



UNIVERSITY OF THE DISTRICT OF COLUMBIA
SCHOOL OF BUSINESS & PUBLIC ADMINISTRATION

PROPOSAL FOR PROGRAM REVISION

MASTER'S IN PUBLIC ADMINISTRATION (MPA)

SUBMITTED BY
SCHOOL OF BUSINESS & PUBLIC ADMINISTRATION
Department of Management

For implementation
FALL SEMESTER 2012

WASHINGTON, DC

University of the District of Columbia

Academic Programs/Courses

Transmittal Form

Type of Review Requested: **Proposed Revision of the Master of Pub. Admin. (MPA) Program**

Initiated by: Dr. Julius N. Anyu of Dept. of Management and Graduate Studies

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Type of Review Requested

This is a request for a review of proposed changes to the Master's in Public Administration (MPA) program. The changes proposed would align the MPA program with current National Association of Schools of Public Affairs and Administration (NASPAA) accreditation guidelines.

Summary of Proposed Program Change Master's in Public Administration

The School of Business and Public Administration currently offers a 36 credit hours Master's degree in Public Administration (MPA) with concentrations in Public Management, Human Resources, and Computer Information Systems. This document presents proposed program revisions to the MPA program. The proposed changes are as follows:

1. Increase the required credits from 36 hours to 39 hours
2. Move the following course from the required core curriculum to an elective
 - a. Planning in Government
3. Add the following courses to the required core curriculum
 - a. Introduction to Public & Nonprofit Administration I
 - b. Political Economy of Public Administration
 - c. Public Administration Capstone
4. Add two Concentrations: 1) Nonprofit Management and 2) Procurement & Public Contracting. The concentrations require the completion of 9 credit hours and will serve as the focus for the 3 credit hours Public Administration Capstone. The following are the lists of courses available for each concentration
 - a. Nonprofit Management concentration
 - Introduction to the Nonprofit Sector
 - Governance and Executive Leadership
 - Strategic Revenue Development
 - Public Policy, Advocacy and Social Change
 - Volunteer Management: a Nonprofit Human Resource
 - b. Procurement & Public Contracting
 - Contract Administration
 - Contract Source Selection, Pricing & Negotiation
 - Government Contract Performance
 - Legal and Ethical Aspects of Government Contracting

* Note: Please see syllabi for these courses in the Appendix.

Rationale for Proposed Revision: Standards of Relevant Accrediting Agencies

The added courses are required in order for the MPA program to acquire National Association of Schools of Public Affairs and Administration (NASPAA) accreditation. NASPAA is the professional accrediting agency for public administration programs. NASPAA requires the program to adopt a curriculum that will focus on public professional development and public service values and attaining the competencies in 5 domains:

- To lead and manage in public governance;
- To participate in and contribute to the policy process;
- To analyze, synthesize, think critically, solve problems and decisions;
- To articulate and apply a public service perspective;
- To communicate and interact productively with a diverse and changing workforce and citizenry

Note: The proposed additional courses address these competencies required for accreditation, NASPAA Standards 2009

Number of Students Immediately Affected

This proposal would have no adverse effect on current students, but any future students in the MPA degree would benefit from the changes. Note that current students would be able to take the new courses and include one of the new concentrations, replacing some current elective options. Recently the MPA has had 25-30 students enrolled.

Probable Impact on Unit

The School of Business and Public Administration expects significant improvements in enrollment, retention, and graduation rates. There is no near-term need for additional faculty for these specific changes, because the new electives would be rotated into the curriculum on a 2-year cycle, without additional financial resources. As enrollment increases and revenues grow, additional faculty could be added.

Faculty and Staff Affected

No changes in the faculty and staff will be needed to implement the proposed change.

Proposed Date of Implementation

The program changes would go into effect in Fall of 2012.

**Relating National Association of Schools of Public Affairs and Administration (NASPAA)
Standards to UDC Master of Public Administration (MPA)
Curriculum of Study Learning Outcomes**

Standard 5, matching operations with the mission as related to student learning address **universal** required competencies, mission-specific required competencies, mission-specific elective competencies and professional competencies.

“The required competencies will include five domains: the ability

- *to lead and manage in public governance;*
- *to participate in and contribute to the policy process;*
- *to analyze, synthesize, think critically, solve problems and make decisions;*
- *to articulate and apply a public service perspective;*
- *to communicate and interact productively with a diverse and changing workforce and citizenry. ”*

Accredited programs should demonstrate how it delivers on its mission via course of study and learning outcomes for graduates. *“Students should be able to apply their knowledge, understanding and problem solving abilities in new or unfamiliar environments within broader or multidisciplinary contexts related to public affairs, administration, and policy. They have the ability to integrate knowledge and handle complexity.”*

UDC MPA Program Mission:

The mission of the Masters of Public Administration Program is to: *“Educate students, particularly those from traditionally underrepresented populations and communities, to serve as effective managers and leaders in urban governments and nonprofits, and to improve the quality of life for residents of the District of Columbia, nation, and global communities through knowledge development, research, and public service.*

The table below maps the NASPAA accreditation standards onto the proposed revised MPA program objectives and student learning outcomes.

NASPAA MPA Accreditation Standard	UDC’s Proposed MPA Program Objectives	UDC’s Proposed MPA Student Learning Outcomes
<ul style="list-style-type: none"> • <i>to articulate and apply a public service perspective;</i> 	I. Articulate and apply a public service ethos and ethical principles to intellectual, professional, and community life	I1. Knowledge of key characteristics, values, practices, opportunities, and challenges associated with public service in the workplace and community
		I2. Understands professional ethics and standards of behavior, and conforms to public sector workplace norms and expectations
		I3. Ability to apply ethical frameworks to public policy and management decisions

<ul style="list-style-type: none"> <i>to lead and manage in public governance;</i> 	<p>II. Mobilize and manage financial, administrative, and human resources effectively, and play a leadership role in reforming and building the capacity of public organizations in a sustainable way</p>	<p>VI1. Knowledge of public finance, budgeting, and fundraising principles, tools, and practices, and ability to develop and evaluate budgets and the financial implications of policy/management decisions</p>
		<p>VI2. Knowledge of public management theories, tools, and evidence-based principles and practices</p>
		<p>VI3. Understanding of how to apply management tools and techniques to elicit and provide constructive feedback; obtain buy-in and investment; develop collaborative and effective communication and management structures; improve efficiency; motivate and incentivize; and mediate and sustainably resolve conflict</p>
		<p>VI4. Knowledge of organizational psychology and change management theory, principles, and practices, and understanding of how to apply this knowledge to build organizational capacity, reform and strengthen organizational cultures/operations, and institutionalize and sustain progress</p>
		<p>VI5. Knowledge of public leadership characteristics, principles, and values, and how to apply a leadership orientation and practices to address public sector challenges at a variety of administrative levels in professional/community settings</p>
<ul style="list-style-type: none"> <i>to communicate and interact productively with a diverse and changing workforce and citizenry.</i> 	<p>III. Appreciate the perspectives of diverse populations and stakeholder groups and interact productively with a diverse workforce and citizenry</p>	<p>III1. Knowledge of key principles and practices of cultural competence, and understanding of the interplay between and amongst culture/ethnicity/socioeconomic status and public policy/management practices and participation</p>
		<p>III2. Ability to listen, empathize with, distill, and reflect the key thoughts/ideas/perspectives of others, and recognize the value of diverse viewpoints</p>
		<p>III3. Ability to work productively and collaboratively in a team</p>
<ul style="list-style-type: none"> <i>to analyze, synthesize, think critically, solve problems and make decisions;</i> 	<p>IV. Research, obtain, interpret, synthesize, and understand quantitative and qualitative data; think critically about and apply analytic frameworks to this data; and use data to make informed decisions on how to best solve policy, operational, and management challenges</p>	<p>IV1. Knowledge of quantitative/qualitative research methods, and ability to identify key research questions, information sources, and use information technology to conduct qualitative/quantitative research</p>

		IV2. Knowledge of statistical, quality assurance, and other data tools, principles, and practices, and their applicability and importance in developing and evaluating public policies and management operations
		IV3. Ability to objectively/logically distill, synthesize, interpret, analyze, and assess quantitative/qualitative data and analysis
		IV4. Ability to apply quantitative/qualitative data to better understand, develop, implement, support, and evaluate policy/management decisions
<ul style="list-style-type: none"> to participate in and contribute to the policy process; 	V. Understand, participate in, and effectively shape the public policy process	II1. Knowledge of the structure, roles, authority, responsibilities, and relationships within and amongst government and nonprofit organizations, with an emphasis on the local as well as state and federal sectors
		II2. Knowledge of the process/procedures for developing, shaping, approving, implementing, funding, and communicating public policy in urban communities, with an emphasis on the local as well as state and federal sectors
		II3. Ability to identify and assess the costs, benefits, stakeholders, and political/social/economic and other key dimensions and ramifications of existing and proposed public policies
		II4. Ability to understand and assess policy systems, obstacles and opportunities for reform, and to propose policies, development /approval strategies, and related implementation plans/activities to facilitate reform
<ul style="list-style-type: none"> to communicate and interact productively with a diverse and changing workforce and citizenry. ” 	VI. Communicate clearly through a variety of mediums to diverse audiences	V1. Ability to organize, outline, and appropriately frame findings/arguments/proposals in a logical, easily-understood manner for different audiences
		V2. Ability to write clearly and succinctly for diverse audiences
		V3. Ability to articulate and orally present findings/arguments/ proposals in a logical, confident, and easily-understood manner
		V4. Ability to use technology to construct, present, and disseminate information

Summary of Changes

Tables 1 through 4 present the existing and revised MPA program.

Table 1. ADMISSIONS REQUIREMENTS

<u>OLD</u>	<u>REVISED</u>
<u>A baccalaureate degree conferred by an accredited institution</u>	<u>A baccalaureate degree conferred by an accredited institution</u>
<u>A minimum of 2.5 grade point average on a scale of 4.0</u>	<u>A minimum of 2.5 grade point average on a scale of 4.0</u>
<u>Two letters of recommendation</u>	<u>Two letters of recommendation</u>
<u>An official score report of the Graduate Management Admission Test (GMAT) scores</u>	<u>The writing assessment and official score report of the Graduate Management Admission Test (GMAT) or Graduate Record Examinations (GRE) scores</u> <u>A limited number of applicants not meeting the normal admission requirements may be admitted on a provisional basis.</u>

Table 2. DEGREE REQUIREMENTS (SUMMARY)

OLD	Credit Hours	REVISED	Credit Hours
Core Courses	27	Core Courses with 6 credit hours for electives or thesis	27
Areas of Emphasis	9	Concentration to include 3 credit MPA + capstone course	12
Total Credit Hours	36	Total Credit Hours	39
Maximum Transfer Credits	9	Maximum Transfer Credits	9
Thesis Option	6	Thesis Option	6
Comprehensive Examination	Yes	Comprehensive Examination (Replaced by Capstone Course)	No

Table 3. CORE COURSES

OLD	Credit Hours	REVISED	Credit Hours
Planning in Government	3	*Introduction to Public and Nonprofit	
Management of Government Organizations	3	Management I	3
		Management of Government Organizations	3
		*Political Economy of Public Administration	3
Public Finance and Budgetary Process	3	Public Finance and Budgetary Process	3
Public Policy Development and Implementation	3	Public Policy Development and Implementation	3
Quantitative Methods for Public Administration	3	Quantitative Methods for Public Administration	3
Public Management Research	3	Public Management Research	3
2 elective courses	6	2 elective courses or thesis option	6
Total Core Credit Hours:	24	Total Core Credit Hours:	27

Table 4. AREA OF EMPHASIS\CONCENTRATION

OLD (Area of Emphasis)	Credit Hours	REVISED	Credit Hours
Public Management	12	General MPA with Capstone (Public Administrative electives)	12
Human Resource Management	12	<u>OR</u>	
Computer Information Systems	12	Nonprofit Management with Capstone	12
		Procurement & Public Contracting with Capstone	12
		Human Resource Management with Capstone	12
		Computer Information Systems with Capstone	12