

2013-2014 LONG SIGNATURE SHEET

RECEIVED
2.17.14



UNC CHARLOTTE

Proposal Number: PPOL-2-10-2014^b

Proposal Title: Proposal to implement new quantitative skills refresher course for Public Policy

Originating Department: Public Policy

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE_X _____ UNDERGRADUATE & GRADUATE _____
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
			Approved	<u>DEPARTMENT CHAIR PROGRAM DIRECTOR</u> Beth A. Rubin [print name here:]
		2/21/14	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [print name here:]
		2/28/14	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here:]
2/28/14		2/28/14	Approved	<u>COLLEGE DEAN</u> [print name here:]
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses only)
3-4-14	4-1-14	9-11-14	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses only) ALAN R. FREITAG
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: CLAS Course and Curriculum and Graduate Council

From: Beth A. Rubin, Director, Public Policy

Date: August 27, 2014

Re: Proposal to establish new course in Public Policy

The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

I. HEADING AND PROPOSAL NUMBER

- A. **HEADING.** Place a three line double-spaced heading containing the following information at the top of the first page of the proposal and beginning at the left margin:

University of North Carolina at Charlotte

(Specify: New or Revised; Undergraduate or Graduate; or Undergraduate and Graduate) New, Graduate

New Graduate

Course and Curriculum Proposal from Public Policy (PPOL)

Course and Curriculum Proposal from: PUBLIC POLICY (PPOL)

B. PROPOSAL NUMBER. Place the proposal number in the upper right corner of page one of the proposal. The proposal number will consist of the abbreviation of the originating unit and the date the proposal was approved by the unit, e.g., BIO 7-24-02. If more than one proposal is passed on a specific date, assign alpha suffixes to distinguish them (e.g., BIO 7-24-02a and BIO 7-24-02b). Submit multiple courses as a single proposal when possible.

C. TITLE. Indicate a brief descriptive title for the proposal, e.g., "*Establishment of a Minor in Communication Studies.*"

Establishment of new elective quantitative skills refresher course for incoming Public Policy Doctoral Students.

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. SUMMARY. State clearly and concisely the actions proposed (e.g., "the Biology Department proposes to add four new elective courses to the undergraduate curriculum: BIO 2222, BIO 3456, BIO 2345, and BIO 3210).

The Public Policy Program proposes to add a **required** quantitative skills refresher course for incoming doctoral students. While students will register for the course in the Fall, they will take it in the two weeks prior to beginning the Fall semester. This course is required of all incoming students.

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

Students admitted to Public Policy already possess a Master's Degree and come from a wide range of diverse backgrounds. While that diversity is a strength of the students, it leads to some difficulties. We have found over the years that despite requiring certain courses and GRE scores for admission, students are often unprepared for the rigors of the core sequence of, particularly, Economics and Quantitative courses. In most instances it is because these students have been out of school for some time and simply do not remember content they previously learned. Unlike reading and writing, these are

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skills that if not used, become deficient. As a result, students often have trouble getting through the first semester course sequence. In the interest of evaluation and remediation of possible deficiencies, and in order to enhance graduation rates, we propose to offer a two-week graduate level intensive mathematics and social science quantitative skills course to prepare students for the advanced microeconomic and quantitative sequence with a focus on policy analysis. While the course is intended for doctoral students in public policy, it may also be suitable for students in other disciplines such as Health Science Research, Geography and Earth Sciences, Educational Leadership and Health Informatics. All students admitted to the PhD Public Policy are required to take this two credit course on a pass/fail basis in the summer before their first semester in the program. They will be notified upon admission that they should plan on arriving prior to orientation and will be informed of the exact dates the course will be taught. The chairs of other doctoral programs will be similarly notified since several have indicated an interest in having some of their students take the course as well. Non-public Policy doctoral students may be admitted to the course with permission of the instructor.

2. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

Because the course is intended as an intensive refresher and introduction to statistical analysis computing software, most of the material should not be new. Admitted students are required to have had a previous microeconomics course and a course in statistics. Students admitted to Public Policy have GRE scores minimally at the 50% level in the Verbal and Quantitative sections of the GREs.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

The course will have an 8050 number. This course is a doctoral course so must have an 8000 number. 8000 is reserved for topics courses; this course is not an internship, practica, cooperative education, seminar honors or independent study, nor is it research so because this course was unique, it doesn't fit with any of the previous

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categories and the 8050 is consistent with extant numbering.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

This course should aid in retention since it is often the difficulty of math related to the Economics sequence that is a stumbling block for students who are very promising Policy scholars. It will serve as a refresher as well as a means to evaluate and remediate possible deficiencies. It will aid in advising and enhancing graduation rates.

5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

This course was taught on a trial basis August 1-14, 2014 under the number PPOL 8050 (special approval from Dean Reynolds).

- C. **IMPACT.** Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others?)

This course is specifically geared towards first semester Public Policy PhD students to take prior to taking the core courses. This course will serve students newly admitted to the Public Policy program. It will be open to PhD students from other programs who would similarly benefit from such a review with permission from the instructor.

2. Describe how you determine which students will be served.

All first year, first semester, students will be informed that they must enroll for this class when they receive their admission letter. Attendance is required. Other PhD students in other programs will be allowed to enroll with permission of the instructor. Students will

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be advised that they must make plans to arrive in Charlotte in time to take the class.

3. What effect will this proposal have on existing courses and curricula?

None- with the exception that students should have less difficulty with core economics and quantitative courses so offering this class should increase retention.

The students take two examinations during the class; one after the first week and one at the end of the second week. If students demonstrate inadequate preparation and considerable deficiencies in PPOL 8050, as evidenced from their performance on the exams, the Director of the Public Policy program will advise them to take a Master's level statistics class in any of the related programs (Economics, Sociology, Political Science, Geography and Earth Sciences) since these programs teach statistics within a social science, rather than pure math, context. In the past, when students were admitted who had inadequate economics training, they were directed to a Master's level economics course taught either by economics or the MPA program before they would enroll in the core courses. This remedial work delayed them an entire year since students who had to follow this route were unable to take core courses, thus qualifying examinations, in sequence. The expectation of the governance committee, program faculty and the director is that the combination of more careful screening during the recruitment process as well as institutionalization of this course will allow students to stay on track and complete their studies in a timely manner. Assessment of the value-added of this course will undoubtedly take one or two cohorts; if we observe higher rates of successful completion of core courses then we will assume this "boot camp" is working. Currently, for example, two of the students in the third year have taken their qualifying examinations one year late because they did not take economics until their second year; similarly, of the current second year students, two of them dropped out of economics (and one of them sat in on the bootcamp as preparation). If this situation diminishes, the Public Policy program will deem PPOL 8650 a success.

a. When and how often will added course(s) be taught?

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Every summer two weeks prior to the start of the Fall semester; students will register for the class in the Fall but take it in August. My understanding from Dean Hall-Hertel is that the Fall registration is necessary.

b. How will the content and/or frequency of offering of other courses be affected?

Students enrolled in PPOL 8050 should be better prepared students for CORE PPOL courses as well as related quantitative courses in other doctoral programs. **Students from other PhD programs enrolled should find similar improvement in their course performance.**

c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

6-10 PPOL students with space for students from other programs; no more than 15 in order to facilitate sufficient interaction between students and the professor.

d. How will enrollment in other courses be affected? How did you determine this?

There is no reason that offering this course will affect other courses with the exception of increasing the likelihood of obtaining higher grades in core courses in PPOL.

e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

None

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate "none". For items which require "none" explain how this determination was made.

- A. **PERSONNEL.** Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

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For the first time the course is taught, Professor Joseph Whitmeyer in Sociology has agreed to teach it. Dr. Whitmeyer is an Affiliate Public Policy faculty member who also recently earned a PhD in Mathematics. He currently teaches the elective, Quantitative Methods II, for Public Policy. The ad hoc committee who worked on this course felt very strongly he would be ideal to teach the course for the first time. Academic Affairs (Senior Associate Provost Jay Raja) has agreed to pay Professor Whitmeyer's stipend this summer. **There are a number of current PPOL faculty members who could teach this course. Any faculty member who would be qualified to teach the core quantitative methods course would also be so qualified. It is also possible that an advanced doctoral student who had completed exams and coursework and who had strong quantitative skills would be able to teach this course.**

B. PHYSICAL FACILITY. Is adequate space available for this course?

Yes- the course can be taught in Fretwell 290B or in any classroom with a smart board.

C. EQUIPMENT AND SUPPLIES: Has funding been allocated for any special equipment or supplies needed?

PPOL already has access to computers and necessary software.

D. COMPUTER. Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

See response to C above; PPOL has purchased sufficient STATA licenses and ITS has provided access to SAS. Fretwell 470E has computers for each incoming student plus one or two extra for PPOL student use. Each computer already has necessary software installed. Fretwell 470E is where incoming students are assigned space during their first year. Similarly, there are computer labs in Fretwell and Friday that are available for classroom space. Professor Troyer, Chair of Economics, has indicated that she is supportive of the course and can assist in finding space if necessary (please see attached e-mail).

E. AUDIO-VISUAL. If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

NA- Smart classrooms are sufficient.

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- F. **OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

NA

- G. **SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.

Initially the Graduate School and Academic Affairs have agreed to support this pilot course. **The Dean of the Graduate School has indicated ongoing support for this class and agreed to continue to fund its teaching.**

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of *Consultation on Library Holdings*).

Please see attached

- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

Please See attached

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

The previous director had floated and gotten approval and support from program faculty for this idea for many years but did not move forward with it. The current director convened an ad hoc committee who informally surveyed other faculty in the program. That ad hoc committee included at least one faculty member who teaches the second required economics course and serves on the qualifying examination committee. The chair of the ad hoc committee is one of the professors who teaches the required quantitative methods course and also serves on the qualifying examination committee. The director has discussed this course with the governance committee and program faculty more

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broadly and there is broad consensus and enthusiasm for offering this course. To date there have been no dissenting opinions, only excitement that the program will finally move forward on something they have long discussed as necessary given the diversity of students whom the program admits. While previously students were admitted and more or less left to "sink or swim," the current focus on increasing retention suggests that such a course will be a wise investment in the success of students. Further, we have consulted with the Public Policy PhD at Chapel Hill and they have long had such a *required* course in place for their incoming students so we view this addition to the curriculum as one that increases our competitiveness and comparability with other highly successful Public Policy PhD programs.

B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)

Review statement and check box once completed:

- X The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).

This is a two credit course that will not affect the overall credit requirements for this program. While we recommend a minimum, students are encouraged to take additional courses beyond that minimum given the interdisciplinary nature of the program.

C. ATTACHMENTS.

- 1. CONSULTATION:** Attach relevant documentation of consultations with other units.
- 2. COURSE OUTLINE/SYLLABUS:** For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see [Boiler Plate for Syllabi for New/Revised Graduate Courses](#).
- 3. PROPOSED CATALOG COPY:** Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the [current catalog copy](#) and use the Microsoft Word "track changes" feature (or use red text with "~~strikethrough~~" formatting for text to be deleted, and adding blue text with "underline" formatting for text to be added).

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- a. For a new course or revisions to an existing course, check all the statements that apply:
 - This course will be cross listed with another course.
 - There are prerequisites for this course.
 - There are corequisites for this course.
 - This course is repeatable for credit.
 - This course will increase/decrease the number of credits hours currently offered by its program.
 - This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.
- For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

CATALOGUE COPY:

Core Courses:

The Ph.D. program requires 26 hours of core course credit.
PPOL 8050 Accelerated Introduction to Public Policy Quantitative Techniques (2)

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Other Requirements

PPOL 8050 Accelerated Introduction to Public Policy Quantitative Techniques (2). Students come into the program with diverse backgrounds and often have not used or do not remember previous training in quantitative methods. In order to facilitate success in the first year core courses, the Public Policy Program requires all incoming students take this quantitative "boot-camp" that will refresh those skills as well as introduce students to the statistical computing software that they may use during their studies. Students will register for this course in the Fall of the first semester but will take the course in the two (or so) weeks prior to the beginning of the semester.

PPOL 8050. Accelerated Introduction to Public Policy Quantitative Techniques. (2). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or Permission of the Instructor. This course is graduate-level, two-week intensive review of mathematics, and social science quantitative skills and introduction to statistical software course to prepare students for the advanced microeconomic and quantitative sequence with a focus on policy analysis. May not be repeated for credit. (Fall).

Comment [BAR1]: Note: This is the course description. Above are the other places in the catalog copy that need to change. In case this is confusing, I have also attached the entire catalog copy file.

- b. If overall proposal is for a new degree program that requires approval from General Administration, please

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contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an existing Academic Plan of Study?
- Yes. If yes, please provide updated Academic Plan of Study in template format.
- X No.
5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?
- Yes. If yes, please provide updated SLOs in template format.
- X No.
6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?
- X Yes. Briefly explain below.

Last year the PPOL Director used program funds to purchase the entire SAGE Quantitative Methods Series (little green books) for the program. These are a valuable resource for students and may serve in place of a text-book. In addition, much of the material is available on-line.

No. Briefly explain below.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

Public Policy

- **Ph.D. in Public Policy**

Public Policy Program

publicpolicy.uncc.edu

Graduate Program Director

Dr. Beth A. Rubin

Graduate Faculty

Criminal Justice

~~Bruce Arrigo, Professor~~

Beth Bjerregaard, Professor

Lyn Exum, Associate Professor

Paul Friday, Professor

Shelley Listwan, Associate Professor

Vivian Lord, Professor

Criminal Justice (Affiliate Faculty)

~~Bruce Arrigo, Professor~~

Anita Blowers, Associate Professor

Jennifer Hartman, Associate Professor

Joseph Kuhns, Associate Professor

Economics

Steve Billings, ~~Assistant Professor~~ Associate Professor

Peter Schwarz, Professor

Jennifer Troyer, Professor

Geography and Earth Sciences

Harrison Campbell, Associate Professor

~~Deborah Strumsky, Assistant Professor~~

Jean-Claude Thill, Distinguished Professor

Qingfang Wang, Associate Professor

Geography and Earth Sciences (Affiliate Faculty)

William Graves, Associate Professor

Edd Hauser, Professor

Heather Smith, Professor

Public Health Sciences

James Laditka, Professor

~~Sarah Laditka, Associate Professor~~

Public Health Sciences (Affiliate Faculty)

Yvette Huet, Professor

~~Sarah Laditka, Associate Professor~~

Philosophy

Gordon Hull, Associate Professor

Philosophy (Affiliate Faculty)

Rosemarie Tong, Professor

Political Science and Public Administration

William Brandon, Distinguished Professor
Jacquelyn Chattopadhyay, Assistant Professor
Martha Kropf, ~~Associate~~ Professor
Suzanne Leland, Professor
~~Cherie Maestas, Professor~~
John Szmer, ~~Assistant-Associate~~ Professor
James Walsh, Associate Professor

Political Science and Public Administration (Affiliate Faculty)

Justin Conrad, Assistant Professor

Sociology

Yang Cao, Associate Professor
Roslyn Mickelson, Professor
Stephanie Moller Smith, ~~Associate~~ Professor
Beth A. Rubin, Professor
Teresa Scheid, Professor
Elizabeth Stearns, Associate Professor

Sociology (Affiliate Faculty)

Charles Brody, Professor
Scott Fitzgerald, Associate Professor
Rosemary Hopcroft, Professor
Joseph Whitmeyer, Professor
Wei Zhao, Associate Professor

Other Affiliated Faculty

Lisa Driscoll, Associate Professor, Educational Leadership
Alan Mabe, Visiting Professor, Educational Leadership
Gregory Mixon, Professor, History
Lori Thomas, Assistant Professor, Social Work
Jay Wu, Professor, Civil and Environmental Engineering

PH.D. IN PUBLIC POLICY

The Ph.D. in Public Policy at UNC Charlotte is an interdisciplinary program focusing on the study of policy development, implementation, and evaluation. It stresses the development of skills, tools, and specialties, as well as a theoretical understanding of them, that contribute to our understanding of the structure of institutional systems and sub-systems and of how policy should be shaped within political environments.

The Ph.D. in Public Policy at UNC Charlotte prepares students to be researchers, decision makers and policy analysts in local, state or federal governments, not-for-profit agencies, for-profit institutions, and academia. The Program stresses applied and empirical policy research grounded in an interdisciplinary theoretical foundation. Students will become versed in analytical techniques suitable for research and policy analysis to address substantive issues and problems in varied geographic and political contexts. The intellectual focus of the Program is guided by three overarching themes:

- 1) **Interdisciplinary Perspective:** Effective policy analysis and policy formation are not informed by any single discipline. Rather, public policy requires knowledge of the historical, cultural, political, institutional, geographic, and economic dimensions of policy problems facing any community.
- 2) **Applied and Empirical Policy Analysis:** Public policy is an inherently applied endeavor that seeks practical solutions and cogent analysis. While theory informs all research and analysis, the purpose of policy research is to elevate public discourse and improve public decision-making.

- 3) **Place-Based Research:** To exercise applied policy analysis in an interdisciplinary context, policy research must be place-based. Real policy analysis, based on real data, applied to actual geographic and political settings is a strength of the Program.

Admission Requirements

The following are general guidelines for successful admissions into the Ph.D. in Public Policy Program:

- 1) A master's degree in a social science or other field related to policy studies is required for admission to full standing in the Ph.D. in Public Policy.
- 2) Exceptional performance at the master's level is required. This means a GPA of at least 3.3 in a master's degree program is required for admission. Students with baccalaureate degrees may be admitted on a conditional basis if they have an overall undergraduate GPA of at least 3.5 and are currently enrolled in a master's level program at UNC Charlotte in a field related to policy studies. However, such students will not formally be admitted to the Ph.D. program until completion of the requirements for the master's degree.
- 3) Admission to the program requires strong scores (at least at the fiftieth percentile) on the verbal, quantitative, and analytic sections of the Graduate Record Examination. The Graduate Record Examination is a required part of the application package.
- 4) Three strong, positive letters of recommendation, at least two of which must come from faculty in the student's previous academic programs. All letters should be written by individuals in a position to judge the applicant's likely success in a Ph.D. level program. Letters should address the applicant's suitability for a Ph.D. program and ability to complete the program in a timely fashion. Letters from the student's master's level program are preferred.
- 5) Admission to the program of students who are not native English speakers requires strong scores on the TOEFL exam. The TOEFL exam is a required part of the application package for non-native English speakers.
- 6) Students entering the program are expected to remedy any coursework deficiencies identified by the Admissions Committee and Program Director in the first semester after enrolling in the Program. The amount and kinds of remedial coursework required for the program depends on the background of the student and are established by the Admissions Committee and the Program Director. Possible deficiencies are indicated in the prerequisites for the required core courses of the program. This program emphasizes the quantitative and analytical skills necessary to confront the challenges of contemporary policy dilemmas that communities face at the local, state, federal, and international levels.

Documents to be submitted for application for admission:

- 1) Official transcripts from all colleges and universities attended
- 2) Official GRE scores (verbal, quantitative, and analytical)
- 3) The UNC Charlotte application for graduate admission form
- 4) Three letters of reference from academics who have taught or worked directly with the applicant
- 5) An essay that addresses professional goals and motivation for pursuing the degree, suitability for the program, career goals following the degree, and the policy specialty the applicant would pursue within the Program
- 6) TOEFL scores (if the student is not a native English speaker)

Admission Assessment

- 1) An Admissions Committee reviews applications and recommends to the Program Director whether each applicant should be admitted and, if so, under what conditions.
- 2) The Program's Admissions Committee assesses each student's previous academic coursework in light of the student's stated direction of study. This assessment is used to identify the strengths and weaknesses of the student's previous academic history and to suggest specific coursework for the student's public policy program. Any remedial coursework required for the program depends on the student's background and will be established by the Admissions Committee and the Program Director. The Admissions Committee may also suggest specific coursework based on the student's intended direction of study within the program. The Admissions Committee conducts this assessment upon the student's acceptance and formal declaration of intent to attend. For each entering student, the Director of the Public Policy Program serves as his or her major advisor for the first year in the Program before the student chooses his or her committee chair.

Student Responsibility

Students entering the program must present evidence that their background is sufficient to undertake the coursework required of them. Such evidence ideally should include some combination of:

- 1) Familiarity with political and legal processes, behaviors, and institutions
- 2) A graduate level social science methods or statistics course
- 3) College coursework in both macro- and micro- economics
- 4) Substantial background in a public policy specialty area

Students may have completed appropriate courses to provide this background elsewhere. Normally, transcripts provide the evidence required by the Admissions Committee; however, if the student's previous experience is offered as evidence, the student must document such experience. A more detailed list of the types of prerequisite coursework can be found online at publicpolicy.uncc.edu.

Admission to Candidacy Requirements

After completing the core courses, students are required to write a qualifying examination covering the nature of the field, methodology, and economic analysis skills. After completing the qualifying examination, students take their policy field courses. Successful completion of core courses and the qualifying examinations allows students to proceed to the dissertation proposal preparation and defense stage. The dissertation proposal defense includes an oral presentation and written proposal. Prior to the proposal defense, with the guidance of their advisor, students develop a topic paper that outlines the policy area on which their dissertation will focus. After a topic approval meeting, students develop that topic paper into a full proposal. During the oral component of the defense, the student addresses not only the specific research topic about which they will write but situates that topic in the larger body of relevant policy literatures. Procedures for establishing the dissertation committee are addressed in the *Student Handbook* and in the Public Policy Seminar course.

Assistantships

The Ph.D. in Public Policy is committed to academic year funding for all full-time students. Additional support for summer sessions may be available through program funds and research grants working with program faculty. Available options for funding include graduate assistantships, teaching assistantships for those interested in careers in academia, and scholarships. For more information on funding options, contact the Director of the Public Policy Program.

Tuition Waivers

For full-time students with a Graduate Assistantship or Teaching Assistantship, full or partial tuition support is also available from the Graduate School's competitive Graduate Assistant Support Plan (GASP). GASP is a highly competitive multi-year support package. Students enrolled are eligible to receive full payment of in-state tuition, non-resident tuition (if required), and health insurance.

Degree Requirements

The total number of hours is established by the student's advisor according to a plan of study that must be presented after the successful completion of 18 hours of coursework. The Ph.D. Program requires 24 hours of core course credit, at least 6 hours of advanced analysis coursework, 18 hours of dissertation credit (enrollment contingent on admission to candidacy), and a minimum of 15 hours credit for specialty electives. It is unlikely that students will be able to complete this degree, including mastery of a subject-matter specialty, in 65 hours; 70-75 hours is more likely. Students progress through the program in five stages:

- 1) Core courses
- 2) Qualifying examination
- 3) Advanced analysis coursework and specialty policy field courses
- 4) Dissertation proposal defense
- 5) Dissertation

Core Courses:

The Ph.D. program requires 24-26 hours of core course credit.

PPOL 8050 Accelerated Introduction to Public Policy Quantitative Techniques (2)

The Nature of the Field

PPOL 8600 Policy Process I
PPOL 8602 Research Design
PPOL 8635 Ethics of Public Policy
PPOL 8690 Seminar in Public Policy*

Methods of Analysis

PPOL 8620 Quantitative Analysis I
PPOL 8630 Advanced Program Evaluation

Economic Analysis

PPOL 8640 Economic Analysis I
PPOL 8641 Economic Analysis II

**PPOL 8690 is a one credit hour course. Students must enroll in it three separate times.*

Advanced Analysis Coursework

Prior to defending a dissertation proposal, students must complete at least six (6) credit hours of advanced analysis coursework at the doctoral level. These credits may be taken outside the PPOL program with the approval of the Program Director. Students are encouraged to choose courses that cover the types of analysis that are prevalent in the student's policy area of interest.

Specialty Areas

In addition to completing 24 core course hours and 6 advanced analysis course hours, the student is expected to have broad knowledge of a relevant subject matter specialty. Students are required to complete a minimum of 5 courses (15 hours) in a coherent specialty area determined in cooperation with the student's advisor. The Ph.D. in Public Policy program currently has strengths in the following specialty areas: Economic Policy, Environment/Infrastructure Policy, Health Policy, Justice Policy, Social Policy, and Urban Regional Development. As faculty personnel and interests change; other policy areas may also be represented, such as Employment and Labor Policy, Family Policy, Foreign Policy, etc. Students are encouraged to work with their advisor and the Program Director to design a program of study tailored to their policy interests by combining courses in several of these specialty areas. While the particular courses required in each specialty area may vary according to pre-requisites needed by the student or individual programs of study, the minimum number of required courses in any given specialty area is five (5) for 15 credit hours.

Examples of such areas and typical course sequences include:

Economic Policy

The Policy Field in Economic Policy focuses on the study of policy issues related to market, government, firm, and individual behavior. This specialty allows students to build knowledge regarding economic theory and tools used by economists to consider policy issues. In addition, the specialty offers several courses in which theoretical and statistical tools are applied to specific policy areas, including public economics, urban and regional economics, and health economics.

The following advanced quantitative methods courses are strongly recommended, and students are encouraged to work with their advisor to identify other relevant advanced methods courses:

BPHD 8120 Econometrics I
BPHD 8130 Econometrics II

Students are encouraged to choose courses of interest from the following offerings:

PPOL 8667 Economics of Health and Health Care
PPOL 8705 Advanced Urban and Regional Economics
PPOL 8707 Game Theory and Experiments

PPOL 8709 Public Economics
PPOL 8711 Monetary and Financial Theory

In addition, the following economic theory courses are recommended for students without Master's level training in Economics:

PPOL 8701 Advanced Macroeconomic Theory
PPOL 8703 Advanced Microeconomic Theory

Other courses appropriate for each specialty may be available, and students may take these or substitute them for one of the listed classes in consultation with their advisor and the Program Director.

Students are encouraged to develop a focus in other related fields or design their specialty based on faculty resources available. As with all programs, such a program would need the approval of the student's advisor and the Program Director. Program faculty continue to develop additional substantive and methods courses.

Environmental/Infrastructure Policy

The Policy Field in Environmental/Infrastructure Policy focuses on environmental issues impacted by energy production and consumption, growth, pollution, and population change. This specialty allows interested students to gain knowledge on the economic factors related to environmental degradation and improvement. It also allows them the opportunity to become familiar with the scientific aspects of urban air, water, and earth systems. Policy making and policy analysis related to these issues will all be covered by courses in this specialty.

Courses for this specialty typically include:

PPOL 8600 Transportation Policy
PPOL 8650 Environmental Policy
PPOL 8652 Energy and Environmental Economics

Two additional courses from these or other choices:

PPOL 8653 Urban Air Quality
PPOL 8655 Watershed Science and Policy
PPOL 8656 Earth Systems Analysis: Biogeochemical Cycles

Health Policy

The Policy Field in Health Policy focuses on applied research in the organization, delivery and financing of healthcare and population-based issues in health (including mental health). A multidisciplinary faculty in epidemiology, health economics and finance, health policy, medical sociology, bioethics, and health law is ideally suited to prepare quantitative health service researchers and health policy analysts. Qualified students without a relevant Master's degree can prepare for the Ph.D. by completing coursework in the master in health administration (MHA), the MA in medical sociology, or the MS in Health Promotion while enrolled in the Ph.D. with a field specialty in Health Policy.

Courses for this specialty typically include:

PPOL 8661 Social Organization of Healthcare
PPOL 8663 Health Policy
PPOL 8665 Analytic Epidemiology
PPOL 8667 Economics of Health and Healthcare
PPOL 8669 Investigating Health and Health Services

Justice Policy

The Justice Policy Field provides an interdisciplinary approach to the study of crime and society's response to it. This specialty prepares students to conduct research and policy analysis on local, state, and national policies and policy initiatives and provide information for policy makers. The primary goal of this specialization is to provide students with the tools necessary for critically and objectively assessing policies related to the administration of justice. Toward that end, students gain the appropriate analytical skills, an understanding of the nature of criminal behavior and its impact, and knowledge about the criminal justice system as well as about a variety of issues related

to the control of crime. They also become familiar with the process of making and implementing justice policy and with those organizations involved in this process.

Courses for this specialty typically include:

PPOL 8000 Criminal Justice Management
PPOL 8671 Criminal Justice Policy
PPOL 8672 Theories of Crime and Justice

One other course from the other Policy Fields

Social Policy

The Policy Field in Social Policy prepares scholars, researchers, practitioners, and policy makers to address crucial social issues facing communities and our nation including social welfare, education, poverty, housing and homelessness and the role of public, nonprofit, and private sectors in alleviating and contributing to such problems. In addition to dealing with these topics in their own right, the social policy field focuses on the complex interrelationships among these issues and the manner in which they are influenced by--and in turn influence--prevailing patterns of racial, ethnic, and gender stratification. The social policy specialization provides the theoretical background, methodological training, and substantive knowledge that will allow students to make important contributions to the development, implementation, and evaluation of public policies addressing the most vexing and important social issues of our time.

Courses for this specialty typically include:

PPOL 8681 Race, Gender, Class and Public Policy
PPOL 8682 Stratification and Social Policy
PPOL 8683 Population Dynamics and Social Policy

Two additional courses from these or other choices:

PPOL 8685 Aging and Social Policy
PPOL 8687 Education Policy
PPOL 8688 Political Economy & School Reform
PPOL 8689 The Social Context of Schooling

Urban Regional Development and Infrastructure

The Urban & Regional Development Policy Field stresses applied and empirical policy research that is grounded in an interdisciplinary theoretical foundation. Students will be prepared in analytical techniques suitable for research and policy analysis through courses addressing several topics at the neighborhood, city and regional levels, including: Economic Development; Transportation Policy; Infrastructure Provision; Public Service Delivery; Growth Management; Regionalism and Governance.

Courses for this specialty typically include:

PPOL 8610 Urban Regional Environment
PPOL 8611 Metropolitan Governance and Administration
PPOL 8613 Transportation Policy

Two additional courses from these or other choices:

PPOL 8612 Theory of Urban Development
PPOL 8614 Colloquium in 20th Century Black Urban History
PPOL 8615 The Restructuring City
PPOL 8616 Urban Planning Theory and Practice
PPOL 8617 Law and Management
PPOL 8618 Growth Management Systems
PPOL 8642 Regional Economic Development
PPOL 8643 Rural Development Issues
PPOL 8644 Public Budgeting and Financing

Advising/Committees

While the Program Director serves as the *de facto* advisor for each student for the first year, the Program Director works with the students and faculty to help the student work with a suitable advisor. Once the student is matched with the advisor, they work closely with that advisor on suggested schedules of classes, research options, and other issues important to success. After approximately one year in the program, each student is expected to have identified the faculty member with whom they would like to mentor, with the expectation that this mentor would ultimately serve on the student's committees. Following completion of the policy field courses, students establish their dissertation advisor and form a dissertation committee. The procedures for establishing these committees are in the *Student Handbook* and are addressed in the Public Policy Seminar.

Grade Requirements

A student must maintain a cumulative average of 3.0 in all coursework taken for graduate credit. An accumulation of three C grades will result in termination of the student's enrollment in the graduate program. If a student receives a grade of U in any course, enrollment in the program will be terminated.

Transfer Credit

The Program will accept up to two courses in the core curriculum as transfer credit from other regionally accredited doctoral institutions, providing that the Admissions Committee determines that these courses are equivalent to those offered in the core or one of the specialty areas. The acceptance of transfer credit is subject to the approval of the Graduate School. The grade in these transfer credits must have been A or B. All of the dissertation work must be completed at UNC Charlotte.

Language Requirement

There is no foreign language requirement.

Dissertation

The program requires that the student complete 18 hours of dissertation credit. Enrollment in dissertation credit is contingent on admission to candidacy. The dissertation topic may be proposed after the student has passed the qualifying exams. The doctoral student advances to candidacy after the dissertation proposal has been defended to, and approved by, the student's advisory committee and reported to the Director of the Ph.D. in Public Policy and the Dean of the Graduate School. The student must complete and defend the dissertation based on a research program approved by the student's dissertation committee that results in a high quality, original, and substantial piece of research.

Other Requirements

PPOL 8050 Accelerated Introduction to Public Policy Quantitative Techniques (2).
Students come into the program with diverse backgrounds and often have not used or do not remember previous training in quantitative methods. In order to facilitate success in the first year core courses, the Public Policy Program requires all incoming students take this quantitative "boot-camp" that will refresh those skills as well as introduce students to the statistical computing software that they may use during their studies. Students will register for this course in the Fall of the first semester but will take the course in the two (or so) weeks prior to the beginning of the semester.

PPOL 8690 Public Policy Seminar Series

Students in the program develop their appreciation of the varied nature of policy applications and improve their communication skills by participating in at least three seminar series throughout the course of their program. This seminar also serves as a clearinghouse, introducing students to the varied faculty in the program. Each term a series of guest speakers prepare monthly seminars reflecting a range of policy issues and challenges. Students engage in activities aimed at professional development for both practitioners and for those interested in pursuing careers in academia.

Research Opportunities

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The Ph.D. Program in Public Policy has an extensive pool of professors to enhance the research opportunities and experiences for the students. Each program of study could be individually tailored for the research of the student with the possibility of individual studies under the supervision of an advisor.

Application for Degree

Each student should make application for his/her degree by completing the online Application for Degree through Banner Self Service no later than the filing date specified in the University Academic Calendar. After successful defense of the dissertation, a student will be conferred with the doctoral degree.

Residency Requirement

Students must satisfy the residency requirement for the program by completing 21 hours of continuous enrollment, either as coursework or dissertation credits. Residence is considered continuous if the student is enrolled in one or more courses in successive semesters until 21 hours are earned. All 18 hours of dissertation credit must be earned at UNC Charlotte.

Time Limits for Completion

The student must achieve admission to candidacy within six years after admission to the program. All requirements for the degree must be completed within eight years after first registration as a doctoral student. These time limits are maximums; full-time students will typically complete the degree requirements in five years.

COURSES IN PUBLIC POLICY (PPOL)

Notes:

- The core courses listed below are available only to students admitted into the Ph.D. in Public Policy or to students admitted to other Ph.D. programs.
- Permission of the instructor is required on all courses in the Ph.D. in Public Policy program.
- There are no specific prerequisites for many of the courses listed below; however, the general levels of preparation are described in greater detail online at publicpolicy.uncc.edu and in the Student Handbook.
- Occasionally, these courses are offered during Summer, as well as during Fall or Spring semesters.

PPOL 8000. Topics in Public Policy. (1-4) Prerequisites: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Study of selected topics in Public Policy. *May be repeated for credit. (On demand)*

PPOL 8050. Accelerated Introduction to Public Policy Quantitative Techniques. (2). Prerequisite: Full graduate standing in the Ph.D. in Public Policy or Permission of the Instructor. This course is graduate-level, two-week intensive review of mathematics, and social science quantitative skills and introduction to statistical software, course to prepare students for the advanced microeconomic and quantitative sequence with a focus on policy analysis. May not be repeated for credit. (Fall).

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PPOL 8600. Policy Process I. (3) Prerequisites: Prior coursework or experience relevant to political and legal processes, behaviors, and institutions. This is a CORE course in the Ph.D. in Public Policy program. Examination of the field of public policy analysis to include both theory and practice. Process includes everything from sources of public problems to feedback mechanisms after policy implementation. Emphasis on the policy process in growing urban regions and the ability to communicate with stakeholders to determine value conflicts and to communicate policy solutions. Examination of the context (legal, institutional, historical, philosophical, social, political, physical and spatial) within which policy is made with sensitivity to gender, race and ethnicity, and class concerns. *(Fall)*

PPOL 8602. Research Design in Public Policy. (3) This is a CORE course in the Ph.D. in Public Policy program. Introduces students to various quantitative and qualitative approaches to doing policy research. Considers such

major issues in philosophy of science as causality, measurement, and post-positive approaches to research. Students may use the course to prepare their dissertation proposals or research grant and contract proposals. *(Fall)*

PPOL 8610. Urban Regional Environment. (3) Cross-listed as GEOG 6123 and GEOG 8123. Prerequisite: Prior coursework or experience relevant to the nature of urban regions. Examination of the nature of urban regions. The basic factors that shape urban regions as they grow. Impact of: geography; history; social factors; economic factors; concerns about gender, race and ethnicity, and class; and other determinants of the nature of urban regions, their problems, and possible policy solutions. *(Fall)*

PPOL 8611. Metropolitan Governance and Administration. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Introduction of major issues in urban politics and related trends and problems in urban governance and administration. *(Spring)*

PPOL 8612. Theory of Urban Development. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Analysis of urban economics and politics within the context of public policy and planning. Focuses on theory and application to understand the rationale for and effects of urban policy, urban economic development, and planning. Provides basic understanding of the operation of urban real estate markets and the motivation for public sector interventions. Applies theoretical foundations to the study of current urban problems and controversies. Familiarity with introductory microeconomics is required. *(Fall)*

PPOL 8613. Transportation Policy. (3) Cross-listed as GEOG 6600 and 8600. Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Examines surface transportation from a broad public policy perspective with a special focus on its institutional components and the changing role of government in transportation policy-making including the evolution of, and relationships among, various federal, state and local policies that affect investment decisions in transportation infrastructure. *(On demand)*

PPOL 8614. Colloquium in 20th Century Black Urban History. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Examination of major and topical monographic works in African-American urban history during the twentieth century. The focus will be on such topics as: classical urban examinations by black scholars, ghettoization and alternative theories, community and its institutions, riot and urban rebellions, biography, black mayors, and urban policy. *(Fall as needed)*

PPOL 8615. The Restructuring City. (3) Cross-listed as GEOG 6210 and 8210. Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. This course places at center stage the causes and consequences of contemporary urban restructuring and evaluates the theoretical, planning, and policy challenges inevitably presented. *(Spring)*

PPOL 8616. Urban Planning Theory and Practice. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Alternative planning theories and application of theories in urban planning practices. *(Alternate years)*

PPOL 8617. Law and Management. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Constitutional and administrative law issues, including a survey of academic debates over contested issues, and selected areas in constitutional law on civil liberties and civil rights. *(Spring)*

PPOL 8618. Growth Management Systems. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Exploration of growth management programs, legal and planning issues, and legislation to determine their merits, weaknesses and abilities to promote more sustainable development patterns. Will emphasize difficulty of changing traditional procedures of development and land use. *(On demand)*

PPOL 8620. Quantitative Methods in Public Policy I. (3) Prerequisite: graduate level social science methods or statistics course. This is a CORE course in the Ph.D. in Public Policy program. Advanced quantitative methods as applied to analysis and solution of public problems. Use of quantitative methods to analyze public problems; devise appropriate, effective, acceptable public policies; evaluate public programs; and present the results of quantitative analysis to appropriate audiences. *(Spring)*

PPOL 8621. Quantitative Methods in Public Policy II. (3) Prerequisite: PPOL 8620. Advanced quantitative methods as applied to analysis and solution of public problems. Use of quantitative methods to analyze public problems, devise appropriate, effective, and acceptable public policies; to evaluate public programs; and to present the results of quantitative analysis to appropriate audiences. *(On demand)*

PPOL 8622. Qualitative Methods in Public Policy. (3) Prerequisite: Advanced qualitative methods as applied to analysis and solution of public problems. Use of qualitative methods to analyze public problems; to devise appropriate, effective, acceptable public policies; to evaluate public programs; and to present the results of qualitative analysis to appropriate audiences. *(On demand)*

PPOL 8625. Advanced Seminar in Spatial Decisions Support Systems. (3) Cross-listed as GEOG 8625. Prerequisite: GEOG 5120 or permission of the instructor. Theoretical aspects of spatial DSS including technical, social, political and psychological considerations; systems design; systems manipulation; and case studies. Three hours of lecture and one-two hour lab per week.

PPOL 8630. Advanced Program Evaluation. (3) This is a CORE course in the Ph.D. in Public Policy program. Development and application of policy analysis to the evaluation of existing public policies. Particular attention to the use of multiple techniques of analysis and presentation of program evaluations to relevant audiences. *(Spring)*

PPOL 8635. Ethics of Public Policy. (3) This is a CORE course in the Ph.D. in Public Policy program. Ethical questions in the study, formation, implementation, and evaluation of public policies. Ethical dilemmas faced by the public policy analyst, and the importance of use of values analysis. Emphasis on understanding how values are communicated by a variety of stakeholders in policy systems and how communicating public policy solutions involves an understanding of the role of values in successful policy formation and implementation. *(Spring)*

PPOL 8636. The Social Context of Mental Health. (3) Cross-listed as SOCY 6635, SOWK 6635, and PSYC 8636. Prerequisite: Admission to graduate program or permission of instructor. Draws upon contributions from the field of psychiatry, psychology, social work, and anthropology. Focuses on mental health and illness in social context, with an emphasis on the relationship between social structure and mental health/disorder. Examines the social factors which shape psychiatric diagnosis, the effects of socio-demographic variables on mental health, and the role of social support and stress for different groups. Also examines the organization, delivery, and evaluation of mental health services, and mental healthcare policy.

PPOL 8640. Economic Analysis of Public Policy I. (3) This is a CORE course in the Ph.D. in Public Policy program. Economic role of government, efficiency versus equity, externalities, and public goods, market failures and government failures, economics of centralized versus decentralized decision making, public choice theory, economics of privatization, economic role of nonprofits and non-governmental organizations. *(Fall)*

PPOL 8641. Economic Analysis of Public Policy II. (3) Prerequisite: PPOL 8640. This is a CORE course in the Ph.D. in Public Policy program. Economics of taxation and government borrowing, benefit-cost analysis, regional growth and development, econometric analysis of local and regional public policy issues. *(Spring)*

PPOL 8642. Regional Economic Development. (3) Cross-listed as GEOG 6302 and GEOG 8302. Prerequisites: Full graduate standing in the Ph.D. in Public Policy program; PPOL 8610; intermediate microeconomics; or permission of the instructor. Course covers classical, neo-classical and contemporary theories of trade, economic geography, and regional development. Topics include: theories of urban and regional growth, location theories, human capital, labor force and entrepreneurial contributions to growth. Policy dimensions of urban growth and development are addressed from theoretical and empirical perspectives. *(Fall)*

PPOL 8643. Rural Development Issues. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. This course provides research experiences that focus on policy formulation, and demographic, economic and planning issues in rural areas. *(Fall)*

PPOL 8644. Public Budgeting and Financing. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Focus is on the public budget process as a means of policy

development, analysis and implementation. It will also address in more depth issues of financing the policies authorized in the budget and for which appropriations are sought. *(Spring)*

PPOL 8650. Environmental Policy. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. This course draws upon concepts and tools from economics, geography, law, sociology, political science, and planning to explore the concept of sustainable development, a central tenet of environmental policy. Environmental policy will be analyzed within the federalist framework. *(On demand)*

PPOL 8652. Energy and Environmental Economics. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Economics issues of both energy and environment. Energy issues include the historical development of energy resources, supply and demand considerations, and projections of the future energy balance. Environmental issues are externalities, common property resources, and government regulation. Policy considerations include environmental standards, pollution charges, and property rights. Cost-benefit analysis and microeconomic theory are applied. *(On demand)*

PPOL 8653. Urban Air Quality. (3) Prerequisites: Ph.D. student and permission of instructor. Examination of the relationships between climatic processes and urban air quality with emphasis on trends and patterns. Topics will include health and environmental effects of air pollution, ozone climatology, pollutant transport, transportation related emissions, risk assessment, and air quality management. *(Fall)*

PPOL 8655. Watershed Science Policy. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Examination of the cycling of water and chemical elements within forested, agricultural and urbanized watersheds. Land use regulations designed to protect water quality are examined with respect to hydrologic and biogeochemical process that operate at the watershed scale. *(On demand)*

PPOL 8656. Earth Systems Analysis: Biogeochemical Cycles. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Examines the Earth's water and major elemental cycles including those of carbon, nitrogen, sulfur, phosphorus and the major crustal elements. Uncertainties in the current state of global elemental cycles are examined. Special emphasis is placed on how these cycles are currently being modified through human activities. *(On demand)*

PPOL 8661. Social Organization of Healthcare. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Focuses on the structures and operations of healthcare institutions and providers. The topics covered include the socio-historical development of the existing healthcare system, healthcare occupations and professions, professional power and autonomy, professional socialization, inter-professional and provider-client relations, healthcare organizations, and how change affects the delivery of healthcare services. *(On demand)*

PPOL 8663. Health Policy. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program and a graduate level course providing an adequate introduction to the U.S. healthcare system such as HADM 6112, MPAD 6172, KNES 8112 or permission of the instructor. This doctoral seminar examines the formulation, adoption, implementation, and evaluation of health policy at national, state, and local levels through extensive readings in relevant health and policy literatures. *(Spring)*

PPOL 8665. Analytic Epidemiology. (3) Cross-listed as HCIP 6260, HLTH 6260, HLTH 8260, and HSRD 8003. Prerequisite: Full graduate standing in the Ph.D. in Public Policy program and a graduate level courses such as KNES 6189 and HADM 6103 or permission of the instructor. Principles and methods of studying advanced epidemiology, with emphasis on the analytic approach, including advanced techniques in the establishment of disease causation in groups and communities. Topics include: risk assessment, environmental exposures, stratification and adjustment, and multivariate analysis in epidemiology. Emphasis is also placed on quality assurance and control and communicating results of epidemiological studies in professional publications and settings. *(Alternate Fall)*

PPOL 8667. Economic of Health and Healthcare. (3) Cross-listed as ECON 6260 and HSRD 8004. Prerequisite: Full graduate standing in the Ph.D. in Public Policy program, PPOL 8640 and PPOL 8641 or permission of the instructor. Uses economic theory and econometrics to analyze the functioning of the healthcare sector and

appropriate public policy. Topics include: how markets for medical care differs from other markets, the demand for medical care, the demand and supply of health insurance, the role of competition in medical markets, managed care, managed competition, and the role of the public sector in regulating and financing healthcare. *(Fall)*

PPOL 8669. Investigating Health and Health Services. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program and PPOL 8620 and PPOL 8621 or permission of the instructor. The emphasis of this course is how to conduct and evaluate research necessary to health policy. Students are expected to conduct research utilizing a variety of methodologies and will also learn how to access available secondary data sets relevant to healthcare and policy. Topics include: multidisciplinary collaboration, measurement of health related constructs and healthcare outcomes, and health evaluation (cost, quality, access). Students will be expected to develop their dissertation proposals as one outcomes of this course. Designed to be a seminar, and active participation in class discussion and activities is essential. *(Fall, Spring)*

PPOL 8671. Criminal Justice Policy. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Examination of the criminal justice subsystems (law enforcement, courts, corrections) with particular focus on the development of policy and the effectiveness of current policies aimed at reducing crime. *(Spring)*

PPOL 8672. Theories of Crime and Justice. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Exposes students to mainstream and critical theoretical approaches to crime, justice, and criminal behavior. An emphasis on both broad conceptual orientations allows us to assess the development of criminology within an array of historical and philosophical contexts during the past three centuries. *(On demand)*

PPOL 8673. Law and Social Control. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Examines how the criminal law functions as a powerful tool of social control in our society. Particular emphasis is given to understanding the constitutional limitations placed on construction of law, the elements of criminal offenses, and criminal defenses. *(Fall)*

PPOL 8681. Race, Gender, Class, and Public Policy. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. An overview of major theories, trends, and debates on the topic of gender, race and economic inequality in the contemporary United States. *(Spring)*

PPOL 8682. Stratification and Social Policy. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Examines: (a) structures and processes underlying social stratification in the United States, particularly the inequality that is grounded in social class, gender, ethnicity, and race; and (b) the social policy implications that follow from our analysis of the nature and sources of stratification. *(Spring)*

PPOL 8683. Population Dynamics and Social Policy. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Basic population characteristics, such as age distribution, life expectancy, fertility, and trends in these characteristics are relevant to nearly all social policy. An introduction to basic concepts and tools of demographic analysis and how they may be applied to the study of social policy including family policy, aging policy, and minority groups' policy. *(Spring)*

PPOL 8685. Aging and Social Policy. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Utilizes the concepts of social gerontology as a Springboard for examining social policy for an aging population. Examination of the public policy making process with attention to aging policy. Consideration of determinants of aging policy and institution and actors in the policy making process and piecemeal development of legislation analyzed as factors related to the making of policy for the aged. *(Spring)*

PPOL 8687. Education Policy. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Examines equity, efficiency, and diversity tradeoffs among alternatives systems of delivering K-12 education. The course also examines how to evaluate educational policies and programs. *(On demand)*

PPOL 8688. Political Economy of School Reform. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Examines between business leaders' vision for school reform and the school restructuring movement, the reforms which arise from their construction of the problem, local educational restructuring efforts within the context of the larger national reform movement, and the opportunities and dangers of corporate-inspired educational policies. *(Spring)*

PPOL 8689. The Social Context of Schooling. (3) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. Examines the relationships among certain aspects of the contemporary social structure and educational processes and outcomes. It explores the ways that the social class structure, race, and gender stratification affect the ways individuals experience, understand, and acquire education. *(Fall)*

PPOL 8690. Seminar in Public Policy. (1) Prerequisite: Full graduate standing in the Ph.D. in Public Policy program or permission of the instructor. This is a CORE course in the Ph.D. in Public Policy program. Series of guest speakers and exercises on a range of policy issues. Designed to increase familiarity with the variety of topics and methods covered by policy making and analysis as well as career options. Student participation and oral critique of a selected speaker and their topic. *Must be repeated for credit for a total of 3 credits.*

PPOL 8701. Advanced Macroeconomic Theory. (3) Cross-listed as ECON 6201. Prerequisites: Admission to graduate program and permission of program director. Theories of aggregate income determination, inflation, unemployment, interest rates and economic growth; macro-economic consumption and investment behavior; the business cycle. *(Fall, Spring)*

PPOL 8703. Advanced Microeconomic Theory. (3) Cross-listed as ECON 6202. Prerequisites: Admission to graduate program and permission of program director. Theories of the firm, of the consumer, and of resource owners; determination of prices under different market structures; general equilibrium analysis and welfare economics. *(Fall, Spring)*

PPOL 8705. Advanced Urban and Regional Economics. (3) Cross-listed as ECON 6250. Prerequisite: Admission to graduate program. Applications of microeconomic theory to problems of cities, metropolitan areas and regions; methods in regional analysis, location theory, land use planning, measurement of economic activity; transportation, housing, poverty, and growth issues. *(Spring)*

PPOL 8707. Game Theory and Experiments. (3) Cross-listed as ECON 6206. Prerequisite: Permission of the graduate program director. Focuses on game theoretic analysis and the experimental methodology which can be used to test game theoretic models. The primary topics in game theory include: static games with complete information, dynamic games with complete information, static games with incomplete information, and dynamic games with incomplete information. Some topics are introduced by way of an economic experiment, and the experiment is followed by a rigorous analysis of the game theoretic solution to the game. The latter part of the course focuses on how to design economic experiments as a means of testing the predictions of game theoretic models. *(Spring)*

PPOL 8709. Public Economics. (3) Cross-listed as ECON 6256. Prerequisite: MATH 1241 or equivalent, and permission of the program director. Public economics is the study of the way governments choose spending, taxation, and regulatory policy; the ways such policies may affect economic welfare; and mechanisms to evaluate the economic effects of such policies. *(Yearly)*

PPOL 8711. Monetary and Financial Theory. (3) Cross-listed as ECON 6235. Prerequisites: ECON 6201 or ECON 6202; and ECON 6112 or equivalent. Theory and empirical tests of money supply, money demand, and financial markets; portfolio theory with special attention to portfolio choices of banks; term structure of interest rates; dynamic models of money and economic activity. *(On demand)*

PPOL 8800. Independent Study. (1-3) Prerequisite: Permission of the instructor and the program director. Supervised study of a public policy topic or problem of special interest to the student and within the instructor's expertise. *May be repeated for credit. (Fall, Spring, Summer)*

PPOL 8801. Dissertation. (1-9) Prerequisites: passage of qualifying examinations, and approval of dissertation topic by the student's advisory committee. In-depth study of a practical problem in public policy. Analysis of the problem, preparation of a policy solution, and presentation of the solution to appropriate stakeholders and the public. *Graded on a Pass/Unsatisfactory basis.* Maximum of 18 hours allowed under this course designation. *(Fall, Spring, Summer)*



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Amanda Binder
From: Beth A. Rubin, Director, PPOL
Date: February 10, 2014
Subject: Library Holdings for proposed PPOL math "bootcamp"

Summary of Librarian's Evaluation of Holdings:

Evaluator: Amanda Binder Date: 2/10/2014

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

The library has sufficient print and electronic resources to support the proposed PPOL course: Accelerated Introduction to Quantitative Techniques for Public Policy.

Amanda Binder
Evaluator's Signature

2 - 10 - 14
Date

Triplett, Susan

From: Rubin, Beth
Sent: Tuesday, February 11, 2014 3:43 PM
To: Triplett, Susan
Subject: FW: Course and Curriculum Proposal for this Friday

Below is support from Professor Harrison Campbell in GEOS. More to come.

Beth A. Rubin, PhD. | Director, Public Policy
Professor, Sociology, Public Policy, Organizational Science and
Adjunct Professor, Management
UNC Charlotte | Fretwell, 490M
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-7826 | Fax: 704-1397
barubin@uncc.edu | <http://www.uncc.edu> <<http://www.uncc.edu>>

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From: Campbell, Harrison
Sent: Monday, February 10, 2014 8:58 AM
To: Rubin, Beth
Subject: RE: Course and Curriculum Proposal for this Friday

Good morning Beth,
I fully support your proposal. If I'm not mistaken, Debbie Strumsky did something similar with Quantitative Methods several years ago, the difference being her boot camp took place just before the beginning of the semester. I think your proposal will be more palatable to in-coming first-timers.

Harry

From: Rubin, Beth
Sent: Sunday, February 09, 2014 3:44 PM
To: Saunders, William; D'Amico, Mark; Troyer, Jennifer; Huet, Yvette; Gil-Rivas, Virginia; Campbell, Harrison
Cc: Lansen, Oscar; Freitag, Alan; Whitmeyer, Joseph
Subject: Course and Curriculum Proposal for this Friday
Importance: High

Colleagues:

I am asking for your help with something and apologize in advance for the short notice and the mass e-mail. I am submitting a proposal for a two-week math bootcamp for incoming Public Policy students to Course and Curriculum that meets *this Friday*. I just received the go-ahead from Dean Hall-Hertel that Senior Associate Provost Jay Raja would support a pilot *this summer*. Note that students register for the course in the Fall but take it roughly the two weeks prior to the beginning of the Fall Semester. Dean Hall-Hertel suggested that each of you might have an interest in this course being available to your students and Jennifer, I've included you because I've suggested in the long-form that Friday might have classroom/lab space if we needed it (plus this course is very much about incoming Public Policy students surviving the Economic sequence).

For your consideration I have included my justification and proposed catalog copy below, I have also attached the preliminary syllabus. Joe Whitmeyer has agreed to teach it and will, I'm sure, revise the syllabus; this is what the ad hoc committee put together. What I am asking from each of you is that you send me an e-mail indicating your support (if indeed you are willing to give

it) that I can include with the proposal. At this point I'm defining this course as elective. If it is successful, my intent is to come back to Course and Curriculum to make it required. Thus, this Fall I will engage in a more thorough external department consultation. In advance, I'm *very appreciative of your time and consideration*. Generally I think a course like this one could be of interest to students in a number of programs.

Justification:

Students admitted to Public Policy already possess a Master's Degree and come from a wide range of diverse backgrounds. While that diversity is a strength of the students, it leads to some difficulties. We have found over the years that despite requiring certain courses and GRE scores for admission, students are often unprepared for the rigors of the core sequence of, particularly, Economics and Quantitative course. In most instances it is because these students have been out of school for some time and simply do not remember content they previously learned. Unlike reading and writing, these are skills that if not used, become quite rusty. As a result, students often have trouble getting through the first semester course sequence. In the interest of evaluation and remediation of possible deficiencies, and in order to enhance graduation rates, we propose to offer a two-week graduate level intensive mathematics, and social science quantitative skills course to prepare students for the advanced micro-economic and quantitative sequence with a focus on policy analysis. While the course is motivated by doctoral students in public policy, it also may be suitable for students in other disciplines such as Health Science Research, Geography and Earth Sciences, Educational Leadership and Health Informatics

Proposed Catalog Copy:

PPOL 7xxx. Accelerated Introduction to Public Policy Quantitative Techniques. (1). Pre-requisite: Full graduate standing in the PhD in Public Policy or Permission of the Instructor. This course is graduate-level, two-week intensive review of mathematics, and social science quantitative skills course to prepare students for the advanced micro-economic and quantitative sequence with a focus on policy analysis. May not be repeated for credit. (Fall).

Best,
Beth

Beth A. Rubin, PhD. | Director, Public Policy
Professor, Sociology, Public Policy, Organizational Science and
Adjunct Professor, Management
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Triplett, Susan

From: Rubin, Beth
Sent: Tuesday, February 11, 2014 3:44 PM
To: Triplett, Susan
Subject: FW: Course and Curriculum Proposal for this Friday

Please also include this e-mail with my materials for course and curriculum.

Beth A. Rubin, PhD. | Director, Public Policy
Professor, Sociology, Public Policy, Organizational Science and
Adjunct Professor, Management
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From: D'Amico, Mark
Sent: Sunday, February 09, 2014 8:38 PM
To: Rubin, Beth
Subject: RE: Course and Curriculum Proposal for this Friday

Beth,
Thank you for sharing the proposal. This course looks like a positive addition to the graduate offerings at UNC Charlotte. If the proposal is accepted and if space allows, I see this as a potential opportunity for some of our incoming Educational Leadership doctoral students. Many of our students are experienced practitioners, who may begin doctoral study many years post-Master's; thus, a mathematics refresher could be very inviting as they face a two-semester sequence of statistics.

I fully support your proposal, and look forward to talking with you sometime about the course.

Sincerely,
Mark

Mark M. D'Amico, PhD
Assistant Professor and Program Director, Ed.D. in Educational Leadership
Book Review Editor, *Community College Review*
UNC Charlotte | Dept. of Educational Leadership
9201 University City Blvd. | Charlotte, NC 28223
704-687-8539 | mmdamico@uncc.edu | <http://education.uncc.edu/directory/mark-damico>

From: Rubin, Beth
Sent: Sunday, February 09, 2014 3:43 PM
To: Saunders, William; D'Amico, Mark; Troyer, Jennifer; Huet, Yvette; Gil-Rivas, Virginia; Campbell, Harrison
Cc: Lansen, Oscar; Freitag, Alan; Whitmeyer, Joseph
Subject: Course and Curriculum Proposal for this Friday

Colleagues:

I am asking for your help with something and apologize in advance for the short notice and the mass e-mail. I am submitting a proposal for a two-week math bootcamp for incoming Public Policy students to Course and Curriculum that meets *this Friday*. I just received the go-ahead from Dean Hall-Hertel that Senior Associate Provost Jay Raja would support a pilot *this summer*. Note that students register for the course in the Fall but take it roughly the two weeks prior to the beginning of the Fall Semester. Dean Hall-Hertel suggested that each of you might have an interest in this course being available to your students and Jennifer, I've included you because I've suggested in the long-form that Friday might have classroom/lab space if we needed it (plus this course is very much about incoming Public Policy students surviving the Economic sequence).

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Proposed Catalog Copy:

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Best,
Beth

Beth A. Rubin, PhD. | Director, Public Policy
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Triplett, Susan

From: Rubin, Beth
Sent: Tuesday, February 11, 2014 3:45 PM
To: Triplett, Susan
Subject: FW: support for math/stats bootcamp course for PPOL students

Susan: Please add these to my PPOL course and curriculum proposal.

You have 3 e-mails, a short form, long form, Library Consult Form, and syllabus.

Thank you.

Beth A. Rubin, PhD. | Director, Public Policy
Professor, Sociology, Public Policy, Organizational Science and
Adjunct Professor, Management
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From: Troyer, Jennifer
Sent: Tuesday, February 11, 2014 10:47 AM
To: Rubin, Beth
Cc: Schwarz, Peter; Billings, Steve
Subject: support for math/stats bootcamp course for PPOL students

Beth,

I am writing to strongly support the new proposed course two-week bootcamp course for Public Policy PhD students. The Belk College would be willing to work with you to try to secure lab space in Friday for the course, if needed. Brushing up on math and statistics at the start of the program will certainly increase the probability of success for students and jumpstart their program of study.

That said, for success in the first year economics course sequence, students also need a basic knowledge of microeconomics. I encourage you to continue to emphasize this prerequisite for incoming students as well as the need to "brush up" on microeconomics if the course was taken some time ago.

Regards-

Jennifer

Jennifer L. Troyer, Ph.D. | Professor and Chair of Economics,
Adjunct Faculty Department of Public Health Sciences |
UNC Charlotte | Belk College of Business
9201 University City Blvd. | Charlotte, NC 28223

Phone: 704-687-7599 | Fax: 704-687-1384

<mailto:username@uncc.edu> | <http://belkcollegeofbusiness.uncc.edu/jtroyer/>

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UNC CHARLOTTE

College of Liberal Arts & Sciences

Mathematics and Statistics

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.0620 f/ 704.687.1392 math@uncc.edu

Memorandum

To: Dr. Beth Rubin, Director, Public Policy

From: Dr. Yuanan Diao, Chair, Department of Mathematics and Statistics

Subject: Consultation Regarding PPOL 7001: Accelerated Introduction to quantitative techniques for Public Policy

Date: February 21, 14

Thank you for consulting with the Department of Mathematics and Statistics on the long form proposal on the new one hour credit, two week intensive course "PPOL 7001: Accelerated Introduction to quantitative techniques for Public Policy". Your new course is mathematics intensive but you seem to have a perfect faculty member able to handle it. Furthermore, the students targeted by this course do not usually take any mathematics classes from our department. Thus the creation of this new course will not waste any resource and will not cause any difficulties for us. I fully support this proposal. Please let me know if you need further assistance.

A handwritten signature in black ink, appearing to read "Yuanan Diao".

Course Name and Title: PPOL 8050: Accelerated Introduction to quantitative techniques for Public Policy

Course Instructor: Professor Joseph Whitmeyer
Contact:

Course Schedule: August x-xxxx (F14) MTWRF,
Fretwell 290B

Course Description:

PPOL 8050. Accelerated Introduction to Public Policy Quantitative Techniques. (1). Pre-requisite: Full graduate standing in the Ph.D. in Public Policy or Permission of the Instructor. This course is graduate-level, two-week intensive review of mathematics, and social science quantitative skills course to prepare students for the advanced microeconomic and quantitative sequence with a focus on policy analysis. May not be repeated for credit. (*Fall*). This course will be offered in mid-August prior to the start of the Fall semester though students will register for it in the Fall.

Prerequisites:

Admission to the Public Policy Program or permission of Instructor. All students admitted to Public Policy have had courses in quantitative techniques so none of the material should be completely new. If this is not the case, please consult with the Instructor and Program Director immediately.

Course Objective:

This is a two week refresher course intended to prepare students for required core economics and statistics courses. The first half of the course will cover math basics (e.g., functions, notation), algebra, exponential and logarithmic functions, graphs, probability theory, and possibly a brief introduction to calculus (single variable derivatives and integrals). The second part of the course focuses examines properties of estimators as well as descriptive (univariate), bivariate, and inferential statistics. Finally, the students will be introduced to statistical software and the logic of data collection and manipulation.

The course will meet daily for three hours.

Instructional Method:

Classes will be conducted using a combination of lectures, class discussions and hands-on exercises. Questions and class discussion are both highly encouraged. If you are unclear about a lecture, reading assignments, exercises, etc., it is expected that you will ask for clarification. Students are expected to come to class prepared to discuss the readings and to actively participate in the discussions. There will be a final exam. The exam will require students to apply the material covered in class, the readings and the exercises. If a student cannot be present for an exam, he/she must notify the instructor prior to the scheduled exam time and have a verifiable excuse.

In addition, students will be responsible for a series of homework assignments where they will be asked to apply the topics learned in class. All assignments are due at the beginning of the class period.

The grading is Pass/Unsatisfactory. To pass the class students will need to complete all assignments and receive at least a 75% on the cumulative final examination.

Policies:

ACADEMIC INTEGRITY:

Academic dishonesty (cheating) **will not be tolerated in this class**. In this class cheating includes but is not limited to intentionally or knowingly presenting the work of another as one's own work (without proper acknowledgment of the source), intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty, assisting other students or acquiring help on your homework assignments. *Homework assignments in this class are individual assignments.*

STATEMENT ON ACADEMIC INTEGRITY

All UNC Charlotte students have the responsibility to be familiar with and to observe the requirements of The UNC Charlotte Code of Student Academic Integrity (see the Catalog). This Code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials (such as Library books on reserve), and complicity in academic dishonesty (helping others to violate the Code). Any further specific requirements or permission regarding academic integrity in this course will be stated by the instructor, and are also binding on the students in this course. Students who violate the Code can be punished to the extent of being permanently expelled from UNC Charlotte and having this fact recorded on their official transcripts. The normal penalty is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases, the course grade is reduced to "F." If you do not have a copy of the Code, you can obtain one from the Dean of Students Office or access it online at <http://www.legal.uncc.edu/policies/ps-105.html>. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty they become aware of to the course instructor who is responsible for dealing with them.

DISABILITIES:

Students with a documented disability please see Disability Services in Fretwell 230 (687-4355). If a student believes that the disability will affect performance in this class, the student must contact Disability Services in a "timely manner" during the first part of the term and ask that they draw up an accommodation form.

Text (Tentative):

John Fox. 2009. *A Mathematical Primer for Social Statistics*. Thousand Oaks, CA: Sage .
Herbert F. Weisberg. 1992. *Central Tendency and Variability*. Thousand Oaks, CA: Sage.

Attendance:

This course is the first in a very demanding graduate sequence, thus absenteeism is most likely to negatively affect your understanding of the subject matter and future progress. Your attendance is not required but for your own benefit, strongly recommended. *Tardiness and the use of electronic devices are not permitted.*

Grading: Grading for this Course is Pass/Fail. The course cannot be repeated for credit. Students who do not pass the class cannot begin the regular course sequence but will have to take remedial courses to prepare them for success in the graduate sequence.

Course Outline:

Week 1

Monday

Math basics (variables, functions, notations)
Graphs

Tuesday

Linear Algebra

Wednesday

Linear Algebra (cont.)
Probability

Thursday

Probability (cont.)

Friday

Brief introduction to Calculus

Week 2

Monday

Properties of estimators
Univariate descriptive statistics and graphics

Tuesday

Bivariate statistics and graphics

Wednesday

Inferential statistics

Thursday

Data collection and the structure of data sets
Missing data
Statistical Computing Introduction
Stata

Friday

Statistical Computing introduction
R
SAS