



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

Primary Contact Information

Institution: University of Alabama

Contact: Chris Coleman

Title: Executive Director, Institutional Effectiveness/SACSCOC Liaison

Email: chris.coleman@ua.edu

Telephone: 205-348-3303

Program Information

Date of Proposal Submission: 2/6/2026

Award Level: Bachelor's Degree

Award Nomenclature (e.g., BS, MBA): B.A.

Field of Study/Program Title: Public Policy

CIP Code (6-digit): 44.0501

Proposed Delivery Method: In person

Administration of the Program

Name of Dean: Dean not yet named

Name of College/School: School of Leadership and Policy

Name of Chairperson: N/A

Name of Department/Division: N/A

Name of Representative for Proposal (if not chair): Joseph Smith

Implementation Information

Proposed Program Implementation Date: 8/16/2027

Anticipated Date of Approval from Institutional Governing Board: 2/6/2026

Anticipated Date of ACHE Meeting to Vote on Proposal: 6/12/2026

SACSCOC Sub Change Requirement (Notification, Approval, or NA): Approval

Other Considerations for Timing and Approval (e.g., upcoming SACSCOC review):



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

I. Program Description

A. Concise Program Summary (one paragraph) to be included in ACHE Agenda:

The BA in Public Policy trains undergraduate students in the theories, values, research and communication skills, and analytical tools that shape the policymaking process, combining coursework in economics, statistics, ethics, political processes, and policy communication with applied exercises, case studies, and a capstone project. Students learn to analyze policy challenges using data, evaluate programs and outcomes, and articulate solutions to diverse audiences, preparing them to contribute to evidence-based solutions in government, nonprofit, and private-sector settings. While the skills gained are applicable across many careers and societal roles, the curriculum is designed to equip graduates to actively participate in social and political processes that address community problems, ultimately producing leaders who can strengthen the state's capacity for effective public policy, meet the needs of the state and nation for trained policy analysts, and uphold the university's role as a central institution in developing the state's leaders.

A.1. Describe the purpose of the program and how the program's purpose is related to the mission and goals of the department, college, and University.

The BA in Public Policy directly supports The University of Alabama's mission to advance the intellectual and social condition of the state, the nation, and the world by preparing students to become ethical, informed, and engaged leaders. By fostering critical thinking, civic engagement, and applied learning, the program aligns with the University's commitment to undergraduate education that produces socially conscious and well-rounded leaders. It also reinforces the University's strategic goal of enhancing societal development through high-quality teaching, scholarship, and public service. In doing so, the program helps position the University as the primary source of leadership talent for the state's public, private, and nonprofit sectors.

The BA in Public Policy supports the mission of the School of Leadership and Policy to prepare students to contribute and lead in public policy, politics, and public service. Through rigorous training in policy analysis, economics, social values, and communication, the program equips students with the tools to address complex societal challenges and contribute to evidence-based solutions across sectors.

B. Specific Rationale (Strengths) for the Program

List three (3) to five (5) strengths of the proposed program as a specific rationale for recommending approval of this proposal.

1. Alabama faces many complex public policy challenges, yet no public university in the state has a degree program exclusively dedicated to teaching the skills and knowledge necessary for meaningful participation in the making of public policy.
2. The BA in Public Policy will create a focused degree path and recognizable credential that will be valuable for graduates as they pursue jobs or further education in fields related to public policy.



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

3. The program supports the University's mission to enhance Alabama by producing graduates who are prepared to lead in public, private, and nonprofit sectors, and strengthens the University's role as the incubator for the next generation of state leaders.

C. External Support (Recommended)

List external entities (more may be added) that may have supplied letters of support attesting to the program's strengths, and attach letters with the proposal at the end of this document.

1. [Insert Text]
2. [Insert Text]
3. [Insert Text]

D. Student Learning Outcomes

List four (4) to seven (7) of the student learning outcomes of the program.

1. Apply core economic principles to evaluate public policy problems and assess potential solutions.
2. Explain how social values influence public policy and analyze how value commitments are reflected in policy choices.
3. Communicate policy issues and evidence-based solutions effectively to diverse audiences using appropriate formats and strategies.
4. Design and conduct a policy analysis or program evaluation using appropriate research methods and communicate evidence-based recommendations that address real-world policy challenges.

Attach an Assessment Plan for the proposed program to include the student learning outcomes, assessment measures, and a curriculum map.

Assessment Plan is attached in Appendix A.



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

Similar Programs at Other Alabama Public Institutions

List programs at other Alabama public institutions of the same degree level and the same (or similar) CIP codes. If no similar programs exist within Alabama, list similar programs offered within the 16 SREB states. If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, provide justification for any potential duplication.

There are no degree programs at other Alabama public institutions at the same degree level and the same or similar CIP code. There are several programs with similar CIP codes offered in SREB states, as noted below.

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
44.0501	BA in Public Policy	University of Kentucky	It is important for the state of Alabama to have a degree program tailored to the state's needs.
44.0501	BA in Public Policy and Leadership	University of Mississippi	It is important for the state of Alabama to have a degree program tailored to the state's needs.
44.0501	BA in Public Policy	University of North Carolina	It is important for the state of Alabama to have a degree program tailored to the state's needs.
44.0501	BA in Public Policy	Duke University	It is important for the state of Alabama to have a degree program tailored to the state's needs.
44.0501	BS in Public Affairs	University of Tennessee	It is important for the state of Alabama to have a degree program tailored to the state's needs.
44.0501	BA in Public Policy Studies	Vanderbilt University	It is important for the state of Alabama to have a degree program tailored to the state's needs.
44.0501	BA in Public Service and Administration	Texas A&M University	It is important for the state of Alabama to have a degree program tailored to the state's needs.
44.0501	BA in Public Policy	University of Virginia	It is important for the state of Alabama to have a degree program tailored to the state's needs.
44.0501	BA in Public Administration and Policy	Marshall University	It is important for the state of Alabama to have a degree program tailored to the state's needs.
44.0501	BA in Public Policy	University of Delaware	It is important for the state of Alabama to have a degree program tailored to the state's needs.

E. Relationship to Existing Programs within the Institution

Nearly all new programs have some relationship to existing offerings through shared courses, faculty, facilities, etc. Is the proposed program associated with any existing offerings within the institution, including options within current degree programs? **Yes** **No**

If **yes**, please describe these relationships, including whether or not the program will replace or compete with existing offerings: (**Note:** If this is a graduate program, list any existing undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master's programs.)



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

UA currently offers a BA in Political Science and a Minor in Public Policy Studies. The proposed BA in Public Policy would require core courses already offered in Political Science, including PSC 370 and one course selected from PSC 101, PSC 211, PSC 312, PSC 361, PSC 368, or PSC 443. Many existing Political Science courses would also fulfill elective requirements. This new degree builds upon the existing interdisciplinary Minor in Public Policy Studies, which is administered by the Department of Political Science.

The BA in Public Policy will likely draw students who might otherwise major (or will also major) in a wide variety of other degree programs. To the extent that this program takes students from existing majors, it will likely not take many from any individual major.

If **not**, please describe how the institution plans to support a program unrelated to existing offerings.

F. Collaboration

Have any collaborations **within your institution** (i.e., research centers, across academic divisions, etc.) been explored? Yes No

If **yes**, provide a brief explanation of the proposed collaboration plan(s) for the program:

The study of public policy is inherently interdisciplinary, and this degree program reflects that by requiring courses in Political Science, Economics, Mathematics, and Statistics, while also allowing electives from a wide range of departments.

Have collaborations with **other institutions or external entities** (i.e., local businesses, industries, etc.) been explored? Yes No

If **yes**, provide a brief explanation of the proposed collaboration plan(s) for the program:

G. Programmatic (Specialized) Accreditation

Select the appropriate program accreditor from the drop-down menu below: N/A

Choose an item.

Provide a detailed timeline for gaining accreditation (i.e., when will full candidacy be reached?):

H. Professional Licensure

Will the program be considered a Professional Licensure Program based on the following definition: Yes No

Professional Licensure Program: As defined in federal regulations, an instructional program that is designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation or is advertised as meeting such requirements.

If **yes**, please explain:

Select the appropriate licensure body from the table below:

Choose an item.



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

Select the appropriate license from the table below:

Choose an item.

I. Professional Certification

Will students earn industry certifications while completing the degree or be prepared for industry certifications upon graduation? **Yes** **No**

If **yes**, please explain:

J. Admissions

Provide any additional admissions requirements beyond the institution's standard admissions process/policies for this degree level. Include prerequisites, prior degrees earned, etc.

N/A

K. Mode of Delivery

Provide the planned delivery format(s) of the program as defined in policy (i.e., in-person, online, hybrid). Please also note whether any program requirements can be completed through competency-based assessment.

In-person, main campus

No program requirements can be completed through competency-based assessment.

Can students complete the entire degree program through distance education (100% online) based on the following definition? **Yes** **No**

Distance Education: An academic program for which required instructional activities can be completed entirely through distance education modalities. A distance education program may have in-person requirements that are non-instructional (e.g., orientation, practicum).

L. Instructional Site(s)

Provide the planned location(s) where the program will be delivered (i.e., main campus, satellite campus, off-campus site.) If the program will be offered at an off-campus site, provide the existing site name or submit an **Off-Campus Site Request** if new.

Main Campus

Will more than 50% of this program be offered at an off-campus site(s) **Yes** **No**

If **yes**, which sites?



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

M. Industry Need

Using the federal **Standard Occupational Code (SOC) System**, indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOCs can be found at <https://www.onetcodeconnector.org/find/family/title#17>. Please include the number and title for each SOC.

SOC 1 (**required**): 11-9151 - Social & Community Service Managers. The top task associated with this occupational code is "Act as consultants to agency staff and other community programs regarding the interpretation of program-related federal, state, and county regulations and policies." This SOC is on the ACHE lists of in-demand occupations for the state and region.

SOC 2 (**required**): 13-1041 - Compliance Officers. One of the detailed work activities of this occupational code is "advise others on legal or regulatory compliance matters." This SOC is on the ACHE lists of in-demand occupations for the state and region.

SOC 3 (**required**): 19-3051 – Urban and Regional Planner. One of the detailed work activities of this occupational code is "Analyze the impact of legal or regulatory changes."

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. As appropriate, discuss alignment with Alabama's Statewide or Regional Lists of In-Demand Occupations (<https://www.ache.edu/index.php/policy-guidance/>) or with emerging industries as identified by [Innovate Alabama](#) or the [Economic Development Partnership of Alabama](#) (EDPA).

The BA in Public Policy degree will prepare students to contribute to the development and implementation of evidence-based public policy in Alabama and the nation. It will produce a steady supply of well-trained graduates who can improve public services at the city, county, and state levels. The first two occupation codes listed above are both on the ACHE lists of in-demand occupations for the state. Social & Community Service Managers appears on the list of in-demand occupations in regions 1, 2, 4, 5 and 6. Compliance Officers is in-demand in regions 1, 2, 4, 5, 6 and 7. Urban and Regional Planner is in-demand in region 5.

N. Additional Education/Training

Please explain whether further education/training is required for graduates of the proposed program to gain entry-level employment in the SOC occupations selected above.

No additional training is required for students to enter the above occupations.

O. Student Demand

Please explain how you projected the student enrollment numbers in the **Business Plan, Lines 24-27**, and provide evidence to substantiate student demand (i.e., surveys, enrollments in related courses, etc.).



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

The best indication of student interest in a BA in Public Policy is the popularity and growth of the current Minor in Public Policy Studies. The number of students in this minor has increased 57% from fall 2018 to fall 2025.

Beyond the demonstrated interest shown by students in the public policy minor, the supply of jobs for students trained in public policy is projected to grow faster than the overall job supply.

II. Program Resources and Expenses

A. All Proposed Program Personnel

Provide all personnel counts for the proposed program.

Employment Status of Program Personnel		Personnel Information		
		Count from Proposed Program Department	Count from Other Departments	Subtotal of Personnel
Current	Full-Time Faculty	0	4	4
	Part-Time Faculty			
	Administration			
	Support Staff			
**New To Be Hired	Full-Time Faculty	7	0	7
	Part-Time Faculty			
	Administration	1		1
	Support Staff	6		6
Personnel Total			18	

Provide justification that the institution has proposed a sufficient number of faculty (full-time and part-time) for the proposed program to ensure curriculum and program quality, integrity, and review:

There will be sufficient faculty to teach enough sections of the required courses in sufficiently frequent rotation to allow students to move through the degree program promptly. The BA curriculum includes nine required core courses.

Four of the nine courses will be taught in other departments: Principles of Microeconomics (EC 110 or 112), Statistics (MATH 111 or ST 260), American Public Policy (PSC 370) and the course covering the political context of public policy (students choose one from PSC 101, PSC 211, PSC 312, PSC 361, or PSC 368).

This leaves five required courses that must be offered regularly by new faculty. The five tenure-track and two recurring contract faculty will provide ample teaching resources with a



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

significant margin for reduced teaching loads, faculty leave, and developing additional courses.

Note: Include *any new funds* designated for compensation costs (faculty, administration, and/or support staff to be hired) in the **Business Plan, Line 7 - Personnel Salaries and Benefits**. Current personnel salary/benefits *should not be included* in the Business Plan.



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

B. Proposed Faculty Roster*

Complete the following **Faculty Roster** to provide a brief summary and qualifications of current faculty and potential new hires specific to the program.

***Note:** Institutions must maintain and have current as well as additional faculty curriculum vitae available upon ACHE request for as long as the program is active, but CVs are **not** to be submitted with this proposal.

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Dr. Regina Wagner (FT) (PSC)	Spring, Yr. 2. PSC 312: American Legislative Systems (3 Credits)	PhD in Political Science from the University of Wisconsin. Research Interests: Legislative institutions, political parties, interest groups.	Dr. Wagner is an Associate Professor in the Department of Political Science with several years of teaching at UA. (IP)
Dr. Nick Davis (FT)(PSC)	Fall or Spring, Yr. 1. PSC 101. Intro American Politics (3 Credits)	PhD in Political Science from Louisiana State University. Research interests in political psychology, political communication, political behavior.	Dr. Davis is an Associate Professor in the Department of Political Science with several years of teaching at UA. (IP)
Dr. Sungho Park (FT)(PSC)	Spring, Yr 2. PSC 361: Fiscal Policy and Budget (3 Credits)	PhD in Public Administration from the University of Nebraska-Omaha. Research interests in state and local fiscal policy, fiscal processes	Dr. Park is an Associate Professor in the Department of Political Science with several years of teaching at UA. (IP)
Dr. Marissa Grayson(FT)(PSC)	Fall or Spring, year 2 or 3. PSC 370: American Public Policy	PhD in Political Science from the University of Florida. Research interests in American Public Policy.	Dr. Grayson is a Recurring Contract Assistant Professor in the Department of Political Science with several years of college teaching experience. (IP)
Additional Faculty (To Be Hired)			
1	2	3	4
FACULTY POSITION (FT, PT)	COURSES TO BE TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Public Policy Tenure-Track Professor 1	SPP 3xx: Policy Analysis and Evaluation	PhD in Public Policy, Public Affairs, Economics, Political Science, or a related field.	
Public Policy Tenure-Track Professor 2	SPP 3xx: Values in Public Policy	PhD in Public Policy, Public Affairs, Economics, Political Science, or a related field.	
Public Policy Tenure-Track Professor 3	SPP 3xx: Communicating Public Policy	PhD in Public Policy, Public Affairs, Economics, Political Science, or a related field.	
Public Policy Tenure-Track Professor 4	SPP 4xx: Capstone in Public Policy	PhD in Public Policy, Public Affairs, Economics, Political Science, or a related field.	
Public Policy Tenure-Track Professor 5	SPP 3xx: Economics of Public Policy	PhD in Public Policy, Public Affairs, Economics, Political Science, or a related field.	
Public Policy RCAP Professor 1	Any of the courses noted above.	PhD in Public Policy, Public Affairs, Economics, Political Science, or a related field.	
Public Policy RCAP Professor 2	Any of the courses noted above.	PhD in Public Policy, Public Affairs, Economics, Political Science, or a related field.	

Abbreviations: (FT, PT): Full-Time, Part-Time; (D, UN, UT, G, DU): Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate, Dual: High School Dual Enrollment
Course Modality: (IP, OL, HY, OCIS): In-Person, Online, Hybrid, Off-Campus Instructional Site



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

C. Equipment

Will any special equipment be needed specifically for this program? Yes No

If **yes**, list the special equipment and include all special equipment costs in the **Business Plan, Line 8**:

D. Facilities

Will new facilities or renovations to existing infrastructure be required specifically for the program? Yes No

If **yes**, describe the new facilities or renovations and include all *new* facilities and/or *renovation* costs in the **Business Plan, Line 9**:

The School of Policy and Leadership will be housed in Farrah Hall. Farrah is under current renovation, not related to the establishment of the new school.

E. Assistantships/Fellowships

Will the institution offer any assistantships specifically for this program? Yes No

If **yes**, provide the number of assistantships to be offered and include all *new* costs for assistantships in the **Business Plan, Line 10**.

Explain the function of the Assistantships (i.e., teaching, research, etc.)?:

F. Library

Will any **additional** library resources be purchased to support the program? Yes No

If **yes**, briefly describe new resources to be purchased and include the cost of new library resources in the **Business Plan, Line 11**:

G. Accreditation Expenses

If programmatic accreditation was indicated above, please include all accreditation costs in the **Business Plan, Line 12**, and itemize and explain below:

This new degree program will require SACSCOC approval, which entails the submission of a prospectus to SACSCOC for approval. SACSCOC charges \$500 to review a prospectus.



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

H. Other Costs

Please include all other costs incurred with program implementation, such as marketing or recruitment, in the **Business Plan, Line 13**, and explain below:

III. Program Revenue and Funding

A. Tuition Revenue: Please describe how you calculated the tuition revenue that appears in the **Business Plan, Line 17**. Specifically, did you calculate using cost per credit hour or per term? Did you factor in differences between resident and non-resident tuition rates?

Note: Tuition Revenue should be proportional to total enrollment.

The following assumptions and method were used to calculate tuition revenue figures in row 19 of the New Academic Degree Program Business Plan Excel file:

- Full time tuition rates for 2025-26 (from <https://studentaccounts.ua.edu/tuition-rates/>):
 - In-state: \$11,684
 - Out-of-state: \$34,542
- Tuition cost for six credits (part-time):
 - In-state: \$3,270
 - Out-of-state: \$9,120
- Assuming full-time enrollments are 50% in-state and 50% out-of-state, the average tuition revenue for each full-time student listed in total headcount is \$23,113.
- Assuming part-time enrollments are 50% in-state and 50% out-of-state and six credit hours per semester, the average tuition revenue for each part-time student is \$6,195.

Total tuition and fees revenue (row 19) is the sum of the full-time enrollment headcount multiplied by \$23,113 plus the part-time enrollment headcount multiplied by \$6,195.

B. External Funding: Will the proposed program require external funding (e.g., Perkins, Foundation, Federal Grants, Sponsored Research, etc.)? **Yes** **No**

If **yes**, please include all external funding in the **Business Plan, Line 18** and explain specific sources and funding below:

C. Reallocations: For each year, will tuition revenue and/or external funding cover projected expenses? **Yes** **No**

If **not**, budget reallocation may be required. Please include all reallocations in the **Business Plan, Line 19**, and describe below how your institution will cover any shortfalls in any given year.



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

IV. Curriculum Information for Proposed Degree Program

- **Complete the Curriculum Plan Excel Sheet**
- The maximum number of credits that can be transferred in from another institution and applied to the program:

This program will adopt the residency requirements of the Barefield College of Arts and Sciences: "All students, including transfer students, must complete in residence a minimum of 12 hours at the 300- or 400-level in the major." This means that students can transfer in up to 21 credits toward the major.

- Does the program include any concentrations? **Yes** **No**

If yes, provide an overview and identify these courses in the *Electives/Concentrations/Tracks* on the curriculum plan.



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

Appendix A: Learning Outcomes, Assessment Measures, and Curriculum Map for BA in Public Policy

1. Apply core economic principles to evaluate public policy problems and assess potential solutions.
 - a. Description: This outcome will mainly be assessed in the required core course “Economics of Public Policy.”
 - b. Measure: This outcome will be assessed through a variety of assignments and activities in the “Economics of Public Policy” course. These may include short answer questions, essays, problem sets, oral presentations, or applied policy briefs. Assessments will evaluate students’ ability to apply core microeconomic principles—such as incentives, market structures, and market failures—to analyze public policy problems and assess the effectiveness of potential solutions. Instructors will have flexibility to emphasize different policy domains and analytical tools, while ensuring alignment with the program’s learning goals.
 - c. Criteria: Depending on the assessment method, a rubric will be used to evaluate student performance on dimensions such as clarity of argument, application of relevant concepts, use of evidence, organization, and communication effectiveness. A performance that meets or exceeds expectations in most rubric categories (typically scoring at least 80% of available points) will be considered satisfactory; performance below 70% will be considered unsatisfactory. The proportion of students achieving satisfactory performance will be tracked across semesters to monitor learning outcomes and inform instructional improvements.
 - d. *Schedule for Data Collection/Evaluation:* Once per year
2. Explain how social values influence public policy and analyze how value commitments are reflected in policy choices.
 - a. Description: This outcome will mainly be assessed in the required core course “Values in Public Policy.”
 - b. Measure: This outcome will be assessed through a variety of assignments and activities in the “Values in Public Policy” course. These may include essays, case study analyses, oral presentations, or reflective writing assignments. Assessments will evaluate students’ ability to identify and explain the role of moral, political, and economic values in shaping policy decisions, and to analyze how competing value commitments manifest in real-world policy debates. Instructors will have flexibility to emphasize different policy domains and theoretical frameworks, while ensuring alignment with the program’s learning goals.
 - c. Criteria: Depending on the assessment method, a rubric will be used to evaluate student performance on dimensions such as clarity of argument, depth of analysis, integration of course concepts, use of evidence, and communication effectiveness. A performance that meets or exceeds expectations in most rubric categories (typically scoring at least 80% of available points) will be considered satisfactory; performance below 70% will be considered



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

unsatisfactory. The proportion of students achieving satisfactory performance will be tracked across semesters to monitor learning outcomes and inform instructional improvements.

- d. *Schedule for Data Collection/Evaluation:* Once per year
3. Communicate policy issues and evidence-based solutions effectively to diverse audiences using appropriate formats and strategies.
 - a. Description: This outcome will mainly be assessed in the required core course “Communicating Public Policy.”
 - b. Measure: This outcome will be assessed through a variety of assignments and activities in the “Communicating Public Policy” course. These may include written tasks such as policy memos, newsletter entries, historical analyses, and stakeholder-targeted policy briefs, as well as oral presentations such as legislative briefings or team-based simulations. Assessments will evaluate students’ ability to select appropriate formats and language styles, communicate complex ideas with clarity, and incorporate data and policy evidence effectively.
 - c. Criteria: Faculty will assess student performance using a flexible rubric tailored to the communication format and assignment goals. Evaluation criteria will include clarity of expression, appropriateness of tone and vocabulary for the target audience, integration of course concepts and empirical evidence, depth of analysis, and effectiveness of visual tools in both written and oral presentations. In general, students who score 80% or higher on the rubric are considered to have met or exceeded expectations, while those scoring below 70% may require further development. The proportion of students reaching satisfactory performance will be tracked over time to inform curriculum development and instructional support.
 - d. *Schedule for Data Collection/Evaluation:* Once per year
4. Design and conduct a policy analysis or program evaluation using appropriate research methods, and communicate evidence-based recommendations that address real-world policy challenges.
 - a. Description: This outcome will mainly be assessed in the required Capstone Course.
 - b. Measure: The assessment of this outcome will be based on the quality and execution of their final policy analysis or program evaluation project in the Capstone Course. The project must include a clearly defined policy problem or evaluative question, a review of relevant literature, a well-justified methodological approach, appropriate data collection and analysis, and a set of evidence-based recommendations.
 - c. Criteria: Faculty will assess student performance using a flexible rubric tailored to the communication format and assignment goals. Evaluation criteria will include problem definition and research design, methodological rigor, analytical depth, integration of evidence and course concepts, relevance and feasibility of recommendations, and clarity and professionalism in written and oral communication. In general, students who score 80% or



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

higher on the rubric are considered to have met or exceeded expectations, while those scoring below 70% may require further development. The proportion of students reaching satisfactory performance will be tracked over time to inform curriculum development and instructional support.

d. *Schedule for Data Collection/Evaluation:* Once per year

Curriculum Map – BA in Public Policy

Course	SLO#1	SLO#2	SLO#3	SLO#4
Economics of Public Policy	X			
Values in Public Policy		X		
Communicating Public Policy			X	
Capstone				X

ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

INSTITUTION:	The University of Alabama		
PROGRAM NAME:	Public Policy	CIP CODE:	44.0501
SELECT LEVEL:	UNDERGRADUATE (BACHELOR'S)		

ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
FACULTY	\$265,000	\$580,000	\$780,000	\$930,000	\$1,180,000	\$1,280,000	\$1,280,000	\$6,295,000
ADMINISTRATION/STAFF	\$355,000	\$670,000	\$715,000	\$715,000	\$715,000	\$715,000	\$715,000	\$4,600,000
EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS/FELLOWSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ACCREDITATION AND OTHER COSTS	\$500	\$0	\$0	\$0	\$0	\$0	\$0	\$500
TOTAL EXPENSES	\$620,500	\$1,250,000	\$1,495,000	\$1,645,000	\$1,895,000	\$1,995,000	\$1,995,000	\$10,895,500

***NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
REALLOCATIONS								\$0
EXTERNAL FUNDING								\$0
TUITION + FEES	\$577,825	\$1,783,035	\$3,013,025	\$4,261,600	\$4,932,350	\$5,025,275	\$5,118,200	\$24,711,310
TOTAL REVENUES	\$577,825	\$1,783,035	\$3,013,025	\$4,261,600	\$4,932,350	\$5,025,275	\$5,118,200	\$24,711,310

ENROLLMENT PROJECTIONS

Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	75	125	175	200	200	200	162.50
PART-TIME ENROLLMENT HEADCOUNT		8	20	35	50	65	80	43.00
TOTAL ENROLLMENT HEADCOUNT		83	145	210	250	265	280	205.50
NEW ENROLLMENT HEADCOUNT		58	62	65	65	65	65	63.33
Validation of Enrollment			YES	YES	YES	YES	YES	

DEGREE COMPLETION PROJECTIONS

Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	0	0	25	50	50	50	43.75

Undergraduate Curriculum Plan

Undergraduate Curriculum Checklist:

- | | |
|--------------------------|-------------------------------------|
| 1. Overview | <input checked="" type="checkbox"/> |
| 2. Components | <input checked="" type="checkbox"/> |
| 3. Options (as required) | <input type="checkbox"/> |

1. Undergraduate Overview

**Enter the credit hour value for all applicable components (N/A if not applicable).
The credit hours MUST match the credit hours in the Curriculum Components table.**

Curriculum Overview of Proposed Program	
Credit hours required in General Education	37-43
Credit hours required in Program Courses & Required Electives	30
Credit hours in Program Options (concentrations/specializations/tracks)	0
Credit hours in Free Electives	44-50
Credit hours in required Capstone/Internship/Practicum	3
Total Credit Hours Required for Completion:	120

Maximum number of credits that can be transferred in from another institution and applied to the program:	21
Intended program duration in semesters for full-time students:	8-10
Intended program duration in semesters for part-time students:	10-12

Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, structured work-based learning with an employer partner, or alignment with nationally recognized industry standards?:	YES	NO
		<input checked="" type="checkbox"/>

Does the program include any concentrations/ tracks/ options? If yes , please explain (i.e., define):	YES	NO
	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2. Undgraduate Components

Please provide all course information as indicated in the following table. Indicate new courses with “Y” in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a “Y” in the WBL column.

Insert Additional Rows as Needed				
Institution:	University of Alabama			
Program Name:	Public Policy			
Program Level:	UNDERGRADUATE (BACHELOR'S)			
Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		37-43		
UA 101	Foundational Course	1	N	
SPP 100	Freshman Compass School of Public Policy	1	Y	
	Written Composition	3-6	N	
	Literature	3	N	
	Humanities/Fine Arts/Languages	6-8	N	
	History	3	N	
EC 110 (112)	Principles of Microeconomics (or Honors) - SBS designated	3	N	
	Social Behavioral Science	3	N	
	Natural Science	4	N	
	Natural Science	4	N	
	Mathematics/Statistics	3-4	N	
	US Global Citizenship	3	N	
Program Courses and Required Electives		30		
Students take one of these courses on statistics				
Math 111	Introduction to Data Science	3	N	N
ST 260	Statistical Data Analysis	3	N	N
Students take one 3 credit course on the Political Context of Policymaking from this group				
PSC 101	Intro American Politics	3	N	
PSC 211	State & Local Govt	3	N	
PSC 312	American Legislative Systems	3	N	
PSC 361	Fiscal Policy and Budget	3	N	
PSC 368	Interest Group Politics	3	N	
Students must take each of the following courses				
PSC 370	American Public Policy	3	N	
SPP 3xx	Policy Analysis and Evaluation	3	Y	
SPP 3xx	Economics of Public Policy	3	Y	
SPP 3xx	Values in Public Policy	3	Y	
SPP 3xx	Communicating Public Policy – Writing Core	3	Y	
Students take two elective courses for a total of six credits				
ANT 311	Pop., Health & Human Origins	3		
ANT 402	Health Inequities	3		
ANT 411	Culture, Health, and Healing	3		
EC 410	Law And Economics	3		
EC 413	Econ Forecasting & Analysis	3		
EC 416	Monetary Theory & Policy	3		

EC 423	Public Finance	3		
EC 430	International Trade	3		
EC 480	Econ of Environment	3		
EC 483	Health Care Economics	3		
FI 416	Monetary Theory & Policy	3		
FI 444	Life & Health Insurance	3		
GY 105	World Regional Geography	3		
GY 409	Forest Ecosystem Restoration	3		
GY 440	Commun Facil Planning	3		
GY 441	Land Use Regulations	3		
GY 452	Environ Decision Making	3		
GY 453	Environment & Society	3		
GY 458	Urban Planning and Analysis	3		
GY 466	Geography of Automobility	3		
HY 474	Relation US Latin Amer	3		
HY 482	War & Religion in the West	3		
MS 433	Coastal Zone Management	3		
POPH 423	Basic Epidemiology	3		
PSC 365	Environmental Policy	3		
PSC 375	Election Reform in America	3		
PSC 413	Amer Foreign Policy	3		
PSC 414	Foreign Policy Decision making	3		
PSC 434	International Polit Economy	3		
PSC 444	International Organizations	3		
PSC 445	Humanitarianism	3		
PSC 446	Political Economy of Security	3		
PSC 464	The Politics of Health Policy	3		
PSC 466	The Politics of Poverty	3		
PSC 468	Politics of Education	3		
RCH 400	Rural Envir/Occup Health	3		
SW 200	Reform and Resistance	3		
SW 205	Honors Reform and Resistance	3		
SW 206	Growing Old In America	3		
SW 208	Juvenile Delinquency	3		
SW 210	Family & Child Welfare	3		
SW 351	Anti-Oppression Social Justice	3		
SW 401	Soc Wel Policy & Services	3		
SW 405	Hon Soc Wel Pol & Serv	3		
SW 419	International Social Work	3		
	Other Elective Approved by Advisor	3		
Program Options (enter total credit hours from all options below)		0		
Free Electives				
	Electives	44-50		
Capstone/Internship/Practicum		3		
SPP 4xx	Capstone in Public Policy	3	Y	
Total Credit Hours Required for Completion:		120		

3. Undergraduate Options

THE UNIVERSITY OF ALABAMA

Resolution

Granting Initial Approval of and Permission to Submit to the Alabama Commission on Higher Education (ACHE), a Proposal for a Bachelor of Arts (B.A.) degree in Public Policy (CIP Code 44.0501) in the School of Leadership and Policy

WHEREAS, the proposed Bachelor of Arts degree in Public Policy (B.A.) aligns with UA's mission by preparing undergraduate students to become ethical, informed, and engaged leaders capable of addressing complex societal challenges through evidence-based policy solutions; and

WHEREAS, the degree program will provide students with a strong foundation in economics, statistics, ethics, political processes, and policy communication, integrating applied learning through exercises, case studies, and a capstone project; and

WHEREAS, the B.A. in Public Policy will equip graduates with essential analytical, research, and communication skills to evaluate policy challenges, assess program outcomes, and develop practical solutions in government, nonprofit, and private-sector settings; and

WHEREAS, the degree program supports the mission of the School of Leadership and Policy by fostering civic engagement, leadership, and interdisciplinary understanding of the policymaking process; and

WHEREAS, the B.A. in Public Policy strengthens the University's role as a central institution in developing the state's future leaders and providing well-trained policy analysts and public servants for Alabama; and

WHEREAS, the proposed undergraduate degree program will be implemented in the fall of 2027 in the recently approved School of Leadership and Policy;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of The University of Alabama that it grants initial approval of and permission to submit to the Alabama Commission on Higher Education (ACHE) a Proposal for a Bachelor of Arts (B.A.) degree in Public Policy (CIP Code 44.0501) in the School of Leadership and Policy at The University of Alabama.

December 12, 2025

Chancellor Sid Trant
The University of Alabama System
500 University Boulevard East
Tuscaloosa, Alabama 35401

Dear Chancellor Trant:

I am pleased to endorse the recommendation from Interim Provost Lesley Reid and Associate Provost of Undergraduate Education Tiffany Sippial for approval of the Bachelor of Arts (B.A.) degree in Public Policy in the School of Leadership and Policy at The University of Alabama. The proposed B.A. in Public Policy equips students with the analytical, research, and communication skills needed to understand and influence the policymaking process, preparing graduates to develop evidence-based solutions to societal challenges across government, nonprofit, and private sectors. The program fosters civic engagement and leadership, strengthening the state's capacity for effective public policy and advancing the University's mission to develop future leaders.

If you approve of this proposal, please forward this request to the Board of Trustees for its consideration.

Sincerely,



Peter J. Mohler
President

Enclosure

c: Interim Provost Lesley Reid
Associate Provost Tiffany Sippial



December 5, 2025

President Peter J. Mohler
The University of Alabama
203 Rose Administration
Tuscaloosa, Alabama 35487

Dear President Mohler:

I am pleased to endorse the recommendation from Associate Provost of Undergraduate Education Tiffany Sippial for approval of the Bachelor of Arts (B.A.) degree in Public Policy in the School of Leadership and Policy at The University of Alabama. The proposed B.A. in Public Policy equips students with the analytical, research, and communication skills needed to understand and influence the policymaking process, preparing graduates to develop evidence-based solutions to societal challenges across government, nonprofit, and private sectors. The program fosters civic engagement and leadership, strengthening the state's capacity for effective public policy and advancing the University's mission to develop future leaders.

If you approve of this proposal, I would appreciate your assistance in forwarding the request to the Chancellor at your earliest convenience.

Sincerely,



Lesley Reid, Ph.D.
Interim Provost

Enclosure

c: Associate Provost Tiffany Sippial

July 23, 2025

UA Undergraduate Curriculum Committee
UA Graduate Curriculum Committee

Dear Curriculum Committee Members,

Thank you for your efforts on these important committees. The importance of faculty governance to our academic programs cannot be overstated. I am writing in enthusiastic support for the creation of a new undergraduate and a new graduate public policy degree program at UA; specifically, an undergraduate BA in Public Policy and a graduate master's in public policy (MPP). These educational programs would conceivably be launched in Fall 2027 within the auspices of a newly created School of Public Policy at UA, pending approval by the Board of Trustees.

Gratefully, Dr. Joseph Smith accepted my invitation (based on the advice of Dean Messina) to lead our efforts to design and implement these educational programs and the new school. I have discussed the proposal for the School of Public Policy and associated degree programs and received unanimous support for them from Presidents Bell and Mohler, Chancellor Trant, and the Board of Trustees.

Dr. Smith shared his proposal for these programs with me, including assumptions of student numbers, required course offerings per semester and academic year, and the number of tenure-stream and renewable contract faculty that will be needed to support the programs. Additionally, we envision the new school being organized similar to other college/school units on campus with its own dean, associate deans, faculty, and staff. All told, we estimate an annual recurring budget just under \$10M per academic year. We also foresee the construction of a new, dedicated facility for the school (or renovation of an existing building that is then dedicated for the school) with a construction budget of approximately \$25-30M. The facility will include necessary office, classroom, and ancillary spaces to accommodate the faculty, staff, students, and educational programs. All of the funding to support the new personnel, resources, and facility for these new programs, school, and building will be allocated from the Office of Academic Affairs and central funding sources. No funding for these programs or personnel will be re-allocated from an existing college/school. Additionally, we believe this may be an area of particular interest to the state, given its importance to the development of future leaders and may request state appropriations to support the school, with the Board's blessing.

Thank you in advance for your consideration of these exciting new programs and school at UA. Please do not hesitate to contact me if you need additional information.

Sincerely,



James T. Dalton, Ph.D.
Executive Vice President and Provost



Honors College

Dr. Tiffany Sippial, Dean

November 12, 2025

To: Interim Provost, Dr. Lesley Reid
From: Dr. Tiffany A. Sippial, Associate Provost for Undergraduate Education
Subject: Letter of Support – Proposal for the Public Policy, BA

Dear Dr. Reid,

I join the Undergraduate Council in recommending approval of the attached proposal to establish a Bachelor of Arts in Public Policy within the newly approved School of Leadership and Policy. This program reflects UA's commitment to cultivating informed and engaged citizens equipped to lead in public service, policy analysis, and civic innovation.

The Undergraduate Council reviewed and endorsed the proposal submitted by Dean Joseph Messina, Barefield College of Arts and Sciences, at its November 2025 meeting. We respectfully request that this item be forwarded for timely consideration at the next Board of Trustees meeting.

If you approve of this proposal, please forward this request to President Mohler at your earliest convenience.

Sincerely,

Dr. Tiffany A. Sippial
Associate Provost for Undergraduate Education
Dean, Honors College
The University of Alabama
tsippial@ua.edu | 205-348-5500

cc: Carmen Coleman, Academic Program Development Specialist, OAA

THE UNIVERSITY OF ALABAMA®

Honors Hall | Box 870169 | Tuscaloosa, AL 35487 | 205-348-5500 | honors.ua.edu



University of Alabama System®

Board Rule 502

Notice of Pending Proposal (NPP) for a New Program of Instruction

(To be completed by the Provost's Office)

1. Institution:

UA

UAB

UAH

Please select more than one institution for cooperative, joint, and shared degree programs.

2. Date of NPP Submission (mm/dd/yyyy): 08/28/2025

3. Contact Information

Institutional Contact Person: Chris Coleman

Telephone: 2053483303

Email: chris.coleman@ua.edu

4. Program Identification

Program Name: Public Policy

Degree Nomenclature: B.A.

5. 6-digit CIP Code: 44.0501

6. Program Mode of Delivery

Provide the planned delivery format(s) (i.e., in-person, online, hybrid) of the program along with the planned location(s) at which the program will be delivered (i.e., on-campus and/or at specific off-campus instructional site(s)). Please also note whether any program requirements can be completed through competency-based assessment.

- | | | |
|--------------------------------------------------|-------------------------------------|-------------------------------------------|
| <input checked="" type="checkbox"/> In-person | <input type="checkbox"/> Online | <input type="checkbox"/> Hybrid |
| <input checked="" type="checkbox"/> On-campus | <input type="checkbox"/> Off-campus | <input type="checkbox"/> Competency-based |
| <input type="checkbox"/> Other, please describe: | | |

7. Select a meeting for Board consideration:

- April 11-12, 2024
- June 6-7, 2024
- September 12-13, 2024
- November 7-8, 2024
- February 6-7, 2025
- April 3-4, 2025
- June 5-6, 2025
- September 11-12, 2025
- November 6-7, 2025
- February 5-6, 2026
- April 2-3, 2026
- June 4-5, 2026

8. Is the proposed academic degree program currently listed on your campus Three-Year Academic Program Planning Report that is annually submitted to the Board of Trustees?

Yes

No

If no, please explain.

9. Provide a brief description of the program.

The Bachelor of Arts in Public Policy prepares students to address complex policy challenges through rigorous training in economics, ethics, statistics, and political processes. The program emphasizes data-driven analysis, practical application, and communication strategies for diverse audiences. Through case studies, applied exercises, and a capstone project, students develop the skills needed to contribute to evidence-based solutions across government, nonprofit, and private sectors. Graduates will be equipped to lead and serve in roles that strengthen Alabama's public policy capacity and civic life. The degree program will be supported by financial resources distributed by the Office for Academic Affairs sufficient to provide all needed facilities, faculty, and staff.

10. Relationship of program to other programs within the institution.

10.1. How will the program support or be supported by other programs within the institution?

The BA in Public Policy will provide additional relevant training and a transcript credential likely to be of interest to students pursuing the minor in Public Policy Studies and to students pursuing a range of majors across STEM, social sciences, and humanities whose intended careers involve making, implementing, evaluating, or reacting to public policy.

The BA in Public Policy is supported by existing foundational course offerings in Math, Statistics, Economics and Political Science. That is, the degree requirements include:

- EC 110 or 112;
- MATH 111 or ST 260;
- PSC 370; and
- PSC 101, PSC 211, PSC 312, PSC 361, PSC 368, or PSC 443.

10.2. Will this program replace any existing program(s) or specialization(s), option(s) or concentration(s) within existing programs?

Yes

No

If yes, please explain:

11. If this program is similar or duplicative of any other programs in the system or the state, please give your rationale for program duplication.

N/A

12. Do you plan to explore possible program collaboration with other institutions? Please explain.

At this point there is no plan for collaboration with other institutions, but interdisciplinary nature of Public Policy as a field lends itself to collaboration.

13. Please describe the need and/or level of student demand for this program.

The case for strong student demand for a BA in Public Policy is based on demonstrated student interest in these related programs:

- In spring semester 2025 the Shelby Institute for Policy and Leadership received over 400 applicants for its Shelby Scholars program.
- The existing Minor in Public Policy Studies has grown from 77 students in fall 2018 to 121 students in fall 2025.
- The Political Science Major consistently has over 800 majors since 2017.

Beyond this, Bureau of Labor Statistics projections for jobs associated with Public Policy degrees are estimated to grow faster than the overall job supply through 2033.



University of Alabama System®

New Program Proposal Supplement

In addition to the items ACHE has requested for program proposals, please include the following additional items when developing and submitting academic program proposals to the System Office and the Board of Trustees for approval.

1. Institution:

 UA UAB UAH

Please select more than one institution for cooperative, joint, and shared degree programs.

2. Program Identification

Program Name: Public Policy

Degree Nomenclature: B.A.

Date of NPP Submission: 8/28/2025

3. Six-digit CIP Code: 44.0501

4. Executive Summary (not to exceed two pages)

The BA in Public Policy is designed to prepare students to become ethical, informed, and engaged leaders who can contribute to the development and implementation of evidence-based solutions to complex societal challenges in Alabama and across the nation. Grounded in The University of Alabama's mission to advance the intellectual and social condition of the state, the nation, and the world, the program trains students in policy theory, data analysis, economics, political processes, ethics, and professional communication. Through applied learning — including case studies, policy simulations, a capstone experience, and the option to earn up to six credits through internship placements — students develop the practical skills needed to analyze policy challenges, evaluate outcomes, and communicate solutions effectively to diverse audiences.

The program directly supports the mission of the proposed School of Leadership and Policy by developing future leaders prepared to serve in public policy, public service, and civic innovation roles. It will produce a consistent pipeline of highly trained graduates who can enhance the capacity of government agencies and nonprofit organizations at the city, county,

and state levels. The first two occupation codes identified for the program are already listed on the Alabama Commission on Higher Education's (ACHE) list of in-demand occupations for both the state and region.

In addition to these primary policy-oriented careers, the program's interdisciplinary structure equips graduates for a broad range of high-demand roles — including Medical and Health Services Manager (SOC 11-9111) and Management Analyst (SOC 13-1111), both of which are also included on ACHE's in-demand occupations lists. National labor market data from the U.S. Bureau of Labor Statistics (BLS) further confirms the strong career outlook: while BLS does not have a direct "public policy analyst" category, closely aligned job categories requiring similar analytical and leadership skills are projected to grow faster than the national average job supply increase of 4% between 2023 and 2033. This demonstrates clear and sustained workforce relevance.

Developed through benchmarking with leading peer and aspirational programs, the BA in Public Policy reinforces the University's strategic goal of preparing socially conscious, career-ready leaders who strengthen Alabama's capacity for strategic decision-making and effective public policy.

5. Steps taken to determine if other UA System institutions might be interested in collaborating in the program.

Although we have not taken any steps to determine if other UA system institutions might be interested in collaborating, we will consider doing so in the future.

6. Summary of other campus comments, internal to the UA System or external (if any), regarding your plans for developing this program. Please include substantive feedback from the pre-proposal process.

N/A

7. Describe the process that will be used by your institution for routine internal and/or external program review.

During the post-implementation period, the department will monitor enrollment, new enrollments, and the number of graduates each year. Additionally, the department will track the post-graduation outcomes of its graduates. Annually, the department will report on student learning outcomes as outlined in question 8.

At The University of Alabama, all departments undergo an academic program review (APR) approximately every eight years. This process includes a departmental self-study, an on-site visit by a review team comprising internal and external members, and the development of a strategic action plan by the department, informed by the review team's recommendations.

8. Describe the process that will be used in assessing program outcomes (to include student learning outcomes).

Student learning outcomes in the BA in Public Policy program will be assessed through a combination of direct and indirect measures. Core courses will include signature assignments such as policy analysis papers, case studies, and applied research projects evaluated using faculty-developed rubrics aligned with each outcome. Additionally, students may complete a capstone or internship experience where they demonstrate policy evaluation, communication, and problem-solving skills in real-world or simulated settings. Indirect measures, such as student surveys and alumni feedback, will also be used to evaluate perceived competency and inform continuous improvement of the program.

Student learning outcomes:

1. Apply core economic principles to evaluate public policy problems and assess potential solutions.
2. Explain how social values influence public policy and analyze how value commitments are reflected in policy choices.
3. Communicate policy issues and evidence-based solutions effectively to diverse audiences using appropriate formats and strategies.
4. Design and conduct a policy analysis or program evaluation using appropriate research methods and communicate evidence-based recommendations that address real-world policy challenges.

9. Other pertinent information, if any.