MEMORANDUM

To: Committee on Academic Programs
From: Steering Committee
Date: May 6, 2022
Re: Master of Public Policy

Background: In May 2022, the Department of Political Science and the School of Humanities and Social Sciences sent Steering a proposal for a new graduate program that would award a Master of Public Policy degree. In accordance with TCNJ's Degree Program Approval Process policy, the proposed program was reviewed and approved by the Graduate Studies Council. The next step is review by CAP.

Charge: Per the Degree Program Approval Process policy, Steering asks CAP to review the proposal and make a final recommendation indicating concurrence or non-concurrence with the proposal. CAP should also verify that all steps in the approval process have been followed.

Testimony Tier: Tier I: The issue requires minimal testimony from the campus community. The assigned council or committee should consult with relevant stakeholders before preparing the final recommendation, but there is no need for surveys or open fora.

Timeline: CAP should complete its work on this charge by May 31, 2022.

TCNJ Governance Processes

Step 1–Steering issues a charge

Step 2-Governance prepares a Preliminary Recommendation
Once the appropriate standing committee or council has received the charge, it should start by collecting data needed to make a preliminary recommendation. It should receive input from affected individuals and all relevant stakeholder groups prior to making a preliminary recommendation. For issues that have broad implications or that affect a large number of individuals, initial testimony should be solicited from the campus community at large. For some issues, sufficient initial testimony may come from input through committee membership or solicitation from targeted constituent groups. When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community.

Step 3–The Relevant Stakeholders provide Testimony

Once a preliminary recommendation has been completed, the standing committee or council should seek testimony from the campus community. The testimony should be gathered in accordance with the Testimony Tier (see below) assigned to the issue by Steering.

For issues that require public testimony from the campus community, the chair of the standing committee or council should approach the president of the appropriate representative bodies to schedule the next available time slot at a meeting of that body. Testimony should be gathered in a way that allows stakeholders to weigh in fully on the issue. Members of the standing committee or council that wrote the preliminary recommendation should be present to hear and record the testimony.

Step 4–Governance prepares a Final Recommendation

Once the standing committee or council has received appropriate testimony, it should revise the preliminary recommendation into a final recommendation. Once the final recommendation is complete, the standing committee or council should use sound judgment to determine whether or not more public testimony is required. If, in its feedback to the original preliminary recommendation, a stakeholder representative body requests to review an issue again, the committee or council is bound to bring it back to that body. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must re-submit a preliminary recommendation to the campus community. When the committee or council has completed the final recommendation, it should forward it to the Steering Committee. The final recommendation should be accompanied by a cover memo that summarizes the initial charge, how testimony was gathered and the nature of that testimony, and how the committee responded to that testimony, including a description of how the preliminary recommendation evolved as a result of testimony.

Step 5–Steering considers the Final Recommendation

Step 6–The Provost and/or President and Board consider the Final Recommendation

Step 7–Steering notifies the Campus Community Testimony
For a complete description of all steps and of the testimony tiers, see Governance Structures and Processes, 2017 Revision, pages 21–24.

The College of New Jersey
New Degree Program Approval Process Cover Page

Directions: Complete this cover page at Step 5 in the Degree Program Approval Process policy (https://policies.tcnj.edu/?p=215) before sending the proposal to the Steering Committee. Submit as a packet the following documents to the co-chairs of the Steering Committee via email: a cover memo from the dean; this cover page; the degree program proposal; and any additional attachments. The Steering Committee will then forward these materials to the Committee on Academic Programs (CAP) for review. Note: the materials for proposed graduate programs should include documentation of review and recommendation by the Graduate Studies Council, and the materials for proposed teacher education programs should include documentation of review and recommendation by the Teacher Education Council.

Degree Program Title and Designation:

Home School: *Humanities and Social Sciences*
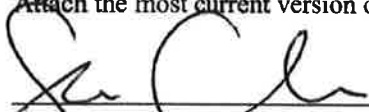
Home Department: *Political Science*

Contact Person for Information about this Proposal: *Dr. Daniel Bowen*

Proposed Semester/Year for Program to Begin: *Fall, 2023 (if approved)*

Briefly describe the proposed program. If applicable, list other departments and schools with courses included in the program.

The Department of Political Science and partnering faculty across TCNJ propose the creation of a 36-credit Master of Public Policy (MPP) degree program offered as 4+1, stand-alone 2-year, and part-time degree plans. The MPP program equips students to be effective policy analysts, researchers, advocates, and managers by providing high quality methodological training, individualized and group research opportunities, and interdisciplinary public policy expertise. The program prepares students for analytical research and public service careers in government, non-profit organizations, and the private sector. We are also proposing to offer core MPP courses as an embedded Certificate in Public Policy, allowing students to pair public policy training with their other coursework at TCNJ. Included courses and partnering faculty come from a range of departments and schools across campus including the Departments of Economics, Criminology, and Sociology & Anthropology, and existing courses offered as part of the School of Business's Master of Business Administration and the School of Nursing, Health, and Exercise Science's Master of Public Health programs.

Attach the most current version of the complete proposal. The signatures below indicate approval of the attached proposal.
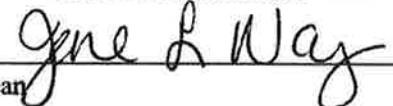
Department Chair   Date 5/4/22

Ariane Pfenninger-Schardine   Date 5/5/2022
School Curriculum Committee Chair

Dean   Date 5/4/2022

Consultation with Affected Units:

For undergraduate degree proposals, include a signature from the associate provost of liberal learning indicating that the proposed curriculum meets the Liberal Learning requirements as of the date signed.

_____   _____
Associate Provost for Curriculum and Liberal Learning   Date

For graduate degree proposals, include a signature indicating consultation with the vice provost/dean of graduate studies.

_____   5/5/2022
Vice Provost and Dean of Graduate Studies   Date

For all degree proposals, include a signature indicating consultation with the Dean of the Library about existing and necessary library resources:

_____   _____
Dean of the Library   Date

Complete this section if the proposal includes elements that will have an impact on schools outside the proposing unit, such as, but not limited to, increases or decreases in enrollment. The signatures below indicate that the department chairs of affected units and deans of affected schools have had the opportunity to offer feedback on the proposal and that the proposing unit has responded to this feedback. If any affected units have remaining concerns after this process, they should attach a description of their concerns, to which the proposing unit may attach a response.

_____   Aug 5. 22
Department Chair   Date

Abhishek Dipathi   5-5-2022
                                      Date

_____   _____
                                      Date

_____   5-5-2022
Dean   Date

_____   _____
                                      Date

Final Steps in the Approval Process

After review through college governance, the Steering Committee will forward CAP's recommendation to the provost and president, who will submit the proposal to the Board of Trustees for review and approval. Before a new degree program may be implemented, it must be reviewed by the Academic Issues Committee of the New Jersey Presidents' Council and approved by the New Jersey Presidents' Council.

Proposal to establish a Master of Public Policy (MPP) Program at TCNJ

Department of Political Science

1. Program Objectives

The study of public policy constitutes an examination of governments' proposed and adopted solutions to various civic problems and includes analyses of policy effectiveness, policy adoption, and implementation. Public policies at local, state or regional, national, and global levels touch every aspect of modern life, shaping the economy, structuring health, education, and criminal justice systems, regulating and controlling our impact on the environment and land use, and affecting social equity. Public policies come in many forms: laws, regulations of various sorts, taxes and subsidies, market mechanisms, and the provision of information; indeed, every decision to act or not act taken by governments or other institutions filling the role of a government can be thought of as policy. Given the complexity of social, economic and political systems in which we are embedded, crafting effective public policies to address social problems while avoiding harmful unexpected outcomes is a substantial challenge. To equip students with the tools needed for this challenge, the Department of Political Science and partnering faculty across TCNJ propose the creation of a Master of Public Policy (MPP) degree program to train students in policy analysis and the study of effective policy-making.

The program will be offered with "4+1", stand-alone 2-year, and part-time degree paths and will prepare TCNJ students for careers in research and public service. The 4+1 option allows current students to count graduate courses toward their undergraduate degree completion and thus complete both the BA and the MPP within five years. In addition, we propose to offer core MPP courses as an embedded Certificate in Public Policy, allowing students to pair public policy training with their other coursework at TCNJ. The MPP and certificate programs will help meet the growing demand for public policy expertise and methodological and analytical training in public service careers and in related positions in private and non-profit sectors.

Program Mission

The Master of Public Policy (MPP) degree program equips students to be effective policy analysts, researchers, advocates, and managers by providing high quality methodological training, individualized and group research opportunities, and interdisciplinary public policy expertise. The MPP seeks to serve the public interest in the Trenton-Mercer area, the state of New Jersey, and the Mid-Atlantic region through its teaching and applied research.

Department and College Context

The Department of Political Science is well-prepared to serve as an effective unit for coordinating a public policy program at TCNJ. Indeed, Public Policy is one of the subfields of Political Science, and Department faculty have expertise in policy analysis, research methodology, and substantive policy areas like education, environment, health, and anti-poverty policies. The public policy subfield tests different models of how policy is made to explain the policy process, to analyze the consequences of policy, and to improve future policy adoption, implementation, and outcomes. The discipline has honed methods of data analysis to accurately measure the sources and results of public policies.

The MPP program will distinguish itself by drawing on the strengths of the existing TCNJ Political Science undergraduate program, along with those of our partnering faculty in other departments. TCNJ's Political Science curriculum develops in students the intellectual rigor, advanced empirical analysis, and clear written communication skills necessary for effective policy analysis. The Department is one of the few in the country that requires all undergraduates to take two courses in statistics and

research design and conduct independent research projects at both the junior and senior levels. The undergraduate curriculum provides a strong base for the MPP.

The Department offers close faculty mentoring and numerous opportunities to do applied work in public policy and related fields. In addition to numerous internships in state and local government, the Department offers the Brian Stack Memorial Internship in the New Jersey Governor's office, the Campus-to-Capitol Mentorship Program, and the Jamie Fox Scholars Program, all of which connect TCNJ students to remarkable policy-makers working in New Jersey policy and government. Outside of New Jersey, students work on policy issues through The Washington Center internship and have participated in the national Public Policy and International Affairs Program. Some of the Department's current students, alumni, and adjunct instructors work in policy-making roles. The Department's existing curriculum and network can build a nationally distinguished MPP.

Strengths of the College add quality and purpose to the MPP. The TCNJ community strives for a learning environment that addresses society's inequities, and policy is one of the best means of redress. The College also encourages multidisciplinary work and teaching, key to a successful MPP. The MPP will partner with departments and programs across campus, including faculty in Sociology, Criminology, Public Health and the School of Business to deliver a successful MPP offering multiple perspectives and approaches to understanding the causes and consequences of public policies.

Rationale and Program Goals

The Master of Public Policy (MPP) degree is a professional degree for students pursuing careers in public service and public affairs. The degree equips students to engage in policy research, analysis, management, and program evaluation. While similar to the more common Masters of Public Administration (MPA) degree, the MPP traditionally specializes in methodological and skill-based training as appropriate for those interested in policy-relevant analytical research careers, while MPA programs serve students interested in management and policy implementation.[1] Over time, MPP and MPA degrees have seen curricular convergence (Pal and Clark 2016), with some remaining differences between the degrees reflecting the policy analysis/organizational leadership and management founding differences between the degrees (Hur and Hackbart 2009). As specialized training for policy professionals, graduates of MPP programs work for local, state, and federal government, interest and advocacy groups, non-profit organizations, and government affairs, research, and consulting positions in the private sector.

The MPP aligns with the strengths and interests of the Department of Political Science, partnering faculty across campus, and TCNJ. The Department is recognized for rigorous training of undergraduate students to engage in research, far more than is typically seen in undergraduate political science programs. Likewise, programs across the social sciences invest heavily in undergraduate research and student development.

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[1] More information about the MPP and how it differs from other public service-oriented degree programs is available online at https://www.naspaa.org/resources/why-public-service-degree/mpampp-degrees. NASPAA (Network of Schools of Public Policy, Affairs, and Administration) is the leading public sector accrediting organization.
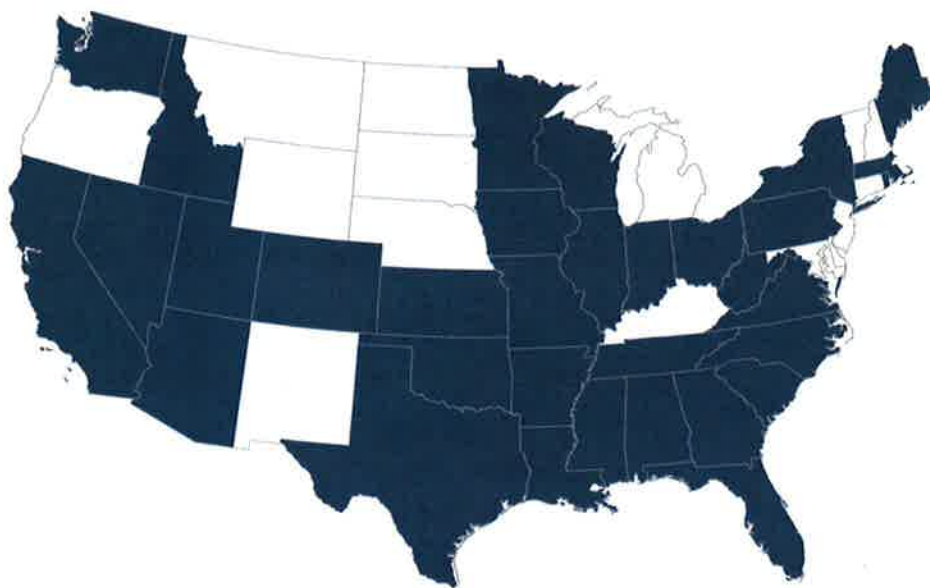
Figure 1. States with NASPAA accredited public affairs program located in or adjacent to the capital city.

States with a NASPAA (Network of Schools of Public Policy, Affairs, and Administration) accredited program in or adjacent to the capital city are shaded in the map. Program data is from NASPAA's Data Center.

It is very common for public universities located in their states' capital cities to develop undergraduate and graduate programs serving public service careers. Thirty-four states have NASPAA-accredited programs in their capital cities or surrounding suburbs.[2] Most of the remaining state capitals either have a graduate program that is not accredited or do not have a public university presence in the capital city. Our location brings substantial opportunities for program expansion in public policy and public affairs. First, we have very convenient access to employers and potential internship sites. Second, state government policy experts are easily accessible to the campus community for adjunct teaching, mentorship, and events. Third, because Trenton is a government center, tens of thousands of government employees live or work in the communities around TCNJ, providing a market for public affairs graduate education. Fourth, TCNJ's location near the geographic center of the state means that campus is convenient to both the Philadelphia and New York City metropolitan areas and their job markets for students interested in local government, non-profit, and private-sector careers.

With a changing higher education landscape and an expanding focus on graduate education for TCNJ, we believe it is the right time to reconsider The College's public affairs offerings and its relationship with the neighboring New Jersey state government and Trenton public policy community. We also believe that an MPP program, in particular, could serve this community and our students while retaining the distinctive features of a TCNJ education - high-quality research and writing training delivered through personal, collaborative mentorship.

The goals for the MPP program are as follows:
1. *Advance TCNJ's value to its surrounding community.* An emerging strategic initiative of The College is to strengthen its connection to and value for its key external constituencies. One of the most important constituencies is the NJ state government and broader Trenton community. The MPP is uniquely situated to serve these communities. First, by training students pursuing careers

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[2] States with accredited programs in capital cities are: AK, AL, AR, AZ, CA, CO, FL, GA, IA, ID, IL, IN, KS, LA, MA, ME, MS, NC, NV, NY, OH, OK, PA, RI, SC, TN, TX, UT, VA, WA, WI, and WV.

in public policy, we can prepare students for work directly in NJ state agencies and the policy community. Second, a developed program may offer a part-time option for mid-career professionals already working in Trenton who need an advanced degree to further their careers. TCNJ, as the only 4-year public institution in the capital city, can uniquely position itself to offer convenient, in-person education to serve this population and expand enrollment. Finally, policy research developed in conjunction with the program can evaluate policy solutions to address the social, political, and economic problems facing New Jersey and serve external partners like non-profit organizations and government agencies.

2. *Prepare students for fulfilling public policy careers in the public, private, and non-profit sectors.* Careful policy research informs nearly all political and policy debates today. Governments, think-tanks, advocacy organizations, and non-profits rely on policy research for drafting, adopting, implementing, and refining public policies. The widespread collection of quantitative information means that policy research is increasingly technical in nature.

   A well-designed MPP program focusing on the strengths of a TCNJ social science training - strong methodological training, in-depth interaction with faculty mentors, and engaged learning through research - can prepare MPP students for fulfilling policy careers. While larger universities can provide a greater breadth of policy training, TCNJ can deliver educational value for our students through careful design of the highest value-added experiences in the program and through the depth and quality of training. It is for these reasons that we are proposing an in-person MPP program taught primarily by full-time faculty members in load. When necessary, TCNJ's close proximity to NJ state government means we have access to policy professionals to teach courses as adjunct instructors in their areas of specialty.

3. *Provide a high-quality, affordable graduate education for students.* We will deliver a rigorous MPP degree built on what we do really well: face-to-face, research-intensive education. The structure of the accelerated 4+1 program also offers a financial advantage for students who know they want to pursue a career in policy-related research by allowing students to count graduate courses toward completing their undergraduate degree. Especially when compared with traditional two-year stand-alone MPP programs, the accelerated program is financially attractive to current TCNJ students. Students across the social sciences as well as from fields like management, public health, communication studies, computer science, mathematics and statistics, engineering, biology, education, WGSS and international studies may also be attracted to an MPP, either because their fields offer training which is in demand for public affairs work or because those areas of study have significant interaction with government and policy. The MPP expands access to public service careers for TCNJ students across campus.

4. *Strengthen undergraduate enrollment across social science programs and enhance interdisciplinary connections.* With a softening of demand for undergraduate programs in the region driven from a decline in the number of high school graduates, economic and technological challenges, and shifting state support, TCNJ faces increased competition for students. An MPP program will support our existing undergraduate programs as it can signal to prospective undergraduate students that they can complete, not just begin, their career training at The College. Additionally, a successful MPP program will provide a venue for collaboration and interaction across disciplines doing policy-related research and teaching. MPP students, through their group research projects and theses, offer new opportunities for faculty collaboration and co-authorship, and the students themselves will be a new audience to support policy-related events and research talks such as the Department's current Politics Forum speaker series.

5. *Expand policy training to students in other TCNJ undergraduate and graduate programs.* Students with a primary focus in fields like public health, education, engineering, environmental science, and business can benefit from in expertise in public policy and policy analysis as there are many connections between such fields and government activities. The MPP and its associated Certificate in Public Policy program may be advantageous to students in such programs seeking to influence government policy.

6. *Serve as "incubator" for related graduate programs.* The interdisciplinary nature of public policy research means an MPP program can involve a wide range of campus partners interested in policy questions and incorporate each partner's policy expertise. We envision the MPP as a catalyst for TCNJ graduate education in the social sciences. A strong program can advance the prospects for future program development in our sister departments. In addition, the core methods and policy courses can also serve other programs in need of such training, reducing the start-up costs for new programs.

7. *Build on current department and College strengths.* The proposed program will enable us to build on current department strengths. The Department invests substantial resources in skill development of our students, offering advanced academic writing experience through its junior and senior seminar courses. Training in statistical analysis, research design, and methodology is integrated throughout the curriculum as well, with required courses in statistics and quantitative research methods in addition to the seminar courses and mentored undergraduate research experiences available for individuals and student teams. Substantively, the Department has strengths in subnational politics and policy in the U.S. and in education, health, and environmental, and anti-poverty policy.

2. Evaluation and Learning Outcomes Assessment Plan

The MPP is a professional degree designed to equip students to conduct policy-related research and to serve in and manage public sector organizations or organizations regularly interacting with government or carrying out functions of governments. We developed the following Learning Outcomes to reflect the needs of MPP and Certificate in Public Policy students to be well-versed in data analysis, knowledgeable about public policies and the political institutions and other forces shaping those policies and their outcomes, and prepared to effectively communicate knowledge to others.

Learning Outcomes

Students will:
1. Demonstrate a deep understanding of policy-making processes including how social, political, and economic institutions and processes both shape public policies and are shaped by them;
2. Demonstrate the ability to think carefully and critically about cause and effect relationships between public policy and societal outcomes;
3. Effectively utilize the methodological tools appropriate for rigorous policy analysis;
4. Develop written and oral communication skills necessary for successful policy-related careers, with a focus on effectively communicating policy research to diverse stakeholder groups through data visualization, written reports, and verbal presentation;
5. Demonstrate understanding of the moral and ethical implications of policy-making so that they are prepared for public service in pursuit of the public good, democratic accountability, human flourishing, social justice, and equity.

Like undergraduate programs already assessed by participating faculty, the proposed MPP will be evaluated on a seven-year cycle as follows:
Year 1: Self Study and External Review
Year 2: Revise Strategic Plan
Year 3: Revise Learning Outcomes and Assessment Plan
Year 4 - 7: Assessment of Learning Outcomes

Learning Outcomes Curricular Map

	LO 1	LO 2	LO 3	LO 4	LO 5
PUBG 501	x	x			x
PUBG 502	x	x	x	x	
PUBG 503	x	x	x		x
PUBG 510		x	x	x	
PUBG 511		x	x	x	
PUBG 512		x	x	x	
PUBG 605	x	x	x	x	x
PUBG 610	x	x	x	x	
PUBG 670	x	x	x	x	x
PUBG 695	x	x	x	x	
PUBG 696	x	x	x	x	
PUBG 699	x	x			x

Outcome	Assessment Method	Cycle	Courses
1. Demonstrate a deep understanding of policy-making processes including how social, political, and economic institutions and processes both shape public policies and are shaped by them.	Portfolio analysis of 501, 502, and 503 exams and papers. Analysis of student exit survey.	Year 4	PUBG 501 PUBG 502 PUBG 503 PUBG 605 PUBG 610 PUBG 670 PUBG 695 PUBG 696 PUBG 699
2. Demonstrate the ability to think carefully and critically about cause and effect relationships between public policy and societal outcomes.	Review of PUBG 511 poster presentations. Assessment of MPP theses (rubric in development) Analysis of student exit survey.	Year 5	PUBG 501 PUBG 502 PUBG 503 PUBG 510 PUBG 511 PUBG 512 PUBG 605 PUBG 610 PUBG 670 PUBG 695 PUBG 696 PUBG 699
3. Effectively utilize the methodological tools appropriate for rigorous policy analysis.	Review of PUBG 511 poster presentations. Assessment of MPP theses (rubric in development) Analysis of student exit survey.	Year 5	PUBG 502 PUBG 503 PUBG 510 PUBG 511 PUBG 512 PUBG 605 PUBG 610 PUBG 670 PUBG 695 PUBG 696
4. Develop written and oral communication skills necessary for successful policy-related careers, with a focus on effectively communicating policy research to diverse stakeholder groups through data visualization, written reports, and verbal presentation.	Assessment of thesis oral defense using communication rubric Review of PUBG 511 poster presentations. Assessment of MPP theses (rubric in development) Analysis of student exit survey.	Year 6	PUBG 502 PUBG 510 PUBG 511 PUBG 512 PUBG 605 PUBG 610 PUBG 670 PUBG 695 PUBG 696
5. Demonstrate understanding of the moral and ethical implications of policy-making so that they are prepared for public service in pursuit of the public good, democratic accountability, human flourishing, and equity.	Review of internship portfolio project in PUBG 699 Analysis of student exit survey.	Year 7	PUBG 501 PUBG 503 PUBG 605 PUBG 670 PUBG 699

3. Relationship of MPP to TCNJ Strategic Plan

The MPP program fits squarely with TCNJ's current strategic plan and institutional mission. TCNJ's mission statement emphasizes its position as "a primarily undergraduate and residential college, with targeted graduate programs" which provide a "personalized, collaborative and rigorous education…" The College's vision statement highlights our collective desire to "serve as a national exemplar of public higher education, … committed to accessibility and affordability."[3] TCNJ's 2016-2021 strategic plan "Bolder, Better, Brighter" reaffirms TCNJ's identity while encouraging new development. Among other priorities, the plan highlights the desire develop a more diverse campus community (Priority I) and advance TCNJ's fiscal sustainability by, in part, the development of new graduate programs (Priority V).

The MPP and embedded certificate program align well with these strategic initiatives. The programs will train new policy experts and leaders to serve in local, state, and federal government and associated policy-connected organizations in the private and non-profit sectors. It is an expansion of graduate education that enhances our campus connection to TCNJ's constituencies in the Trenton region. And it builds on the institutional strength of rigorous undergraduate education and undergraduate research.

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[3] Mission and Vision statements, along with TCNJ's current strategic plan, are available at https://academicaffairs.tcnj.edu/strategic-plan-2021/.

4. Need

Public policy is a burgeoning field of study and professional training, experiencing a "second 'golden age' similar to the growth of the field in the United States in the 1960s" as evidenced by increasing academic interest, new journals and conferences, and degree programs not just in the United States but across the globe (Howlett and Jarvis 2021, 51). This is a trend that very well may continue after the end of the Covid-19 pandemic, which will likely produce an era of expanded government responsibility for managing societal problems along with more closely-intertwined public and private sectors (Brik and Pal 2021). As Howlett and Jarvis put it, "The fluidity of the relationships that now exists between government, governance, public, private, and civil society, for example, renders policymaking far more obtuse and the activity of governing ever more complex" (2009, 56). Such complexities require institutions inside and outside of government to develop capacity for effective governance and for policy expertise.

The ubiquity of data, accessible and powerful computing, and advances in data science techniques to analyze a variety of information in new ways have all lead to growing demands for policy-focused technical training (Knott 2019, Goyal et al. 2021). Careful methodological training is central to the analytical toolkit offered by public policy programs (Elwood 2008, Hur and Hackbart 2009). The increased demand for graduates with advanced methodological training in public policy offers an opportunity for differentiation: TCNJ's MPP can build far beyond undergraduate introductory courses in statistics, offering a multi-course sequence in data analysis. The explosion of data availability and machine learning, text-as-data, and other "Big Data" techniques also offers opportunities for policy research, course development and training innovations in public policy graduate education (York and Bamberger 2020; Goyal et al. 2021).

Not surprisingly, public policy analysis and related careers are expected to grow over the next ten years, according to the Economic Development and Employment Planning System (EDEPS) and the U.S. Bureau of Labor Statistics' Employment Projections program. The job outlook for political scientists will grow by 9% between 2020 and 2030 (latest estimates available), and "[i]ncreased demand for public policy analysis will support employment growth for these workers."[4] Likewise, demand in similar careers working at the nexus of data analysis, public policy, and program management is projected to grow in the next decade: statisticians (35%), operations research analysts (25%), economists (13%), budget analysts (5%), sociologists (4%), and survey researchers (4%).

In 2018-19, over 16,000 public administration and public policy Master's degrees were conferred in the United States,[5] with job markets that substantially overlap between administration and policy degrees (Hur and Hackbart 2009). New Jersey institutions produced 124 public policy analysis master's degrees, largely from Princeton University and Rutgers University-New Brunswick, and 326 public administration master's degrees.[6] Table 1 presents the various public policy and public administration Master's degree programs available at New Jersey higher education institutions. Several existing public policy and administration programs serve students in North Jersey; however, only Princeton is within 25 miles of TCNJ's Ewing campus.

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[4] Occupational Outlook Handbook.https://www.bls.gov/ooh/life-physical-and-social-science/political-scientists.htm#tab-6.
[5] Economic Development and Employment Planning System presentation of National Center for Educational Statistics data. https://www.edeps.org/SupplyIndicators.aspx?UA=4413B&pn=2&st=ZZ
[6] https://www.edeps.org/SupplyIndicators.aspx?UA=4413B&pn=2&st=NJ. In addition, New York institutions produced 91 public policy analysis and 1,765 public administration Masters degrees in 2018-2019. It should be noted that MPP and MPA degrees are not always coded the same way across institutions. NYU's Wagner School Master of Science in Public Policy program, for example, appears to be coded as a public administration degree in the NCES data, while Princeton's Master in Public Affairs program is included in the public policy analysis category.

University	Related Masters Programs
Centenary University	Master of Arts in Leadership and Public Administration
Fairleigh Dickinson University	Master of Public Administration
Kean University	Master of Public Administration
Princeton University	Master of Public Policy (executive), Master of Public Affairs
Rutgers University - Camden	Master of Public Administration, Master of Public Administration (executive), Master of Science in Public Affairs and Community Development
Rutgers University - Newark	Master of Public Administration, Master of Public Administration (executive)
Rutgers University - New Brunswick	Master of Public Policy, Master of Public Affairs and Politics
Seton Hall University	Master of Public Administration, Master of Public Administration in Non-Profit Management

Table 1. New Jersey Institutions Currently Offering MPP or MPA Programs.

Sources: Institutional websites and National Center for Education Statistics data.

5. Students

We conducted three studies to understand student demand and guide programmatic decisions. First, we conducted interviews with alumni who understand the Department's context and who are currently working in policy positions in NJ and in DC. Second, we developed and administered a survey of School of Humanities and Social Sciences (HSS) current students and a few additional majors. Third, The College funded a survey of current students and alumni, conducted by the consulting firm Simpson-Scarborough, asking students about a range of potential graduate programs.

Alumni practitioner interviews: Overall, all interviewed alumni currently practicing in public policy fields were positive about the idea and expressed optimism that TCNJ can succeed in the market. They all very much valued the MPP degree (also the MPA), and those who had an MPP were happy they got the degree. All felt like it gave useful advantages for graduates. Most stressed the data training as core part of experience, though they differed on software and techniques used. Those who went through our training and then went to an MPP positively compared their TCNJ experience to that of their grad program. Alumni were also optimistic about the value of a 4+1 program, as several of them went straight into MPP degrees or pursued their graduate education early in their careers.

Current student survey: We received 291 partial or completed responses to our in-house survey. All School of Humanities and Social Sciences (HSS) students received the survey, along with Economics and Public Health majors. Table 1 shows the results from introductory questions asking students to rate their level of interest in public policy careers and attending graduate school (either an MPP or MPA degree) by undergraduate program. The table shows robust interest in public policy careers across programs, although the proportions should be taken with some caution because response bias likely results in those students with the greatest interest in public policy graduate education completing the survey. Still, respondents from across HSS programs and beyond expressed interested in public policy graduate

Major	Interested in Career	Plan to Pursue Grad	N
Criminology	0.54	0.29	28
Economics	0.31	0.15	13
English	0.14	0.07	14
History	0.43	0.29	28
International Studies	0.69	0.38	29
Political Science	0.73	0.48	77
Psychology	0.24	0.20	54
Public Health	0.38	0.24	21
Other	0.63	0.37	27

Table 2. Proportion of Students Interested in Public Policy Careers and Likely to Pursue Public Policy Graduate Education.

Note: Values show the proportion of students by major saying they are "Somewhat interested" or "Very interested" in a public policy career (first column) and the proportion "Somewhat likely" or "Very likely" to pursue a graduate degree in public policy (second column). Final column shows the number of completed surveys by major. History and English majors include dual majors with Education. Students with two majors are coded by their primary major or by their secondary major if primary major is in "Other" category.

education.

In other questions, students who said they might pursue an MPA or MPP degree expressed the most interest in a "4+1" program (66 of 169), followed by those wanting a two-year stand-alone program (56 of 169). Students also expressed caring most about faculty expertise, quality of training, skill development, and cost of program when deciding where to pursue a master's degree in public policy, among other factors.

When asked whether they would consider attending various universities in the region to pursue a public policy graduate degree, 124 out of 165 students said they "definitely would consider" TCNJ, the highest percentage in the survey.[7]

Consultant survey of students and alumni: Similar interest in public policy was shown by the consultant survey, which incentivized survey participation and received larger samples (790 current students and 376 alumni). According to the survey, more students and alumni were interested in a public policy master's degree than any other potential master's degree from the School of Humanities and Social Sciences. The consultants list Public Policy as one of two "higher demand" masters degrees and one of four "higher demand" graduate certificates from humanities and social science disciplines. The survey also found strong interest from TCNJ students and alumni to both pursue graduate education and pursue graduate education at TCNJ, if programs existed in their areas of interest. According to the survey over 8 of 10 current TCNJ students expect to take graduate courses later in their career.

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[7] Students were also asked about their likelihood of considering other institutions in the New York City, Philadelphia, and Washington, D.C. regions.

6. Program Resources

We believe the MPP program comes with the potential for substantial revenue generation for The College. However, it will require additional resources both at program launch and particularly as the program expands, primarily in administrative support and faculty investments. Additional resources will be needed to protect the Department of Political Science's ability to offer a high-quality undergraduate major and to support the International Studies Program and the Pre-Law Program. The nine-member faculty has been able to balance these varied objectives successfully, however, the faculty are concerned that re-directing faculty resources to the MPP program will diminish the existing programs that have proven to be highly successful. The Department cannot further the MPP if such a move threatens the quality of its existing undergraduate programs.

Required resources within the program's first five years:

Faculty: As the MPP program grows, it will require additional full-time faculty resources to succeed. Once the program has enrolled robust cohorts of students annually and attracted a substantial number of part-time students, as anticipated, the department would need two additional full-time faculty members. These new faculty positions would expand the Department's current faculty as our nine tenured/tenure track members and their specializations are needed to support our strong and valuable undergraduate programs in political science, international studies, and pre-law and uphold our long-standing commitments to those programs. Should retirements or departures reduce the number of our tenured/tenure track members from our current lines (as of December 2021), the Political Science department may need to reconsider its commitment to the MPP. We anticipate requesting one clinical/lecturer position as the program enrolls its first two cohorts of students, with the position expected to start at the beginning of the program's second year. After the program regularly enrolls a new cohort annually, we anticipate requesting the addition of a second full-time faculty member. The Department of Political Science does not have the current faculty resources to sustain the proposed MPP without this investment. We anticipate needing the addition of the second full-time faculty member in year five to expand the course offerings, develop policy specializations, and attract additional part-time, working students, consequently, growing the program even further. As the program continues to grow, we anticipate that to best serve the intellectual vitality of the program, we would request that one or both of the full-time faculty positions be transitioned to tenure-track lines, to be filled by teacher-scholars, if they are not already such lines. In addition to these two additional faculty lines, the program will likely result in 5-6 additional courses taught by adjunct instructors each year either in the program or to cover undergraduate courses taught by affiliated faculty.

Program Administration: beyond the faculty resources described above, the success of the MPP will require adequate resources for program administration and support:

1. The Faculty Graduate Coordinator would receive two course re-assignments each year for the first two years of the program and a summer stipend of $1,500. This renumeration would be reassessed at the end of the two-year period and adjusted as appropriate and as program resources would allow. The Faculty Coordinator will oversee the academic aspects of the MPP program, including developing relationships with external partners and internship sites. These resources will equip the Coordinator to administer the MPP so that work does not fall on the chairpersons of the Political Science or other supporting departments, except for scheduling classes of combined faculty.

2. One or two graduate assistantship positions to provide administrative support for the Department of Political Science office.

3. Marketing budget and support from the Office of Graduate Programs, under the auspices of the Vice Provost and Dean of Graduate Studies.

4. Support from the Office of the Dean of the School of Humanities and Social Sciences in the amount of $6,000 for each of the first two years for workshops, guest lectures, and other programming offered by experts in various areas of the discipline. The amount of this support would be reevaluated after the first two years.

5. Re-assignment of an existing staff member's duties to include administrative support for graduate programs in the School of Humanities and Social Sciences, including the MPP program and its embedded certificate program. This staff position is distinct from the program assistant who currently provides support for the Political Science Department (or for other academic departments) in the School of Humanities and Social Sciences.

Classroom and Office Space: The program will be housed in the Social Sciences Building. The Department of Political Science has adequate classroom space available for the first five years of the program, although growth of the program will likely require reassigned classroom space. Additional full-time faculty will also require reassigned office space in Social Sciences Building.

Computing: TCNJ has well-developed computing facilities across campus, including computer labs in the Social Sciences Building (021), Bliss Hall (031 and 028), and the Business Building (205 and 225), among others. Students have access to needed statistical (R, SAS, STATA, SPSS) and geospatial (ArcGIS) software. We do not anticipate needing further computing resources.

Library: The R. Barbara Gitenstein Library likewise meets the needs of the proposed program. The Library offers journals, books, and databases to support faculty across social sciences and policy areas, including political science, criminology, economics, sociology, psychology, public health, education, and environmental and biological sciences. Selected database access meets expected needs of the program. Given that policy research can draw on a wide range of fields and issues areas, we include a broad list of relevant databases available to TCNJ students:

ABI/Inform Global
Academic Search Premier
Access World News (NewsBank)
ACM Digital Library
ACS Journals
African American Newspapers, Series 1
American Religion Data Archive
Annual Reviews
Anthropological Index Online
Anthropology Plus
AnthroSource
Applied Science & Technology Full Text (H.W. Wilson)
Applied Social Sciences Index and Abstracts (ASSIA)
Archives of Human Sexuality and Identity: LGBTQ History and Culture Since 1940
ASCE Library
ASTM Compass
ATLA Religion Index

AtoZ WorldBusiness
Biological & Agricultural Index Plus (H. W. Wilson)
Biological Sciences (formerly Cambridge Scientific Abstracts)
Biotechnology Research Abstracts
Black Freedom Struggle in the 20th Century: Federal Government Records
Business Abstracts with Full Text (H.W. Wilson)
Business Market Research Collection
Business Source Premier
Chemical Abstracts (SciFinder Web)
Child Care & Early Education Research Connections
CINAHL (Cumulative Index to Nursing & Allied Health Literature)
CIOS
Cochrane Library
ComAbstracts
Communication & Mass Media Complete

Compendex
Comprehensive Organic Name Reactions and Reagents
Congressional (Proquest)
Contemporary Women's Issues
CQ Press Electronic Library
CRB Commodity Yearbook
Criminal Justice Abstracts
data axle Reference Solutions (formerly ReferenceUSA)
EBSCO Academic Search Premier
EconLit
Education Full Text (H.W. Wilson)
Encyclopedia of Management
Encyclopedia of Nursing and Allied Health (Gale)
Engineering Village
ERIC
Ethnic NewsWatch
FBIS Daily Reports 1941-1996
Gartner (provided by IT)
GenderWatch
General Science Full Text (H.W. Wilson)
Google Scholar
Handbook of Latin American Studies
Health & Psychosocial Instruments (HaPI)
HeinOnline: Government, Politics & Law
Historical Encyclopedia of American Business
Historical New York Times
Hoover's Company Records
Human and Civil Rights: Essential Primary Source
Humanities Full Text (H.W. Wilson)
IBISWorld Industry Reports
ICPSR (Inter-University Consortium for Political and Social Research) Data Archive
IEEE Xplore
International Encyclopedia of the Social Sciences
International Financial Statistics
JerseyClicks
Journal Citation Reports (JCR) on the Web
JSTOR
Knovel
Manufacturing & Distribution USA
MAS Ultra – School Edition
MathSciNet: Mathematical Reviews on the Web
Mental Measurements Yearbook (MMY)
Mergent Archives
Mergent Online
Mergent/Moody's Online Manuals
Nation Archive

Naxos Music Library
NCJRS Abstracts – National Criminal Justice Reference Service Abstracts Database
News & Information (Westlaw Campus)
Newsbank
NJVid
Nursing & Allied Health Collection
OmniFile Full Text Mega (H.W. Wilson)
Oxford Reference Online (Premium Collection)
PAIS Index
Plunkett Research Online
Population Index
Primary Search
Primary Sources in African American History (ProQuest)
PrivCo
Project Muse
ProQuest Congressional
ProQuest Digital Microfilm
ProQuest History Vault
PsycARTICLES
PsycINFO
ReferenceUSA
Referencia Latina
Regional Business News
RIA Academic Advantage Library-Checkpoint
RILM Abstracts of Music Literature
Roper Center for Public Opinion Research
SAGE Journals
Science and Its Times
Science Online
ScienceDirect
SciFinder Web
Simmons
Small Business Reference Center
Smithsonian Global Sound for Libraries
Social Explorer
Social Sciences Full Text (H.W. Wilson)
Social Services Abstracts
Sociological Abstracts
SPIE Digital Library
Sports Medicine & Education Index (formerly Physical Education Index)
Star Ledger
Statista
Teacher Reference Center
Trenton Times
Ulrich's Periodical Directory
UpToDate
Wall Street Journal
WestlawNext Campus Research

Women and Social Movements in the United States 1600-2000

World Encyclopedia of Police Forces and Correctional Systems

World News

WorldCat

Worldwide Political Science Abstracts

7. Degree Requirements

We propose a 36-credit program, delivered either as 4+1, accelerated program in conjunction with a relevant undergraduate degree or as a stand-alone, non-accelerated two-year degree. The program would include a required thesis as fitting with The College's ethos of student research and would offer rigorous methodological and policy training. As we believe our competitive advantage lies in our location and the quality of such training, we are proposing in-person delivery mode, largely by tenure-track faculty, with experienced policy practitioners contributing courses in their areas of expertise.

Program distinctives:

1. High-quality and universal data and methodological training.
2. Required Master's thesis.
3. Interdisciplinary electives connect students to disciplinary policy experts across campus and foster cross-school collaboration.
4. State and local policy focus, with an emphasis policy and governance issues important to New Jersey and the Mid-Atlantic region.

Curricular overview: The MPP curriculum has three components: a required public policy core, a three-course methodology sequence, and policy-area electives. We are not recommending required tracks or policy specializations at program launch, although policy specializations can certainly be added to the MPP as student demand warrants and program curriculum expands in the future. We list adopted courses along with planned courses still in development in the table below. The curriculum is flexible and can be taken at various speeds to fit with student needs. We include three sample schedules: an accelerated, 4+1 schedule which would allow students to complete the MPP along with an undergraduate degree in 5 years (per TCNJ policy, students are allowed to double-count two courses between approved undergraduate and graduate programs), a stand-alone, non-accelerated 2-year MPP for full-time students, and an example 3-year, part-time schedule. The latter path would be particularly attractive to full-time NJ state government employees with access to professional development tuition reimbursement programs and working in Mercer County. We expect a majority of students to pursue the MPP using the 4+1 schedule, but with growth in part-time students as the program develops.

The policy core introduces students to foundational material politics and policy processes, economics, and finance and management concepts central to most MPP programs across the country (Elwood 2008, Hur and Hackbart 2009, Knott 2019). The three-course sequence (PUBG 501, 502, and 503) exposes students to conceptual approaches to understanding and analyzing public policies and places them in context with other factors like political institutions and politics, markets, and government agencies and other organizations tasked with policy implementation.

A major component of the program is the methodology sequence which provides many of the analytical tools necessary for policy researchers. We designed the sequence to build on the high-quality methodology training already offered in TCNJ social science undergraduate programs. Students in the 4+1 path coming from a social science major will likely be exempted from the first methodology class covering standard topics in quantitative social science methods (the logic of comparisons and research designs, basic data analysis and graphing, statistical inference and hypothesis testing, and simple and multiple regression). The next course in the sequence, PUBG 511, expose students to a range of quasi-experimental methods designed to enable researchers to make valid inferences about causal relationships (especially useful and important for impact evaluation analyses). The final required course reviews a wide range of data types and modeling techniques commonly utilized by policy researchers and other social scientists. For students exempted from the first course in the sequence, we will offer a range of methods electives, at least some of which are delivered in partnership with TCNJ's Master of Business Administration program.

Policy-area expertise is delivered in two ways in the curriculum. First, MPP students will take four elective courses. For nearly all full-time students, one of these electives will be PUBG 699 Public Policy Internship which provides practical experience in policymaking, research, and implementation. While not a required course at program launch, we anticipate that a strong internship program connecting MPP students to applied policy work will be a key part of the program, especially for students pursuing the 4+1 degree plan. Practical policy expertise and experience will be necessary to connect students to policy careers in state and local government and in the public and non-profit sectors. We expect to offer the internship class in the summer and during the fall and spring semesters. Currently, the Department has a robust undergraduate internship program connecting students to policy-makers and public affairs professionals in Trenton; we expect to expand our relationships with appropriate internship sites. TCNJ has the advantage of easy access to NJ state agencies and groups lobbying state government. The MPP Director will be largely responsible for developing appropriate internship placements for MPP students, although this responsibility could be delegated to another faculty or staff member as the program grows. Students will choose from a range of electives option for their remaining three courses, giving students substantive exposure to various policy issues areas like health policy, crime and criminal justice policy, and environmental, energy and land use policy. Policy electives allow us to incorporate policy expertise from units across TCNJ's community, including established graduate programs in Public Health and environmental sustainability and land use policy experts in TCNJ's Sustainability Institute. Second, students will complete a two-semester MPP thesis under the supervision of their thesis advisor and committee members. The thesis is the culminating experience in the program and allows students to merge the analytical tools developed in the core curriculum with policy-area knowledge from electives and internship experiences.

MPP Curriculum:

Policy Core	*4 courses (15 credits)* PUBG 501 The Policy Process in Theory and Practice PUBG 502 Public Budgeting & Management PUBG 503 Microeconomics & Public Policy PUBG 696 Thesis (6 credits, 2 semesters)*
Quantitative Methods	*2-3 courses (6-9 credits)* PUBG 510 Quantitative Methods for Policy Research I* (exempted for most 4+1 students) PUBG 511 Program Evaluation and Causal Inference for Policy Analysis PUBG 512 Quantitative Methods for Policy Research II*
Methods Elective	*Choose 1 if Quantitative Methods I is exempted (0-3 credits)* ISTG 650 Machine Learning[+] ISTG 620 Relational Database Systems[+] ISTG 640 Text Mining[+] ISTG 630 Applied Time Series and Forecasting[+] ISTG 660 Geospatial Analysis[+] Qualitative Methods (planned elective) Survey Research (planned elective) Data Cleaning and Management (planned elective) Data Visualization (planned elective)
Policy Electives	*Choose 4 (12 credits)* PUBG 605 Health Politics and Policy PBHG 572 Program Planning and Evaluation in Global Health[+] PBHG 620 Health Economics[+] PUBG 610 Environmental Policy (hybrid with undergraduate) Contemporary Issues in Environmental Sustainability Policy (planned elective) Land Use and Land Use Policy (planned elective)

Energy Policy (planned elective)
Local Government Policy Responses to Climate Change (planned elective)
Crime Policy*
SOC 585 Applied Sociology+ (hybrid with undergraduate)
SOC 517 Sociology of Organizations+ (hybrid with undergraduate)
PUBG 670 Topics in Public Policy*
PUBG 699 Public Policy Internship*
PUBG 695 Policy Research Practicum* (group research)

Total	12 (36 credits)

+ Course is pending approval for use in program; * Course is in development

We are also proposing to package MPP courses as an embedded Certificate in Public Policy for students who (1) are interested in a public policy graduate degree but have not yet decided to pursue the full MPP, (2) want an additional credential prior to completing the MPP, or (3) are in another graduate program and want to supplement that training with a background in public policy. As the program relies on courses already offered for the MPP, the Certificate in Public Policy would not require any additional resources to deliver. We see the rationale for the certificate program as largely similar to what was described in Sections 1 and 4, except that the certificate program is designed for students pursuing training in related fields like public health, education and education administration, and business for whom additional training in public policy and policy-making would be advantageous. Including an embedded graduate certificate program will expand the availability of public policy training across campus.

We propose bundling the three required policy core courses (PUBG 501, 502, and 503) with training in policy analysis (PUBG 511) as required courses in the certificate program. Students would complete the certificate by taking a policy elective which allows them an opportunity to apply the skills and knowledge developed in the required courses in a specific policy area. The policy elective serves as the capstone for the certificate program. Proposed certificate curriculum:

PUBG 501 The Policy Process in Theory and Practice
PUBG 502 Public Budgeting and Management
PUBG 503 Microeconomics & Public Policy
PUBG 511 Program Evaluation and Causal Inference for Policy Analysis
PUBG 605 Health Politics and Policy OR PUBG 610 Environmental Policy (would serve as certificate capstone)

The certificate program can be completed in two semesters of either full-time or part-time study, and students can take it while matriculated in the MPP, as a stand-alone program, or in conjunction with another TCNJ graduate program.

Suggested Course Schedule, Accelerated 4+1 MPP

Year 1

| Fall | Undergraduate courses | *0 graduate credits* |

Spring   2-3 courses   *6-9 graduate credits*
PUBG 501 The Policy Process in Theory and Practice
PUBG 503 Microeconomics & Public Policy
PUBG 511 Program Evaluation and Causal Inference for Policy
Analysis

Summer   1-2 courses   *3-6 graduate credits*
PUBG 699 Public Policy Internship (strongly encouraged)
AND/OR Elective
Thesis proposal (not for credit)

Year 2

Fall   4 courses   *12 graduate credits*
PUBG 502 Public Budgeting and Management
Elective
Elective
PUBG 696 Thesis

Spring   3-4 courses   *9-12 graduate credits*

PUBG 512 Applied Regression and Data Analysis II
Elective
Elective
PUBG 696 Thesis

Alternative Course Schedule, 2-year MPP

Year 1

Fall	3 courses PUBG 510 Applied Regression and Data Analysis I PUBG 502 Public Budgeting and Management Elective	*9 graduate credits*

Spring	3 courses PUBG 501 The Policy Process in Theory and Practice PUBG 503 Microeconomics & Public Policy PUBG 511 Program Evaluation and Causal Inference for Policy Analysis	*9 graduate credits*

Summer	0-1 courses PUBG 699 Public Policy Internship (strongly encouraged) OR Elective Thesis proposal (not for credit)	*0-3 graduate credits*

Year 2

Fall	3 courses Elective Elective PUBG 696 Thesis	*9 graduate credits*

Spring	2-3 courses PUBG 512 Applied Regression and Data Analysis II Elective PUBG 696 Thesis	*6-9 graduate credits*

Alternative Course Schedule, 3-year, part-time MPP

Year 1

| Fall | 2 courses
PUBG 510 Applied Regression and Data Analysis I
Elective | *6 graduate credits* |

| Spring | 3 courses
PUBG 501 The Policy Process in Theory and Practice
PUBG 503 Microeconomics & Public Policy | *6 graduate credits* |

Year 2

| Fall | 2 courses
PUBG 502 Public Budgeting and Management
Elective | *6 graduate credits* |

| Spring | 2 courses

PUBG 511 Program Evaluation and Causal Inference for
Policy Analysis
Elective | *6 graduate credits* |

| Summer | 0 courses
Thesis proposal (not for credit) | *0 graduate credits* |

Year 3

| Fall | 2 courses
Elective
PUBG 696 Thesis | *6 graduate credits* |

| Spring | 2 courses
PUBG 512 Applied Regression and Data Analysis II
PUBG 696 Thesis | *6 graduate credits* |

8. Conclusion

The proposed Master of Public Policy (MPP) and embedded Certificate in Public Policy support the mission of the College and provide an opportunity for strategic growth. As outlined in the program proposal, the MPP builds on the strengths of the undergraduate program in Department of Political Science, including rigorous methodological training, faculty mentorship, and engaged learning through research. The MPP can be developed as a "4+1", stand-alone 2-year, and part-time degree paths, as well as a graduate certificate program. Leveraging TCNJ's physical location near Trenton, the MPP provides an opportunity for the College to foster a stronger connection with the New Jersey state government and non-profit organizations in the capital city and serve the broader community surrounding TCNJ.

The MPP meets both labor market demand and student interest. The public policy job market is projected to grow, with an increased demand for workers trained in public policy analysis and research methods. Moreover, the current student survey demonstrates student interest for graduate training in public policy. TCNJ is poised to provide graduate training that will attract new students to The College, build on research and teaching expertise in the political science faculty, and equip graduates with the necessary skills for fulfilling careers in the public, private, and nonprofit sector.

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Appendix A. Participating Faculty

Diane Bates, PhD, Professor of Sociology

Patricia Becker, PhD, Assistant Professor of Criminology

Elizabeth Borland, Professor of Sociology

Daniel Bowen, PhD, Associate Professor of Political Science

Sarah Chartock, PhD, Associate Professor of Political Science

Alex Garlick, PhD, Assistant Professor of Political Science

J. Lynn Gazley, PhD, Associate Professor of Sociology

Margaret Leigey, PhD, Professor of Criminology

David Mazeika, PhD, Associate Professor of Criminology

Michael Mitchell, ABD, Assistant Professor of African American Studies and Criminology

Trevor O'Grady, PhD, Associate Professor of Economics

Brian Potter, PhD, Associate Professor of Political Science

Miriam Shakow, PhD, Professor of Anthropology

Cadence Willse, PhD, Assistant Professor, Department of Political Science

Appendix B. Core Course Descriptions

PUBG 501 The Policy Process in Theory and Practice

This course introduces graduate students to the study of public policy and pays particular attention to the policy process: where do public policies come from? Why are policies adopted when and where they are? We will be reading and discussing some of the central works in the field of public policy as well as contemporary works illustrating various theoretical approaches to the study of policy-making. In doing so, we will get a taste of public policy research across a range of policy areas. PUBG 501 is a required course in the Master of Public Policy (MPP) degree program.

PUBG 502 Public Budgeting and Management

This course provides students with the political, theoretical, and practical tools to understand public budgeting and management in U.S. public policy. The budget defines and prioritizes the policy agenda, allocates scarce public resources, and distributes the burden of paying for public goods and services. The course is divided into four sections. The first section examines the role and size of the public sector, outlining the economic rationale for public sector interventions. The second section details the budgeting process, examining how fiscal federalism and fiscal decentralization impacts policy in the United States. Next, the course focuses on empirical tools for public budgeting and management, including a brief overview of budget forecasting, cost-benefit analysis and policy and program evaluation. We conclude by reflecting on public resource mobilization and the politics of taxation. As part of the core sequence for the MPP at TCNJ, the class focuses on public budgeting structures, methodology, and practice. Students who take this class leave with an understanding of the important political role of the budget in defining and setting the policy agenda, as well as empirical tools and experience managing a budget.

PUBG 503 Microeconomics and Public Policy

This course covers the principles of microeconomics and how they can be put to use to make more informed public policy decisions. The early parts of the course will cover the fundamentals of supply and demand analysis, a tool that relies on a remarkably small set of concepts. Mastery of these concepts will provide you with a wealth of insight into understanding and predicting the effects of policies. You will investigate the concept of economic efficiency in depth including the conditions under which markets are expected to be efficient and when policy can likely improve efficiency. We will also explore and debate the role of economic efficiency as a normative goal for public policy decisions. In addition to learning concepts, you will develop concrete skills like how to conduct a basic cost-benefit analysis in a realistic policy setting and how to incorporate uncertainty into your analyses.

PUBG 510 Quantitative Methods for Policy Research I (course in development)

The course introduces graduate students to foundational concepts of research design, statistical inference and data analysis common in quantitative studies of public policies. The course takes an applied approach to methodology training: students will conduct their own quantitative policy analysis project while learning the conceptual material. Topics include the fundamentals of research design, statistical inference, hypothesis testing, data visualization, cleaning and management, correlation, among others. Substantial time will be devoted to linear regression and model building. PUBG 510 is a required course in the Master of Public Policy (MPP) degree program but may be exempted for students.

PUBG 511 Program Evaluation and Causal Inference for Policy Analysis

Program evaluation is fundamentally about understanding causal relationships between policy interventions and society. The purpose of this class is to prepare graduate students to conduct rigorous program evaluations using a range of quantitative statistical tools designed to make valid causal inferences. Students will grow in their ability to analyze cause-and-effect relationships and better understand the role of evidence and analysis in designing, evaluating, and reforming public policies. PUBG 511 is a required course in the Master of Public Policy (MPP) degree program.

PUBG 512 Quantitative Methods for Policy Research II (course in development)

Policy-relevant data come in many varieties. This course exposes graduate students to a range of statistical models used by social scientists to address the complexity of real-world data, including maximum likelihood estimation (MLE) and regression with discrete dependent variables, time series, multilevel data structures, and event history analysis. The focus of the class is on when to use various modeling strategies and model interpretation. Utilizing these methods, students will complete a policy analysis paper. PUBG 512 is a required course in the Master of Public Policy (MPP) degree program.

PUBG 605 Health Politics and Policy

This course tracks the development and inner workings of the American health care system. It starts by charting how the national and state governments designed the health care market. It then shows citizens, public officials and players in the health care industry continue to shape the policy sector to explain the glaring contradictions of American health care. For example, the US is a global leader in medical innovation, but lags behind peer countries in controlling the cost of medical care or making it available to citizens.

PUBG 610 Environmental Policy

Society's ability to address environmental issues depends on the policy choices chosen by different governing institutions. What environmental issues demand government attention, how do governments and bureaucracies approach them, and with what degree of success? The course offers models of the policy process and tools of environmental policymaking as practiced in the United States and other countries. Later sections apply these concepts in different assignments and environmental issues. With a focus on environmental issues, the course offers analytical tools and case studies to understand the making of public policy.

PUBG 699 Public Policy Internship (course in development)

This course is designed to help students integrate theory and ethics into their practical work experience in public policy. In addition to their experience at their internship placement, students will work with their colleagues and their faculty advisor to gain an appreciation of the approaches for responsive decision-making and ethical leadership in public governance. The course breaks into three key segments. The first session focuses on broad themes, discussing ethics, bias, leadership, and persuasion. The second (third, and fourth) session applies these themes to complex current issues with guest speakers. In the final session, students are invited to reflect on challenges they have encountered in their work experience over the course of the semester in the internship portfolio project. PUBG 699 is a key component in the Master of Public Policy (MPP) and is designed for graduate students or undergraduate students in the combined "4+1" MPP.

Appendix C. Enrollment and Budget Projections

Year	4+1 Entering Cohort	Incoming Part-time Students	Total Students	Tuition Revenue	Projected Costs	Net Revenue
1	8	0	8	$0	$62,560	$-62,500
2	10	0	18	179,457	195,620	-16,163
3	12	0	22	224,321	195,620	28,701
4	15	2	29	289,125	207,140	81,985
5	18	3	36	386,331	311,400	74,931
6	18	5	46	503,477	311,400	192,077
7	18	7	51	553,326	322,920	230,406
8	18	8	56	603,175	322,920	280,255
9	18	9	60	643,055	322,920	320,135

Budget assumptions:
1. 4+1 students will pursue accelerated schedule, with 3 graduate courses taken as undergraduate students and therefore providing no revenue in first year. Projected revenue is based on three credits of summer tuition and 12 credits per semester during the graduate year.
2. Incoming part-time students are assumed to take three years to complete the program, with six credits completed per semester and no winter or summer courses.
3. In-state tuition is used based on 2021-2022 graduate student tuition rates.
4. Costs include program coordinator release time, graduate assistantship, annual budget, full-time faculty lines (salary and fringe benefits estimated to be $115,780 for a clinical professor or tenure-track assistant professor), and adjunct instruction. Faculty timeline:

Year	New Tenure-Track Faculty	New Clinical/ Lecturer	New Adjunct
1	0	0	3
2	0	1	6
3	0	1	6
4	1	0	8
5	1	1	6
6	1	1	6
7	2	0	8
8	2	0	8
9	2	0	8

Appendix D. Letters of Support (attached)

1. TCNJ Sustainability Institute
2. TCNJ MBA Program

To: Dan Bowen
From: Randall Solomon, Director of the Sustainability Institute at TCNJ
Re: Support for the Creation of an MPP program
Date: November 23, 2021

Please accept this letter of support for the creation of a Masters of Public Policy program at TCNJ.

As director of the Sustainability Institute at TCNJ I have personal experience with the value of the MPP degree to students, to educational institutions, to the cause of interdisciplinary research, and to society at large. I have a Master of Science in Public Policy degree and it was instrumental in building my career and shaping how I approach societal problems and solutions.

The Sustainability Institute implements high level applied research and technical assistance programs for federal, state and local government on a range of issues including public health, climate change and energy, natural resources management, land use planning, public education, utilizing data in public making, and environmental policy generally. Sustainability is a popular subject of study and career choice for students and young professionals. I believe the presence of SI@TCNJ will be an asset to recruiting and training MPP students. I also believe an MPP program will strengthen SI@TCNJ.

The Sustainability Institute employs 20 full-time staff with a range of degrees and educational backgrounds. As a hiring manager I strongly prefer MPP students because of their practical skills in statistics, analysis, research and writing.

SI@TCNJ typically employs 4-5 TCNJ interns and student workers during the school year. While I find the quality of TCNJ students to be above average, their lack of policy training is a detriment. As a result we recruit students for many of our more specialized internship opportunities from a national pool that typically includes MBA, MCRP and MPP students. We look forward to being able to work with TCNJ students that have a stronger social sciences and policy foundation and this may result in SI@TCNJ hiring even more students internally.

I look forward to supporting the success of an MPP program by providing students with opportunities for coveted internships and high level applied research work. I also anticipate that SI@TCNJ staff will prove valuable in the classroom as guest lecturers and potentially adjunct faculty.

TCNJ MBA

To Whom It May Concern:

As TCNJ continues to have the goal of growing graduate programs, it becomes increasingly important for individual graduate programs to work together in programming and sharing of courses when at all possible.

Currently, the Business Analytics specialization under the MBA program has the ability to include additional students who are not enrolled in the MBA program. Allowing students in the proposed MPP degree program to take business analytics courses will not only assist with the MPP curriculum development but ensure class capacity is met for business analytics courses as well.

Please feel free to reach out to the School of Business with any questions and/or concerns as it relates to the ability for future MPP students to take business analytics courses as part of their curriculum.

Best,

Chanelle Lester, JD
MBA Director
TCNJ – School of Business