited program, and each degree program must independently meet NASPAA standards. This accreditation procedure is relevant for UNM because the School of Public Administration (SPA) already has an accredited Master's degree in Public Administration. According to NASPAA, the proposed MPP would undergo a separate accreditation process.

Programs can join NASPAA as soon as they are operational. The cost of membership without accreditation is \$864 per year. Once the program applies to be eligible for accreditation, the cost is \$1,000 per year. The cost of an accreditation site review is \$3,000-\$4,000.

6. Additional Information

- a. Provide any additional information needed to make the case for development of a proposal.

APPENDIX I. Employment Projections

APPENDIX II. Comparison of Proposed MPP at UNM and Existing Programs at Peer Institutions

Appendix III. Form C for New Subject Code; Forms B for MPP Courses

MPP Revenue and Cost Estimates

ESTIMATED REVENUES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	0	76,144	0	172,534	0	191,568	0	197,315	0	203,235	0	209,332
External Grants and Contracts	0	0	0	5,000	0	7,500	0	10,000	0	15,000	0	20,000
Other												
TOTAL REVENUE	76,144		177,534		199,068		207,315		218,235		229,332	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	0	51,000	0	52,530	0	54,106	0	55,729	0	57,401	0	59,123
Learning Resources	0	-	0	-	0	-	0	-	0	-	0	-
Equipment	0	1,000	0	1,030	0	1,061	0	1,093	0	1,126	0	1,159
Facilities & modifications	0	-	0	-	0	-	0	-	0	-	0	-
Other (Marketing, NASPAA)	0	2,500	0	2,575	0	2,652	0	2,732	0	2,814	0	2,898
TOTAL EXPENSES	54,500		56,135		57,819		59,554		61,340		63,180	
DIFFERENCE (Rev.-Exp.)	21,644		121,399		141,249		147,762		156,895		166,151	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
FTE Enrollment		8		18		20		20		20		20
Projected Annual Credits Generated		184		430		480		480		480		480
Tuition Generated		76,144		172,534		191,568		197,315		203,235		209,332

Detailed estimates

Revenue Estimate						
Resident Students	6	14	16	16	16	16
Out of State students	2	4	4	4	4	4
Credits MPP Year 1	23	23	23	23	23	23
Credits MPP Year 2	25	25	25	25	25	25
Tuition Cost per Credit - Resident	261.88	269.74	277.83	286.17	294.75	303.59
Tuition Cost 12+ credits - Non Resident	10,001.04	10,301.07	10,610.10	10,928.41	11,256.26	11,593.95
Total tuition for residents	36,139.88	90,125.05	106,687.43	109,888.05	113,184.69	116,580.24
Total tuition for non-residents	40,004.16	82,408.57	84,880.83	87,427.25	90,050.07	92,751.57
Cost Estimate						
2 course releases for director	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255	\$11,593
Director SAC	3,000	3,090	3,183	3,278	3,377	3,478
GA .25-FTE	11,500	11,845	12,200	12,566	12,943	13,332
Program Coordinator .5 FTE	22,500	23,175	23,870	24,586	25,324	26,084
Summer Internship Supervision	4,000	4,120	4,244	4,371	4,502	4,637
Marketing-Ongoing	500	515	530	546	563	580
Mailing, copying, etc.	1,000	1,030	1,061	1,093	1,126	1,159
In-State Travel (promotion)	1,000	1,030	1,061	1,093	1,126	1,159
NASPAA Annual Conference	1,000	1,030	1,061	1,093	1,126	1,159
Expected annual increase in costs and tuition	1.03					
TOTAL	\$54,500	\$56,135	\$57,819	\$59,554	\$61,340	\$63,180

APPENDIX I: Employment Projections

Occupational Employment Projections in New Mexico for Multiple Occupations for a base year of 2009 and a projected year of 2019

Occupational Title	2009 Estimated Employment	2019 Projected Employment	Total 2009-2019 Employment Change	Annual Avg. Percent Change	Total Percent Change
Total, All Occupations	869,801	958,139	88,338	1.0%	10.2%
Budget Analysts and Economists ¹²	723	842	121	1.7%	16.7%
Management Analysts ¹	3,365	3,815	450	1.3%	13.4%
Administrative Services Managers Social and Community Service Managers	3,540	3,915	375	1.0%	10.6%
Managers	1,376	1,514	138	1.0%	10.0%
Management Occupations	51,359	54,488	3,129	0.6%	6.1%

Source: NMDWS, Economic Research and Analysis Bureau

http://laser.state.nm.us/analyzer/session/session.asp?cat=HST_EMP_WAGE_OCC (accessed October 10, 2011).

¹ Possible MPP Occupations.

² There are an estimated 73 economists in 2009 and 71 in 2019.

Appendix II. Comparison of Proposed MPP at UNM and Existing Programs at Peer Institutions

School	Total Credit Hours	Statistics Course Credit Hours	Internship/Project Requirements	Elective Options	Elective Credit Hours	Interdisciplinary	Time Period	Number of students currently enrolled
UNM (Prospective)	42	6 (two courses)	A formal internship in the summer between a student's first and second year. Students are expected to produce a policy memo upon completion of this internship.	Crime and Justice Policy, Election Policy and Management, Environmental Policy, Education Policy, Health Policy, International Security and Foreign Relations, Race/Ethnicity (focuse on Hispanic/Latino and Native American Policy issues), Methods.	15	Yes.	2 years plus summer internship	N/A
ASU	42	6 (two courses)	A 3 credit course in the last semester of the program. Completion of client based integrative project.	Urban policy, Conflict resolution, Infrastructure, Environmental Policy, Gender, Diversity, Political Economy, Methods.	9	No.	4 Semesters	30
Cal Poly	60 (4 per course)	8 (two courses)	A formal internship in the summer between a student's first and second year. Students are expected to complete 8 units. Each unit corresponds to 30 hours of work	Agriculture, Agribusiness, Business, City and Regional Planning, Communication, Economics, History, Geography, Kinesiology, Political	16-20	Yes.	2 years plus summer internship	40-50

			experience. These internships take place in a governmental or other public sector organization.	Science, Psychology, Recreation Administration, Sociology, Statistics, Women's Studies.				
USC	32	one course	Master's project. Focus on research and data analysis under faculty advisement.	Public Policy and Public Sector Management, Health Policy and Hospital Management, Education Planning, Policy and Management, Urban Planning and Infrastructure Management, Non Profit Management and Entrepreneurship, Communicating Public Policy.	18	No.	13-18 Months	40-45
University of Denver	60	12 (three courses)	Policy Memorandum. Focus on research and data analysis on a "real world problem" as well as a policy prescription.	Immigration Policy, Regulatory Policy, Public Management and Budgeting, Environmental Policy, History of Public Policy, Homeland Security Policy, Decision Making, Healthcare Policy,	16	No.	2 years	

OSU	62	16 (four courses)	Formal internship. Students having previously worked in the public sector can opt out of this requirement. Interns usually serve a minimum of 10 weeks.	Concentrations: Environmental Policy, International Policy, Rural Policy, Science Policy, Social Policy	16	Yes.	2 years	46
UT- Dallas	36	9 (3 courses)	None.	Concentrations: Criminology, Domestic Social Policy, Health Policy, International Conflict and Security, Legal Studies and Student Proposed.	15	Yes.	No prescribed time-table.	

To: Melissa Binder
From: Steven R. Harris: University Libraries, Director of Collections & Acquisitions Services
RE: Masters of Public Policy program
Date: January 19, 2012

The University Libraries (UL) endorses the creation of a Masters in Public Policy (MPP) degree program at UNM. The UL gives strong support for existing programs, research, and courses in Economics, Political Science, and Sociology. Because the program would draw from those existing courses, library services and collections are already in place to support the education of students in an MPP program.

Journal collections in the libraries are strong in economics and public administration. Collections are adequate in sociology and political science. Strong collections in other policy areas such as water resources, urban planning, sustainability, and Latin American studies would also be a benefit to the program. As a federal government regional depository, the UL has large collections of U.S. government publications as well. A few additional journals subscriptions would be a great benefit to the program. Cost of the needed titles would probably not exceed \$2,000.

The UL assigns collections and library outreach responsibility to 25 different Ambassador-librarians. These UNM faculty provide outreach to academic programs, develop collections to serve UNM instructional and research needs, and teach students, faculty, and staff effective methods of using library collections and other information resources. There are librarians currently assigned to business, community and regional planning, economics, political science, public administration, sociology, and many others. These librarians should be able to support the MPP program from many different perspectives.

CC: Fran Wilkinson, Deputy Dean of University Libraries

Catalog Entry

Public Policy Program

Introduction

The Public Policy Program trains students to become professional policy analysts for government agencies, non-profit advocacy and research groups, and private firms. An interdisciplinary curriculum exposes students to policy and research fundamentals, which stress the identification, evaluation and implementation of policy initiatives. Participation in UNM's Evaluation Lab gives students hands-on experience and an ongoing Policy Seminar provides a forum for student collaboration, integration with the local policy community and the inculcation of professional values and norms.

Degree Offered

Master in Public Policy (MPP)

Admissions Requirements

In addition to the materials required by the UNM Graduate Admissions Office, applicants must submit the following directly to the MPP Program office: GRE scores, a letter of intent, a writing sample (preferably related to a policy issue), unofficial transcripts and three letters of recommendation.

Students with a variety of undergraduate majors, including the social sciences, natural sciences, humanities, education and engineering are encouraged to apply. Applicants should have strong quantitative and writing skills, as evidenced in college course work, GRE scores and writing samples. At least one undergraduate course in Statistics (UNM Stat 145 or its equivalent) with a grade of B or better is required.

Degree Requirements

The Master's in Public Policy requires the completion of 48 credits and a professional Policy Report as follows.

Required courses in the core curriculum consist of 24 credits in:

- Quantitative and Empirical Methods I (POLS 581 or SOC 581 or ECON 508),
- Quantitative and Empirical Methods II (POLS 580 or POLS 681 or SOC 580 or SOC 582 or ECON 509),
- Economic Analysis of Public Policy (ECON *445),
- Organizational Behavior (SOC 595 or PADM 521),
- The Political Context (POLS 510 or POLS 570),
- Public Policy and Diversity (POLS 511 or SOC 509 or SOC 520 or SOC 528 or SOC 595 or PADM 526),
- Public Management and Ethics (PADM 500), and

Financial Management (PADM 544).

Students may choose from a wide variety of courses across offerings in Sociology, Economics, Political Science, Educational Leadership, Geography, Law, Public Administration and Water Resources to gain a substantive emphasis by completing 15 credits in Crime and Justice, Education, Election Policy and Management, Environmental Policy, Health, International Security and Foreign Relations, and Research Methods, subject to approval by the student's committee on studies. MPP students are subject to the pre-requisites for all listed courses.

Students must complete a 3-credit assignment in the Policy and Evaluation Lab (PUBP 502) as an intern with a research center or agency before the last semester of enrollment. Summer and semester internships are available.

Students must enroll in four semesters and a total of six credits in the Policy Seminar (PUBP 501), which is dedicated to professional conduct and best practices, research ethics, and support for completing the Policy Report. Students must enroll in two credits of the MPP Seminar during the semester in which they plan to complete the Policy Report.

In addition to the coursework listed above, students will be required to produce a substantive Policy Report that outlines key elements, results, and recommendations of the policy building and evaluation work performed through the Policy and Evaluation Lab. The Policy Report serves as the student's Master's Examination.

Public Policy Program (PUBP)

PUBP 501 Policy Seminar (1-2, no limit Δ)

Professional conduct and best practices, research ethics, and support for completing the Policy Report.

Restriction: Restricted to MPP students.

PUBP 502 Policy and Evaluation Lab (3)

Internship at research center or agency.

Prerequisite: Instructor permission required.