



**A&S FACULTY MEETING**

**March 20, 2014**

**Agenda**

**Galloway Room  
12:30 to 1:45PM**

- I. Call to Order**
- II. Approval of Minutes from 12/11/13 and 1/23/14**
- III. Announcements/Questions from the Floor**
- IV. Reports**
  - Academic Affairs (Claire Strom)**
  - Finance and Services (Hoyt Edge)**
  - Professional Standards (Julian Chambliss)**
  - Student Life (Yusheng Yao)**
- VI. New Business**
  - Elections. Nominations will also be taken from the floor.**  
**(see Attachment 1)**
  - Honors Degree Program revisions (AAC) (Ryan Musgrave and Claire Strom)**  
**(see Attachment 2)**
  - New Major in Public Policy (AAC) (Don Davison, Phil Kozel, and Kenna Taylor)**  
**(see Attachment 3)**
- VI. Adjournment**



**A&S FACULTY MEETING**

**March 20, 2014**

**Minutes**

**Approved**

**PRESENT**

---

Allen, Barry S; Almond, Josh; Alon, Anna; Altobellis, Angelina M; Anderson, Mark S; Barnes, Missy; Boles, Bill; Boniface, Dexter; Boulanger, Michele; Brandon, Wendy W; Carnahan, Sharon L; Carrington, Julie R; Chambliss, Julian; Charles, David; Cheng, Martha; Cody-Rapport, Lisa; Cook, Tom; Crozier, Daniel G; D'Amato, Mario A; Davidson, Alice J; Davison, Donald L; Davison, Joan D; Dennis, Kimberly L; Edge, Hoyt L; Fetscherin, Marc; French, Todd E; Fuse, Christopher R; Griffin, Kevin E; Habgood, Laurel G; Harwell, Jonathan H; Jones, Jill; Kistler, Ashley; Klemann, Steve; Kodzi, Emmanuel; Kozel, Philip M; Lackman, Susan C; Lauer, Carol; Lewin, Richard A; Lines, Lee; Luchner, Andrew F; Mays, Dorothy A; Mesavage, Matilde; Miller, Jonathan; Miller, Robert W; Mobley, Jen-Scott; Murdaugh, Anne E; Musgrave, Ryan; Newcomb, Rachel C; Norsworthy, Kathryn; O'Sullivan, Maurice; Ouellette, Thomas; Peng, Zhaochang; Queen, Jennifer; Reich, Paul D; Riley, Kasandra J; Rock, Charlie; Ruiz, Maria R; Sardy, Marc J; Seitzer, Jennifer; St. John, Steven J; Stephenson, Bruce; Strom, Claire M; Sutherland, Katie; Tatari, Eren; Taylor, Ken; Tillmann, Lisa; Vander Poppen, Robert E; Vidovic, Martina; Vitray, Rick; Voicu, Anca M; Walsh, Susan J; Yao, Yusheng; Yellen, Jay; Zhang, Wenxian; Gallagher, Erin

**CALL TO ORDER**

---

The A&S faculty meeting was called to order at 12:37PM by President Carol Lauer

**APPROVAL OF MINUTES FROM 12/11/13 AND 1/23/14**

---

The minutes for both meetings were approved unanimously.

**ANNOUNCEMENTS + QUESTIONS FROM THE FLOOR**

---

Maurice "Socky" O'Sullivan asked for clarification regarding a recent note from the Rollins Treasurer outlining a "Rollins rate" of "about \$189.00 per night" at the Alford Inn. Because academics are notoriously "both poor and cheap," O'Sullivan said, he doubted that Rollins professors would be able to hold conferences at the new Inn.

Mario D'Amato sought clarification regarding the administration's charge that each unit of the College submit budgets with 3% and 6% cost reductions. D'Amato asked for definitions of "a unit"—"is it a[n academic] department?"—and "a unit head." Hoyt Edge said that he understood that academic departments were *not* units, that, for example, "Arts and Sciences is a unit." Dean of Faculty Bob Smither said that he had sought the 3% and 6% models from all academic departments, that he expected that no individual department would be adversely affected. Smither said that the 3% and 6% cuts represent "just a gross amount;" that cuts will not be determined "line by line."

Jonathan Miller (Olin Library) said that he was asked to offer budget models with 3% and 6%. Miller said that the library's cuts were "for goods and services *and* personnel." Pat Schoknecht (Chief Information Officer) said that Miller's characterization was

“accurate.”

Matilde Mesavage expressed confusion: “So, is it 3% or is it 6%?” Edge explained that individual units were asked to present both models.

Josh Almond questioned the expenditure of money on “a raging faculty bash” in the current economic climate at Rollins.

## REPORTS

### **ACADEMIC AFFAIRS (CLAIRE STROM)**

---

Strom invited faculty input as the Academic Affairs Committee considers “several proposals” for a reimagining of Maymester, particularly as it aligns (and does not align) with the Neighborhood general education model, and as a source of revenue for the College.

### **FINANCE AND SERVICES (HOYT EDGE)**

---

Edge reported that at the request of the Executive Committee, the Finance and Services Committee (F&S Committee) discussed at its last meeting a document that listed several values to which Rollins is committed and some suggestions for budget cuts. Edge pointed out that many of the cuts proposed by F&S had already been suggested by the Executive Committee. Edge said that the F&S members concluded that the scope of the document was too complex to finish and present to the faculty at this meeting. Going forward, Edge reported that the F&S members urged the faculty to do two things:

1. *Given that all unit heads had to get their recommendations for 3% and 6% cuts to the respective Vice-Presidents on March 14, the committee should focus on working on a document that looks beyond next year, and*
2. *We should focus on the colloquium on the sustainability of the present budget model, which takes place tomorrow, March 21, at 3:30PM in SunTrust Auditorium.*

### **PROFESSIONAL STANDARDS (JULIAN CHAMBLISS)**

---

Chambliss reported that Professional Standards Committee (PSC) recently completed the approval process for the 2014 Faculty/Student Summer Research Grants. Chambliss said that the PSC continues its “ongoing investigation” of the Course Instructor Evaluations (CIEs) and is currently reviewing “over fifty” Faculty Instructional Technology Integration (FITI) grant applications.

### **STUDENT LIFE (YUSHENG YAO)**

---

Yao reported that the most recent Student Life Committee (SLC) meeting was canceled to accommodate this week’s RCC faculty training meeting. Yao said that Mamta Accapadi, the College's new Vice President for Student Affairs, “has been working with a team on the core values for Rollins students. A representative from the team will come to report at the next SLC meeting. Yao said that the SLC is finalizing the application

process for Scholarship for High Impact Projects (SHIP) grants – including for academic and co-curricular conferences – and that the committee has begun a discussion of the College’s alcohol policy.

## NEW BUSINESS

### ELECTIONS

---

N.B. While Lauer interspersed throughout the meeting the elections for new standing committee members, I have listed all of the results here. All candidates’ names, including names of candidates nominated from the floor, are listed. Winners are highlighted.

Before the first election, Joan Davison rose to ask if serving on the CPS Curriculum Committee would “count as service” when faculty are evaluated for tenure and promotion. Davison said she imagined that the answer to this question would be of particular interest “to the junior faculty” and posited that uncertainty surrounding this question may explain why no faculty members had placed their names on the ballot for this committee. Lauer said that she “imagined” the service “would count” and called on the incoming Chair of the Faculty Evaluation Committee (FEC), Sharon Carnahan, for clarification. Carnahan said that individual departments determine how service is evaluated; that faculty should seek guidance from departmental colleagues regarding specific guidelines for service; and that Chairs of Candidate Evaluation Committees (CECs) should specifically spell out departmental guidelines regarding suitable service in tenure and promotion letters submitted to the FEC and the Dean of Faculty.

#### **AAC (2 at-large positions)**

Jennifer Seitzer (Computer Science)

Kasandra Riley (Chemistry)

Anca Voicu (Economics)

Jonathan H. Harwell (Olin Library)

Jill Jones (English)

#### **PSC (2 at-large positions)**

Anne Murdaugh (Physics)

Eren Tatari (Political Science)

Kasandra Riley (Chemistry)

Michèle Boulanger's (International Business)

Angelina Altobellis (Olin Library)

#### **SLC (3 at-large positions)**

Missy Barnes (Theatre/Dance)

Andrew Luchner (Psychology)

Derrick A. Paladino (Graduate Studies in Counseling)

Eren Tatari (Political Science)

Jonathan H. Harwell (Olin Library)

Emmanuel Kodzi (International Business)

**F&S (2 at-large positions)**

Richard Lewin (International Business)

Charlie Rock (Economics)

Michèle Boulanger's (International Business)

**CPS Curriculum Committee (1 at-large position)**

Jennifer Seitzer (Math and Computer Science)

Don Davison moved that Seitzer be voted to the CPS Curriculum Committee by acclamation; the faculty unanimously approved.

**HONORS DEGREE PROGRAM REVISIONS (RYAN MUSGRAVE)**

---

Musgrave characterized her proposal for changes to the Honors Program curriculum (see Attachment 2) as “minimalist” and “straight forward, simple and clear,” and she reported that the proposal had garnered “full AAC approval” and the support of the Executive Committee (EC). Musgrave outlined three changes in her proposal:

1. Students enrolled in the Honors Program would not be required to take general education courses
2. Students who withdraw or are dismissed from the Honors Program will receive a letter outlining which general education requirements are and are not accomplished, similar to the system used for transfer students
3. With consent from the Honors faculty, non-Honors Program students will be allowed to register for select courses in the Honors Program

Musgrave said that “the Honors Advisory Council has been hard at work” for much of the current academic year crafting these “mostly soft changes” to the program. Musgrave said that changes to the Honors Program curriculum needed to be vetted and approved by the full Arts and Sciences (A&S) faculty.

Joan Davison expressed concern that the new policy “totally replace[s] the Neighborhood [new general education]” model and questioned the decision to offer “an Honors degree at a liberal arts college” with “no requirements in certain disciplines.” Musgrave explained that the Honors Advisory Council meets to make certain that “[academic] divisions are evenly and fully represented: “there is a method to what might look like madness,” Musgrave said. Davison said that her reading of the proposed curriculum would conceivably allow a student “to get through without the Arts and Humanities, without the Social Sciences, without Natural Sciences.” Lauer agreed and Davison pointed out that it would be possible for Honors students “to avoid major divisions” and that this was at odds with “even the most broad definition of the liberal arts.”

Musgrave said that students could, in fact, avoid certain academic divisions—but only “within one [academic] year, *not* multiple years” of the Honors Program. Musgrave said

that she understood Davison and Lauer's concern and would accept as a friendly amendment to her proposal the assurance that "divisional spread" would be achieved.

Susan Walsh applauded as "great" the opening up to non-Honors students certain Honors courses from which they had heretofore been excluded. Walsh asked if students who were denied admittance to classes would be provided "[a] clear rationale" for the decision. Musgrave said this would be explicit.

Rick Vitray asked if Musgrave was worried that "too many people [non-Honors students]" would enroll in Honors courses under the new policy; Musgrave responded that she did not anticipate "a huge influx" of such students.

Jill Jones asked if the policy of opening up certain Honors courses to non-Honors students would be "reciprocal;" if Honors students would be allowed to take certain courses outside of the Honors program. Musgrave said that non-Honors courses could be taken "as an elective" course but would not fulfill requirements specific to the Honors Program.

Mark Anderson rose to point out that the proposed procedure for withdrawing from the Honors program was "the exact same mechanism" that will be required for students who move "from one Neighborhood to the next." Strom agreed, saying that students "will be able to transfer [out of one Neighborhood and into another]" only "after [completing] their first course."

Don Davison asked, "A theme unites each Neighborhood. What will unite the Honors Program?" Musgrave offered "Great Conversations" as an example of a unifying theme for which prospective students had expressed "tremendous interest." Davison asked, "So, does one cohort [of Honors students] move through the entire Honors Program under a single, unifying theme?" Musgrave responded that the Honors program "never had a theme before" and Davison said, "I think the answer is no."

Rick Vitray called the question and the faculty voted; Lauer deemed that more than a 2/3 majority of the faculty had so voted. Musgrave asked for a vote on her proposal, with the addition of the "divisional assurance" friendly amendment. The proposal passed.

---

#### **NEW MAJOR IN PUBLIC POLICY (DON DAVISON, PHIL KOZEL AND KENNA TAYLOR)**

This item (see Attachment 3) was continued to a subsequent A&S faculty meeting, date to be determined.

---

#### **ADJOURNMENT**

Lauer adjourned the meeting at 1:47PM

**AMMENDMENT 1**

**STANDING COMMITTEES BALLOT  
MARCH 2014**

**AAC (2 at-large positions)**

Jennifer Seitzer (Computer Science)  
Kasandra Riley (Chemistry)  
Anca Voicu (Economics)  
Jonathan H. Harwell (Olin Library)  
Jill Jones (English)

**PSC (2 at-large positions)**

Anne Murdaugh (Physics)

**SLC (3 at-large positions)**

Missy Barnes (Theatre/Dance)  
Andrew Luchner (Psychology)  
Derrick A. Paladino (Graduate Studies in Counseling)  
Eren Tatari (Political Science)

**F&S (2 at-large positions)**

Richard Lewin (INB)

**CPS Curriculum Committee (1 at-large position)**

Jennifer Seitzer

## **AMMENDMENT 2**

**From: Dr. Ryan Musgrave, HDP Director**

**& HDP Advisory Council: Dr. Dan Crozier** (Expressive Arts)

**Dr. Denise Cummings** (Humanities)

**Dr. Chris Fuse** (Natural Sciences)

**Dr. Rachel Newcomb** (Social Sciences)

**Re: policy clarification on interface between HDP and new rFLA**

---

policy clarification re:

interface between Honors Degree Program (HDP) for separate degree of *Artium Baccalaureus Honoris* and new rFLA General Education program

### **POLICY FOR ADOPTION (with unanimous AAC support)**

- (1) Rollins HDP students will not be required to fulfill rFLA neighborhood courses.
- (2) If a student leaves the HDP, having fulfilled part of their GenEd curriculum via HDP, but not the full amount: to figure what remainder of GenEd neighborhood courses they must complete, they will follow the same policy under rFLA as transfer students who come in. (See “rationales” for specific policy.)
- (3) Non-HDP students will be (newly) welcome to take, for credit, the 2 Honors “topics” courses that run in the HDP curriculum: HON 202 (1<sup>st</sup>-year colloquia: cultures + civilization topics, 2 sections offered each spring) or HON 301 (2<sup>nd</sup>-yr colloquia: sciences topics, 2 sections offered each fall) for elective credit. Required: a request by the interested student; approval of course instructor(s) and HDP Advisory Council, in consult with the faculty Advisor of the student.

### **RATIONALES**

- (1) Given that Rollins HDP students currently fulfill their General Education curriculum via their HON courses (curriculum of 5 interdisciplinary courses + Senior thesis), they will not be required beyond this to also fulfill rFLA neighborhood courses. Doing so would unnecessarily duplicate their GenEd requirements. HDP students will continue to normally complete all other competencies (writing, language, math), as they currently do, separately from the HDP curriculum.
- (2) Currently, if a student leaves the HDP, (s)he is responsible for completing the remainder of unmet GenEd letters/courses. This is now determined by the Dean’s office on an individualized basis; the student is notified of the adjusted GenEd requirements so they can plan accordingly. With rFLA in place, using the policy created for placing transfer students seems a simple, clear mechanism for also handling the few students who withdraw or are dismissed from the HDP. The rFLA policy on transfers is this: the program will assess for each student



whether (s)he should (a)start fresh and complete the full rFLA neighborhood curriculum; or (b) complete an abbreviated version of the neighborhood curriculum; or (c) do not need to complete any further rFLA courses.

- (3) To help the HDP exist as less of a “gated” program, and to welcome fresh ideas/viewpoints within the Honors cohort classes, allowing interested students to request “in” to some of the Honors courses seems useful for all. Since 3 of the 5 required HDP courses have a specific cohort-building function (HON 201-RCC; HON 302-Research Methods; HON 490: Darrah Senior Synoptic/Capstone), the HDP Advisory Council identified the 2 remaining “topical” courses in the HDP sequence - HON 202 (1<sup>st</sup> year colloquia: Cultures + Civilizations) and HON 301 (2<sup>nd</sup>-yr colloquia: Sciences) - as the most suitable courses into which we can easily welcome non-HDP students. While we do not anticipate a huge surge of students interested in this, both the openness of such a policy and the advantages to any Rollins students overall seems an improvement.

---

**Reminder of HDP required curriculum for degree *Artium Baccalaureus Honoris*, 5 + thesis + presentation:**

**HON 201-** RCC

**HON 202-** 1<sup>st</sup> Yr. Colloquium, Cultures + Civilizations

**HON 301-** 2<sup>nd</sup> Yr. Colloquium, Sciences

**HON 302-** Research Methods

**HON 490:** Darrah Sr. Synoptic

**+ 2-term Honors thesis project, + end-of-Senior-year Presentation of research to general audience**

---

**Other timely developments in HDPprogram, running parallel to rFLA**

- **HDP, the model for rFLA.** As a GenEd delivery system of related interdisciplinary courses, rFLA was itself consciously modeled on the HDP "5 + thesis" curriculum structure. This underscores the fact that the two programs achieve the same goal (GenEd delivery) for different Rollins constituents; requiring any group of students to do both would be an undue burden.
- **HDP recent updates, some built to streamline with rFLA.** Three faculty members have been well-positioned over the past 2 years to help HDP interface productively with the new rFLA. Musgrave, Newcomb, and Fuse have worked as a “bridge,” serving both on the HDP Advisory Council and on the rFLA committee during this time. We have been able to update the HDP in ways that help streamline it with rFLA, as both programs run parallel to deliver GenEd curriculum to their respective groups:

- HDP update: 2 HDP courses (4 sections) now open to any non-HDP students who might want to take them for credit, with permission of faculty member teaching the course (makes HDP less gated)
- HDP update: assessment of LEAP learning outcomes that are appropriate for developmental steps of each HDP course; parallels rFLA (Dr. James Zimmerman assisted building assessment plan for both)
- HDP update: newly-adopted portfolios (in addition to thesis), parallel to rFLA
- HDP update: Faculty teaching HDP courses are strongly encouraged to attend faculty course development workshops run for rFLA faculty
- HDP update: newly-adopted theme “Honors: Great Conversations” helps better identify it as a parallel, cohesive, GenEd curriculum. **(HDP OPEN COLLOQUIUM FRI., FEB. 21, French House Lounge)**
- **HDP broad mission & program autonomy.** The main task of rFLA is the delivery of a robust GenEd curriculum; HDP shares this task for Honors students, but is also tasked to oversee, update, and implement policies/procedures in the HDP Handbook. As such, rFLA and HDP operate in parallel fashion to each deliver GenEd curricula: but HDP also attends to these other responsibilities for the Rollins Honors student cohort.
  - (a) upholding the minimum 3.33 GPA requirement
  - (b) probations, dismissals, and new invitations to the HDP
  - (c) programming for the 100+ Honors student cohort as a whole, and programming
    - specific to each year cohort of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> year students
  - (d) assisting HDP Juniors to prepare their Sr-year-thesis-plan, and HDP Seniors with their Sr. thesis work and eventual defense
  - (e) organizing the depositing of Sr. theses with Olin Library
  - (e) organizing Senior presentations of discipline-specific thesis projects to layperson audience
  - (f) new HDP aims that have evolved:
    - assisting the Office of External & Competitive Scholarships to facilitate
      - the high percentage of HDP students processing scholarship applications
    - assisting HDP students in networking with Rollins HDP alumni

Respectfully Submitted,

Dr. Ryan Musgrave & HDP Advisory Council: Dr. Dan Crozier, Dr. Denise Cummings, Dr. Chris Fuse, Dr. Rachel Newcomb

### **AMMENDMENT 3**

February 20, 2014  
Academic Affairs Committee  
College of Arts and Sciences

Dear Members:

Please find attached a proposal to create a new major in Public Policy and Political Economy. The proposed major is jointly sponsored by the Economics and Political Science departments. We believe an interdisciplinary major in public policy offers students a unique opportunity to combine multiple disciplines in the liberal arts while simultaneously providing important skills desired by graduate and professional programs or employers.

An interdisciplinary major in public policy and political economy is consistent with the liberal arts and sciences. In addition to the important substantive content delivered in the courses it enhances students' critical thinking and analytical skills. Programs in public policy and political economy are deeply rooted in the liberal arts traditions. One of the nation's oldest programs in political economy was created by Williams College in 1946. Elite liberal arts institutions including Carleton, Grinnell, and Gettysburg offer similar majors. And peer institutions such as Elon offer a major in policy studies; last year, Rhodes College adopted a new major in public policy and political economy. Also it is important to note that other elite, mid-sized private universities such as Stanford, Washington University in St. Louis, and Johns Hopkins University offer both undergraduate and graduate degrees in public policy and political economy.

We believe an interdisciplinary major in public policy and political economy offers our students an important choice. Several political science students have pursued graduate degrees in public policy. Amir Sadeh ('2014) will attend the London School of Economics and Political Science pursuing an MA in social policy and planning. David Bagby ('06) and Josh Benesh ('07) each earned the MA in social welfare policy from Cambridge, and Greg Willits ('10) is currently working on a joint masters of Public Policy/MBA program at the University of Maryland.

A degree in public policy and political economy is attractive to a diverse array of employers. All levels of government desire students with policy and methodological training—skills embedded in the major. Private consulting, polling, and research think tanks are attracted to students with this training. For instance, Steve Leopoldo ('2004) pursued a graduate degree in policy and methodology after graduating from Rollins. He works for a private polling firm in Illinois. Travis Clinger ('2012) does marketing and policy research in the health care field. Jessica Woolard ('04) earned a masters degree from McGill University specializing in health policy, and Brenda Taylor ('06) was given a full scholarship to Arizona State for graduate work specializing in Native American

policy/law and Tax policy/law in special post JD program. Also, nonprofit organizations utilize graduates from the variety of graduate programs that intersect with the issues that affect their operations (tax policy, government contracting, etc.). Simply put, the major should be attractive both to current and prospective students.

The proposed interdisciplinary major requires 14 courses—similar to the International Relations major and fewer courses than International Business. There are no hidden pre-requisites unlike other interdisciplinary programs. All courses can be taught by existing faculty; the major requires no new faculty lines or resources. In fact, we believe this program is illustrative of working smarter with existing resources.

We acknowledge that should this new major be approved by the faculty an appropriate assessment methodology must be adopted. The faculty have discussed various assessment mechanisms and favor using a student portfolio strategy with external review. This approach is similar to the assessment strategy used by the Political Science department. Students are required to maintain a portfolio of papers and assignments that reflect the department's learning goals. The portfolios are then sent to faculty at other institutions for review.

The chairs of the departments contributing elective courses have been consulted and are supportive of the major. The major will be administered by a single director rotating between Political Science and Economics. Ideally, each director will serve a 2-3 year term in order to provide continuity. New course contributions from other faculty should be sent to the director of the Public Policy and Political Economy (PPPE) major. The Director will convene a committee of faculty to evaluate the proposed course. At this time, we do not envision a minor in PPPE because of the structured core.

We hope the Academic Affairs Committee finds a major in Public Policy and Political Economy to be meritorious. Please let us know if you wish additional information.

Respectfully submitted,

Donald Davison  
Chair, Department of Political Sciences

Philip Kozel  
Chair, Department of Economics

**Major in Public Policy and Political Economy**  
**Conceptual Framework**  
**Revised 3/10/14**

**Major in Public Policy and Political Economy at Rollins College (14 Courses)**

**Program Overview**

The interdisciplinary program in Public Policy and Political Economy studies substantive and theoretical ways in which economics and political science combine to shape public policies in various countries. Students in the major will become familiar with the theoretical approaches that political science and economics use to study and solve problems that can then be employed to frame and understand public policy issues. Public policy issues will be addressed within an individual and social values context by considering questions such as what is of value to society and its citizens? How best can those values be achieved? What tradeoffs are required when pursuing those societal values?

The program has the following educational goals:

- Often public problems exhibit recurring structures that inhibit their resolution through the political process. Students will understand the conditions that encourage and discourage effective human social and political cooperation including theories of collective action and organizational behavior.
- Students will acquire a framework for formulating and evaluating appropriate normative objectives, including liberty, social justice, social responsibility, efficiency, and other social values integrated in moral and political philosophies.
- Students will learn the analytical tools used to evaluate public policies and programs in terms of their efficacy in achieving given social objectives.
- Students will apply the principles and skills from the public policy major to research and propose practical solutions to decision-making problems in the real world.

Students majoring in Public Policy and Political Economy will acquire the analytical and practical skills that will prepare them for careers in business, law, or the public and/or private sector. Typical avenues after graduation will be to earn a Masters degree in Public Policy, Urban or Regional Planning; earn a J.D. degree, or an MBA; or work in the

public or private sector, and enter politics. Students can also pursue graduate programs in economics or political science.

**I. Foundation/Core Areas (8 required courses)**

**A. Analytical Foundation for Policy and Political Economy (5 courses)**

**Topics would include:**

- 1. importance of implementation process/actors in policy making**
- 2. political institutions and processes**
- 3. political and economic thought**
- 4. nexus between public and private sector**
- 5. political and economic values**

**Courses:** POL/ECO 119 Contemporary Issues in Public Policy and Economics\*  
POL 160 Introduction to American Politics  
ECO 202 Economics in Historical Perspective  
ECO 203 Principles of Micro- and Macroeconomics  
POL 363 American Public Policy

**B. Methodological requirement (1 course)**

**Topics would include:**

- 1. statistics/data analysis**
- 2. models/approaches to understanding policy problems**
- 3. economics and political science background**

**Courses:** ECO 221 Statistics for Economics  
POL 240 Public Policy Analysis

**C. Citizenship and Responsibility (2 courses)**

**Topics would include:**

- 1. ethical bases for public actions and decision making**
- 2. social responsibilities of individuals and organizations**

**Courses:** POL 120 Problems in Political Thought  
POL 227 Ethics and Public Policy  
POL 391 Modern Political Theory  
POL 316 Applied Political Ethics

## ECO 204 Alternative Economic Perspectives

### II. Substantive Policy Areas [Five (5) Electives]

At least two electives from two different departments

#### 1. Possible examples: Political Science, Economics, Sociology, Environmental Studies

ECO 239 Women and Work

ECO 242 Economics, Media and Propaganda

ECO 256 Limits to Growth

ECO 304 Intermediate Macroeconomics

ECO 306 Monetary Economics

ECO 307 International Economics

ECO/POL 313 Economic and Political Development in Eastern Central Europe

ECO 321 Labor Economics

ECO 325 Distribution of Income and Wealth

ECO 332 Industrial Organization

ECO 351 Economic Development

ECO 355 Environmental Economics

ECO 365 Economic Democracy and Economic Theory

ECO 370 Economics of Piracy

ECO 371 International Economic History

ECO 385 Health Economics

POL 252 American Civil Rights Policy

POL 327 Urban Policy Analysis

POL 368 Comparative Public Policy

POL 361 Urban Politics

POL 302 Politics in the Third World

POL 325 Sustainable Development in SE Asia

POL 331 International Political Economy

POL 353 U. S. Foreign Policy

POL 382 Constitutional Law

SOC 211 Social Problems

SOC 355 Race and Ethnic Relations

SOC 356 The State of Black America

SOC 360 Poverty and Social Welfare

SOC 367 Economy and Society

ENV 292 Political Economy of Environmental Issues

ENV 348 Sustainable Development

## ENV 353 Parks and Recreation

### III. Senior Year Experience (1 course)

**This could take a variety of forms but the idea is for students to have a senior year experience where they both integrate and attempt to apply the interdisciplinary courses. Ideally, this would be satisfied through a capstone course with a significant research paper, although at its initiation, independent studies will be more efficient. The possibility of internship placements in public agencies accompanied by a reflective research project will also be considered.**

#### **\* POL/ECO 119 Contemporary Issues in Public Policy and Economics\***

An introduction to the intersection of economic and political ideas and processes as these relate to the creation and implementation of public policy. Possible public policy issues include public health policy, education standards, climate change and energy initiatives, immigration proposals, financial regulation and federal debt limits. No prerequisites. Can be taken by 1<sup>st</sup> year students.