THE UNIVERSITY OF ARIZONA.

UNDERGRADUATE EMPHASIS (SUB-PLAN) REQUEST FORM
MAJORS WITHOUT EXISTING EMPHASES (SUB-PLANS)

Requests for the creation of a new emphasis requires approval from the school director/department head (managing administrator), college academic dean, Curricular Affairs, Undergraduate Council (UGC), and College Academic Administrators Council (CAAC). Complete this form (for each proposed emphasis) and submit to Martin Marquez (martinmarquez@email.arizona.edu), no later than January 31, 2020 to be considered for inclusion in the 2020-2021 Academic Catalog.

I. **Requested by (College & School/Department): College of Social and Behavioral Sciences, School of Government and Public Policy**

II. **Proposer's name, title, email and phone number: Faten Ghosn, Associate Professor & Director of Undergraduate Studies at the School of Government and Public Policy, ghosn@email.arizona.edu, (520-621-7321)**

III. **Degree, major and number of students currently enrolled in the major (include dual majors): BS in Public Management and Policy, 118**

IV. **Total number of students that have completed the major in past 3 years: 231**

V. **Minimum number of units required to complete the major (do not include foundation, general education, general electives or supporting coursework): 45**

VI. **Name of the proposed emphasis: Public Administration & Management**

VII. **Campus and location offering**-check the campus(es) and location(s) where this emphasis will be offered.

X Main	☐ UA Online	☐ Phoenix Biomedical	☐ Distance (type in location(s) below):

VIII. **Provide a rationale for the proposed new emphasis. Survey your current majors to provide evidence of student interest in/demand for the proposed emphasis – attach the survey questions and results at the end of this proposal. Write a short summary of the findings of the survey. You may also include external data (Bureau of Labor Statistics, reports/letters of support from relevant bodies, etc.). Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes of the proposed emphasis. Please contact Martin Marquez to request the report for your proposal.**

Since the establishment of the School of Government & Public Policy in 2010, we have introduced 2 new majors (BS in Criminal Justice Studies in 2012 and BA in Law in 2014), and currently have about 2400 majors across all four degrees (Criminal Justice Studies = 816; Political Science = 741; Public Management & Policy Concentration = 118; Law = 715). Within Public Management & Policy Concentration (PMPC) the major strengths of the school are in 3 areas: Environmental Policy, Public Administration & Management, and Public Policy. These concentrations are all crucial to preparing students for careers in government and non-profit sectors, which are the two primary career destinations of our graduates from this program. In Political Science, we have 7 sub-plans (American Politics, Comparative Politics, Foreign Affairs, General, Ideas & Methods, International Relations, and Law & Public Policy) that students can specialize in and which appear on their transcripts. This has been extremely popular and our PMPC students would like their areas of specializations to also appear on their transcripts and resume.

IX. **At minimum, provide two unique learning outcomes for the proposed emphasis. Which courses in the emphasis will Introduce, Practice, and/or Assess the learning outcomes? Use the table below to provide the information. Add rows as needed. Delete example (EX) row before submitting:**

Learning Outcome	Introduced	Practiced	Assessed
Students will demonstrate basic understanding of managing public sector	PA 206	PA 470	PA 406
Students will demonstrate a basic understanding of the policy making process within the American political system and how policies are implemented	POL 201	PA 470	PA 406

X. **Requirements to meet 40% commonality across emphases. ABOR Policy 2-221-c. Academic Degree Programs Subspecializations requires all emphases within a major to share at least 40% curricular commonality across emphases (known as "major core"-courses counting towards major units and major GPA). List the required major core curriculum required of all emphases. Refer to your existing advisement report(s), if needed. Include the prefix, course number, course title and number of units. Add rows as needed.**

Requirement Title/Description	Courses (include prefix, number, title, units)	Minimum units needed to satisfy requirement
Introduction to major	-ECON 200 Basic Economic Issues (3) -SBS 200 Introduction to Statistics for the Social Sciences (4) -PA 206 Public Policy and Administration (3) -POL 201American National Government (3) -Additional Intro: POL 202 International Relations (3), or POL 203 Political Ideas (3), or POL 204 Comparative Politics in the Age of Globalization (3), or POL 209 Diversity and Politics in a Changing World (3)	16
Major Core	-PA 330 Ethics for the Public Administrator (3) -PA 410 Introduction to Public and Nonprofit Financial Management (3) -PA 470 Public Organizational Management (3) -PA 480 Formation of Public Policy (3) -PA 393/393H Internship (3 units required)	15
	Total major core upper division units required	15
	Total major core units required	31

XI. **Requirements specific to the proposed emphasis**. **List the required emphasis core, electives, and any special conditions students must meet to complete the emphasis using the table below. Include the prefix, course number, course title, and units for each course. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. Highlight and label (NEW) any new courses that must be developed for the emphasis. Add rows as needed. Delete example (EX) rows before submitting.**

Note: a proposed emphasis having similar curriculum with other plans (within department, college, or university) may require completion of a comparison chart. Total units required for each emphasis must be equal.

Requirement Title/Description	Courses (include prefix, number, title, units)	Minimum units needed to satisfy requirement
Emphasis Core	PA 406 Bureaucracy, Politics & Policy	3
Emphasis Electives	Complete 12 units from the following list. Limit of 3 units of independent study or directed research may count towards this requirement. At least 6 units from SGPP.	12
	PA 345 Emergency Management **(3)**	
	PA 403 Political Networks **(3)**	
	PA 405 Program Planning & Evaluation **(3)**	
	PA 420 Prohibition, Legalization.... **(3)**	
	PA 461 Global Climate Change **(3)**	
	PA 483 History of US Intelligence, Organization & Policy **(3)**	
	PA 484 Environmental Management **(3)**	
	POL 330 Minority Groups and American Politics **(3)**	
	POL 413 Human Security **(3)**	
	POL 469 Law & Social Change **(3)**	
	POL 470 Constitutional Law: Federalism **(3)**	
	POL 471 Constitutional Law: Civil Liberties **(3)**	
	POL 474 The Art of Diplomacy & Negotiation **(3)**	
	POL 483 Urban Public Policy **(3)**	
	PA/POL 399 Independent Study (3)	
	PA/POL 499 Independent Study (3)	
	Total emphasis upper division units required	15
	Total major emphasis units required*	15

*All emphases offered for this major must have the same minimum number of units required

XII. **Emphasis course/faculty information for existing courses. Complete the table below for all emphasis coursework. You can find information to complete the table using the UA course catalog or UAnalytics (Catalog and Schedule Dashboard> "Printable Course Descriptions by Department" On Demand Report; right side of screen). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. Add rows as needed.**

Course prefix and number	Title	Course Description	Pre-requisites	Typically Offered (F, Sp, Su, W) and Frequency (every year, odd years, etc.)	Home Department	Faculty members available to teach the courses
PA 345	Emergency Management	This course will give students an introduction into the management of the many different and complex types of critical incidents whether man-made or natural. Students will examine the nature of critical incidents learning to identify objectives, common characteristics and the vast array of variables that can impact the success of incident mitigation. Students will explore different scenarios investigating the role of first responders, the use or lack of basic incident command principles which include; identifying the different Stages, Phases and Strategies of the incident itself. This course will also probe the different leadership styles, the effects of Critical Incident Stress and the intrinsic difficulties associated with Hazardous Materials and Weapons of Mass Destruction		Spring	Govt & Pub Policy	Kidd, Clayton
PA 403	Political Networks	This course introduces political networks as a lens to better understand critical issues in political science, public management, public policy, and criminal justice. Political networks are a method to describe the complex relationships between political actors, whether the actors in question are lawmakers, interest groups, or even covert organizations that strive to disrupt political systems.This course will introduce students to major research questions in the study of political networks, as well as their applicability to understand and manage real-world problems. Students will gain the ability to work with network data and apply network theory to the analysis of critical societal issues.		Fall, Spring	Govt & Pub Policy	Henry, Adam D.
PA 405	Program Planning & Evaluation	Introduces processes of program planning and evaluation in the public and non-profit sectors. Includes goals setting and needs assessment methods, and quantitative and qualitative techniques of program analysis and evaluation.		Fall, Spring, Summer	Govt & Pub Policy	Henry, Adam D.
PA 406	Bureaucracy, Politics & Policy	Description and analysis of the executive branch of government: how federal agencies capture policy-making; why bureaucracy develops; the rules of bureaucratic culture; who controls the administrative branch.		Fall, Spring	Govt & Pub Policy	Tidd, John M
PA 420	Prohibition, Legalization....	Policy makers have long struggled to regulate intoxicating substances, including alcohol, marijuana, cocaine, and opioids. While some of these substances are widely used for recreational or medicinal purposes, they can		Fall, Spring	Govt & Pub Policy	Boustead, Anne

		have significant deleterious effects on both the individual and societal levels. Furthermore, although evidence suggests that some policies to limit consumption of these substances may improve social welfare, other policies may unintentionally exacerbate societal inequality and cause further harms to public health and safety. In this course, we will analyze the various policy approaches that have been used to manage intoxicating substances, paying particular attention to the policy actors that have been involved, policy mechanisms that have been used, and the consequences of these responses. Simultaneously, we will explore the principles and analytic tools commonly employed during evidence-based policy making, and examine how they may be used to address regulation of intoxicating substances. While we will investigate efforts to regulate a variety of substances, we will pay particular attention to developments surrounding the legalization of marijuana.				
PA 461	Global Climate Change....	Global climate change is widely considered the greatest threat confronting societies and governments today. This course will cover the scientific evidence of global climate change, the role of science in policy and decision making, major policy options and their ethical implications, and the response of international organizations, businesses and the community to the environmental impacts of this issue.		Fall	Govt & Pub Policy	Schlager, Edella
PA 483	Urban Public Policy	Analysis and discussion of social, economic, and political problems and proposed solutions in changing urban environments.		Fall	Govt & Pub Policy	Smith, Craig
PA 484	Environmental Management	This course is a survey of environmental management and economics to maximize social benefit. Covering pollution control, nonrenewable resource extraction, and natural resource management, we address both theory and policy in practice to determine when markets work, when they fail, and what policy can do to help. We also discuss the taxonomy of value and introduce stated- and revealed-preference valuation techniques. This course aims to empower students with a set of tools to rigorously evaluate a range of real-world issues at the human-environment nexus through the synthesis of science, economics, and policy. Basic math (graphing and algebra) will be used in this course, but all concepts will be reviewed during the first class.		Spring	Govt & Pub Policy	Bakkensen, Laura
POL 413	Human Security	Human security is an emerging paradigm that places individuals, rather than states, at the center of security considerations. This course is designed to provide a foundational understanding of the concept of human security, and the ways in which human security challenges have been addressed by the international		Fall, Spring	Govt & Pub Policy	Ryckman, Kirssa L
POL 469	Law & Social Change	The motivating question for this course is whether or not significant social, political, and/or economic change can be achieved through the courts.		Fall, Spring	Govt & Pub Policy	McDaniel, Judith
POL 470	Constitutional Law: Federalism	Development and analysis of constitutional law of the U.S.; problems of distribution of powers.		Fall, Spring	Govt & Pub Policy	Westerland, Chad L

Course prefix and number	Title	Course Description	Pre-requisites	Status	Anticipated first term offered	Typically Offered	Home Dept.	Faculty members
POL 471	Constitutional Law: Civil Liberties	Analysis of the constitutional guarantees of civil liberties in the U.S.				Fall, Spring	Govt & Pub Policy	Westerland, Chad L
POL 474	The Art of Diplomacy & Negotiation	Each day offers new challenges that require we possess necessary skills to understand and manage our surroundings. Negotiation skills, when used appropriately, are a powerful tool in one's toolbox. This course introduces hands-on skills, tools and techniques that are necessary in achieving successful outcomes in negotiations. The course combines theoretical knowledge of leading negotiation scholars as well as practical experience. The primary focus is on enhancing one's personal ability in dealing with conflict/disagreement. As a result, students will be engaged in games, group discussions and creative tasks, inside and outside the classroom.				Fall, Spring	Govt & Pub Policy	Halawi-Ghosn, Faten
POL 483	Urban Public Policy	Analysis and discussion of social, economic, and political problems and proposed solutions in changing urban environments.				Fall, Spring	Govt & Pub Policy	Smith, Craig R

XIII. **Emphasis course/faculty information for NEW courses. Complete the table below. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. Add rows as needed. Add rows as needed.**

Course prefix and number	Title	Course Description	Pre-requisites	Status*	Anticipated first term offered	Typically Offered (F, Sp, Su, W) and Frequency (every year, odd years, etc.)	Home Dept.	Faculty members available to teach the courses
	Human Resources Management	A course that examines theories, practice, and problems relating to human resources and personnel administration. This course focuses on key aspects of human resources, planning, and their implications on policy		D	Fall 2021	F, every other year	Govt & Pub Policy	An, Seung-Ho
	Non-Profit Management	This course focuses on the economic, social, and legal foundations of the nonprofit sector. The ways in which nonprofit organizations relate to the public and private sectors and the diversity and scope of the nonprofit sector are examined with primary focus on the functions performed by		D	Fall 2021	F, every other year	Govt & Pub Policy	Jo, Suyeon

		nonprofit organizations and on various patterns of community actions taken in different societies.						

*In development (D); submitted for approval (S); approved (A)

XIV. Using the table below, list each faculty member who will contribute to the teaching of courses in this emphasis and the teaching FTE they will contribute. Add rows as needed.

Course(s)	Name	Department	Rank	Degree	Faculty/% effort
PA 403, PA 405	Adam Henry	Govt & Public Policy	Associate Professor	Doctor of Philosophy	0.2
PA 406 & PA 483	John Tidd	Govt & Public Policy	Adjunct Lecturer	Doctor of Philosophy	0.2
PA 420	Anne Boustead	Govt & Public Policy	Assistant Professor	Doctor of Philosophy	0.1
POL 413	Kirssa L Ryckman	Govt & Public Policy	Assistant Professor (Career Track)	Doctor of Philosophy	0.1
POL 470, 471	Chad Westerland	Govt & Public Policy	Associate Professor	Doctor of Philosophy	0.2
POL 474	Faten Halawi-Ghosn	Govt & Public Policy	Associate Professor	Doctor of Philosophy	0.1
POL 483	Craig Smith	Govt & Public Policy	Associate Professor	Doctor of Philosophy	0.1
TBD	Seung-Ho An	Govt & Public Policy	Assistant Professor	Doctor of Philosophy	0.1
TBD	JSuyeon Jo	Govt & Public Policy	Assistant Professor	Doctor of Philosophy	0.1

XV. **Special conditions for admission to/declaration of this emphasis** – explain in detail the criteria to declare this emphasis, including GPA requirements, completion of courses prior to declaration, application process, interviews, etc. These conditions must be approved by faculty governance to be enforced.

None

XVI. **Emphasis productivity –** provide a detailed plan in the case the emphasis does not attract the number of anticipated students and/or the new courses have low enrollments. Will emphasis courses continue to be offered as described in Section XIII and XIV or will students be offered alternative courses from outside the emphasis as substitutions? Is the department/school/college committed to offering the courses regardless of the emphasis productivity?

Given that the school has about 2400 students and several of our classes are cross-listed across our 4 majors we are not concerned at all that our classes will have low enrollments. Many of these classes are currently being taught with cap sizes of 40 and 50.

XVII. **Do you want the emphasis name to appear on the transcript?** ☒ Yes ☐ No

XVIII. **Do you want the emphasis name to appear on the diploma?** ☒ Yes ☐ No

XIX. **Anticipated semester and year to launch the proposed emphasis:** Fall 2020

XX. **Number of new faculty hires required to deliver the emphasis: 0**

XXI. **Budgetary impact**– indicate new resources needed and source of funding to implement the proposed emphasis. If reallocating resources, indicate where resources will be taken from and the impact this will have on the students/faculty/program/unit.

No new resource or funding are requested to implement this program. The subplans are built around the strength of the school and faculty. They are purely an official reflection of what the students are already doing, but which will help them on the job market.

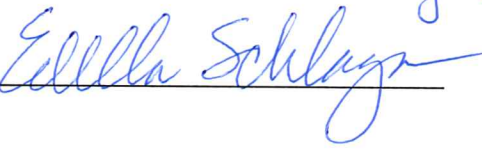Decision process for approval will include:
1) efficiency of course offerings.
2) course offerings are appropriate and match the expertise of the faculty.
3) evidence of sufficient student demand.
3) no major conflict with existing programs.

XXII. **Required signatures**

Managing Unit Administrator (print name and title): _Faten Ghosn, Director of Undergraduate Studies_

Managing Administrator's Signature: _____   Date: _1/23/2020_

Managing Unit Administrator (print name and title): _Edella Schlager, Director of SGPP_

Managing Administrator's Signature: _Edella Schlager_   Date: _1/23/2020_

Dean (print name and title): _Amy C. Kimme Hea_

Dean's Signature: _____   Date: _1/28/20_

Dean (printed name and title): _____

Dean's Signature: _____   Date:_____

All programs that will be offered through distance learning and/or fully online must include the following signature. The signature of approval does not indicate a commitment to invest in this program. Any potential investment agreement is a separate process.

Joel Hauff, Associate Vice President Academic Initiatives and Student Success and Executive Director for Online and Distance Education Administration

Signature: _____   Date: _____

Note: In some situations, signatures of more than one unit head and/or college dean may be required.

For use by Curricular Affairs:

Committee	Approval date
Academic Programs Subcommittee	
Undergraduate Council	
College Academic Administrators Council	

☐ Create approval memo

☐ Send memo to college/dept and acad_org listserv

☐ Create emphasis code in UAccess, including secondary major emphasis code

☐Upload approval memo and proposal documents to UAccess

☐ Notify acad_org of the plan code creation

☐ Notify ADVIP team, include proposers