

New Graduate Proposal

**Department of Political Science
Masters in Public Administration**

I. TITLE: Changes to Curriculum and Admissions requirements, New Course in Program Evaluation for the Public and Non-Profit Sectors, New Course in Applied Economics for Public Administrators, and New Course in Urban and Community Development

IIA. Proposal Summary and Catalog Copy

1. Summary

The Department of Political Science proposes several changes to the Master of Public Administration (MPA) Program. First, the Department proposes to eliminate the Comprehensive Examination requirement within the MPA Program and replace it with a requirement for all students to earn a grade of B or higher in all core courses.

Second, the Department proposes to raise the standards for the MPA Program's prerequisite requirements. Currently, students are required to have completed both an undergraduate American Government course and an undergraduate Elementary Statistics course with grades of D or better. The new standard will require students to complete those courses with grades of C or better.

Third, the Department proposes the creation of three new courses: MPAD 6325 *Program Evaluation for the Public and Non-Profit Sectors*, MPAD 6326 *Applied Economics for Public Administrators*, MPAD 6328 *Urban and Community Development*. These courses provide skills that are in high demand in the public and non-profit sectors.

2. Proposed Catalog Copy:

Prerequisite Requirements

In addition to the admission requirements, MPA students must complete the following prior to taking MPAD 6126, MPAD 6131, MPAD 6134, and their elective coursework: POLS 1110, Introduction to American Government (or the equivalent) with a grade of C or higher; STAT 1222, Elementary Statistics for the Social Sciences (or the equivalent) with a grade of C or higher; and demonstrate proficiency in computer applications. Students may complete these after admission into the program.

Core

All students are required to complete 18 hours of core study. The emphasis in the core is twofold: (a) Understanding the various managerial and analytical approaches salient to the environment of public administration; and (b) Achieving an overall perspective on the problems

of public administration. Students must achieve a grade of B or higher in each core course prior to enrolling in MPAD 6187 and MPAD 6188. Students earning grades of C in a core course must retake that course at the earliest possible opportunity. The core courses are:

MPAD 6102 Foundations in Public Administration (3)

MPAD 6104 Public Organizations and Management (3)

MPAD 6125 Quantitative Research Methods in Public Administration (3)

MPAD 6126 Data Analysis for Decision Making (3)

MPAD 6131 Public Budgeting and Finance (3)

MPAD 6134 Human Resource Management (3)

New Courses

MPAD 6325. Program Evaluation for the Public and Non-Profit Sectors. (3) This course is designed to give students a comprehensive overview of the theory, concepts, methods, and tools of program evaluation. In addition to providing an overview of various types and uses of program evaluation, the course will emphasize building expertise in evaluation design, developing process and outcome measures, analyzing data, and reporting results. The course will also address the use of evaluation tools to support the development and management of programs. (On Demand).

MPAD 6326. Applied Economics for Public Administrators. (3) The course introduces students to the fundamental concepts of microeconomics in order to enhance their analytical skills to a level that is appropriate for practitioners in the public sector. The course will focus on how the market works, why the market results in beneficial exchanges between sellers and buyers, what effects government intervention can have upon the market, whether government intervention is necessary, and how the tools of economics can be used by public administrators to improve decision making. (On Demand).

MPAD 6328. Urban and Community Development. (3) The course examines the policies and programs designed to reduce social and economic distress in U.S. communities and focuses on local and neighborhood-based efforts to address problems of inadequate housing, unemployment, lack of community services and facilities, crime etc. This course also considers the various roles that government, private sector, and nonprofit organizations play in community revitalization. (On Demand).

IIB. Justification

1. Need Addressed:

Change to prerequisites

The purpose of the prerequisites is to ensure that incoming students have an adequate grounding both in research methods and the structure of government in the United States. The Department does not believe that earning a grade of D in the relevant undergraduate coursework reflects the appropriate level of understanding. Changing the standard to a grade of C or higher, better demonstrates a level of understanding that is suitable.

Elimination of comprehensive examination requirement & Change to core requirement

The National Association of Schools of Public Affairs and Administration (NASPAA)—the accrediting body for MPA programs—requires that MPA programs oblige students to either take a comprehensive examination or a research capstone course after the conclusion of core coursework. The purpose of this requirement is to ensure that students have attained a sufficient level of understanding of how the various elements of their core coursework are integrated together. The MPA Program at UNCC currently requires students to take two research capstone courses and the comprehensive examination. The MPA faculty believes that the research capstone courses more than meet the goal of NASPAA and that the comprehensive examination is an unnecessary burden for students. The trend nationally has been for programs to move away from the comprehensive examination format in favor of offering capstone courses. This is so because the comprehensive examination often does not accomplish its intended purpose, but instead simply serves as a data dumping exercise for students. The MPA faculty also believe that the comprehensive examination places UNCC's MPA Program at a competitive disadvantage when recruiting graduate students against programs such as UNC-Chapel Hill and Appalachian State University which do not require such an exam.

The MPA faculty does believe that the comprehensive examination serves one useful purpose. It allows the Program to eliminate students of questionable quality who manage to pass their core coursework, even with minimally acceptable grades. This, however, is unfair to students in-so-far as they believe that passing their core courses demonstrates satisfactory performance. As a result, the MPA faculty proposes to require all MPA students to pass their core coursework with a minimum grade of B. This will ensure that students master the core materials in the program before moving on to the research capstone courses. This process is fairer to marginal students because it 1) forces them to confront their shortcomings within the core areas of study, and 2) eliminates students of questionable quality earlier in the program. Thus, students who cannot meet the new grade requirement will leave the program before investing considerable time and money taking the majority of their coursework.

MPAD 6325, MPAD 6326 & MPAD 6328

The Program Evaluation and Applied Economics courses are necessary in order to offer students some of the skills in high demand in both the public and non-profit sectors today. Employers are increasingly looking for graduates who understand economics principles, tools for economic analysis, and program evaluation and analysis techniques. Because the MPA is a professional degree, it is necessary that we provide students with such marketable skills. The Urban and Community Development course is necessary to provide our Urban Management and Policy students with another elective course. Currently, the electives offered in this concentration are only indirectly related to Urban issues or have Urban issues as a secondary focus.

2. Prerequisites:

See Section 1 above for a description of the proposed changes to the prerequisites.

3. Course Numbering

MPAD 6325, MPAD 6326, and MPAD 6328 are the new MPAD courses being proposed. They are numbered consistently with the other courses in the MPA Program and at the level of general courses in a masters level program.

4. Improvement

The higher standards for the prerequisite courses will improve the quality of the applicant pool for the MPA program. Eliminating the comprehensive exam requirement will remove an unnecessary component of the MPA Program and increase the attractiveness of the Program to potential students. Raising the grade standard for the core courses ensures that students master important materials in the field, and enables students to better assess their ability to complete the degree requirements at an early stage. The new courses will teach important skills now demanded in the marketplace.

II.C. Impact

1. Groups of Students Served by the Changes:

The proposed changes are intended to serve all graduate students in the MPA program. The new courses will be especially useful to students interested in careers in policy analysis and urban management. These courses will also better prepare students interested in entering the PhD in Public Policy Program.

2. Effect on existing Courses and Curricula:

a. How often taught:

The proposed MPA courses will be offered on demand. It is expected that each will be offered once every 2 to 4 semesters.

b. Effect on content and/or frequency of other courses:

None. Program Evaluation, Economics, and Community Development are not currently major components within the MPA Program. The addition of Professor Maureen Brown to the faculty in academic year 2007-2008 will allow the Department to offer the new courses without reducing the number of other electives offered. MPAD 6326 and MPAD 6328 are already being offered as special topics courses.

c. Anticipated enrollment for new courses:

Based on the success of the Concentration and Certificate in Non-Profit Management, it is expected that enrollment for MPAD 6325 Program Evaluation...will be from 12 to 20. MPAD 6326 Applied Economics...is expected to draw fewer students, perhaps 8 to 10. Given the lack of urban focused

electives for our Urban Management and Policy concentration, MPAD 6328 Urban and Community Development is expected to draw approximately 10 to 15 students.

d. Effect on enrollment in other courses:

Enrollments may decline in other elective courses in the MPA Program. However, total enrollments in the Program have been low in recent years. These numbers are expected to increase with the addition of our new concentrations in Arts Administration and Emergency Management, our new recruitment program, and increasing demand for skilled employees in the public and non-profit sectors. Additionally, dropping the comprehensive examination requirement may make the MPA Program more attractive to prospective students. As a result, enrollment in other courses may not be affected adversely by the creation of MPAD 6325, MPAD 6326, and MPAD 6328.

e. Enrollment for topics courses related to the new courses:

Program Evaluation was offered as MPAD 6000-Special Topics during Summer 2006. Seven students enrolled in the course.

Applied Economics has never been offered within the MPA Program.

Urban and Community Development was offered as MPAD 6000-Special Topics during Fall 2005. Four students enrolled largely because Professor Carman was a new faculty member at the time and our students often shy away from courses offered by new faculty.

f. Other areas of the catalog affected:

No other parts of the Catalog will be affected.

IID. Resources Required to Support Proposal

1. Personnel:

a. Requirements for new faculty/part-timers/graduate assistants:

None. The addition of Professor Maureen Brown to the faculty in Fall 2007 will fulfill the staffing needs for the new courses.

b. Names of faculty to teach:

Program Evaluation will be taught by Professor Joanne Carmon.
Applied Economics will be taught by Professor James Douglas.

Urban and Community Development will be taught by Professor Joanne Carmon.

2. Physical Facilities Needed:

None.

3. Equipment and Supplies Needed:

None.

4. Computer Equipment Needed:

None.

5. Audio-Visual Equipment Needed:

None.

6. Other Resources Needed:

None.

7. Sources of Funding for Additional Resources Needed:

N/A.

III. Consultation with Library and other Departments

1. Library:

Library consulted on November 1, 2006.

2. Other Departments or Units:

The Department of Economics was consulted on November 1, 2006.

III. Initiation and Consideration of the Proposal

1. Originating Unit

The proposal was approved unanimously by the Department of Political Science on November 10, 2006.

2. Other Considering Units

None.

IIIG. Attachments

1. Course syllabus
2. Library Consultation
3. Consultations with other Departments and Units

**Program Evaluation for the Public & Nonprofit Sectors
(MPAD-6325)**

SYLLABUS

Instructor: Joanne G. Carman

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Office Hours: Monday, 4:00 p.m. to 6:00 p.m., and by appointment

Class Schedule: Monday, 6:00 p.m. to 9:20 p.m., Fretwell 406

(revised, May 22, 2006)

MPAD 6325: Program Evaluation for the Public & Nonprofit Sector (3)

This course is designed to give students a comprehensive overview of the theory, concepts, methods, and tools of program evaluation. In addition to providing an overview of various types and uses of program evaluation, the course will emphasize building expertise in evaluation design, developing process and outcome measures, analyzing data, and reporting results. The course will also address the use of evaluation tools to support the development and management of programs. (*On Demand*).

Pre- or Co-requisites

None.

Course Objectives

The objective of this course is to provide students with the technical skills necessary to perform program evaluation in the Public and Nonprofit sectors. Students will gain an understanding of how to utilize various software packages to perform evaluations. Students will also learn the language of program evaluation, as well as the cognitive methods of formulating and defending evaluation analysis.

Textbooks

There is one required textbook:

Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2004). *The Handbook of Practical Program Evaluation*. 2nd Edition. San Francisco, CA: Jossey-Bass.

The instructor also **STRONGLY** recommends that students access the following style manual to ensure that all written work accurately corresponds to APA Style:

American Psychological Association (2001). Publication Manual of the American Psychological Association. Washington, D.C.(5th Edition).

This manual is available at the campus bookstore, as well as other local and online book stores. It is also available online from APA Books at: www.apa.org/books/4200060.html

Additional Required Readings

Students will need to access additional readings as noted on the syllabus, as well as readings distributed in class or via email.

Format/Instructional Method

Given that this is an intensive summer course, class sessions will rely on a combination of instructor lectures, group discussions, case studies, student presentations, and computer laboratory experiences. *Class sessions are based upon the assigned readings and we will discuss them.* Each member of the seminar is expected to come to class prepared, having done the readings, engage fully in class discussions, and participate in class activities. Each member of the course brings ideas, insights, and a unique perspective – all of which contributes to the dialogue and learning experience. So, please come to class willing to share your thoughts and ideas, and please be respectful and responsive to others. Attendance and participation will be considered in overall evaluations of performance. Missing more than 3 classes will automatically result in an Unsatisfactory Grade (U).

Grades

As noted in the UNCC Graduate Handbook, letters are used to designate the quality of student academic achievement: A Commendable (4.0); B Satisfactory (3.0); C Marginal (2.0); and U Unsatisfactory (0.0). Grades will be assigned as follows: 90 to 100 = A; 80 to 89 = B; 70 to 79 = C; below 70 = U.

Academic Integrity

All students are required to read and abide by the UNC Charlotte Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. Students have the responsibility to know and observe the requirements of the code, which forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and

complicity in academic dishonesty.

Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense 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. Standards of academic integrity and their requisite penalties will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

Citations and References

All written assignments should include citations and references, as appropriate, using APA format. *Students are encouraged to utilize the APA Publication Manual, Fifth Edition for explicit guidance and direction.* Students with questions or concerns about their writing – particularly how to cite and reference appropriately – should contact the Writing Resource Center at 704.687.HELP, 220 Fretwell.

Journals & Periodicals

- ◆ American Journal of Evaluation
- ◆ Evaluation
- ◆ Evaluation Review
- ◆ Evaluation and Education
- ◆ Evaluation and the Health Professions.
- ◆ Evaluation and Program Planning
- ◆ Journal of Social Services Research
- ◆ New Directions for Evaluation
- ◆ Social Service Review

Websites

- ◆ American Evaluation Association <http://eval.org>
- ◆ Brookings Institution: <http://www.brookings.edu>
- ◆ Canadian Evaluation Society: <http://www.evaluationcanada.ca/>
- ◆ Evaluation Center at Western Michigan University: <http://www.wmich.edu/evalctr/>
- ◆ Evaluation Exchange at Harvard Family Research Project: <http://www.gse.harvard.edu/hfrp/eval.html>
- ◆ General Accounting Office: <http://www.gao.gov>
- ◆ Grantmakers for Effective Organizations <http://www.geofunders.org/>
- ◆ Online Evaluation Resource Library: <http://oerl.sri.com/>
- ◆ Resources for Methods in Evaluation & Social Research <http://gsociology.icaap.org/methods/>
- ◆ U.S. Office of Management and Budget/Program Assessment Rating Tool (PART): <http://www.whitehouse.gov/omb/expectmore/index.html>

- ◆ United Way Store, United Way Program Materials, Measuring Program Outcomes: <http://www.unitedwaystore.com>
- ◆ Urban Institute: <http://www.urban.org>

Assignments

Individual Assignments -- 30% (3 @ 10%)

There will be three individual assignments, each corresponding to a major theme of the course: Logic Models, Descriptive Statistics, and Qualitative Data Analysis. In these assignments, students will learn to apply specific evaluation tools to a particular program or scenario. More information about these assignments will be given out in class.

Research & Presentations (2 @ 10%).

Each student will prepare two individual research projects and make two presentations to the class, based upon independent research. For these assignments, students can choose from an array of possibilities, such as: comparing and contrasting different evaluations studies; examining particular data analysis or evaluation techniques; designing an evaluation plan or data collection tools for a specific project or program; or conducting data analysis. Students may choose to explore the same or similar topic in both projects, or completely different topics, depending upon their interests. More information about these assignments will be given out in class.

Group Project (1 @ 15%)

Students will work together on one case-study group project. For this assignment, students will jointly prepare a written report and 30 minute presentation for the class about a specific real world evaluation project. More information about the group project and presentation will be handed out in class.

Class Participation -- 10%

Class participation includes: attendance [including being on-time, staying for the entire class period]; participating in class discussions, in-class exercises, and group activities; and weekly assignments. At the end of the semester, students will be asked to submit a one page summary, reflecting upon their experience and participation in the class, in order to help the instructor make a thoughtful and informed evaluation about your class participation. In other words, this is your opportunity to reflect on your behavior, contributions, and experience in the class and advocate for your class participation grade.

Final Exam -- 25%

A written, in-class final exam will be given during the Exam Period on August 9th, from 6:00 to 9:20 pm. It will include questions about all of the material covered in class.

Communication

By virtue of registering for this course, all students will have access to the Internet and an email account. Please make sure that you provide me with a current and functioning email address so that I can communicate with you in between classes. Please be sure to check your

email regularly to ensure that you don't miss any important developments or assignments – such as discussion questions, changes in the reading assignments, etc. During the semester, if you have questions or concerns about anything, please do not hesitate to contact me – just send me an email or give me a phone call, and I will get back to you as soon as I can. In the event that you will not be attending class, please send me an email or leave me a message beforehand so that I don't keep the class waiting for you to arrive.

Format of Assignments

Unless we make other arrangements, please turn in a hard copy of your assignment (as opposed to email). If you will not be in class to give me your assignment, please make sure that you leave it in my mailbox and then follow up with me to make sure I received your assignment. Please be sure to: double-space your paragraphs; use 12 point Times New Roman font; use 1 or 1.25 inch margins; and use section headings for 'sign-posting', but don't add extra lines between section headings. Please put your references on a separate page at the end of your assignment.

CLASS SCHEDULE

PART I: EVALUATION MODELS AND DESIGN

Week 1: May 22, 2006 – Logic Models and Program Theory

- Introduction (Newcomer, Hatry, Wholey), pp. xxxiii – xlv
- Chapter 1, Using Logic Models (McLaughlin & Jordan), pp. 1-32
- Chapter 2, Evaluability Assessment (Wholey), pp. 33-62

Week 2: May 29, 2006 – Memorial Day (No Class)

- Identify potential topics for independent research

Week 3: June 5, 2006 – Implementation and Performance Monitoring

- Chapter 3, Implementation Evaluation (Love), pp. 63-97
- Chapter 4, Performance Monitoring (Poister), pp. 98-125
- *Assignment #1 Due [Logic Model]*
- *Independent Research Ideas Due [1-2 page summary]*

Week 4: June 12, 2006 – Evaluation and Research Design

- Chapter 5, Quasi-experimentation (Reichardt & Mark), pp. 126-149
- Chapter 6, Using randomized experiments (St. Pierre), pp. 150-175

PART II: DATA COLLECTION AND ANALYSIS

Week 5: June 19, 2006 -- Surveys and Statistics

- Chapter 9, Using Surveys (Newcomer & Triplett), pp. 257-291.
- Chapter 16, Using Statistics in Evaluation (Newcomer & Wirtz), pp. 439-478.
- Kiernan, N. E., Miernan, M., Oyler, M. A., & Gilles, C. (2005). Is a web survey as effective as a mail survey? A field experiment among computer users? American Journal of Evaluation. 26(2) 245-252. (Hard Copy)

Week 6: June 26, 2006 – Focus Groups and Qualitative Data

- Chapter 12, Focus Groups (Goldenkoff), pp. 340-362
- Chapter 13, Collecting Data in the Field (Nightingale & Rossman) 363-395
- Chapter 15, Qualitative Data Analysis (Caudle), 417-438
- *Assignment #2 Due [Descriptive Statistics]*

Week 7: July 3, 2006 – Data Analysis - Class Exercise

- Scheirer, M. (2000). Getting More “Bang” for Your Performance Measures “Buck.” American Journal of Evaluation, 21(2), 139-149. (PDF file).
- *Assignment #3 Due [Qualitative Data Analysis]*

PART III: EVALUATION USE & PROJECT MANAGEMENT

Week 8: July 10, 2006 - Evaluation Use

- Chapter 19, Pitfalls of Evaluation (Hatry & Newcomer) 547-570

- Chapter 21, Writing for Impact (Grob), 604-627
- **Research & Presentation #1 Due**

Week 9: July 17, 2006 – Ethics and Evaluation

- Morris, M. & Jacobs, L. R. (2000). You got a problem with that? Exploring evaluators' disagreements about ethics. Evaluation Review. 24 (4) 284-406. (PDF file)
- Mabry, L. (1999). Circumstantial Ethics. American Journal of Evaluation 20(2). 199-212. (PDF file)
- American Evaluation Association's Guiding Principles for Evaluators. Available on the web at: <http://www.eval.org/Publications/GuidingPrinciplesPrintable.asp>

Week10: July 24, 2006 – Project Management & Future Trends

- Chapter 20, Managing Evaluation Projects (Bell) 570-603.
- Chapter 21, Other Issues & Trends in Evaluation (Hatry, Wholey & Newcomer), 670-284
- **Research & Presentation #2 Due**

PART IV: BRINGING ALL TOGETHER

Week 11: July 31, 2006 – Case Study, Group Project Presentations

- Evaluation of the Fighting Back Initiative (Sherwood) 15-36. (Hard Copy)
- Evaluation of the Central Valley Partnership of the James Irvine Foundation (Campbell, Patton, Patrizi) 39-54. (Hard Copy)
- Evaluating Home Visitation: A Case Study of Evaluation at the David & Lucile Packard Foundation (Sherwood), 59-78. (Hard Copy)
- **Group Project Reports Due**

Week 12: August 7, 2006 – Review for Exam

- **Reflection on Class Participation Summary Due**

Week 12: August 9, 2006 -- Final Exam (6:00 to 9:00 pm)

Additional Classroom Expectations, Policies, and Procedures:

- ◆ This syllabus contains the policies and expectations I have established for this course, Program Evaluation for Public and Nonprofit Sector (MPAD-6000). These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.
- ◆ I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

- ◆ The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.
- ◆ Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.
- ◆ If I am late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions I may give you about my anticipated tardiness.
- ◆ The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class or by email-WEBCT notice.
- ◆ It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services to discuss their individual needs, and follow the instructions of that office for obtaining accommodations. Students should do this as early as possible during the semester.
- ◆ All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources <http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Academic Calendar: Extended Summer Courses, May 22 - August 10, 2006

Summer Registration Begins	2/27
Bills Mailed	5/5
Payment Due Date *	5/24
First Day of Classes	5/22
Last Day to Add or Drop a Class	5/23
Last Day to Drop or Withdraw with Refund and No Grade	5/23
Last Day to Withdraw from a Course and Retain Others	6/14
Last Day to Withdraw from All Classes	7/25
Last Day of Classes	8/8
Final Examinations	8/9-8/10
Official Grades Available	8/17
Thesis Deadline	7/22
* Registration will be cancelled if bills are not paid by this date.	

**MPAD 6326 Applied Economics for Public Administrators
Fall 2007**

Professor James W. Douglas

Office Hours:

To be posted later

Course Description

The goal of this class is to introduce students to the fundamental concepts of microeconomics in order to enhance their analytical skills to a level that is appropriate for practitioners in the public sector. Of course, to apply economic principles to public sector issues students first need to master the tools that economists use. Microeconomics studies the allocation of scarce resources among individual agents as determined by interactions in the market. The course will focus on how the market works, why the market results in beneficial exchanges between sellers and buyers, what effects government intervention can have upon the market, whether government intervention is necessary, and how the tools of economics can be used by public administrators to improve decision making. Students will leave the course understanding how to apply economic theory and principles to real world problems.

Catalog Description

MPAD 6326. Applied Economics for Public Administrators. (3) The course introduces students to the fundamental concepts of microeconomics in order to enhance their analytical skills to a level that is appropriate for practitioners in the public sector. The course will focus on how the market works, why the market results in beneficial exchanges between sellers and buyers, what effects government intervention can have upon the market, whether government intervention is necessary, and how the tools of economics can be used by public administrators to improve decision making. (On Demand).

Pre- or Co-requisites

ECON 2102, Principles of Microeconomics (or equivalent) with a grade of C or better.

Course Objectives

Upon completing the course students should know the basic terminology of economics, understand the basic concepts and principles of microeconomics, be able to perform several types of economic analysis in Excel, demonstrate that they know how to use economic analysis to make decisions involving real world problems.

Course Expectations

Grading will be based upon: Class Participation (15 points each); homework assignments (20 points); a Mid-term Examination (30 points); and a Final Examination (35 points).

A standard grading scale will be used (i.e. 90-100% = A; 80-89% = B; 70-79% = C; 69% and below = U).

Homework will be assigned from questions at the end of each chapter. I will let you know at the end of each class sessions which questions you will have to answer for the coming week.

Examinations: Examinations will be given in short-answer and essay form. Students will be required to define and explain the importance of key terms and apply economic techniques to solve analytical problems. Examinations will be in-class, closed-book. The final examination will be comprehensive.

Course Readings

Keat, Paul G. And Philip K.Y. Young. 2003. *Managerial Economics: Economic Tools for Today's Decision Makers*, 4th edition. Upper Saddle River, NJ: Prentice Hall.

O'Flaherty, Brandan. 2005. *City Economics*, Cambridge, MA: Harvard University Press.

EconWeb: Introduction to Microeconomics.

This is a web based text that students can subscribe to at www.econweb.com

Students with Disabilities

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

Academic Integrity

All students are required to read and abide by the UNC Charlotte Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. Students have the responsibility to know and observe the requirements of the code, which forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense 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. Standards of academic integrity and their requisite penalties will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

Tentative Class Schedule

1. Introduction
Key Concepts: Households, Firms, Markets, Production Functions, Equity, Efficiency, Substitution, Profit
Keat and Young, Ch. 1, 2
O'Flaherty, Ch. 1, 2
EconWeb, Ch. 1

2. Supply and Demand
Key Concepts: Opportunity Costs, Market Equilibrium, Demand Curve, Supply Curve
Keat and Young, Ch. 3
EconWeb, Ch. 2

3. Demand Elasticity
Key Concepts: Price Elasticity, Income Elasticity, Cross Elasticity of Demand, Willingness to Pay, Consumer Surplus, Indifference Curves
Keat and Young, Ch. 4
EconWeb, Ch. 3, 4

4. Estimation of Demand
Key Concepts: Regression Analysis
Keat and Young, Ch. 5

5. Estimation of Production
Key Concepts: Short-run Production, Long-run Production
Keat and Young, Ch. 7

6. Estimation of Cost
Key Concepts: Short-run Costs, Long-run Costs, Economies of Scale, Economies of Scope, Fixed Costs, Variable Costs, Total Costs, Marginal Costs, Sunk Costs
Keat and Young, Ch. 8
O'Flaherty, Ch. 3,4
EconWeb, Ch. 5

7. **MID-TERM EXAMINATION, date to be determined.**

8. Perfectly Competitive Markets
Key Concepts: Pricing, Aggregate Demand, Aggregate Supply, Break-Even Analysis
Keat and Young, Ch. 9, 10
O'Flaherty, Ch. 9
EconWeb, Ch. 6

9. Monopolistic Competition and Oligopolopoly
Key Concepts: Excess Capacity, Price Discrimination
Keat and Young, Ch. 10, 11
O'Flaherty, Ch. 13, 14
EconWeb, Ch. 7, 8

10. Game Theory
Key Concepts: Nash Equilibrium, Bargaining, Sequential Competition, Repeated Competition, Multiple Player Strategies
EconWeb, Ch. 9

11. Markets and Public Policy
Key Concepts: Monopoly Power, Externalities, Public Goods, Imperfect Information, Transaction Costs, Public Provision, Taxes and Subsidies, Regulations, Price Controls, Market Stabilization
Keat and Young, Ch. 15
O'Flaherty, Ch. 5, 6, 7, 8
EconWeb, Ch. 10, 12, 13

12. Linear Programming
Key Concepts: Sensitivity Analysis, Shadow Prices
Keat and Young, Ch. 6, Appendix A
O'Flaherty, Ch. 15

13. Capital Budgeting
Key Concepts: Time Value of Money, Discounting, Cash Flow, Risk, Uncertainty
Keat and Young, Ch. 12, 14
O'Flaherty, Ch. 18
EconWeb, Ch. 11

14. Bargaining, Negotiating, and Competitive Bidding
Key Concepts: Contingent Contracts, Competitive Procurement, Spectrum Auctions

15. Cost-Benefit Analysis
Keat and Young, Ch. 13
O'Flaherty, Ch. 10

16. **FINAL EXAMINATION**

Urban and Community Development (MPAD-6328)

SYLLABUS

Instructor: Joanne G. Carman
Office: Fretwell 445D
Telephone: (704)687-4533 (Office); 518-369-5866 (Cell)
Email: jgcarman@uncc.edu
Office Hours: Wednesday & Thursday, 3:00 p.m. to 5:00 p.m., and by appointment
Class Schedule: Thursday, 6:30 p.m. to 9:20 p.m., Fretwell 445F
(updated August 28, 2005)

Catalog Description: MPAD 6328: Urban and Community Development (3 credits)

The course examines the policies and programs designed to reduce social and economic distress in U.S. communities and focuses on local and neighborhood-based efforts to address problems of inadequate housing, unemployment, lack of community services and facilities, crime etc. This course also considers the various roles that government, private sector, and nonprofit organizations play in community revitalization. (*On Demand*)

Pre- and Co-requisites: None.

Course Objectives:

The course is designed to teach students to understand the important theories and techniques used to deal with the issue of poverty and unemployment at the local level. Students will leave the course with an understanding of how to develop a coherent development strategy.

Required Text:

Green, G. P. & Haines, A. (2002). *Asset Building and Community Development*. Thousand Oaks, CA: Sage publications

Additional Required Readings:

Students will need to access the other course reading materials that will available through WEBCT, as well as materials that are placed on reserve in the library. Students may access WEBCT through:

http://www.webct.uncc.edu/WCT_STUDENT/student49er_access.html.

Additional readings may also be distributed in class.

Format:

This course is a graduate seminar. Class sessions are based upon the assigned readings, and focused on the practical implications of each topic. Each member of the seminar is expected to engage fully and participate in the discussion. Each member of the seminar is a valuable resource – bringing ideas, insights, and a unique perspective – all of which contributes to the dialogue and learning experience. Please come to class prepared, willing to share your thoughts and ideas, and please be respectful and responsive to others.

Grades:

As noted in the UNCC Graduate Handbook, letters are used to designate the quality of student academic achievement: A Commendable (4.0); B Satisfactory (3.0); C Marginal (2.0); and U Unsatisfactory (0.0). For this class, I will use a criterion-referenced grading System, meaning students will be evaluated against an absolute scale (as opposed to each other), with grades of 90 to 100 = A; 80 to 89 = B; 70 to 79 = C; below 70 = U.

Individual Assignments:**(2) Book Reviews – 20% (2@10%)**

For these assignments, students will choose a book to read and critically review. The review should be 5 pages. In the review, you should: describe the content of the book and its conclusions, summarize where it fits in the literature that we have discussed in class, identify its strengths and weaknesses, and comment about how the book contributes to our understanding of urban policy and/or community development. The first book review is due on September 29th. The second book review is due on October 20th. On the days that the book reviews are due, you will be expected to make a presentation to the rest of the class about the book, your review, and how it fits into the broader discussions on that topic.

Paper – Briefing Paper or Literature Review – 30%

Each student is responsible for writing a 20 page paper. The paper can be a literature review about a specific topic covered in class or it can focus on specific community. On September 22nd, class will be held at the library, where Frada Mozenter, our librarian, will give advice and instruction about how to go about researching the paper topics. A brief summary of your paper topic and a preliminary bibliography (1 page) is due on October 6th. The paper is due on December 8th. Additional information about the paper will be handed out in class. Each student will give a formal presentation to the class about their paper on November 30. Additional information about the presentation will be handed out in class.

“Adopt a City” - 15%

Each student must also choose a city or community to report on during the semester. In doing so, the student will read the local newspaper, identify current events and issues that are of interest and related to the class, and make a brief presentation about what is going on each during each class.

Class Participation – 10%

Class participation includes: attendance [including being on-time, staying for the entire class period]; participating in class discussions, in-class exercises, and group activities; and participation in WEB CT activities and/or discussions.

Final Exam – 25%

A written, in-class final exam will be given during the Exam Period on December 15th from 7:00pm - 10:00pm. It will include questions about all of the material covered in class.

All reading assignments are due the day of class. Written assignments are due at the beginning of class on the due date. Unless otherwise noted, a *hard copy* of each written assignment must be turned in. *Please do not email me your assignment.* Assignments will be marked down a letter grade for each day they are late. Unless otherwise noted, please use 12 point font (Times Roman or something similar), 1 inch margins, double spacing, and number the pages.

Citations and References:

All of the written assignments should include citations and references, as appropriate, using APA format (American Psychological Association). Students are encouraged to use the APA Publication Manual, Fifth Edition (<http://www.apastyle.org>). Students with questions or concerns about their writing – particularly how to cite and reference appropriately – should contact the Writing Resource Center at 704.687.HELP (4357), wrchelp@email.uncc.edu, 220 Fretwell.

Academic Integrity:

All students are required to read and abide by the UNC Charlotte Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. Students have the responsibility to know and observe the requirements of the code, which forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense 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. Standards of academic integrity and their requisite penalties will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

CLASS SCHEDULE AND ASSIGNMENTS

August 25, 2005: Introduction to the Class

September 1, 2005: Introduction to Community Development

Chapter 1, 2, 3 in Green & Haines (2002), 1-61

Choose your 'City' and come to class prepared to tell us about: population (demographics), major industries, history of the city and its development, geography/topography (what is like there?), state government and political climate, local government and local leadership.

September 8, 2005: Urban Renewal & the War on Poverty

Teaford, J. C. (2000). Urban Renewal and its Aftermath. Housing Policy Debate (2) 1, 445-465.

Von Hoffman, A. (2000). A Study of Contradictions: The Origins and Legacy of the Housing Act of 1949. Housing Policy Debate (2) 1, 299-326.

September 15, 2005: Poverty and Place

Teitz, M. B. & Chapple, K (1998). The Causes of Inner-City Poverty: Eight Hypotheses in Search of Reality. Cityscape: A Journal of Policy Development and Research, (3) 3, 33-69.

Jargowsky, P. a. (2003) Stunning Progress, Hidden Problems: The Dramatic Decline of Concentrated Poverty in the 1990s. Washington, D.C: Brookings Institution, 1-24.

September 22, 2005: Class meets in the Library

Leinberger, C. B. (2005). Turning Around Downtown: Twelve Steps to Revitalization. Washington, D.C.: The Brookings Institution, 1-24.

Swanstrom, T., Casey, C., Flack, R., Dreier, P (2004). Pulling Apart: Economic Segregation among Suburbs and Central Cities in Major Metropolitan Areas. Washington, D.C.: The Brookings Institution, 1-24.

September 29: The Players [BOOK REVIEW #1 DUE]

Chapter 4 in Green & Haines (2002), 62-77.

Chapter 8 in Green & Haines (2002), 139-156.

Anglin, R. V. & Montezemolo, S. C. (2004). Supporting the community development movement: The Achievements and challenges of intermediary organizations. In Anglin, R. V. (Ed.) Building the Organizations That Build Communities Strengthening the Capacity of Faith- and Community-Based Development Organizations. Washington, D.C.: U.S. Department of Housing and Urban Development, Office of Policy Development and Research. 55-72.

Vidal, A. (2001). Faith-based Organizations in Community Development. Washington, D.C.: U.S. Department of Housing and Urban Development, Office of Policy Development and Research. 1-35.

October 6, 2005: Community Development Model [A Critique]

Stoecker, R (1997). The CDC Model of Urban Redevelopment: A Critique and an Alternative. Journal of Urban Affairs 19(1) 1-22.

Bratt, R. (1997). CDCs: Contributions outweigh contradictions, a reply to Randy Stoecker. Journal of Urban Affairs 19(1) 23-28.

Keating, W. D. (1997). The CDC Model of Urban Development, a Reply to Randy Stoecker. Journal of Urban Affairs 19(1) 29-34.

Stoecker, R. (1997). Should we...could we...change the CDC Model? A Rejoinder. . Journal of Urban Affairs 19(1) 35-44.

October 13, 2005: Housing Policies & Programs [PAPER TOPIC AND 1 PAGE BIBLIOGRAPHY DUE]

Chapter 7 in Green & Haines (2002), 113-138.

Briggs, X (1997). Moving up vs. Moving out. Neighborhood Effects in Housing Mobility Programs. Housing Policy Debate, (8)1 195-234.

October 20, 2005: Social Capital [BOOK REVIEW #2 DUE]

Putnam, R. (1995). Bowling Alone. Journal of Democracy, (6) 1 (1995) 65-78. Available at: http://muse.jhu.edu/journals/journal_of_democracy/toc/jod6.1.html

Chapter 6 in Green & Haines (2002), 101-112.

DeFilippis, J. (2001). The Myth of Social Capital in Community Development. Housing Policy Debate. (12) 4, 781-806.

October 27, 2005: Community Reinvestment Act (Group Project, In Class)

Dreier, P. (2003). The Future of Community Reinvestment: Challenges and Opportunities in a Challenging Environment. APA Journal. (69) 4, 341-353.

Apgar, W. & Duda, M. (2004). Anniversary of the Community Reinvestment Act: Past Accomplishments and Future Regulatory Challenges. Cambridge, MA: Joint Center for Housing Studies, Harvard University, 1-23.

November 3, 2005: Workforce Development Policies and Programs

Chapter 4 in Green & Haines (2002), 81-100.

Clymer, C., Roberts, B, & Strawn, J. (2001). Stepping Up: State Policies and Programs Promoting Low-Wage Workers Stead Employment and Advancement. In Kazis, R. &

Miller, M. S. (Eds.) Low-Wage Workers in the New Economy. Washington D.C.: The Urban Institute Press, 165-202.

November 10, 2005: Privatization, Community Policing

Chapters 2, 3, 4, 5 in Blakely & Snyder (1997), 29-143.

November 17, 2005: *To Be Determined*

November 24, 2005: Thanksgiving Break

December 1, 2005: Sustainability and the Future of Urban and Community Development

Chapter 10 in Green & Haines (2002), 183-200.

December 8, 2005: Student Presentations/Review for Final [PAPER DUE]

December 15, 2005: Final Exam

Additional Classroom Expectations, Policies, and Procedures:

- ◆ This syllabus contains the policies and expectations I have established for this course, Introduction to Nonprofit Management (MPAD-6311). These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.
- ◆ I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.
- ◆ The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.
- ◆ Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.
- ◆ If I am late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions I may give you about my anticipated tardiness.
- ◆ The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class or by email notice.

- ◆ It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services to discuss their individual needs, and follow the instructions of that office for obtaining accommodations. Students should do this as early as possible during the semester.

- ◆ All students are required to abide by the UNC Charlotte Sexual Harassment Policy (<http://www.legal.uncc.edu/policies/ps-61.html>) and the policy on Responsible Use of University Computing and Electronic Communication Resources (<http://www.legal.uncc.edu/policies/ps-66.html>). Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Fall 2005: Calendar

Deadline to apply for December 2005 Graduation	August 1
Last day to cancel all Classes (with 100% refund)	August 21
First day of classes	August 22
Deadline to pay Fall 2005 Tuition and Fees	August 24
Last day to drop all courses with a \$25 withdrawal fee	August 29
Last day to drop on WEB	August 29
Last day to drop a course with no record of course (with continued enrollment) with 100% refund (After this date a grade of "W" will be given for withdrawn courses)	August 29
Last day to register or add a course	August 31
Last day to change grade type (Pass/Fail or Audit)	August 31
Last day to withdraw from all courses with a grade of "W" and a \$75 withdrawal fee (cannot be done using WEB)	September 1
Labor Day (no classes, university closed)	September 5
Deadline for compliance with NC Immunization Law	September 21
Deadline to apply for May 2006 Graduation	October 1
Last day to withdraw from one or more courses with a grade of "W" while retaining registration in any other course or courses. (Must be done in person at the Registrar's Office; CANNOT be done using the WEB.) No refund for withdrawing from individual courses.	October 3
Fall Break (no classes)	October 10-11
Last day to terminate enrollment for the semester with a grade of "W" being assigned to ALL classes in which you are currently registered. (Students using this option may not retain registration in any class or classes. (Must be done in person at the Registrar's Office; CANNOT be done using the WEB.) See Tuition and Fees Refund Schedule .	October 21
Deadline to deposit doctoral dissertations with Graduate School	October 27
Deadline to graduate students to file candidacy forms for May 2006 degree	November 1
Registration for Spring 2006 begins (check eligibility via WEB)	November 7

Deadline to withdraw from all courses with grade of “W” (cannot be done using the WEB)	November 22
Thanksgiving Break (no classes Wednesday; University closed Thursday and Friday)	November 23-25
Deadline to deposit Master thesis with Graduate School	November 30
Last day of classes	December 7
Reading Day	December 8
Final Exams	December 9-10, 12-16
December Commencement	December 17

Course/Program: MPAD 6325 Program Evaluation for the Public & Nonprofit Sectors

Summary of Librarian's Evaluation of Holdings:

Evaluator: Frada Mozenter Date: November 2, 2006

Please Check One:

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

Comments:

The Library subscribes to seven of major journals to be used in this course:

- *The American Journal of Evaluation* (full text available from *Academic Search Premier* and *ScienceDirect*)
- *Evaluation Review* (full text available from *Highwire* / Print)
- *Evaluation & Research in Education* (full text available from *Academic Search Premier*)
- *Evaluation & the Health Professions* (full text available from *Sage Publications*)
- *Evaluation and Program Planning* (full text available from *ScienceDirect* / Print)
- *New Directions for Evaluation* (full text available from *Wiley Interscience*)
- *Social Service Review* (full text available from *Academic Search Premier*, *Business Source Premier*, and *the University of Chicago Press* / Print)

Articles in the remaining two titles, *Evaluation* (indexed in *Sociological Abstracts*) and the *Journal of Social Service Research* (indexed in *Social Services Abstracts*, *Web of Science*, *Sociological Abstracts*, and *Social Work Abstracts*), are accessible through the library's databases and through Interlibrary Loan.

Research for the individual projects can be located through the databases listed above. Overall, Atkins Library has adequate resources to support the proposed course.

Course/Program: MPAD 6326 Applied Economics for Public Administrators

Summary of Librarian's Evaluation of Holdings:

Evaluator: Frada Mozenter Date: November 2, 2006

Please Check One:

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

Comments:

Public economics is a major emphasis of the Department of Economics. As a result, the Library's holdings in this area are substantial.

The major journals in this field to which the Library subscribes are:

- History of Political Economy* (Full text available from *Academic Search Elite*, *Highwire*, and *Project Muse* / Print)
- Cambridge Journal of Economics* (Full text available from *Highwire*, *Ingenta Connect*, and *Oxford Journals Online* / Print)
- Review of Economics and Statistics* (Full text available from *Business Source Premier*, *JSTOR*, and *LexisNexis* / Print)
- Review of Economic Studies* (Full text available from *Business Source Elite*, *JSTOR*, and *Ingenta Connect* / Print)

The major databases in this area for student research are *Business Source Premier* and *EconLit*. Overall, Atkins Library has excellent resources to support the proposed course.

Course/Program: MPAD 6328 Urban and Community Development

Summary of Librarian's Evaluation of Holdings:

Evaluator: Frada Mozenter Date: November 7, 2006

Please Check One:

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

Comments:

This class already has been taught with adequate resources.

The Library has access to a wide variety of databases to support the literature review requirement including: *Academic Search Premier*, *Business Source Premier*, *EconLit*, *PAIS International*, *ScienceDirect*, *Sociological Abstracts*, and *Web of Science*.

The "Adopt-a-City" assignment can be met utilizing the newspaper databases (such as *NewsBank*) along with resources such as the Charlotte Mecklenburg Government website and the local "Quality of Life" report.

The following displays selected subject terms, the total number of titles in the library catalog and the number of titles in the library catalog published after 1999. This is meant only as a selective picture of the Library's holdings.

LC Headings	Titles	Titles 2000-Present
Community Development	1120	221
Urban Development	476	136
Neighborhoods	403	103
Community Organization	307	70
Cities and Towns	1847	220
Land Use	2876	840

Overall, Atkins Library has adequate resources in monograph and journal holdings to support the proposed course.